AN ANALYSIS OF MEANING PROPERTIES AND LEXICAL RELATIONS IN THE RAINBOW BY D.H LAWRENCE

A THESIS

BY:

SRI HANAYANI GULTOM
REG.NO. 050705049

UNIVERSITY OF NORTH SUMATRA
FACULTY OF LETTERS
ENGLISH DEPARTMENT
MEDAN
2009

Sri Handayani Gultom : An Analysis Of Meaning Properties And Lexical Relations In The Rainbow By D.H Lawrence, 2010.
ACKNOWLEDGEMENTS

I would like to praise and give the greatest honor to the Heavenly Father the Almighty God in the name of Jesus Christ who has always been giving His blessings, guidance and spirit to finish this thesis.

This thesis is entitled “An Analysis of Meaning Properties and Lexical Relations in The Rainbow by D.H Lawrence”. It is about a research to discover the kinds of meaning properties and lexical relations in a novel.

I am thankful for Drs. Syaifuddin, MA.,Ph.D as the Dean of the Letters; Dra. Swesana Mardia Lubis, M.Hum as the Head of English Literature Department; Drs.Yulianus Harefa, MEd TESOL as the Secretary of English Literature and my Co-Supervisor; Dr. Eddy Setia, M.Ed TESP as my Supervisor, Dra. Roma Ayuni Lubis, M.A as my Academic Supervisor, and all lecturers of English Literature for your guidance, advices and kindness for me and I am thanking you all for that.

I also thank all my friends of batch 2005 in the English Literature Department in University of North Sumatra who always support and encourage me to finish my thesis especially Windy Aginta and Marline Situmorang. You are always in my heart.

I will never forget to thank my incredibly loving, supportive, and great family, my father P. Gultom and my lovely mother R. Situmorang. Special thank for them that had struggled, tried to fulfill all of my needs and prayed for me doing the
process of my thesis writing. Moreover, I thank my loving brothers and sisters Roy, Juni, Insanna, Debora, and Rio for their loving, caring, and kindness that encourage me to finish this thesis. God bless you all and I will always love you forever more.

Medan, June 2009
The Writer,

Sri Handayani Gultom
Reg. No 050705049
AUTHOR’S DECLARATION

I, Sri Handayani Gultom declare that I am the sole author of this thesis. This thesis contains no material published elsewhere or extracted in whole or in part from a paper which I have qualified for or awarded another degree. No other person’s work has been used without due acknowledgement in the main text of the thesis. This thesis has not been submitted in any tertiary education.

Signed :
Date  : 8th July 2009
COPYRIGHT DECLARATION

Name : SRI HANADAYANI GULTOM
Title Thesis : An Analysis of Meaning Properties and Lexical Relations in *The Rainbow* by D.H Lawrence
Qualification : S1/Sarjana Sastra
Department : English

I am willing that my thesis should be available for reproduction at the discretion of the Librarian of English Department Faculty of Letters, University of North Sumatra on the understanding that users are made aware of their obligation under law of the Republic of Indonesia.

Signed :
Date : 8th July 2009
ABSTRAK

Skripsi yang berjudul AN ANALYSIS OF MEANING PROPERTIES AND LEXICAL RELATIONS IN THE RAINBOW BY D.H LAWRENCE ini membahas tentang pengklasifikasian makna yang terdapat dalam sebuah novel berdasarkan pengklasifikasian melalui meaning properties dan lexical relations yang mencakup ambiguity, redundancy, anomaly, contradictory, homonyms, hyponyms, synonyms, dan antonyms.

Skripsi ini terdiri dari lima bab yang mencakup bab pengenalan tentang analisis, bab yang memuat deskripsi singkat tentang semantik dan bagian-bagian yang terdapat dalam meaning properties dan lexical relations, bab metodologi penelitian, bab analisis, dan bab kesimpulan dan saran.

Penulis menganalisis meaning properties dan lexical relations dengan tujuan untuk mengetahui jenis-jenis meaning properties dan lexical relations yang terdapat dalam The Rainbow. Selain itu, analisis ini dilakukan untuk mengetahui variable yang paling dominan dari jenis-jenis meaning properties dan lexical relations. Adapun metode pengumpulan data yang digunakan adalah metode Systematic Random Sampling, sedangkan metode yang digunakan untuk menganalisis data adalah metode deskriptif kualitatif yang didukung oleh deskriptif kuantitatif, yang mana deskriptif kuantitatif digunakan untuk mencari persentase dari setiap jenis meaning properties dan lexical relations.

