

**SEMANTICS ANALYSIS OF UNMARKED MEANING IN
"ENGLISH ON SKY" TEXTBOOKS PUBLISHED BY
ERLANGGA FOR CLASS VI (READING TEXT) VII (IN
READING TEXT**



OLEH:

**Taufik Rahman, M.Pd
Intan Trine Chodija, M. Pd
Jimmy Cromico, M. Pd
M. Fahmi Zam Zami
Fera Amanda Abelia**

**LEMBAGA PENELITIAN DAN PENGABDIAN MASYARAKAT (LP2M)
INSTITUT AGAMA ISLAM DARUL A'MAL LAMPUNG
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HALAMAN PENGESAHAN

- a. Judul Program : *Semantics Analysis of Unmarked Meaning in "English On Sky" Textbooks Published by Erlangga for Class VI (Reading Text) Vii (In Reading Text)*
- b. Jenis Program : Pendampingan
- c. Bidang Kegiatan : Terpogram
- d. Identitas Pelaksana :
1. Ketua
 - Nama : **Taufik Rahman, M.Pd/ Ketua**
 - NIDN : 2121110201
 - Pangkat/ golongan : Asisen Ahli
 - Alamat kantor : Jl. Pesantren Mulyojati 16B Kec. Metro Barat Kota Metro
 2. Anggota 1
 - Nama : **Intan Trine Chodija, M. Pd**
 - Alamat kantor : Jl. Pesantren Mulyojati 16B Kec. Metro Barat Kota Metro
 3. Anggota 2
 - Nama : **Jimmy Cromico, M. Pd**
 - Alamat kantor : Jl. Pesantren Mulyojati 16B Kec. Metro Barat Kota Metro
 4. Anggota 3
 - Nama : **M. Fahmi Zam Zami**
 - Alamat kantor : Jl. Pesantren Mulyojati 16B Kec. Metro Barat Kota Metro
 5. Anggota 4
 - Nama : **Fera Amanda Abelia**
 - Alamat kantor : Jl. Pesantren Mulyojati 16B Kec. Metro Barat Kota Metro
- e. Biaya yang diperlukan : Rp. 10.000.000 (Dua Belas juta rupiah)
- f. Lama kegiatan : 1 Bulan

PERNYATAAN KEASLIAN DAN KEORISINILAN

I hereby as the chief researcher:

Name: Taufik Rahman, M. Pd

NIDN: 2121110201

Declare that this research is original and has not been previously researched and that this research manuscript as a whole is my own original research/work except for the parts where the source is referenced.



Metro, 13 Mei 2022

I Stated,

Taufik Rahman, M. Pd

NIDN. 2121110201

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Chief,

Taufik Rahman, MPd
NIDN. 2121110201

ABSTRACT

Most of Student have difficult understanding English teaching maerial, based on semantic. However if the students find some unmark meaning word and do not know the meaning based on semantic meaning it will make the difficult to understand the real meaning based on the context in it and also the use of KTSP textbook such as SMPN 1 Kota Metro, SMPN 3 Metro, SMPN 10 Metro , SMPN 7 Metro Regency which sould be a concern to change the textbook with the newest one when they replace the curriculum. The research problem of this research is: what are the unmark meaning include in this book?. This research uses a descriptive qualitative method because the researcher would analysis and interpret the research object of English on Sky by Erlangga by taking 12 reading materials from the book. After that the researcher selects the reading materials which contain of semantic unmark meaning and readsto the text to understand the the unmark meaning conducts and analyzes the collected data and makes conclusion. The result of this research is contain little unmark word meaning so the reading materials are easily can be understood by students. related to the markedness (unmark meaning). The researcher expects thisresearch will be useful for the other researchers who are eager to know more about semantics.

Key words: *Semantic, unmark meaning, English on Sky, word*

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A. Background of Study

People need a communication to know each other. It is a basic human activity, and basic of all human's communication is language. Language has some functions in people life, in every day activities. People use language; they can introduce themselves, communicate with other, and enlarge their knowledge. Without language it is hard to imagine how people can operate and get along with other. In one of theory says that language is a means of communication among the nations and people, will be utilized to deliver someone's idea, feeling, thought, and opinion to someone else. English is an International language which has been recieved by countries all over the world. The function of it is as a means of communication in meeting business or other activities among government over the world. Besides, English is used as science of knowledge, new invention in field of modern technology, pharmaceutial, medial, et.

Language is a system for the expression to deliver the information in particular context. Its primary function is for interaction and communication.¹ Language is used by human in order to know and understand each other. As we know that God created human in different condition and character, so they need to interact among people.

People by nature need communication with each other to express their feeling, idea in their mind. For expressing something in their mind, they need communication tool. One of communication tool often used is language. the bridging tool in connecting the people around the world through language. by using language, people have some ways in conveying their idea by using combination of words.

As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of international world. Recently, English becomes important. Since it's important, English is taught widely at formal school starting from elementary school up to universities; even at informal school i.e. courses.

The important thing of language is of course as a main tool for communication, people communicate in the human life for individual or social group. It means that language is a main of communication tool that contains many vocabularies in it to share thoughts and feelings with other. Among all languages in the world, English becomes one of the first foreign language adopted in many countries in the world. It is also an international language used by people around the world for communication. English teachers should use textbook or coursebook of English language in order to follow the development of the education world. Textbook is used as standard source of information for fomal study of a subject and an instrument for teaching and learning.² Although textbook is the main tool for the English teacher to teach English. They need to be creative to construct design material itself so the the material is ideal for teaching English.

English text book is an important stuff in delivering teaching and learning in the classrooms. It is also crucial when english is taught to the students of foreign language like Indonesia since English not an official language which is not used in everyday life. Most of learners find English only in the classroom activities when the teacher delivering English subject. Consequently, English Text book become the main source of English language that is accessed by students in the classroom. English Teachers as a bridge of learning English Language use English text book as primarily source in insttuctional activities and giving guides for the activities. By using text book, it will give a good benefits for teaching learning process, not only for teacher but also for learners where it serves a outline of direcetion and guidance.³ However, English text book as the main materials in English as foreign language classes play the significant

part to assist language acquisition in the classrooms.

Textbook is called a matter in teaching, subject matter, instructional materials, teaching material and coursebook.⁴ This meaning pressures textbooks all of something that can be used to facilitate learning in the teaching and learning process.⁵ In addition, textbook refers to a physical source of teaching matter. It is a substance of the content which consists of topic, theme, exercise and explanation.

English text book entitled “English on Sky 1 for Junior High school students Year VII by Erlangga Publisher” become one of English text book source that is used most of English teacher in Metro. It is an English book prepared by the publisher by abiding the ministry of education rule which is in line to the KTSP curriculum design that is used by some schools which do not adopt the new curriculum design, *2013 curriculum*. This curriculum has the advantages as follows; (1). Encourage the realization of autonomy school in the arena education. (2). Encourage teachers, principals, and school management for increased creativity in organizing programs education. Whereas, the lack of unit level curriculum education (KTSP) are (1) Lack of Human Resource expected able to describe the curriculum level of educational unit (KTSP) on the unit of education that exist and the lack of quality teachers and schools. (2) Lack of facilities and supporting infrastructure as completeness of the implementation educational unit level curriculum (KTSP).⁶ In the reality, this English text book “English on Sky” is widespread since the use of KTSP curriculum has been done for years and some of school still use this book for teaching material one of them is SMPN 1 Kota Metro, SMPN 3 Metro, SMPN 10 Metro, SMPN 7 Metro and ect. Because of this fact, the English teachers need to look inside the book to analyze the content in order to take more control over its use. No textbook or set of materials is likely to be perfect, and there does not seem as yet an agreed set of criteria or procedures for evaluation. Because of imperfection of English text book, it is necessary for the English teacher to know the content of the book especially both of language and task based on context.⁷ The researcher easily understand and analysis helps teachers to gain good and useful insights into the nature of material so it is useful in teacher’s development. In brief, the analysis on the text material is needed for the effectiveness of the use of textbook with the suitable new curriculum K13 that will be implemented to all school in Indonesia.

In delivered message from speaker to listener, writer and reader we must use good language, the language used is language that the listener and reader understand what the speaker and writer mean. The message from speaker and writer delivered to listener through words meaning in sentence. Chosen words that appropriate are a key to speaking and writing for easy to understand the word meaning. The study about words meaning is part of the linguistic especially in Semantic.

