

Lexical semantic fields on textbook for reading course in Universitas Negeri Malang

Medan makna leksikal dalam bahan ajar matakuliah membaca di Universitas Negeri Malang

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ABSTRACT

This study aims to describe the lexical semantic fields of reading textbooks in Universitas Negeri Malang, specifically in categories *being, cosmic, energetic, substantial, terrestrial, objective, living, animate*, and *human*. It used a descriptive qualitative method with a semantic analysis approach. The semantic approach was selected since we intended to comprehend the semantic phenomenon from the lexical-semantic field aspect of a specific textbook course. In detail, we started the research by describing the lexical-semantic field in the textbook and classified the words and phrases. Further, we identified the rational understanding of those words and phrases as a complete understanding of a word requires comprehending the connection with the surrounding words, known as the semantic field. The interconnection of words' meanings is caused by their specific meaning in particular social situation and condition. Our analysis results suggested that the lexical-semantic field in the reading course textbook (Al-Arabiyyah Baina Yadaika Volume 1) from Universitas Negeri Malang is dominated by the being and human semantic fields. Accordingly, the lecturers are suggested to complete the reading textbook with more contextual materials with different semantic fields following students' interests.

KATA KUNCI

medan makna, leksikal, materi pembelajaran, membaca

ABSTRAK

Tujuan dari penelitian adalah untuk mendeskripsikan medan makna leksikal dalam bahan ajar matakuliah membaca di Universitas Negeri Malang pada kategori *being, cosmic, energetic, substantial, terrestrial, objective, living, animate*, dan *human*. Penelitian ini menggunakan metode penelitian kualitatif deskriptif dengan menggunakan pendekatan analisis semantik. Pendekatan semantik digunakan karena kami berupaya memahami fenomena semantik dari sisi medan makna leksikal yang terdapat pada bahan ajar matakuliah tertentu. Secara rinci, kami memulai penelitian dengan mendeskripsikan bidang leksikal-semantik dalam buku teks dan mengklasifikasikan kata dan frasa. Selanjutnya, kami mengidentifikasi pemahaman rasional dari kata-kata dan frase tersebut karena pemahaman yang lengkap dari sebuah kata memerlukan pemahaman hubungan dengan kata-kata sekitarnya, yang dikenal sebagai bidang semantik. Keterkaitan makna kata-kata disebabkan oleh maknanya yang spesifik dalam situasi dan kondisi sosial tertentu. Hasil analisis kami menunjukkan bahwa bidang leksikal-semantik dalam buku teks mata kuliah membaca (Al-Arabiyyah Baina Yadaika jilid 1) dari Universitas Negeri Malang didominasi oleh bidang semantik makhluk (*being*) dan manusia (*human*). Oleh karena itu, disarankan kepada dosen untuk melengkapi buku teks bacaan dengan materi yang lebih kontekstual dengan bidang semantik yang bervariasi medan maknanya sesuai dengan minat mahasiswa.

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Introduction

The *Al Arabiyah Baina Yadaika* (ABY) textbook (Al Fauzan, 2011) Volume 1 is used in the listening, speaking, reading, and writing courses in the Department of Arabic, Faculty of Letters, Universitas Negeri Malang. This textbook is used to enhance the first-year students' Arabic skills in the first semester, its content quality should be considered and analyzed, especially in the language and language aspects. The lexical variation analysis bears excellent importance as the book is forecasted to facilitate the freshman students to improve their vocabularies.

As a textbook course, the ABY 1 textbook consists of a set of materials or substantial that are systematically organized, aiding students to master critical skills. Meanwhile, for the lecturers, excellent textbooks help them realize their role as facilitators and establish efficient, effective, and interactive learning. The textbook can also be utilized as an instrument for evaluation. In particular, the learning materials subsist on knowledge (facts, concepts, principles, procedures), skills, values, and attitudes. This textbook enables students to be independent learners and guides them to complete their learning with accurate learning materials.