Setelah novel tersebut dianalisis, penulis menemukan bahwa untuk jenis meaning properties terdapat 43 kalimat redundancy (60,56%), 14 kalimat anomaly (19,71%), 10 kalimat ambiguity (14,08%), dan 4 kalimat contradictory (5,63%). Sedangkan untuk jenis lexical relations terdapat 57 kalimat synonyms (44,88%), 50 kalimat antonyms (39,37), 13 kalimat hyponyms (10,23%), dan 7 kalimat homonyms (5,515%).
TABLE OF CONTENTS

ACKNOWLEDGEMENTS................................................................................................................I
AUTHOR’S DECLARATION........................................................................................................ii
COPYRIGHT DECLARATION..................................................................................................iii
ABSTRACT.................................................................................................................................v
TABLE OF CONTENTS.............................................................................................................vi

CHAPTER I  INTRODUCTION

1.1 Background of the Analysis.................................................1
1.2 Problems of the Analysis......................................................4
1.3 Objectives of the Analysis.....................................................4
1.4 Scopes of the Analysis..........................................................5
1.5 Significances of the Analysis.................................................5

CHAPTER II  REVIEW OF RELATED LITERATURE

2.1 Semantics.................................................................6
  2.1.1 Theory of Semantics......................................................6
  2.1.2 Scope of Semantics......................................................8
    2.1.2.1 Meaning..............................................................8
    2.1.2.2 Sense and Reference.........................................10
  2.1.3 Kinds of Meaning.......................................................12
    2.1.3.1 Linguistics and Speaker Meaning..............12
    2.1.3.2 Lexical and Grammatical Meaning.............12
2.1.3.3 Referential and Non Referential Meaning……………………………13

2.1.3.4 Idiomatical Meaning……………………………………14

2.1.4 Goals of Semantic Theory……………………………14

2.2 Meaning Properties……………………………15

2.2.1 Ambiguity……………………………16

2.2.1.1 Lexical Ambiguity……………………………17

2.2.1.2 Structural Ambiguity……………………………18

2.2.2 Redundancy……………………………19

2.2.3 Anomaly……………………………20

2.2.4 Contradictory……………………………21

2.3 Lexical Relations……………………………21

2.3.1 Homonyms……………………………22

2.3.2 Hyponyms……………………………23

2.3.3 Synonyms……………………………24

2.3.4 Antonyms……………………………27

2.3.4.1 Complementary Pairs……………………28

2.3.4.2 Gradable Pairs……………………28

2.3.4.3 Relational Opposites……………………30

2.4 Related Literature……………………………31

CHAPTER III METHODOLOGY

3.1 Research Method……………………………33

3.2 Data Collecting Method……………………………33

3.3 Data Analysis Method……………………………34
CHAPTER IV  ANALYSIS OF MEANING PROPERTIES AND LEXICAL RELATIONS IN THE RAINBOW BY D.H LAWRENCE

4.1 Meaning Properties.................................................36
   4.1.1 Ambiguity.......................................................36
      4.1.1.1 Lexical Ambiguity.................................36
      4.1.1.2 Structural Ambiguity.............................37
   4.1.2 Redundancy....................................................40
   4.1.3 Anomaly........................................................51
   4.1.4 Contradictory................................................54

4.2 Lexical Relations....................................................56
   4.2.1 Homonyms.....................................................56
   4.2.2 Hyponyms.....................................................58
   4.2.3 Synonyms......................................................62
   4.2.4 Antonyms......................................................76
      4.2.4.1 Complementary Pairs.........................76
      4.2.4.2 Gradable Pairs.................................80
      4.2.4.3 Relational Opposites.........................82

4.3 Percentage of the Data.............................................88

CHAPTER V  CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions.......................................................90
5.2 Suggestions.......................................................90

BIBLIOGRAPHY ..............................................................................................................92

APPENDICES ..................................................................................................................94
CHAPTER I
INTRODUCTION

1.1 Background of the Analysis

“Linguistics is the scientific study of language” (Palmer, 1976:1). It takes into account some components of language which are linked into each other. The components of language include sound, the arrangement of words, and meaning.

In accordance with those, there are some terminologies as the branches of linguistic study, i.e. phonology, morphology, and semantics.

The branch of linguistics that is concerned with how meaning is expressed in language is called semantics. As stated by Katz (1972:1) “semantics is the study of linguistic meaning.

Semantics as the study of linguistic meanings deals with the expression of linguistic objects, such as word, phrase and sentence in a language. In other words, semantics studies the meaning of word, phrase and sentence. Meaning of a phrase or sentence depends on meaning of its words and how the words structurally and semantically combined. One semantic approach which helps us to classify and to solve the problem concerned with the rules of combining the meaning is through the meaning properties and lexical relations. All meaning properties and lexical relations can be differentiated by looking all the words or sentences.

“Meaning properties are one of several features or components which together can be said to make up the meaning of a word or utterance” (Lyons, 1977:57). It includes ambiguity, redundancy, anomaly, and contradictory (Leech,
“Lexical relations are relationship of the meaning of a word to the other” (Bolinger, 1968:11). It includes homonyms, synonyms, antonyms (Palmer, 1976:59), and hyponyms (Leech, 1981:29).

There are many well-known novelists. D.H Lawrence is one of them. He was born at Eastwood in the country of Nottinghamshire in 1885. He was the fourth of five children of Arthur Lawrence. He had aspirations as a writer even while he was at college, and his literary career had begun as early as 1909 when a group of his poems was published in English Review. His first novel, *The White Peacock* was published in 1911. Then, he published *Trespasser* in 1912, *Sons and Lovers* in 1913, *Women in Love* in 1920, *The Lost Girl* in 1920, *Aaron’s Rod* in 1922, *Kangaroo* in 1923, *The Plumed Serpent* in 1926, *Lady Chatterley’s Lover* in 1928, and *The Rainbow* in 1915 (Lawrence, 1915: xii)

*The Rainbow* is one of the best novels written by D.H Lawrence. It tells about the lives of certain members of three generations of Brangwen family, and it is concerned in particular with the love relationship of Tom and Lydia in the first generation, Will and Anna in the second generation, Ursula and Skrebensky in the third generation.