Semantics as we know that branch of linguistics is the studies about meaning in language. Shortly, semantics concerns the study of meaning. There is relation among a word and the other words in semantics. It is called meaning relation. Basically, the principle of meaning relation consists of four major fields, such as synonymy, antonymy, polysemy, and hyponymy. Synonymy concerns the sameness of meaning, while antonymy concerns the oppositeness of meaning. The focus here is on antonymy which has a sense of relation, as well as synonymy. Sense is the meaning of word, especially the conceptual meaning in which it is usually derived from definition of the lexical items which can be found in dictionaries.

In semantic also learn about word meaning and sentence meaning. Word meaning is helpful to draw a distinction between two classes of words content words and function words. Content word principally nouns, verbs, adjective and adverb.⁸ All content words have a descriptive meaning, and they may in addition be marked by

social and affective meaning.

One of the most semantic concepts in sentence processing studies has been concept of the unmarked and marked from as a semantic primitive called markedness theory. The marked item is unusual and uncommon cases and also more easy to understand the meaning of the marked words. For example, the marked member of the pair name the dimension specified by the pair, as in artist (actor/actress), if we hear the word “actress” we know the meaning of the actress is a female artist. The unmarked item is usual or normal cases, for example the unmarked member of the pair names the dimension specified by the pair, as in depth (deep/shallow), height (tall/short). In the sentence,

- (1) How high is the building?
- (2) How low is the building?

(1) has the neutral or general meaning of “what is the height of the building?”. It is unmarked. Even the building is one centimeter. *High* can also be used in this sentence. While (2) implicates the building is low. Why the unmarked *high*, *old*, *far*, *big*, and *strong* can be used in above contexts while the marked *low*, *young*, *near*, *small*, and *weak* cannot? More attempts are made to explore the causes.

In the semantic markedness (unmarked and marked meaning). *actress* is semantic specifically than *actor*. *Waitress* is semantic specifically than *waiter*. *Actress* and *Waitress* only refer to female, while *actor* and *waiter* not only can refer to male, but also can refer to female. *Actor* and *waiter* are unmarked and *actress* and *waitress* are marked. The superordinate are *Actor* and *waiter* since it includes *female actor* (*actress*) and *male actor* and *waiter* includes *female waiter* (*waitress*) and *male waiter*. Nevertheless, in the following examples, we can find another situation:

- (1) Is that person an actor or an actress?
- (2) Is that person a waiter or a waitress?

actor and *waiter* in the sentences above can not be sense as *actress* and *waitress*“ superordinate. Those words are equal in connotation which refers to *male actor* and *female actor*, *male waiter* and *female waiter* respectively.⁹ Sometime for English learner especially foreign language is hard for them to acquire the targeted language that is why the markedness is really important to be examined since markedness widely applied to phonetics, semantics, pragmatics, and psycholinguistics.¹⁰ Consequently markedness touches not only the structural form of language, but also the implicit meaning of the language. Furthermore, Markedness difficulty will be given based on the variances of markedness relations.¹¹ In other hand, the content of text material is really important which can help the English learners to acquire the language.

Based on the expended text book by the school SMPN 1 Kota Metro, SMPN 3 Metro, SMPN 10 Metro , SMPN 7 Metro which still used this book (English on Sky 1) with KTSP curriculum, it is become a concern for the teacher in selecting the book due to in choosing a textbook not only with the curriculum that is used in that school but also for the students. since the new curriculum (K13) has been implemented in most of school in Indonesia. the important of teaching reading text content and the reason of necessary of markedness especially in unmarked meaning explained above is a concern of this research where this aspect become a thing that make student difficult to understand the real meaning of word, that is why this research was implemented. Since, this phenomenon was really interesting to find out about the semantic Analysis of markedness especially in Unmarked words meaning in English Textbook for Junior High School of English in The Sky fro 7th grade by Erlangga Publisher.

1. Identification Problem

Based on background of research, the researcher identifies the following problem in using English reading text book, they are:

- a. Some school still use KTSP 2006 textbook for their sources of teaching meanwhile the k2013 has been implemented in the most of school. For example is SMPN 1 Kota Metro, SMPN 3 Metro, SMPN 10 Metro , SMPN 7 Metro and ect.
- b. meaning can cause the difficulties for students in acquiring the targeted language that is caused by unmark meaning in the reading material in the textbook.
- c. The unmark meaning give the bias meaning if the students do not know the meaning based on context.

2. Formulation of Problem

Based on the background of the research about the important of markedness, the question of this researcher was what are the unmarked words meaning that found in English textbooks “English on sky” published by Erlangga, for class 7 (seven) ?

3. Benefits of Research

The significances of this research are hoped as follows :

- a. **The Lectures**
 - The researcher hopes this research can be a source to teach unmarked words meaning in semantics.
- b. **The Students**
 - To help the students getting some references in understanding about unmarked words meaning in noun and adjective in English Textbooks for junior High school.

B. LITERATURE REVIEW

1. Theoretical Framework

a. Definition of Semantics.

Semantics is known as the study of meaning relationship or language content. the specific meanings of words of semantics is not the essential as they are defined in dictionaries Although the words meaning are said to have “semantic attributes”.¹⁴ however, semantics elucidate and investigate the meaning in language as it exist in relationships among words, in sentences, paragraphs, and other extended forms of discourse.

Semantic is the way to learn word and sentence meaning based on the context of use. it is the process to understand the nature of knowlage in form of language meaning that is taken from investigate the language.¹² Semantic is study about meaning in language. While semantic has traditional focused on descriptive meaning, language also conveys social meaning (information about the social characteristics of the context of production) and effective meaning (information about emotional characteristics of the context of production). However, the study about meaning is known as semantics with the area of linguistics which is closest to the philosophy of language. it is also the study of how the meanings of word or sentence is organized and expressed through languages.¹³ In general, semantics learn the meaning of language and the organization of language.

Semantics is the study of the meaning behind part of language such as word and sentence, it is an idea or intention, it is used to distinguish the differenc type of languages.¹⁵ The language can be a natural language, such as English or Navajo, or an artificial language, like a computer programming language. Meaning in natural languages is mainly studied by linguists. In fact, semantics is one of the main branches of contemporary linguistics. Theoretical computer scientists and logicians think about artificial languages. In some areas of computer science, these divisions are crossed. In machine translation, for instance, computer scientists may want to relate natural language texts to abstract representations of their meanings ; to do this they have to design artificial languages for representing meanings, Semantics is not just meaning of the word.

When we talk about semantics it relate to the branch of linguistics which assign to investigate the meaning and to describe the expression of languages, ifwe focus on semantics, we certainly adopt the certain concept of methods and objective of language inquiry.¹⁶ *Semantics*, theory of semantic, meaning are ideas or concepts, it should amenable to computational manipulation and support inference and problem solving, the sentence and the meaning of component has relationship, it must have syntactical structure of language, and the semantics and syntax should must have relation, .¹⁷ However, semantics play an important role in interpreting the word, sentence or language meaning.

Based on explanation above, the researcher get concludes semantics is study about meaning in language, in words and sentence meaning or semantics is something to do with meaning and study of the meaning of linguistics expressions. As an English teachers we have to know the semantics meaning to avoid bias and consturct an ideal material for teaching English in the classroom activities when delivering English subject.

2. Words Meaning

Word meaning is helpful to draw a distinction between two level of words are content words and function words which the attempt to make the relationship between meanings and forms need to inquire the minimal meaning of every units in a language, for example the word *crazy*, *spider* and *elongate*, those words are clearly can be comprehend but we have to identify meaning both above and below level and ambiguities of word meaning enclosed or attributed.¹⁸ Content words principally nouns, verbs, adjective and adverbs may describe in terms of three general types of meaning discussed above. All content word has a descriptive meaning and they may in addition be marked by social and effective meaning. Word meaning can also be accessed through a phonological representation. With this indirect or phonetic approach, the reader uses knowledge of phoneme-grapheme correspondence rules to recode the visually perceived. Letters into their corresponding phonemes.

3. Word Classes

The most famous part of words taxonomy is traditional grammar which traditional grammar is known as word classes. The main word classes are these: verb, noun, adjective, preposition, determiner, pronoun and conjunction. The major word classes of English there are noun, adjective and adverbs. There are nine traditional word classes they consist of Noun, adverbs, adjective, verbs, auxiliaries, determine, pronoun, conjunction and preposition.¹⁹ Most of word class is classified into some kind of status.