In relation to the semantic field, Wangru (2016) positioned it as one of the popular modern semantic theories. Further, two primary definitions of a semantic field. First, it represents the words in a single semantic field which is originated from the same concept criteria. Second, it also covers words with no determined characteristics. In this study, the lexical-semantic field was analyzed based on the words' criteria and context, so all of the words were categorized based on the available semantic concept.

Studies on semantic fields on phrase structure have been carried out previously. For instance, Fazlyeva (2015) reported that the semantic phrase field could aid the construction of controllable and effective writing. Meanwhile, semantic field study offers a more extensive scope than just the investigation of each phrase structure without the sentence context. Hempelmann and Gironzetti (2015) conducted study to develop synchronous interlingual studies in lexico-semantic around the words representing laugh, smile, grin, etc., on the aligned corpus from the eighth translation of *Kesey One Flew over the Cuckoo's Nest* novel and its original text. They reported the advancement in lexical field theory while also reviving the semantic features and implementing visual analytics through analysis of corpus examples from linear languages.

A study carried out by Wangru (2016) on four essential aspects of vocabulary learning improvement reported findings related to the lexical-semantic field, namely (1) component analysis for vocabulary learning; (2) enhancing students' perception of the language differences; (3) introducing lexical phrases; and (4) constructive, effective semantic acquisition. Meanwhile, Haryadi (1992) described that the adoption of the semantic field on vocabulary learning widens the knowledge related to words, broadens understanding of the words, enhances the accuracy of word selection, improves the skills in associating a word, increases critical thinking, and facilitate the realization of more communicative and meaningful vocabulary learning.

Rifardi (2017), examining the lexical meaning of Bob Marley's song, reported six types of lexical and six types of contexts. Those six lexical types are synonym, antonym, hyponym, homonym, denotation, and connotation. Meanwhile, the six types of contexts

include the organ, situation, purpose, mood, time, and object contexts. Further, Boran (2018) uncovered the significance of the semantic field in foreign language learning for non-native speakers since vocabulary is an intercorrelated lexical network system. The results of those previous studies signify the need to analyze the semantic field of instructional material of Arabic courses in the Department of Arabic, Faculty of Letters, Universitas Negeri Malang.

A semantic field is a category of word or phrase meaning following its semantic space and characteristic. Every word and space certainly own particular features and presence in space. The semantic field aids people in perceiving and expressing opinions based on their worldview accurately. Thus, people can share perceptions and engage in communication. Besides, the semantic field also accommodates meaningful objects in human conscience as it represents the human sense that facilitates the human thinking model.

There is no entity out of the semantic field. Wahab (1991, pp.103-108) mentioned a number of semantic field categories, namely *being, cosmic, energetic, substantial, terrestrial, objective, living, animate, and human*. in the communication context, the semantic field helps people find accurate expressions. A similar function is also beneficial for the creative process in constructing meaning on a specific discourse unit. Linearly, Yuliawati (2014) reported that based on their semantic preference, language expression (words or other elements) is always related to a specific topic.

Nerlich and Clarke (2000) described that the semantic field was introduced as a new domain of semantic research in the 1930s in Germany and the 1970s in the United States of America. Those two studies generated a semantic revolution and constructed new instruments for semanticists in investigating semantical transformation and structures. The available previous studies mainly discuss semantic field development, but none of them correlates and compares the semantic field and frame in detail. The reconstruction of semantic and field context first appeared and highlighted the differences in their fundamental semantic theories. One of the central differences between the ancient and modern relevant semantic traditions is in their semantic frame, in which the modern semantic no longer reviews the lexical field for the relative concepts. Instead, in modern semantics, the lexical fields are conceptually and pragmatically framed and constructed based on the physical, social, and cultural aspects. Consequently, modern semantics overlook its correlation with particular previous communication and functional concepts. The lexical semantic fields consider language as an organized and intercorrelated set.