This thesis would like to analyze about meaning properties and lexical relations found in *The Rainbow*. It has been chosen because it is interested and challenged to study the meaning especially meaning properties and lexical relations. And as the object of this analysis, *The Rainbow* has been chosen because its title and story are interesting and touchy in which the meaning of rainbow is an image of hope, of hope that will be a rebirth and a brave new world. It could be seen that through the novel there are references, direct and indirect to meaning of
rainbow. In the end of story, it was told that for Ursula as one of the characters, rainbow seems to stand hope, hope that she will find a way through disillusionments and achieve fulfillment somewhere at last, that her yearning for something unknown, her passion for something she knew not what would be satisfied eventually.

Below are some examples of meaning properties and lexical relations found in *The Rainbow*:

1. And how uneasy her parents were, as she went about the house *unnoticing, not noticing* them, moving in a spell as if she were invisible to them (page 102)
2. She could sit for hours by a brook or stream, on the rots of the alders, and watch the *water hasten dancing over the stones* (page 237)
3. The *cattle woke up and rose to their feet, the dog began to yelp* (page 118)
4. a. The drawing room was *big* and empty (page 379)
   b. It was too *large* and empty (page 379)

Sentence (1), *And how uneasy her parents were, as she went about the house unnoticing, not noticing them, moving in a spell as if she were invisible to them* refers to redundancy because this contains more information than is needed for it to be understood. *Unnoticing* and *not noticing* have the similar meaning: “don’t pay attention to something or someone”. Sentence (2), *She could sit for hours by a brook or stream, on the rots of the alders, and watch the water hasten dancing over the stones* refers to anomalous sentence because the combination of *water* and *dancing* are incongruous. The meaning of *water* includes the semantic
property ‘inanimate’, and it is combined with dancing, which has the property ‘animate’. Water cannot dance as human being because it does not have body.

Sentence (3), *The cattle woke up and rose to their feet, the dog began to yelp* refers to hyponyms sentence because the cattle and dog are hyponyms of animal. Sentence (4a), *The drawing room was big and empty* and (4b), *It was too large and empty* refer to synonyms because it contains nearly the same meaning, that is big and large. Big means ‘large in size’ and large means ‘great size’.

1.2. Problems of the Analysis

Based on the background of the analysis, some problems have been identified as follows:

1. Which types of meaning properties and lexical relations are found in *The Rainbow* by D.H Lawrence?

2. Which types of meaning properties and lexical relations are the most dominant found in *The Rainbow* by D.H Lawrence?

1.3 Objectives of the Analysis

The objectives deal with the problem of analysis above is:

1. To find of types of meaning properties and lexical relations in *The Rainbow* by D.H Lawrence.

2. To find out the most dominant variable of meaning properties and lexical relations in *The Rainbow* by D.H Lawrence.
1.4 Scopes of the Analysis

There are many parts of semantics to be analyzed, such as literal meaning, non literal meaning, lexical relations, meaning properties, and so on. Therefore, it is very important to limit the scope of the analysis in order to get a clear and satisfactory result. This thesis focuses to analyze meaning properties and lexical relations that exists in a novel, *The Rainbow* written by D.H Lawrence.

There are some types of meaning properties and lexical relations. Therefore, this thesis concerns to analyze anomaly, ambiguity, contradictory, and redundancy, homonyms, hyponyms, synonyms, and antonyms. Because *The Rainbow* contains of sixteen chapters, this thesis only concerns on six chapters of that novel.

1.5 Significances of the Analysis

Some significances of the analysis both theoretically and practically are expected. Theoretically, this thesis will enrich the study of semantic, especially dealing with meaning properties and lexical relations. Practically, it is expected that this thesis will be a useful reference for those who are interested in analyzing meaning properties and lexical relations.
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Semantics

2.1.1 Theory of Semantics

In linguistics, semantics is generally considered as the study of meaning in a language. Before it is explained further, it is better to know the history of semantics.

Semantics was introduced into English at the end of the 19th century. It does not occur until it was introduced in a paper read to the American Philological Association in 1894 entitled ‘Reflected Meaning’: A Point in Semantics. However, before the Introduction of Semantics in 1894, the word semantic was once used in the phrase Semantic Philosophy to mean “divination”. The use of the term semantics, perhaps, can be traced back to use of the French term ‘Semantique’ which had been coined from the Greek term, that is ‘semantikos’ means ‘significant’, ‘semainein’ means ‘to show’, to signify or ‘indicated by a sign’, from ‘sema’ means ‘sign’.

The term semantics has been used H.G Wells in Palmer (1976:2) in ‘The shape of things to come speaks of the sentence of signifies, but he says that it was lost sight of and not revived until the twenty first century. There are some terms of semantics used, such as semasiology, semology, semiotics, sememics and semics, though scholars have often used some of those terms to suit their own interest and orientation (Palmer, 1976: 1).