4. Adjective

English grammar on outline. At the general level „ adjective“ is applied to grammatically distinct word class in a language having the following properties:²⁰

- It contains among its most central members the morphologically simplest words denoting properties or states : among the most frequent and salient are those relating to size, shape, colour, age, evaluation (“good”, “bad”, etc) and the like.
- Its members are characteristically used either predicatively (very often as complement to the verb “be”) or attributively, as modifier within NP structure.
- It is the class, or one of the classes, to which the inflectional category of grade applies most characteristically in language having this category. (Adjectives often carry such other inflection as case, gender, number, but secondarily. By agreement, rather than being the primary loc.

Adjectives is word that use to give characteristic to noun or pronoun. Example, happy, beautiful, clever, far, one, much etc. kinds of adjective are descriptive adjective and limiting adjective. Descriptive adjective is adjective that use to explain condition of noun or pronoun such as size, shape, weight, smell, taste, color, etc. Limiting adjective is adjective that use to limit of noun and pronoun without give information of condition, kinds, etc.

An adjective is word typically used to modify a noun, and describes some property of the thing referred to by the noun, which it can be role as pre-modifier noun, subject and object modifier.²¹ Furthermore, adjective is used as a

word that can give explanation to the noun enclosed, it modifies the noun.

5. Noun

Healthier Mac Fadyen (University of Ottawa) a noun is a word used to name a person, animal, place, thing, and abstract ideas. A noun as a word used to name person, thing, animal, or abstract concept.

Nouns are name of people, places, things, and ideas. A noun that refers to categories (teacher, city) is a common noun: a noun that refers to actual individual person or place (Mr.Smith,Chicago) is proper noun. See also count noun and noncount noun.

The general term "noun" is applied to a grammatically distinct word class in a language having the following properties:²²

- It contains amongst its most general members those words that denote persons or concrete objects.
- It members head phrases—noun phrase—which characteristically function as subject or object in clause structure and refer to the participants in the situation described in the clause, to the actor, patient, and so on.
- It is the class to which the categories of number, gender, and case have their primary application in languages which have these grammatically categories.

Nouns have been divided into some categories there are proper,common, abstract, concrete, count and noncount noun.²³

- Proper nouns are name. they describe things that are unique and special. There is that only one of them.
- Common nouns describe people, place and things. There are no rules unique to common noun.
- Abstract nouns describe idea, that you cannot really see or touch. Abstract noun is the subject of sentence, it always taken a singular verb.
- Concrete nouns that something can be sense such as people, things and places
- Count nouns refer to something that can be count such as *50 yards, balls* and *ect.*
- Non Count noun that is refer to invisible mass which can not be counted such as *furniture, software* and *ect.*

Noun is word that use to describe people, animal, day, weeks, idea or things or it refer to things. Example , Teacher, Yogyakarta, Children, etc.²⁴From concrete noun divide four kinds there are proper noun, common noun, collective noun and material noun. And from the count divide two kinds there are countable noun and uncountable noun. The noun is a word classes; like all other from-classes, it this to be defined in term of grammatical features [...] when it has defined, it shows it class-meaning which it can roughly states as follow object of such and such of species: example are boy, stone, water, and kindness. Noun often refer to entities, including people, and abstraction (like war and peace).Nouns typically take the inflectional plural affix – S (cats, dogs, houses) but there are exception ("mans and peaces"). Nouns also typically take the possessive affix-S (men's best friends), and in the term distribution, follow determiner like your and adjective like funny (your funny face). Nouns can be divided in two main

subclasses : common nouns and proper nouns.

6. Markedness

Markedness is an 'extremely important concept' in linguistics, which unfortunately 'covers a number of disparate and independent phenomena'. Moreover, there is some inconsistency in the terminology concerning *marked* and *unmarked*. Most writers on the subject describe one member of an antonym pair as marked (e.g. *small*) and the other as unmarked (e.g. *large*). This is the general terminological policy I will follow. However, some writers talk about a word as having a marked and unmarked sense. Therefore, *big* has an unmarked sense in (I) How big is your house? but a marked sense in

- My, but your house is big!

Criteria for markedness The most general criterion is neutralization of the unmarked member in questions and nominalizations. Neutralization of an opposition occurs in questions of the form, *How X is it (he, she)? or Is it (he, she) X?* Stress must go on the adjective, not the *how*. In such questions, the unmarked form carries no supposition as to which part of the scale is involved, while the marked form does carry a supposition.

In nominalizations, if the scale is nominalized by a morphologically related form, it will be related to the unmarked member. Contrast

(a) I was amazed by the length of the table. (It was only 3 feet.)

(b) I was amazed by the shortness of the table. (It was only 3 feet.)

The (b) sentence supposes that the table is short, whereas the (a) sentence does not imply that it is long.

Another criterion of markedness relevant to antonyms is that the unmarked member of an opposition can appear in more contexts than the marked term (Waugh, 1982). A third property is, therefore, that only the unmarked member of an antonym pair may appear in measure phrases of the form: Quantity Measure Adjective. Thus expressions like *5 feet tall and 8 years old* are normal, but *5 feet short and 8 years young* are odd.

Limitations on nominalization contexts can also be noted. (4) *The length of the table was 3 feet.* is fully acceptable, but (5) *The shortness of the table is 3 feet.* is less so.

Markedness which has been proposed is frequency. the unmarked member of an opposition is more frequent than the marked member. the unmarked member may occur in a wider range of contexts and will appear when the contrast is neutralized, it will also be more frequent.

A fourth general criterion of markedness is that if one term has an overt marker, it is the marked member. Applied to antonyms, this means that if one member of an antonym pair has an affix added to the other member, it is the marked form with the additional material. Thus *happy* is unmarked, while *unhappy* is marked.

It may be peculiar to suggest the possibility that the unmarked form could

have an affix attached to the marked form (i.e. that *unhappy* could be unmarked), since the additional material would seem to make something marked by definition. However, it is important to discover whether all the predicated properties go together or whether one member of an antonym pair is unmarked with respect to one criterion but marked with respect to another.

There are several other properties which are special to antonyms and are not general properties of markedness found in morphology, phonology, etc. Among antonyms proportions and ratios can be used only with the unmarked member.

- (a) John is {} as tall as Bill
- (b) *Sally is {} as short as Sue.

In looking at the evaluative or connotative 'meaning', the unmarked member has a positive connotation and the marked member has a negative one. Thus *happy*, *clean* and *friendly*, which come out as unmarked according to the criteria listed above, have favourable connotations, while their antonyms, *sad*, *dirty* and *unfriendly* have negative connotations.

Unmarked members of an antonym pair denote more of a quality, while the marked member denotes less. According to the previous criteria, *big*, *tall*, *heavy* and *old* are unmarked and indeed these terms denote more size, height, weight and age than their corresponding antonyms *small*, *short*, *light* and *young*. There may be asymmetries in entailments. The chicken is worse than the steak entails. The steak is better than the chicken but the reverse entailment does not hold if both the *steak* and *chicken* are good. (At least, this inference is misleading.) Or consider the following:

- (7) (a) *The steak is better than the chicken, but both are bad.*
- (b) **The chicken is worse than the steak, but both are good.*

Table I summarizes the predicted markedness properties of antonyms. Before looking at the data, let me make some caveats. First, judgments among

- I Neutralization of an opposition in questions by *unmarked* member.
- II Neutralization of an opposition in nominalizations by *unmarked* member.
- III Only the *unmarked* member appears in measure phrases of the form Amount Measure Adjective (e.g. three feet tall).
- IV If one member of the pair consists of an affix added to the antonym, the affix form is *marked*.
- V Ratios can be used only with the *unmarked* member (e.g. Twice as old).
- VI The *unmarked* member is evaluatively positive; the *marked* is negative.
- VII The *unmarked* member denotes more of a quality; the *marked* denotes less.
- VIII If there are asymmetrical entailments, the unmarked member is less likely to be 'biased' or 'committed'. Cf. A is better than B. A and B could be bad.

groups of speakers are highly variable, and within each individual. **Table 2.1. of Markedness properties of antonym pairs**

There is inconsistency. Writers on antonymy frequently preface their list of good and bad sentences with comments such as 'The following reflect my own idiolect.' This is apparently a warning to the effect that uniform judgments cannot be expected. I frequently disagree with those judgments. Moreover, as I was making judgments on expressions containing the words in my antonymy list, I often changed my mind. Barbara Hollenbach, a research associate in linguistics who also evaluated the words with respect to many of these properties, experienced the same inconsistency.