In addition, the lexical field of being covers abstract concepts, such as honesty, politeness, ingenuity, and so forth. The *substantial* field subsists of the earth moving substances in a single place with no exact form, life, feeling, or intelligence, such as a cloud. Similar to the substantial field, the *terrestrial* field also includes the material that occupies a place, such as a river or ocean. The *objective* field consists of the elements that occupy space and have exact shapes, such as rocks and mining materials. The *living* semantic field consists of objective semantics that has organic living, which is capable of growing. The *animate* semantics are the living creatures that can grow, such as all types of flora. The last semantic field is human (Wahab, 1991, pp.103-138).

Someone's thinking and spiritual perception can be observed through their verbal and non-verbal representation. Accordingly, we can understand the awareness of someone through their verbal and non-verbal expression, even if we do not know the person. Therefore, the verbal expression within a reading textbook indicates someone's psychological-spiritual perception and activity. A word is a language unit that carries two aspects, namely, the element of shape or expression and content or meaning.

Lexical is an inseparable element of a language which also becomes a crucial aspect for second language learners. Wangru (2016) described that grammar aids people in communicating, but without sufficient vocabulary, no people can communicate. The vocabularies in a language have a systematic relationship, such as hyponyms and antonyms. Every single lexical item has a connection with each other lexical item, as well as with the groups of other lexical items (Wahab, 1995, pp.72-73).

Additionally, instructional material provides the essential knowledge, skills, and behaviors for students to achieve the standard of competencies. In particular, learning materials are divided into knowledge (facts, concepts, principles, procedures), skills, and attitude materials. Further, Borg and Gall (2003, p.772) described four procedural stages of learning materials construction: research and collection of information; planning that covers the identification and definition of skills, formulation of purposes, determination of order, and small-scale trial; developing the initial product; and field testing.

Reading is classified as a complex and dynamic process involving the cognitive aspects, pronunciation of the text, and understanding of the text (Rubin, 1995, p.130), with different purposes based on the adopted definition. The teachers who define reading as pronunciation or verbal coding of the symbol will have different learning purposes than teachers who define reading as an activity to comprehend a text. The reading process consists of three domains, namely the affective, perceptive, and cognitive domains (Rubin, 1995, p.131). The aspect of affective represents readers' feelings and emotions while reading the text. This aspect influences the type of text read by the readers and is the determinant of readers' understanding of the text.

From the aforementioned discussion, studies on the lexical element of instructional material are essential, primarily from the lexical-semantic fields. Therefore, this study focuses on the lexical-semantic field of instructional material from Universitas Negeri Malang. The information related to semantic lexical fields of the course textbook is correlated to the vocabulary usage motive. Further, it also enhances the wealth of knowledge on the variation of the semantic field on learning materials for reading courses in Universitas Negeri Malang. This study aims to describe the lexical semantic fields of the Arabic reading textbook in Universitas Negeri Malang, particularly on the categories of being, cosmic, energetic, substantial, terrestrial, objective, living, animate, and human.

Method

This study used a qualitative method (Bogdan & Biklen, 1982, pp.2-3) with a semantic analysis approach since it attempted to reveal the semantic phenomenon from the lexical-semantic viewpoint. In detail, this study used the content analysis or

semantic-relational design. In order to describe the lexical semantic fields of the reading textbook, this study started with word and phrase classification. Further, we conducted relational understanding on the words and phrases classification as a whole, in relation to other words. This relational understanding is known as a typical semantic field in a specific social and psychological situation.

The source of data was a reading textbook entitled *Al-Arabiyyah baina Yadaika* (ABY) Volume 1 (Al Fauzan, 2011) for Arabic freshman students in Universitas Negeri Malang. The data were obtained in the form of lexical semantic fields in the category of being, cosmic, energetic, substantial and terrestrial, objective, living, animate, and human. In this qualitative research, data was obtained from document analysis for identifying the lexical-semantic field on a reading textbook from the Department of Arabic in Universitas Negeri Malang. The identified Arabic vocabulary and phrases were written in a table for further data analysis process.