Semantics is one of the branches of linguistics which studies the meaning of a language. As stated by Katz (1972:1), “Semantics is the study of linguistic
meaning”. It deals with the expression of linguistic object, such as words and sentences. It is regarded that semantics studies the meaning of words and sentences. As stated by Hornby (1972:789), “Semantics is a branch of linguistics concerned with studying the meaning of words and sentences” and Siregar (1992:2) “Semantics is the study of the meaning of words, phrases or sentences in the language or semantics is the study of meaning in language”. The both of semanticists agree that semantics is the study of the nature of meaning only, that is the meaning of words and sentences. However, the sentence meaning is different with word meaning, in which the meaning of sentence can not be linked in a lexicon like meaning of word. It must be created by rules of combination too. The meaning of sentence is determined by the words arrangement.

Semantics as the study of words and sentences meaning does not only study the concrete things, but it also studies the abstract things. However, the study of abstract things is not as easy as study of concrete things because it does not have reference in the world. For instance, it may be easy to define the meaning of chair and table (concrete things), but not easy to define the meaning of hate and desperate’ (abstract things).

It is important to study semantics. There are two factors that make semantics is important to study. First, semantics as study of meaning is a problem strictly connected in communication and because communication is an important factor in social organization, so the need to understand semantics become more pressing. Second, semantics is also a study about human mind-thought process, cognition, and conceptualization. That’s all related to our ways to classify and express our experience about the real world through language.
2.1.2 Scopes of Semantics

Semantics scopes down its attention to the sentence meaning as a part of linguistic system rather than utterance meaning. Leech also has the same view about the scope of the semantic in which “The aim of semantics is to explain and describe meaning in natural language” (Leech, 1969:5). It is regarded that semantics does not concern with individual meaning.

There are at least two approaches in studying the meaning of a language. There are linguistic approach and philosophical approach (Djajasudarma, 1999:17). Semantics is studied through linguistics approach means that the scope ranges along the relation of meaning itself in linguistics. In other words, it deals with linguistic expression, such as words, phrases, and sentences. While semantics is studied through philosophical approach means that the relation between linguistic expression and persons, things, and events in the world to which the linguistics expression refers.

2.1.2.1 Meaning

There some definitions about meaning given by semanticists. They are: Leech (1981:23) notes 3 points of meaning. They are as follows:

a. Meaning involves the speaker intention to convey a certain meaning that may or may not be evident from the message itself.

b. Consequently, interpretation by the hearer is likely to depend on the context.

c. Meaning in the sense is something, which is performed rather than something that exists in a static way. It involves action (the speaker produces and effects on
the hearer) and the interaction (the meaning being negotiated between the speaker
and the hearer on the basic of their mutual language).

Bloomfield in Ullman (1977:78) said a famous definition about meaning
of a language as “a situation in which a speaker speaks a language and then it
raises a respond from listener”. It means that a listener who has understood the
meaning of speaker’s words can be seen by his respond.

The word ‘meaning’ is simply derived from the word ‘mean’. In every day
English, we use the word ‘mean’ in a number of different ways as told by
Akmajian (1976:230) below:

a. That was no mean (insignificant) accomplishment
b. They are so mean (cruel) to me
c. This will mean (result in) the end of second-class citizenship
d. Without ice, life would not mean anything (have any purpose)
e. I mean (intend) to help if I can
f. Keep off the grass, this means (refers to) you
g. His losing his job means (implies) that will have to look again
h. Lucky Strike means (indicates) fine tobacco
i. Those clouds mean (are a sign of) rain
j. She does not mean (believe) what she said
k. Procrastinate means (?) to put things off
l. In saying that, she meant (?) that we should leave
Except (k) and (l), the word mean has a paraphrase using words other than *mean*. In other words, the word *mean* in (a) to (j) has their ‘equivalence’ in other word, while the same word in (k) and (l) does not. The last two sentences, in fact, exemplify two importantly different sorts of meaning, they are speaker meaning and linguistic meaning. In (k) *procrastinate* has a linguistic meaning *of to put things off* while in (l) *meant* refers to speaker’s intention or what message the speaker intends to say in his words.

### 2.1.2.2 Sense and Reference

Palmer (1976:30) defined that “reference deals with the relationship between the linguistic elements, words, sentences, etc, and the non linguistic world of experience”. Based on the Palmer’s concept it can be said that the reference of the word is the object designated by word. For example, the reference of *chair* is the object designated by the word which can be ‘upside down number four’. The other example is *bed* has a certain meaning as ‘a piece of furniture with a mattress and covering’. *Bed* refers to ‘a thing that functions to sleep or to rest on’.

There are some words that have meaning but they don’t have referent. They don’t refer physical object at all, for example: *love, had, inspiration* and *sad*. The words are common called as abstract things.

There are also some words that have meaning but they are kinds of world of fairy story. In other words, they do not denote objects in the world. For example: *unicorn* and *goblin* relate to creatures that do not exist.
Palmer (1976:30) defined that “sense relates to the complex system of relationships that told between the linguistic elements themselves (mostly the words.

When people are speaking of the meaning of a word, they are usually speaking about one of its senses which are usually believed as the primary sense.

Some words, perhaps, have more than one sense. For example, the sense of *sole* in the following example is different:

(5) This shoes need new *sole* and heel
(6) Have you ever seen a grilled *sole*
(7) He is the *sole* survivor of the crash

*Sole* in expression (5) means ‘button part of the shoes’; in (6) *sole* means ‘an edible flat fish that lives in the sea’ while in the expression (7) *sole* means ‘one or only’.