Secondly, the judgments about words in neutral sentences are easily overridden by pragmatic factors. This is especially true for affective or connotative meaning. I will have many cases where pragmatic principles override judgments.

7. Marked and Unmarked

The meaning of stand for “more marked than” or “dispreferred” or “less natural than” and correspondingly. Unmarked for “less marked than” or “preferred” or natural than” applied to the text level, this means that more vs Less marked option are often available in text production.

The unmarked item is usual or normal case, While marked one is considered

special or unusual.²⁵ Unmarked forms are more general than marked forms, and do not carry the same marked descriptive values that sentences with the marked form of the word pair do. From processing and recall point of view, the implication is that the unmarked form in the word pairs is the easy or simple of the two or deal with in syntactic and semantic term. In memory tasks, semantic features may be lost for the marked form, such that the unmarked item is the one that is remembered or better recalled. In recalled tasks, it appears that if there is no motivation from context to focus on a marked tense or aspect sentences are stored and recalled in their unmarked forms. Furthermore, Unmarked is usual, typical, normal case. Unmarked words designate the usual, common or normal case in ordinary life, while marked words are for less common cases

The term “MARKED” is a staple of linguistic theory. It refers to the way language alters the base meaning of a word by adding a linguistic particle that has no meaning on its own. The unmarked form of a word carries the meaning that goes without saying – what do you think of when you’re not thinking anything special. The unmarked forms of most English words also convey “male.” Being male is the unmarked case. Endings like *ess* and *ette* mark

In contemporary linguistics, the terms “marked” and “unmarked” have come to carry much more meaning than simply “bearing some property” as exemplified in (1) by terms drawn from the literature. Thus, describing and observation as unmarked is often taken to mean that it is, for example, more frequent, natural, simple, and predictable than the marked observation of the comparison set. The unmarked is also often referred to as the default member of a class; that is, it is the member to be assumed, the most basic member of the set, barring further requirements or information.

words as “female.” Unfortunately, they also tend to mark them for frivolousness. Would you feel safe entrusting your life to a doctorates? Alfre Woodrad, who was an Oscar nominee for best supporting actress, says she identifies herself as an actor because “actresses worry about eyelashes and cellulite, and women who are actors worry about the characters we are playing.” Gender markers pick up extra meaning that reflect common associations with the female gender : note quite serious, often sexual.

In typological word on case, it is customary to distinguish between marked case and unmarked case. Unmarked Case is the case that generally surfaces on the sole argument of an intransitive verb in a given language. One can then distinguish between nominative-accusative patterning of Case and ergative patterning on the basis of which argument of a transitive verb has the unmarked case and which a marked case. In a nominative-accusative system, it is a subject of a transitive verb that has unmarked case, and the object has marked case. The distinction „unmarked“ versus „marked“ applies at all level of language, although it was first developed by Trubetzkoy in relationship to phonology. The literature has not agreed on a precise definition of markedness

; in general, “unmarked” often refers either to the simpler structure or to more default structure in a set of minimally contrasting structures. „marked“ conversely applies to the “unexpected, uncommon, and striking”.²⁶

In terms of lexical opposites, marked form is a non-basic, often one with inflectional or derivational endings. Thus, a morphologically negative word form is marked as opposed to a positive one : happy/unhappy, honest / dishonest, fair / unfair, clean / unclean and so forth. Similarly, unaffixed masculine or singular forms are taken to be unmarked in contrast to affixed feminine or plural

forms: lion/lioness, host/hostess, automobile/automobiles, child/children. An unmarked form is also a default form. For example, the unmarked lion can refer to a male or female, while lioness is marked because it can refer only to females. The default nature allows unmarked lexical forms to be identified even when the opposites are not morphologically related. In the pairs old/young, big/little, happy/sad, clean/dirty, the first term of each pair is taken as unmarked because it occurs generally in question. For example, English speakers typically ask how old (big, happy and clean) something or someone is. To use the marked term presupposes youth, smallness, unhappiness, or dirtiness.

8. Types of Markedness

Formal Markedness

Formal markedness, as it suggests, is defined through the absence or presence of certain formal feature marks. In phonetics, in phoneme pairs of *t/d*, *p/b*, *k/g*, the former are unmarked for voice, the latter are marked for voice. "Voice" here is the "certain formal feature or mark". For *p/b*, *p* is marked by the feature of aspiration, while *b* is unmarked for the lack of the feature of aspiration. It can be seen from the above examples that when two phonemes are distinguished by the presence or absence of a single distinctive feature, one of them is said to be marked and the other unmarked of the feature. These are called privative opposition, which refers to what is the only one distinctive feature to distinguish A from B. If A has this feature, B does not.

Another illustration of formal markedness is certain word in vocabulary. Unlike in phonology, the formal markedness depends on whether there exist distinctive features, while in vocabulary, formal markedness mainly reflects through derivation and inflection. Derivation is a major method of English word-formation, which refers to the creation of new words through adding the prefix or suffix to the original words.

In some complementary words such as *god/goddess*, *prince/princess*, *healthy/unhealthy*, *lucky/unlucky*, the latter are the antonyms of the former, and are formally marked by either the prefix *un* or the suffix *ess*. However, the former are formally unmarked. Here, the prefix and suffix express the opposite or negative meaning. Sometimes, prefixes or suffixes do not necessarily express negative or opposite meaning and they can also play the role of "formal marks". As in *happy/happiness*, *kind/kindness*, *value/valuable*, through adding the suffixes *-ness* and *-able* to the original words, it is the part of speech of the original words changes, not the meaning of the original words turning to the opposite ones. Besides derivation, inflection is another way of reflecting formal markedness. It mainly refers to the creation of new words through the change of number, gender and case of noun, and the change of tense of verbs. For example:

Teacher/teacher's, *wife/wife's* *girl/girls*, *family/families*
Go/going/went/gone, *kick/kicking/kicked/kicked*

The singular form of words is usually unmarked like *girl* and *family*, while the plural form of words is marked like *girls* and *families*. The regular English verb is marked for past tense like *went* and *kicked*, unmarked in the present like *go* and *kick*.

As is seen before, formal markedness describes linguistic structure through the

outer structural characteristics of language. That is to say, formal markedness only presents opposite relationship through formal or structural opposition. In English vocabulary, not all the opposite relationships are reflected through formal or structural opposition like *old/young*, *positive/negative*, *white/black*, *long/short*. Two words in each pair share no formal or structural similarities, but they express totally opposite meaning. Sometimes, two words share similarities, but they do not stand for opposite meaning like *partial/impartial*. And even two words share similarities and express opposite meanings, it is not necessary for one to be marked in opposition to the one unmarked as in *careful/careless*, *joyful/joyless*, *thankful/thankless*, *meaningful/meaningless*.

As is seen above, formal markedness describes markedness only within formal or structural frameworks, which shows obvious limitations and is far from covering the overall markedness phenomena in language use. Linguists discover that in a marked-unmarked pair, the marked one and the unmarked one do not enjoy the same scale or level, and the use of the marked one is limited compared with the unmarked one. In phonetics, the marked *d* and *b* are distributional limited compared with *t* and *p*. *t* and *p* are archiphonemes and can appear after *s* as in *stop* and *spot*. However, *sdp* and *sbot* are not correct. Similarly, *skate* is correct, but *sgate* is abnormal. Therefore, the unmarked one possesses wider use scale in phonetic environment than the marked one. This rule is also true in semantics.

Distributional Markedness

In semantics, the unmarked ones are more general in meaning than the marked ones. Take *old/young* as an example, if you are asked “how old are you”, it does not mean “you are old”. Instead, you are required to tell your age. *Old* here is not the opposite of *young*, and “how old are you” equals to “what is your age”. Another example is about “how far is the station?”. Here *far* does not mean the station is far away, and maybe the station is one minute’s walk or even nearer. However, we still use “how far” to ask the distance to the station whether it is far or near. Similar example is as following: How big is the mooncake? *Big* here just refers to the size of the mooncake, and the mooncake is not necessarily big. If the mooncake is small, “how big is the mooncake” is still acceptable.