Results and Discussion

This lexical-semantic field analysis was carried out on ABY Volume 1 reading textbook from Universitas Negeri Malang. The semantic field dominating the ABY Volume 1 textbook was the category of being, with a total of 109 from 227 lexical (48.1%). The second highest semantic field category is the human, with a total of 94 from 227 lexical (41.40%). The third, fourth, and fifth highest semantic fields were in living, terrestrial and substantial, and animate categories. These categories attained 14 (6.16%), 3 (1.32%), and 2 (0.88%) lexicals, respectively. The last dominating semantic field is in the category of cosmic and energetic, with a total of 1 (0.44%) identified lexical. Meanwhile, none of the lexical in the objective semantic field was found in the Volume 1 of ABY textbook as summarized in Table 1.

Table 1. Lexical Semantic Field in *Al-Arabiyyah Baina Yadaika* Volume 1 Reading Textbook

Category	Number	Percentage
Being	109	48.01
Human	94	41.40
Living	14	6.16
Substantial	3	1,32
Terrestrial	3	1,32
Cosmic	1	0.44
Energetic	1	0.44
Objective	0	0
Total	227	100

The lexical semantic field is a component of semantic studies that receives minimum concern since many people mostly perceive a word without recognizing the semantic field and component. Additionally, each word has distinct semantic components, even with their synonyms. The context also presents influences on the word semantic. The same or synonymous word may have a different meaning if used in diverse contexts (Gapur & Mulyadi, 2018).

Parera (2004, p.139) described the presence of conceptual field for every vocabulary being said by humans verbally or in writing. The semantic field in the category of being consists of words representing abstract concepts, such as honesty, decency, ingenuity, and so forth. This semantic field was found to dominate the semantic field in the ABY

Volume 1 reading textbook. The example of words in being category found from ABY Volume 1 textbook is shown in the following.

السَّلَامُ، حَالٌ، الْحَمْدُ، حَيٌّ، الْجَوَارُ، جَنَسِيَّةٌ، أَهْلًا

Translation: peace, situation, praise, goodness, dialogue, nationality, hello.

In every language, there is no word that can stand by itself because each word always correlates with other words in their aspect of formation or meaning.

From our data analysis results, the second semantic field category that dominates the ABY Volume 1 semantic field is lexical in the human category, which represents every aspect related to humans. In contrast, the lexical in the objective category were not identified in the ABY Volume 1 textbook, signifying the textbook authors' minimum consideration of this semantic field. This finding can be affected by the authors' Arabic background, which rarely utilizes the vocabulary in the objective category. Additionally, the lexical in the animate category (flora and fauna) was also not found in the textbook. Further, the high appearance of animate lexical in the ABY Volume 1 textbook is highly anticipated since the book is adopted in an Indonesian university. Besides, flora and fauna have also been essential topics of international discussion. This absence of topics related to flora and fauna may occur due to the textbook authors are mostly come from the middle east, which places flora and fauna discussion aside. The specific cultural viewpoint is reflected in the language and its structure which is unknowingly related to nature and living (Hojjer, 1954).

In a linguistic context, the topics and themes concerning flora and fauna in the reading textbook are crucial since they enlarge students' semantic field mastery. The semantic field itself can be described as a human scope of perception of everything. Through a theme and topic, students can improve their knowledge and scientific field mastery. Besides, the theme and topic are forecasted to develop students' cross-discipline understanding, primarily comprehension of the Arabic language and agronomy. Additionally, overlooking the theme or topic from the surrounding environment contradicts the communicative language learning principle that accentuates the necessity of environmental themes to realize meaningful learning. Students with limited knowledge of their environment may face difficulties in communicating their ideas about the environment. Therefore, even at a different level, students have to perceive the semantic field relevant to their daily life since it may affect the balance of their skills related to environmental lexical.