A word, phrase, or sentence that has sense would be able to understand although they don’t have reference. For example:

(8) Indonesia is led by a queen
(9) There are many people live in Mars

The two expressions above are understandable although they don’t have referent. As we know Indonesia is not led by a queen, but a president and it has been found that there is no man lives in Mars. Some scientists, even, have done some research in Mars and they still find no one there.
2.1.3 Kinds of Meaning

The experts of language have classified meaning based on their understanding and deliberation. Their classifications about meaning are various. Those kinds of meaning are as follows:

2.1.3.1 Lexical and Grammatical Meaning

Lexical is an adjective term of lexicon (vocabulary). Part of lexicon is lexem (language that has meaning). So, lexeme is also called word.

“Lexical meaning (Chaer, 1995:60) is meaning that possessed by a lexeme without any context. It is the actual thing that is observed through human senses and suitable to its referent”.

For example: *Rat* has a lexical meaning as a small animal with a long tail that looks like a large mouse.

“Grammatical meaning (Chaer, 1995:62) is meaning that possessed by a stem because of grammatical process, such as affixation or tenses”.

For example: in affixation of suffix –s attached to the term *girl* produces *girls*. The grammatical meaning that appears is the member of the word *girls* is more than *girl*. *Girl* means one girl while ‘girls’ means more than one girl.

2.1.3.2 Linguistic Meaning and Speaker Meaning

Akmajian et al (1979:231) say, ‘In general, the linguistic meaning of an expression is simply the meaning or meanings of that expression in some form of language. For example, in English Standard *run* can have different meaning in each of the sentences of, such as:
(10) He can not run

(11) Can you run the engine for a moment

(12) The guardian run a series of articles on the Russian economy yesterday

*Run* in expression (10) means ‘to move at a speed faster than a walk’; in expression (11) *run* means to ‘make something operate or function especially in this expression is to operate engine’; in expression (12) *run* means ‘to print and publish something as an item or a story (of a newspaper or magazine)’.

Akmajian et al (1979:231) say, “Speaker meaning is what a speaker means in producing an utterance”. In saying, “You are clever’, the speaker may mean ‘You are bright (intelligent)’ because the word *clever* mans ‘bright mentally’, ‘have intelligence’ or he may mean the opposite of what the word means, i.e. ‘You are stupid’.

2.1.3.3 Referential and Non Referential meaning

“Referential meaning (Chaer, 1995:64) is meaning that possessed by a word or lexeme if it has a referent in the actual word”.

For example: *Table* and *chair* have referential meaning since of them has a referent in the actual world in which they are kinds of furniture. *Table* is ‘the object designed as a flat top supported on one or more’ while *chair* is ‘the object designed by the word which can be upside down number four’.
“Non referential meaning (Chaer, 1995:64) is a word or lexeme that has meaning but it does not have referent in the real world. It includes preposition, conjugation and fiction word”.

For example: *and, in, but, because* do not have referential meaning since of them do not have a referent in the actual world.

**2.1.3.4 Idiomatical meaning**

“Idiom (Chaer, 1995:74) is linguistic components, such as word, phrase, sentence that have no lexical or grammatical meaning. Idiomatic expression can not be understood literally”.

For example: *Their eyes are bigger than their stomach*

It should not be understood literally as they really have bigger eyes than stomach. The expression has an idiomatic meaning is “They are too greedy because they have asked food for more than they can eat”. Some other examples of idiom in English are:

(13) *She goes over with a bang* means ‘she becomes successful’

(14) *Jason is the apple of his family eyes* means ‘Jason is person that more loved than the others in his family’

**2.1.4 Goals of Semantic Theory**

Semantics can be limited both in theory and in practice, to sense relations. One example is to be found in a well known article by J.J Katz and J.A Fodor entitled, “The structure of a semantic theory”. In this article, they talk about sentence and their theory is based upon word meaning. They states:
“A semantic theory describes and explains the interpretive ability of speakers: by accounting for their performance in determining the number of readings of a sentence; by detecting semantic anomalies: by deciding upon paraphrase relations between sentences; and by marking every other semantic property or relation that plays a role in this ability”. (Katz and Fodor in Palmer)

It means that a semantic theory must account for ambiguity, anomaly, redundancy, paraphrase, etc.

In studying about semantics theory, they are two goals accepted:

1. A semantic theory should attribute to reach expression in the language the semantic properties and relations it has and it should define those properties and relations. This means that if an expression is meaningful, the semantic theory should say so. If the expression is ambiguous, the semantic theory should record that fact, and so on. Moreover, if two expressions are synonymous, or one entails the other, the semantic theory should mark these semantic relations.

2. A semantic theory should have at least two kinds of contains:

a. A semantic theory of a natural language should be finite: people are capable of storing only a finite amount of information but they nevertheless learn the semantics of individual of natural languages.

b. A semantic theory of a natural language should reflect the fact, except for idioms, expressions are compositional. This means that the meaning of syntactically complex expression is determined by the meaning of constituents and their grammatical relations.