From above, we can see *old*, *far*, and *big* do not stand directly opposite to *young*, *near*, and *small*, and their meanings are generalized and neutralized to “age”, “distance”, and “size” respectively. However, if *young*, *near*, and *small* take place of *old*, *far*, and *big*, the meaning of the sentences are totally different. “How young are you” presupposes that “you are young”. “How near is the station” implicates “the station is not far”. “How small is the mooncake” suggests “the mooncake is small”. Therefore, we can see the unmarked *old*, *far*, and *big* have neutral meaning and can be more widely used, while the marked *young*, *near*, and *small* are meaning-limited and can not be used under certain circumstances.

Moreover, there are some other examples of the neutralization of the unmarked and the marked ones.

- (1) Taotao is stronger than me.
- (2) Taotao is weaker than me.

In the above example, *strong* is an unmarked adjective and it can either express the meaning of “having great power esp of body” or the generalized meaning of “the degree of being strong”. In (1), *strong* is neutral and (1) does not mean “Taotao and I are both strong”. Maybe “we are weak” instead, but “Taotao is a little stronger than me”. However, (2) presupposes “Taotao and I are both weak definitely”. Another example:

(1) How high is the building?

(2) How low is the building?

(1) has the neutral or general meaning of “what is the height of the building?”. It is unmarked. Even the building is one centimeter. *High* can also be used in this sentence. While (2) implicates the building is low. Why the unmarked *high*, *old*, *far*, *big*, and *strong* can be used in above contexts while the marked *low*, *young*, *near*, *small*, and *weak* cannot? More attempts are made to explore the causes.

Boucher and Osgood employ Pollyanna Hypothesis to account for this phenomenon. Pollyanna Hypothesis believes that people tend to focus more on the bright side of the world, and they prefer to regard the words with positive meaning as the unmarked ones and the negatives as the marked ones. Therefore, we like to say “the object is not so large”, instead of saying “it is not so small”. *Large* becomes the unmarked one and is generalized and neutralized. Since different languages can easily provide counter examples, their explanations seem lack of power. In Japanese, *thin* is the unmarked one and possesses the generalized meaning. Besides, for certain pair of antonyms, it is hard to distinguish which one is positive and unmarked and which one is negative and marked.

Semantic Markedness

The last type is semantic markedness. Semantic markedness means that the semantic-marked word is more specific than the semantic-unmarked word. For example, *actress* is semantic specifically than *actor*. *Waitress* is semantic specifically than *waiter*. *Actress* and *Waitress* only refer to female, while *actor* and *waiter* not only can refer to male, but also can refer to female. *Actor* and *waiter* are unmarked and *actress* and *waitress* are marked. *Actor* and *waiter* are called superordinate, because *actor* includes *female actor (actress)* and *male actor* and *waiter* includes *female waiter (waitress)* and *male waiter*. However, in the following examples, we can see another case:

(1) Is that person an actor or an actress?

(2) Is that person a waiter or a waitress?

We can sense *actor* and *waiter* are not *actress* and *waitress* superordinate. They are equal in connotation which refers to *male actor* and *female actor*, *male waiter* and *female waiter* respectively. The following examples can illustrate it more clearly:

(1) Is that actor an actor or an actress?

(2) Is that waiter a waiter or a waitress?

Both sentences are acceptable. Here we should pay attention to the first *actor* and second *actor* in the first sentence. And first waiter and second waiter in the second sentence. The second actor and waiter are marked and they specifically refer to male dog and male waiter in contrast with actress (female actor) and waitress (female waiter). They are equal in connotation. However, the first actor and waiter are superordinate of second actor and waiter, because they include the male actor and male waiter. The first actor and waiter are also superordinate of actress and waitress. From above we can see that actor and waiter (see first actor and waiter in the above example) can be superordinate of actress and waitress; they can also be coordinates of actress and waitress and hyponyms of actor and waiter (see second actor and waiter in the above example). It can be seen that actor and waiter are more generalized than actress and waitress. However, not all words enjoy the same level of unmarkedness. For example:

In *cow/bull*, *cow* is unmarked and *bull* is marked. So the sentence “*those cows are over there*” is acceptable. Maybe there are some *bulls* in those *cows*. However, it is illogical to say “that cow is a bull”. But it is acceptable to say “that dog is a bitch”. From here, it can be seen that *dog* is semantically distributed larger than *cow*. Another evidence is that: We can say *female dog* or *male dog*, but we can not say *female cow* or *male cow*. *Male cow* is self-contradictory, while using *female* to modify *cow* is meaningless. Moreover, *man* is much weaker than *cow* concerning unmarkedness. *Man* is in contrast with *woman*, and *man* can also refer to people, including *women*. As in the following example:

- Men are born equal.

Here *men* are generalized to refer to people, even human beings. Of course *women* are included here. But *man* is not superordinate of *woman*. We cannot say “that man is a woman”. In “those men are swimming”, *men* does not include *women* here.

9. The Relationship of Three Types of Markedness

Even through these three types of markedness describe linguistic structure from different perspectives, there are still some similarities. Pairs possessing formal markedness often have distributional markedness at the same time. For example, in *host/hostess* and *healthy/unhealthy*, the later share both formal markedness and distributional markedness at the same time. Of course, sometimes there are exceptions. For *high/low* and *wide/narrow*, they have distributional markedness but not formal markedness. Moreover, some words are formally unmarked but distributionally marked. For example, *count* and *prince* are unmarked compared with *countess* and *princess*, but they are not suitable to more contexts.

Generally speaking, words bear formal markedness often bear semantic markedness (*happy/unhappy*, *heir/heirress*). However, some words are formally marked but semantically unmarked (*partial/impartial*). And words which are semantically marked are not necessarily formally marked (*dog/bitch*, *cow/bull*). Semantic markedness and distributional markedness are relevant. All semantically marked words are distributionally marked. The differences between semantic markedness and distributional markedness lie in the following two points: Semantic markedness focuses on the distinctions between words and can distinguish different marked level, while distributional markedness focuses on the sphere of use

of the words.

10. Textbooks

Textbook is not the only tool for the teaching and learning process, it is still of a significant impact for achieving the language learning objectives. Textbook is the course book which is in principle to be followed systematically as the basis for a language course.²⁷ It is also a guide for a teacher, a memory aid for the pupils and a permanent record or measure of what has been learnt.²⁸ A textbook can be referred to as a published book specially designed to help language learners which English textbooks dominate the ELT teaching in the classroom activity used by teacher.²⁹ However, being a learning instrument, textbooks are also used as a supporting teaching instrument.

Textbook is also a learning media which is used in schools and colleges to support a teaching program. It is a lesson book in specific field of study, which is a standard book written by the experts in that field according to the instructional purpose, completed by suitable teaching media which is easy to be understood by the users in schools or college. It can be said that textbook is all book used in the teaching and learning process, including working book, modules, and reference book.

Textbook can be categorized into three, they are:

1) Single Textbook

Single textbook is a textbook that consists of one book. For example: Ramlan, M. 1983. *Sintaksis*. Yogyakarta: CV Karyono.

2) Bound Textbook

Bound textbook is a lesson book for specific class or grade. For example: Depdikbud. 1981. *Bahasa Indonesia I, II, dan III*. Jakarta: Proyek Pengadaan Buku Pelajaran, Perpustakaan dan Keterampilan SLU

3) Series Textbook

Series textbook is bound lesson book includes several grades, for example from Elementary School – Junior High School – Senior High School. The example of series book is Tarigan, Henry Guntur and Djago Tarigan. 1985. *Terampil Berbahasa Indonesia (untuk SD-9 jilid)*. Bandung: Angkasa.

Textbook has many benefits, those are the benefits of textbooks:

- a) It assures a measure of structure, consistency, and logical progression in a class.
- b) It minimizes preparation time for teachers.
- c) It allows learners to review material or preview other lessons.
- d) It meets a learner's needs or expectations of having something concrete to work from and take home for further study.
- e) It provides novice teachers with guidance in course and activity design.
- f) It may provide multiple resources: tapes, CDs, videos, self-study workbooks etc.

Textbook has functions for student as manual instructor in studying, and for teacher as direction to teach a lesson. The student uses textbook as the main source for:

- 1) Preparing the student as individual or group before the teaching and learning process in the class.
- 2) Interacting in the class teaching and learning process.