Aside from those points, this discussion is motivated by the importance of environmental knowledge and awareness, primarily on the topics of flora and fauna, for human beings, including the students of the department of Arabic. Environmental degradation is not only the responsibility of those working in environmental disciplines but of everyone, including these university students. For instance, the realization of planting trees should not be the responsibility of agronomy students or Greenpeace members. Instead, each individual has to present the awareness to foster the environment to maintain the balance of nature. Accordingly, students should be provided with the flora and fauna topics in the ABY Volume 1 textbook for Arabic Literature Department students, even if at a different level from the agronomy students. The environmental topics should be introduced to students through the compulsory reading material in Arabic

Literature Department. However, our data suggested that the obligatory reading handbook entitled *Al Arabiyyah Baina Yadaika* provided no topics related to flora and fauna. Thus, the ABY Volume 1 reading textbook should be completed with the topics of flora and fauna since it only contains themes of introduction, family, habitation, daily life, food, and beverage, praying, studying, working, shopping, weather, human and residence, hobby, traveling, hajj and umrah, health, and vacation.

In addition, the importance of flora and fauna discussion in Arabic language reading textbooks is also induced by the ability of flora and fauna semantic field in completing human identity and substance. Students have to get to know the semantic field representing their surrounding environment as early as possible. However, this topic has not appeared in the Arabic reading textbook at Universitas Negeri Malang. A similar concern was expressed by Wahab (1991), primarily on the disappearance of some perceptual space for students due to the absence of meaningful semantic discussion related to their daily life. Besides, it also induces students' poverty of perception which affects their means of communication. Meanwhile, Sapir-Whorf expressed linear assumption as described in the following.

“In our every thinking process, a language becomes a media of expression. Without this media, we will not be capable of seeing, hearing, and experiencing activities since the activities require the lexical from a specific category and nuance which uniquely distinct from other systems” (Lyons, 1982, pp.304-305).

It signifies that a more extensive scope of the semantic field in Arabic language learning enhances students' capacity to see, listen, and experience a wider knowledge. Further, it also enriches students' comprehension of the Arabic language system, which aids them in the more advanced courses. The potential additional topic for the Arabic reading textbooks include *nabaath thib* (medicinal plants), *alghaabah wamanaafiuhaa* (forest and its capacity), *at-tasyjiir* (go-green), *al-asyjaar ka ruuhil madiinah* (trees as the heart of the city), *istighlaal al-ghabah* (forest exploitation), *al-hayyi duunal asyjaar* (a village without trees), *nabaat indunisia* (Indonesia flora and fauna), *lil-asyjaar qii-mah laa matsiila lahaa* (infinite values of trees), *al-aayat al-qur'aniyyah fin nabaataat* (Al-Qur'an verses related to plants), *fil a'syaab chayaah* (a life within a plant) and so forth.

The popularity of flora and fauna as a topic of global discussion has increased. Accordingly, Arabic language learning has adopted these topics, along with other prevalent cultural topics. Its portion and depth can be adjusted to the learning time allocation and students' level and educational background. As students' learning should adopt their authentic environment, the topic of flora and fauna should emerge in the learning process of Indonesian students. Recently, life skills have been one of the references in curriculum development. In this principle, learning should incorporate the authentic issues that students face in their daily lives. Thus, the students' daily reality should also be addressed in the learning process to avoid the possible issues expressed by Wahab (1991, p.83).

Determining the scope of flora and fauna materials in reading course

Learning materials should be arranged based on unambiguous criteria. Accordingly, the possible topics related to flora and fauna are medicinal plants, go-green, vegetables and vitamins, benefits and dangers of pesticides, and other topics with semantic fields related to flora and fauna. For a more apparent reference in the selection of material, the criteria for flora and fauna topics are presented in the following.

The criteria of excellent learning material are the material should: (1) enhance students' learning enthusiasm, (2) recall the previous learning material, (3) narrate and correlate with the future material, (4) describe the new material, (5) correlate the new ideas with previous learning, (6) inspire students' thinking, (7) encourage students to attain learning feedback, (8) motivate students to practice the learning, (9) reassure students of their obligation, (10) enable students to monitor their progress, and (11) help students to perform better (Rowntree, 1997, p.92).