2.2 Meaning Properties

“Meaning properties is one of several features or components which together can be said to make up the meaning” (Lyon, 1977: 57). It includes
anomaly, contradictory, ambiguity and redundancy (Leech, 1981).

The analysis of meaning properties or components of word or utterance is called the componential analysis of meaning. It can be used as a tool of sentences or utterances whether they are anomalous, contradictory, ambiguity, and redundancy which are related to the logical system.

In the componential analysis of meaning, the analyzed words are written in small letters, while the components are in the capital letters and put in square brackets. The components are in square bracket use a notational convention of a plus sign and a minus sign to distinguish between the positive and the negative values of what is referred to.

For example: man and woman

(15) man : [+MALE], [+ADULT], [+HUMAN]
(16) woman : [-MALE], [+ADULT], [+HUMAN]

2.2.1 Ambiguity

According to Hurford and Heasley (1983:121), a word or sentence is ambiguous when it has more than one sense”. It means that an expression is ambiguous where there is multiplity of senses versus uniqueness of sentences. This ambiguous expression can happen in one word, phrase, or sentence. The results of ambiguous expression are vague, unclear, and make doubt. According to Harford and Heasley (1983:121), there are two kinds of ambiguity:
2.2.1.1 Lexical Ambiguity

Harford and Heasley (1983:121) states, “Lexical ambiguity is resulting the ambiguity of word”. It means that the word in a sentence has more than one sense. Lexical ambiguity of the expression is resulted from a polysemous word, e.g. a word that has more than one meaning. As Palmer (1976:67) states that “polysemy is one word with several meanings”. It can be disambiguated by giving further information.

For example:

(17) Alice looked for glasses
(18) They found a bat

In expression (17) glasses makes the expression ambiguous in which it has two meanings, such as “spectacles” and “a container for drinking”. Bat in expression (18) has two meanings, such as “a baseball bat and flying rodent”. The two sentences can be disambiguated by giving further information.

(17) a. Alice looked for glasses because she wanted to read a novel
     b. Alice looked for glasses to fill with juice
(18) a. They found a bat in a dark cave
     b. They found a bat in the sport room; therefore they decided to play baseball

The listener will grasp the sense of the glasses and bat by connecting the word with the information following it.
2.2.1.2 Structural Ambiguity

Harford and Heasley (1983:128) states that “structural ambiguity happens because its words relate to each other in different ways, even though none of the individual word is ambiguous”. It means that an expression is ambiguous in structure if it is resulted from the way the constituents are grouped into large syntactic unit. This can be disambiguated by grouping the word appropriately (which will present with brackets around the relevant parts of the phrase or sentence).

For example:

(19) I saw a man in the gas station

(20) Susan saw Jill with a telescope

Expression (19) and (20) are absolutely ambiguous in which each of them has more than one interpretation. It can be disambiguated by grouping the word appropriately, that is:

(19) a. I saw a man [in the gas station]
    b. I saw [a man in the gas station]

(20) a. Susan saw Jill [with a telescope]
    b. Susan saw [Jill with a telescope]

Expression (19a) means that the speaker saw a man when the speaker was in the gas station. Expression (19b) means that the speaker saw a man who he met in the gas station when the speaker was in one place, not in the gas station.
Expression (20a) means that Susan saw Jill by using a telescope and expression (20b) means that Susan saw Jill, who was bringing a telescope.

### 2.2.2 Redundancy

According to leech (1981:30) “redundancy is the degree to which an expression containing more information than is needed for it to be understood”. Redundant words or phrases express the same meaning within the same sentence. For example:

(21) cold ice

(22) illegal murder

Expressions above are redundant because ice has indicated cold and murder had indicated illegal action. It is never said that ice is hot or murder is legal action.

There are several types of redundancy which may be observed in writing or speech as follows:

1. Duplication of meaning of noun
   example: Jakarta is a big city town

2. Duplication of meaning of verb
   example: He had looked and seen all the accident

3. Duplication of meaning adjective
   example: She is a pretty beautiful girl in her school

4. Duplication of meaning of adverb
   example: I am really absolutely sure that he is lying
Redundancy also includes repetition of unnecessary lexical item as follows:

She is a very very clever student

This sentence contains more than one word *very*. It makes this sentence redundant. It is actually enough for speaker to describe ‘how clever the person is’ using only one word *very*.

Redundancy is more often happens in spoken form although we also can find it in written material, such as magazine, newspaper, novel, etc. It must not be thought of as necessarily a negative element in a language. Speaker/writer uses redundant words to emphasize what he intends to express.

### 2.2.3 Anomaly

Leech (1981:29) states that “an expression is called anomalous when there is an incompatibility of meaning between constituent expressions”. It means anomalous sentence happens when the selected features of one member of the construction are not satisfied by the member in construction with it or the selected features aren’t found familiar in every day world. For example:

(23) His *typewriter* has bad *intentions*  

(24) I heard the *trees whispering*

Although the expressions above seem to obey all syntactic rules, but they have been said to be anomalous because their constituents are thought to be unable denoting in any word spoken of. Expression (23) is anomalous since the combination of the nouns *typewriter* and *intentions* are incongruous. The meaning of *typewriter* includes the semantic property of ‘inanimate’, and the word
intentions have the semantic property ‘animate’. Expression (24) must be anomalous. A tree doesn’t have a mouth and a lip as human has, therefore it is impossible that trees can whisper.