- 3) Doing the assignments given by the teacher
- 4) Preparing the student for the test or formative and summative examination

Whereas for the teacher, textbook used as the source for:

- 1) Making teaching design
- 2) Preparing the other learning source
- 3) Developing contextual learning source
- 4) Giving the assignments
- 5) Arranging evaluation materials

11. Textbook analysis

Textbook analysis is one process of textbook evaluation. Its evaluation is basically a straightforward, analytical matching process: matching needs to available solutions. There are several reasons of evaluating textbook. One major reason is the need to adopt new course books. Another reason is to identify particular strengths and weaknesses in textbooks already in use. On the other hand, evaluation is universally accepted as an integral part of teaching and learning. It is one of the basic components of any curriculum and plays a pivotal role in determining what learners learn. One other reason for textbook evaluation is that it can be very useful in teachers' development and professional growth.

There are three basic methods of evaluating textbooks. The first is called the impressionistic method and it involves analysing a textbook on the basis of a general impression. The general impression would be gained by reading the blurb and the contents page and then skimming through the book to get a sense of organization, topics, layout, and visual. This method is not adequate in itself but could be combined with for example the second method, which is called the checklist method. This method is systematic in the way that the criteria on the list are checked off in a certain order. It is also easy to compare different materials and it is not very time-consuming compared to other methods. The third method, the in-depth method, suggests a careful examination of representative features such as the design of one particular unit or exercise, or the treatment of particular language elements. An obvious disadvantage in this method is that the selected section might not be representative of the book as a whole.

Tomlinson states that a good text book should consist of these characters. They are 1)Materials should achieve impact, 2)Materials should help learners to feel at ease, 3)Materials should help learners to develop confidence, 4)What is being taught should be perceived by learners as relevant and useful, 5)Materials should require and facilitate learner self-investment, 6)Learners must be ready to acquire the points being taught, 7)Materials should expose the learners to language in authentic use, 8)The learners' attention should be drawn to linguistic features of the input, 9)Materials should provide the learners with opportunities to use the target language to achieve communicative purposes, 10)Materials should take into account that the positive effects of instruction are usually delayed, 11)Materials should take into account that learners differ in learning styles, 12)Materials should take into account that learners differ in affective attitudes, 13)Materials should permit a silent period at the beginning of instructions, 14)Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities, 15)Materials should not rely too much on controlled practice, and 16)Materials should provide

opportunities for outcome feedback.

Below are the three level analysis.

1. At the first level of analysis the focus is on the physical aspects of materials and how they appear as a complete set or book.
2. At the second level the focus of analysis is on the actual role of learners in the classroom activities, whether language form or meaning is focused, forms of activities and classroom participation and finally the contents of the tasks.
3. The third level examines the implications derived by evaluating the overall aims of the materials, content, task selection and sequencing, teachers and learners' roles, demands of learner knowledge, effects, skills and abilities and the role of materials as a whole.

Two-level model for the comprehensive evaluation of textbooks.³⁰

1. The first level involves a brief external evaluation which includes criteria concerning the organizational foundation of the textbook, as stated explicitly by the author/publisher through the cover, introduction and table of contents statements.
2. The second level involves an in-depth internal investigation of the textbook, to see how far the materials in question match up to what the author claims as well as to the aims and objectives of a given teaching program."

McDonough propose a close investigation of at least two units of a textbook in order for effective internal inspection to take place.

The text book can be analyzed from the implication derived by evaluating the overall aims of the materials, content, task selection and sequencing, teachers and learners' roles, demands of learner knowledge, effects, skills and abilities and the role of materials as a whole. In this case, in order to analyze the content of Erlangga Textbook from unmarked meaning word aspect, it can be analyzed by using the table below:

No	Sub Variable	Indicators
1	Formal unmarkedness	<ul style="list-style-type: none"> - The absence or presence of certain formal features or marks. Singular form of word, positive suffix or prefix example; <i>happiness</i>. - Describe Linguistic structure through the outer structural characteristic. (Zang, 2015; Hapelmath,2006)
2	Distributional Unmarkedness	<ul style="list-style-type: none"> - The unmarked ones are more general (the word that generally or frequently used) in meaning than the marked ones. Example: "How old are you?", it does not mean that " You are old" (Zang, 2015; Hapelmath,2006)

3	Semantic unmarkedness	- Semantic unmarked word is more general than marked word for example the word <i>waiter</i> can be addressed to male and female. <i>Man</i> can be addressed to male and female or people not only just a man. (Zang, 2015; Hapelmath,2006)
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12. Previous Studies

There are many previous studies investigating semantics namely. But, the researcher takes only two previous studies. The first, "Lexical Meanings Used In Five Speeches of The Most Influential Speeches In Twentieth Century" by Muhammad Syaiful Rizal (2010), thesis English Letters And Language Department, Faculty Of Humaniora, Maulana Malik Ibrahim State Islamic University. This study further conducted with the following problems:

1. what lexical meanings are used in the most influential speeches in twentieth century. How are lexical meanings used in the most influential speeches in twentieth century. This research was conducted by using qualitative method To answer the point of utterances used by the speaker that is by describing what and how the lexical meanings used by the speaker. After the data have been obtained, the researcher took several steps to analyze the data. First, the researcher categorized data into five categories in accordance with the number of the speeches uses as the data sources. The data of each category were presented, analyzed and concluded. After the data of the whole categories had already been presented, analyzed and concluded, he made tentative conclusion. After consulting with the informants, the researcher made final conclusion.

Second, "A semantic Analysis on the English translation of surah Al-muzammil by Yusuf Ali, by Khulala sundusiyah (2012), thesis English Letters And Language Department, Faculty Of Humaniora, Maulana Malik Ibrahim State Islamic University. The study aims answering two following question. First about kind of meaning and message are used in the English translation of surah Al-muzammil by Yusuf Ali. She uses conducting descriptive qualitative method, because the data of this study are in the form of the sentences or word of surah Al-muzammil by Yusuf Ali.

The similarity of this research with the previous study explained above is both of research focus on the semantic area of languages from the text. Meanwhile, The differences are the kind of text that was analyzed. This research focus on the unmarked meaning on the text book of junior high school. But, the two previous studies are not. And the last, the data which is used in this research is different which will give impact to the research findings.

C. RESEARCH METHOD

This chapter presents brief discussion of the research Design, research object, technique of collecting data, and technique of analyzing the data.

1. Research Design

In this research, the researcher used descriptive qualitative method. Qualitative is research that focused on specific situations or people and its emphasizing on descriptive data nor numerical data.³¹

In particular research purpose which qualitative studies are especially suited understanding, meaning, understanding particular context has on their actions, identifying unanticipated phenomena and influence, and understanding the process by which events and action take place. So in this research, descriptive qualitative was suitable to investigate Unmarked meaning in English textbook for junior high school.

The research method used in this study was document analysis which applied to written or visual materials for the purpose of identifying specified characteristics of the material.³² It focused on the reading materials in the English textbook “English on The Sky 1 for 7 grade students of Junior High School”. The study began with the preparation of the documentary aspects especially the reading materials (indicators, text types, generic structure and linguistic features) in *English on Sky* textbook for the second grade of Junior High School.

2. The Data and Data sources of the Research

The object of this research was the English Textbooks for Junior High School. The title of the book is “English on Sky For VII Grade Junior High School” where the source of data was in the reading materials contained in that book. Then, the resources of this research data was gathered from KTSP curriculum textbook. The used text in this research are:

3.1. List of Reading text in EOS English on Sky 1 for Junior High Schoolgrade VII Erlangga Publisher.

No	Title	Pages
1	Bill Gate A Success Story	26
2	Letter	49
3	Cardingan School	78
4	Sailing	103
5	The Daily News	104
6	My Family	109
7	Letter 2	111
8	Letter 3	111
9	Nick, a Police Officer	112
10	The White House	142
11	Rama bookshop	146
12	Your are so Beautiful (song lyric)	165
13	Nidji	174
14	How to Sharpen a Pencil	200

The researcher analyzed the markedness (unmarked meaning) of the reading text used for teaching and learning English in the English on Sky book.

3. Research Instrument

The instruments of this research used words meaning observation table, investigate marked and unmarked in English Textbooks reading for Junior High School in the first class. The form of this research was a table that have three columns is reading text from the English textbooks, for example in English textbook has eight reading text, so the researcher read the text one by one and analyzed the unmarked words in the texts. The second was consist of unmarked words, content of second column was unmarked words that found after the researcher read the reading text one by one all of reading text, and this column the researcher divided three part there are noun, adjective and meaning. So, after the researcher read the reading text and found the unmarked words, there were the include the noun or adjective the researcher will be take in column and analyze the meaning of the unmarked words.