Additionally, the learning material development should use the progressing trend of material in language learning. Haines, Norris, and Kashy (1996) classified the recent and old learning trends from English textbooks.

Tabel 2. The Trends in English Textbooks

Former trend	Recent trend
<ul style="list-style-type: none"> • Centralized in the academic sphere and author • Uncertain global market • Focuses in Europe • Selling what is being published • Authentic culture and methodology • Usage of authentic English • Dominated by English and American publisher • Experts from the native speakers • Culturally insensitive • Low risks or competition • Poor design • Creative test and technique • Single title in every volume 	<ul style="list-style-type: none"> • Market-oriented • Specifically fragmented market • Focus on Latine America and the pacific • Local and international culture • Authentic learning situation • English for ESP • The emergence of local publisher • Competence of non-native speaker • Culturally sensitive • High risk or competition • Extensive design • Authentic assignment and test • Multimedia or multicomponent

In developing a learning material, we can proportionally adopt the former and current trends dynamically to produce more comprehensive learning. For instance, in developing authentic learning material, we can still use the material that is centralized around the academic and author whenever necessary. Consequently, we can generate flexible learning material. Dudley-Evans and St.John (1998, p.173) suggested that we have to be dynamic in delivering the learning material by: (1) choosing the feasible materials from their origin; (2) creatively using the available material; (3) modifying the learning activities following students' needs; (4) providing supplementary materials through extracurricular activities.

With the flexible and discerning feature, a learning textbook will have an extensive acceptance rate.

In addition, language learning textbooks should also contain educational content, especially the ones urgently needed by students. Therefore, as global warming has been a recent urgent matter, the learning should also adopt topics related to the environment. Besides, the educational paradigm accentuates the implantation of positive values. With an integrative approach, every urgent matter should be involved in the learning process. Consequently, the addition of flora and fauna topics in the learning process is essential. In Arabic learning, the topic of flora and fauna can be explicitly attached in the reading text, linear to the Al-Qur'an verses within the ABY Volume 1 textbook that dominate the textbook. Generally, that book provides classic texts. This high amount of religious content in ABY textbook is not induced by the importance of religious teaching but comes from the author's inclination. These religious texts may be essential in the education process, but it has to be presented in a proportional manner to generate a balanced result. For example, a student can perceive religion as a religious doctrine but not in a wider context, such as the religious context related to flora and fauna issues or cultural issues.

Conclusions

The lexical in the category of being and human dominates the ABY Volume 1 textbook, while the lexical from other semantic fields is poorly represented in the textbook. Flora and fauna topics discuss the plants and animals in our country. Their semantic field can be observed using two viewpoints, the physical and cultural perspectives. From the physical viewpoint, flora and fauna are naturally presented without creative human touch. Meanwhile, culturally they receive influences from human creativity and activities from technological, social, and moral perspectives. Therefore, at a specific level, Arabic language learning should adopt agronomy materials, as their collaboration is experienced by a human in their daily life. Therefore, the topics of flora and fauna should be added to the Arabic reading textbook for the Department of Arabic of Universitas Negeri Malang. This inclusion of flora and fauna topic is due to the need for this topic in (1) the learning method, (2) linguistics, and (3) morals. Additionally, since flora and fauna exist in students' closest environment, these topics should be included in the Arabic reading course. In linguistics, flora and fauna are classified in the animate semantic field category. By ensuring the presence of this topic in the reading course, we can help student proportionate their mastery of lexical in the semantic category of *being, cosmic, energetic, substantial, terrestrial, objective, living, animate, and human*. In the field of morality, the recent issues in flora and fauna have influenced humans. The issue's progression has become the responsibility of the entire human existence. Therefore, all humans have to contribute to the development of human living related to flora and fauna. Thus, the topics of flora and fauna should be involved in Arabic language learning, primarily in the reading course.

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