2.2.4 Contradictory

Siregar (1990: 17) says that “an expression is contradictory when there is a contradiction of meaning between constituent expressions”. It is impossible for the constituent expressions to be true at the same time of the same circumstances. For example:

(25) I like what I dislike
(26) The empty room full of books and furniture

In expression (25) like contradicts to dislike. One of the meaning components of dislike is [-LIKE] which contradicts to like. It is impossible to like what we dislike. We usually hate what we dislike. In expression (26) one of the meaning components of empty is [-FULL] which contradicts to the next constituent full. It is impossible that an empty room has books and furniture inside since definition of empty is there is nothing inside.

2.3 Lexical Relations

“Lexical relations are relationship of the meaning of a word to other words” (Bollinger, 1968:11). There are a number of different types of lexical relations, they are homonyms, hyponyms, synonyms and antonyms.

The aims of lexical semantics are:
a. To represent the meaning of each word in the language
b. To show how the meaning of words in a language are interrelated

These aims are closely related because the meaning of a word is defined in part by its relations with other words in the language.

2.3.1 Homonyms

Palmer (1976:65) says that “homonyms are different words which are pronounced the same, but have different meanings”. According to Saeed (1997:63) there are two terms very closely related to homonyms. They are homograph and homophone.

Homograph consists of two terms, that is “homo” means the same form and “graph” means indicating a form of writing. Therefore, “homograph (Saeed 1997: 63) is sense of the same written word”. In other words, homograph is words which are identical in spelling, but different in meaning. Words which are identical in spelling may be either identical in sound or not. They are still included to homograph. For example:

(27) pupil /pju:pl/ means student
     pupil /pju:pl/ means dark circular opening in center of the eye

(28) lead /led/ means action guiding or taking
     lead /lid/ means metal

Homophone consists of two terms, such as “homo” means the same form and “phone’ means related with sound. Therefore, “homophone (Saeed 1997: 63)
is sense of the same spoken word”. In other words, homophone is words which are identical in sound but different in spelling and meaning. For example:

(29) metal /metl/ means a type of solid mineral substances
    mettle /metl/ means bravery

(30) waste /weist/ means something useless
    waist /weist/ means part of body

2.3.2 Hyponyms

Leech (1981:31) states that “hyponym is the meaning of word which may be said to be included in the another word”. For example: crow, hawk, and swallow are hyponymy of bird. A crow, hawk, and swallow are not necessarily called a bird crow, bird hawk, and bird swallow since the meaning of bird has been included in the meaning of crow, hawk, and swallow.

A hyponymy includes the meaning of more general word. The more general term is called the superordinate or hypernym, for example ‘bird’. While crow, hawk, and swallow are co-hyponyms of the general word. In the next example of hyponymy, e.g:

31.

```
+---+---+---+
| Tools |   |
+---+---+---+
  +---+---+---+
  | Hammer | Saw | Chisel |
+---+---+---+
```

32.

```
+---+---+---+
| Days |   |
+---+---+---+
  +---+---+---+
  | January | March | September |
+---+---+---+
```
2.3.3 Synonymy

Palmer (1976:59) says that “synonyms are words which sound different, but the same or nearly the same meaning. Two words that can be interchanged in a context are said to be synonymous relative to the context.

English is rich in synonyms for the historical reason that its vocabulary has come from two sentences, from Anglo Saxon on the hand and from French, Latin and Greek on the other. Thus English has:

(33) brotherly and fraternal
(34) buy and purchase

However, it is said that there are no true synonyms, that there are no two words have exactly the same meaning. There is still different in using the synonymous words in a sentence. It’s all depends on the context when the synonymous words will be used whether in formal or informal situation. For example: pass away and die

*Pass away* and *die* have the same meaning ‘stop living or come to the end of life”, but sense of *pass away* is more polite than *die*. It is more often used to human although *die* also can be used. It is never used to animal or plants. The different use of the two words can be seen in the following sentence:

(35) Flower soon *die* without water
(36) His mother *passed away* last year

According to Palmer (1976: 60-62), there are at least five ways in which possible synonyms can be seen to differ.

1. Some sets of synonyms belong to different dialects of the language.
For example: *fall* and *autumn*

*Fall* is used in the United States and in some western countries of Britain where others would use *autumn*. The other examples that indicate some synonym words belong to different dialect in America and Britain are:

<table>
<thead>
<tr>
<th>British</th>
<th>American</th>
</tr>
</thead>
<tbody>
<tr>
<td>coach</td>
<td>bus</td>
</tr>
<tr>
<td>petrol</td>
<td>gasoline</td>
</tr>
<tr>
<td>mineral</td>
<td>soft drink</td>
</tr>
</tbody>
</table>

Palmer said that the status of different dialect of language” is no different from the translation equivalents. It is simply a matter of people different forms of the language having different vocabulary items.

2. There is a similar situation with words that are used in different ‘styles’ or ‘registers’

Register is the term refers to a variety of language defined according to its use in social situations, e.g. register of scientific, religious, formal English (Crystal, 1978:301)

For example: *pass away* and *die.*

*Pass away* is literary, while *die* is colloquial

Speakers do not normally pass from one dialect to another, but they can within a single conversation change their style and the vocabulary items to achieve different effect.
3. Some words may be said differ only in their emotive or evaluative meanings, their capacity to produce a certain emotional effect upon the listeners. In other words, their capacity to persuade or influence others for propaganda.