3.1. Analysis Table of Markedness (marked and unmarked meaning word)Adapted from Zang Yan-qiu, 2015.

No	Sub Variable	Indicators
1	Formal unmarkedness	<ul style="list-style-type: none"> - The absence or presence of certain formal features or marks. Singular form of word, postive suffix or prefix example; <i>happiness</i>. - Describe Linguistic structure through the outer structural characteristic. (Zang, 2015; Hapelmath,2006)
2	Distributional Unmarkedness	<ul style="list-style-type: none"> - The unmarked ones are more general (the word that generally or frequently used) in meaning than the marked ones. Example: “How old are you?”, it does not mean that “ You are old” (Zang, 2015; Hapelmath,2006)
3	Semantic unmarkedness	<ul style="list-style-type: none"> - Semantic unmarked word is more general than marked word for exmaple thw word <i>waiter</i> can be addressed to male and female. <i>Man</i> can be addressed to male and female or people not only just a man. (Zang, 2015; Hapelmath,2006)

4. Technique of Collecting Data

In collecting the data, the researcher implemented documentation technique and do some steps, as follows:

- a. Reading all of the English reading textbooks in “English on Sky” published by Erlangga, for class 7.
- b. Identifying the meaning unmarked word one by one from the text that has been determined.
- c. Then, the researcher construct a group of data in unmarked words noun and adjective in word meaning observation table.
- d. Finally, the researcher explained about the unmarked meaning from the word in those text and elucidate the conclusion based on the result of data analysis.

Nick is a young police officer. He is twenty years **old** and he is single. He is from perth*page* 112.

The word *old* in the text was unmarked meaning word. Whereas, the unmarked form of that word is its antonym age. It was really odd, if the book use odd in the content. Since it could make the readers in this case students difficult to understand. Most of Indonesian students use umur meaning age in English.

5. Technique of Analyzing Data

In analyzing the data, the researcher conducted some steps that explained in the below steps:

- a. Analyzing the data based on F. Kess (1984:235) and Hoftman theory (1993:21) and using the table analysis adapted by Zhang Yan-qiu (2015).
- b. Describing in detail of unmarked words meaning in English Textbook in “English on Sky” published Erlangga, for class 7 .
- c. Interpreting all of the data in the form of conclusion.

D. FINDING AND ANALYSIS

This chapter is going to deal with the finding and analysis of the research. After the researcher conducting the data collection, it is possible to implement the analysis of the reading text in the English on Sky 1 published by Erlangga.

1. The Findings

There are 14 reading materials which has been analyzed in this chapter taken from different units in the book EOS for grade 7, excluding some sub reading text in every unit. The table below are the list of reading text titles which has been analyzed, namely:

Table. 4. 1. Main Reading Passages in English On Sky for 7th Grade

No	Title	Pages
1	Bill Gate A Success Story	26
2	Letter	49
3	Cardingan School	78
4	Sailing	103
5	The Daily News	104
6	My Family	109
7	Letter 2	111
8	Letter 3	111
9	Nick, a Police Officer	112
10	The White House	142
11	Rama bookshop	146
12	Your are so Beautiful (song lyric)	165
13	Nidji	174
14	How to Sharpen a Pencil	200

From all above reading texts, the researcher classified some words that is kind of unmarked meaning of reading text from every passages which can be seen in the following table:

Table 4.2. distribution of unmarked meaning in each reading text ofEOS 7th Grade book publised by Erlangga.

No	Tittle of Reading text	Genre	Page
1	Bill Gate A Success Story	Report	26
2	Letter 1	Letter	49
3	Cardingan School	Report	78
4	Sailing	Poem	103
5	Letter 2	Letter	111
6	Letter 3	Letter	111
7	Nick, a Police Officer	Descriptive	112
8	The White House	Descriptive	142
9	Rama bookshop	Descriptive	146
10	Your are so Beautiful (song lyric)	Song	165
11	Nidji	Report	174
12	How to Sharpen a Pencil	Procedure	200

Based on the above table, we can see that there are six text types found in the analyze textbook. The dominant is report and Descriptive text, and then continued by letter, song, poem and procedure text.

To analyze the unmark meaning word, this analysis measured it with counting the number of content words as a percentage of the total number of words. The researcher used the technique of marking the word that is indicated as unmark meaning. The unmark meaning word were marked in bold.

Text 1

William Henry Gates III was born in 1955. Now, he is a prominent **businessman**. People call him Bill Gates. He is the **chairman** of Microsoft Corporation, the biggest computer software company in the United states and in the world. Microsoft Windows and Microsoft Office are the products of the company. The products are very successful. Therefore, he is a very **important** person in the computer industry. He is also one of the richest people in the world.

The text consists of 3 unmark words. Businessman and chairman consider as noun and those words are catagorized as unmark meaning since both of words are general for someone who work in the business field and someone who a leader in a company. Wherease the marked meaning of those two words are businesswoman and chairwomen. The word *Important* is unmark word since it is positive word without negative suffix or prefix.

Text 2

Dear EOS Listeners

I am Rohmat. I am 12 years **old** and I am from papua. I go to SMP Abepura, Papua. I am in class 7c.

Let me tell you about my classroom. My classroom is **big**. There are twenty tables in my clasroom. In front of the class, there is a teacher's desk and a chair. There are two pictures and a map of Papua on the wall. In front of the class in the corner, there is a flag. Near the door, there is a grabage can. In my classroom there aren't any bookshelves, but there is a cupboard.

I like my classroom very much because it is **clean**. We clean it everyday. I usually get the turn to clean it every Fridays.

Well, that's all I can say about my classroom. how about yours? Please write me back and tell me about your classroom.

Sincerely Yours,Rohmat

From the text, there are consist of three unmark word, the first one is *old* which explain about the age of someone. The word old does not explain that Romat is old but rahmat age is 12 years. The second isthe common adjective *big* that explain about the space of the class, and the last one is *clean* that is also

member of unmark word that explain about the classroom condition. Both words *big* and *clean* is a common or neutral or positive words.

Text 3

Cardingan is a **school** in the united states. It is a boarding school. **Ninety percent** of the students live in dormitiries. So, they do everything together at school.

Students get up early in the morning and have breakfast together. Before the morning classes start, they return to their bedrooms to make the beds and clean their rooms. After school they usually do sports or other extracurricular activities.

In the evening they have dinner together. Then they prepare themselves for the next day. Some of them do their **homework** and others study for their tests. Before they go to **bed**, they have time to relax. They chat with their friends, read magazines or call home.

From the text, there are two noun word that is not added by suffix or prefix, school and homework, both of those words are unmark member with singular form. Wherease the phrase *Ninety percent* is categorized as unmark word since it is a measure phrase which explain about Amount of measure. And the last word *Bed* is semantically categorized as unmark meaning, since it is general word that is used to explain about sleeping in this context. It means someone goes to sleep.

Text 4

Can you hear me, can you hear me Through the dark night, far away I am dying, forever trying To be with you, who can say	Can you hear me, can you hear me Through the dark night far away I am dying, forever trying To be with you, who can say
I am flying, I am flying Like a bird „cross the sky I am flying, passing high clouds To be with you, to be free	Oh lord, to be near you, to be free Oh lord, to be near you, to be free, Oh lord ...
We are sailing, we are sailing Home again „cross the sea	I am sailing, I am sailing Home again „cross the sea I am sailing, stormy waters
We are sailing stormy waters To be near you, to be free.	To be near you, to be free

From the text, the word bird, sky and sea is formally unmark words, since they are singular form, wherease the word *Free* is categorized as unmark since it is positive word that explain about something unrestricted.

Text 5

Ambon, March 28thDear

Butet,

As you know, I really wanted to go to Nusantara Junior High School. Now, thanks to your prayers, I am, now, a **student** of Nusantara High School.

I really love this **school**. The teachers are **nice**. I have so many new friends here. They are very friendly. I love making friends with them.

How about you, Butet? Do you like your school? Please write to me again.

Yours,
Melly Karamoy.

The text above consists of some formal unmarked words such as *student*, *school*, and *nice*. Those words are categorized as formal unmarked words since the world just explain about the singularity and common word used in the text book.

Text 6

Dear Dea

My name is Anton. I am 12 years **old**. I am from Magelang. I am a **student** and now I go to SMP Merah Putih. In the future, I want to be an engineer.

My mother is a **nurse**. She works in a small hospital. My father is a factory worker. He works in New Armanda. It is a car assembling factory.

I have two sisters: Ratna and Rini. Ratna is 10 years **old** and Rini is 8. They are students in SD Budi Mulia. Ratna wants to be a **doctor** and Rini wants to be a **teacher**.

That is all for now. I would you like to hear from other listener too. Please write back to me.

The text above consist of some unmarked word, the word *old* semantically explains about the age. It is not explain that some one is old. The word *Nurse* is general word which is used to call someone who work within the health care either man or woman. And the others words *doctor*, *student* and *teacher* is just formal unmarked word since those word are in singular form without prefix and suffix.

Text 7

Nick is a **young** police officer. He is twenty five years **old** and he is **single**. He is from Perth. He starts working at 7 a.m. He usually controls the traffic in front of the Randwick Junior High School. He helps students cross the **street**. After the school starts, he goes back to his **office**. He usually goes everywhere by a police **motorbike**. At 4 p.m he goes **home**. He love his job as a police officer.

The word *old* in this text semantically unmarked word since it is explain about age, whereas the word *single* is also unmarked since it is general word to explain that someone is unmarried. It is not explain that he live alone. The words *street*, *office*, and *motorbike* is formally unmarked since they are singular without prefix and suffix. Whereas the word *home* is semantically unmarked in meaning. Since home here is general word for some one to say that they go back to their house, sometime home is also for someone who come back to their village.

Text 8

One of the most famous buildings in Washington, D.C. is the **White House**. It is the home of the President of the United States. The White House is a very large white building. It has three main parts: the main building and two wings (i.e.: the West Wing and the East Wing). The main building has large central porches. The Porches have tall columns. Large lawns and gardens surround the White House.

From the text, it can be seen that white house is semantically categorized

as unmark, since the word white house is not only describe that this house is white but it is commonly used to call Official President House in America.

Text 9

The *Rama* Bookshop is popular among the backpack tourists in Yogyakarta. It is located in a **narrow** alley in Sosrowijayan. The alley is so narrow that people can only go there by bicycle or motorcycle.

The bookshop is very **simple**. It is not **large** or **luxurious** but it has various collections. Most books are mostly written in English but there are some books in other languages too.

The *Rama* Bookshop is different from other bookshops. In common bookshops people can only buy books, but in *Rama* people can buy, sell, or exchange books. That's why the prices are not expensive because the books are not new.

Text above consists of some formal unmark meaning word *narrow, simple, large, luxurious*. Those word is unmark word since they are in the positive form without prefix and suffix.

Text 10

Can't you see

You are so **beautiful** to me You're
everything I need Your are so beautiful
to me You're everything I hoped for
You are so beautiful to me
You are so **wonderful** to me Can't you
see

You are so wonderful to me You're
everything I need You're everything I
hoped for
You are so beautiful You are
so beautiful You are so
beautiful To me

From the text, the words *beautiful and wonderful* are formally unmark meaning. Those words are in the positive form without any prefix and suffix that is attach to those words.

Text 11

Nidji is a **band** from Jakarta. Formed in 2002, Nidji's name originates from the Japanese word *niji*, meaning rainbow.

The band consists of Giring, Andoro, Run-D, Rama, Ariel, and Adri. Giring is a **young** talented singer. He has short curly hair and black eyes. Andro has a **round face** and short straight hair. Run-D is a **handsome** talented **keyboardist**. Rama wears glasses and has short hair. Ariel is a cute **guitarist** and has black eyes.

From the text, there are some words which are categorized as formal unmark word. *Band, young, round, and handsome*. Those words are formally unmark word since they are in the positive form without prefix and suffix. Wherease the word *keyboardist* and *Guitarist* both of them are formally mark words but semantically unmark word since those words do not explain the instrument but people who can

play keyboard and guitar.

Text 12

How to Sharpen a Pencil

Materials:

1 pencil sharpener

1 wooden pencil

1 garbage can

Procedures;

Go back to writing or whatever you were doing. Insert a pencil in the sharpener hole as far it will go. Look for a **garbage can**.

Pick up the shavings.

Take a **pencil** in your hand. Throw away the shavings.

Turn the pencil clockwise (Remember it's all in the wrist). Walk over to the garbage can.

From the text above, the words *garbage* and *pencil* are formally unmark word. They are unmark word because part of singular form without additional suffix and prefix and semantically are just positive words.

2. Analysis

The researcher wants to discuss the analysis part in this section for the data about the reading text in the book with the title "English on Sky 1". The first data is about "Bill Gate A Success Story". This text is kind of report text where the use of distributional markedness is used where the word *businessman* and *chairman* are generally used for someone who work in business field and someone who become a leader in an institution. Whereas the used of word *important* is semantically general used.

The second text is the text about letter. In this text, there are some unmark words such as *old* is semantically used to tell the age of someone in this text. It does not tell about an old or mature man. This word is also kind of distributional unmark meaning since it is generally used to tell the age. Then, the word *big*, and *clean* are only a formal unmark meaning without additional features of language.

The third text is the text with the title Cardingan School. In this text the word of *school* and *homework* are kind of formal unmark word which is generally used without additional language features. Whereas the word *Ninety percent* is an unmark work that tell about the measurement of something. And the word *bed* is semantically used to tell that someone go to sleep. It is not explain about the place for someone to sleep (divan). This word is also categorized as distributional unmark word since it is generally used.

The forth text is the text with the tittle "Sailing". In this text most of the word are just formal and distributional words such as *sky*, *free*, and *sea* wheredo not have significant different in meaning like the previous reading material. It is also happen in the The fifth text which is about letter. This text also consists of formal and contributional unmark word such as *student*, *school*, and *nice* without spesific semantical meaning.

The sixth text is about letter. In this text again the words *old* is semantically

unmark meaning it is generally used to tell the age of someone in this text. Then, the word nurse is distributional unmark since it is generally used to explain someone who works as health care in a clinic or hospital either male or female. Whereas the other words are only formal unmark words such as doctor, student, and teacher without additional language features.

The seventh text is about report text with the title “Nick, a Police officer” where there are some words that are part of formal unmark words such as home, motorbike, street and office without additional language features. Whereas the word *old* and *single* both of them are semantically unmark meaning words. The word *old* is about age not maturity. And the word *single* is generally used to explain someone who does not have a partner. It is not about someone who lives alone.

The eighth text is about “White House”. This text is descriptive text that describes about White House. The word *White House* semantically it is the name of US president. The meaning of *White House* is not only about a house with white colour. It is more than that but an official president house. Whereas the word *home* is semantically used for a place for living with emotional mood. This word is part of formal and distributional unmark words.

The ninth text is about report text of a Bookshop with the title “*Rama Bookshop*”. Most of unmark words in this text are categorized as formal unmark meaning such as *simple*. Whereas the words *luxurious*, *large* and *narrow* are part of distributional unmark words generally used. The tenth text consists of the words *beautiful* and *wonderful* which are part of formal and distributional unmark meaning.

The eleventh text is about band “Nidji” with distributional unmark words such as *handsome*, *keyboardist*, *band*, *young*, *round face* and *handsome*. Those words are also part of formal unmark words without additional language features. And the last text is also about distributional and formal unmark meaning words such as *garbage can* and *pencil*. Both of those words are in the form of singular and generally used.

E. CONCLUSION AND SUGGESTION

After analyzing and discussing the problem in previous chapter, the researcher would like to present some conclusion. Beside, the researcher also gives suggestions.

1. Conclusion

After analyzing the reading text in the English on Sky 1 for grade 7 Book by Erlangga Publisher, the researcher conclude that the genre of the text mostly used report descriptive and letter. In the semantic aspect especially in unmark meaning, the words in this book consist of some unmark words that should be known the meaning of that words such as old, bed, nurse by the reader in order to make them understand easily the semantical meaning of those word. This book contain little unmark word meaning so the reading materials are appropait for the middle school students. in hence, If the reader(students) understand the unmark meaning, it will help them learn easily to read the reading materials in this book since they know the semantical meaning of those words.

2. Suggestion

In the significant of the research and the result of the research, the researcher proposes some suggestion:

- a. Since the researcher just analyzed the unmark meaning in reading text, it give the little explanation about genre. So, for the future research can beused as comparison for another study which is related to the genre and deep research about the genre.
- b. For the authors, they can use this research to present the textbook with different curriculum for example Kurikulum k13 book and compare those book in the context of unmark and mark meaning.
- c. For the English teachers, they can pay attention to the words that is catagorized as unmark meaning and explain to the students the meaning of those words in teaching and learning process.

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