Emotive meanings are emotional effect on the listener, as in the ‘emotive content’ of propaganda speeches, advertising language, etc. (Crystal, 1978:130)

For example: 1. *statesmen* and *politician*

2. *reject* and *decline*

*Statesmen* and *politician* have the same meaning ‘a person who plays an important part in management of state affairs’ but their emotive meaning is different. *Statesmen* have a high emotive meaning while *politician* has a low emotive meaning. It also happens to *reject* and *decline*. The meaning of *reject* is more emotive than *decline*.

4. Some words are collocationally, restricted, e.g. they only occur in conjunction with other words.

For example: 1. *rancid* occurs with butter

   The butter has turned *rancid*

2. *addled* with eggs or brain

   His brain was *addled* of drug abuse

5. Many words are close in meaning, or that their meanings overlap. There is a loose sense of synonymy. If look for the synonyms for each of the words themselves, we shall get away from the meaning of the original word.
For example: mature, govern and loose. The possible synonyms of mature are “adult, ripe, perfect, due”. For govern, the possible synonyms are “direct, control, determine, require; while the possible synonym for loose are free, relaxed, vague, unbound, and slack”.

There are some ways to test a word is synonymous or not to the other word. They are:

1. Substitution, e.g. substituting one word for another

Total synonyms are interchangeable in all their environments. In reality, almost there are no total synonyms.

For example: deep and profound

Deep or profound may be used with sympathy, but deep is only used with water.

2. To investigate the ‘opposites’. It is also related to the certain environment.

For example: The synonymous words deep and profound are contradicted with superficial, but shallow is contradicted only with deep.

2.3.4 Antonyms

Palmer (1976:78) says that “antonyms are words or expressions which are opposite in meaning or two words that express opposing concept”. They can share an aspect of meaning but be opposite or incompatible in some other aspect of meaning. Ironically, the basic property of two words which are antonyms is that they often share all but one semantic property. The property they do not share is present in one and absent in other. For example:

(37) clever => stupid
The meaning of clever include the semantic property [-STUPID] and vice verse; *man* is opposite to *woman*. The meanings of the two words include the semantic properties [+HUMAN], [+ADULT]. But, *man* has semantic properties [+MALE], while *woman*, since part of its meaning is female, has semantic property [-MALE].

According to Palmer (1976:80) there are there kinds of antonyms:

2.3.4.1 Complementary pairs or Binary Pairs

Palmer (1976:80) said that “complementary pairs are predicates which come in pairs and between them exhaust all the relevant possibilities”. In complementary pairs if the one predicate is applicable, then the other can not be and vice verse. In other words, complementary pairs is a relation between words such that the positive of are implies the negative of the other. For example:

(39) male >=< female

(40) married >=< single

So, the using these words literally, male implies not female and married implies not single’.

2.3.4.2 Gradable Pairs

Palmer (1976:79) said that “gradable pairs are the negative words are not synonymous with the other”. It means that a relationship between opposites where the positive of one term does not necessarily imply the negative of the other. So, gradable pairs are different from complementary pairs. In gradable pairs, it is
usually used gradation of width, age, size, etc. This relation is typically associated with adjectives and has two major identifying characteristics. First, there are usually intermediate terms as that between the gradable antonyms *hot* and *cold*, for example.

There is a continuous scale of values between *hot* and *cold*, which may be given name such as *warm, cold, or tepid*. It is also true of gradable antonyms that more of one is less of another.

For example: wide $\gg$ narrow; tall $\gg$ short

(41) A is wider than B means A is less narrow than B

B is narrower than A means B is less wide than A

(42) C is taller than D means C is less short than D

D is shorter than C means D is less tall than C

Another characteristic of gradable antonyms is that one is marked and the other is unmarked. The one is more commonly used by the speaker of the language is the unmarked. In English, the unmarked member of the gradable pairs is the one which is used simple to ask about or describe the degree of the gradable quality. In other words, some pairs one term is more basic and common, so for example of the pair, such as high $\gg$ low and wide $\gg$ narrow. It is more natural to ask of something “How high is it? or How wide is it?” than “How low is it? or How narrow is it?” and answer “It is three feet high or it is four yards wide”, but never “Three feet low or four yards narrow”, except humorously.
2.3.4.3 Relational Opposites

Palmer (1976:81) said that “relational opposites happen when a predicate describes a relationship between two things (or people) and some other predicate describe the same relationship with the two things (or people) are mentioned in the opposite words.

For example:

(43) buy >< sell

(44) husband >< wife

If A sells something to B, then B buys something from A’ if C is D’s husband, then D is C’s wife.

There are several verbs that are pairs in this way, e.g: lend >< barrow, rent><let, own><belong to, give><receive. There are also nouns, e.g. parent><child, debtor><creditor, doctor><patient, and by suffixing –er and –ee; -e and –ee, such as fiancé><fiancée, employer><employee. A number of terms referring to spatial position also belong here, e.g. above><below, infront of><behind, north of >< south of.

In English, the other ways to form antonyms is by adding prefix, un-, non-, in-, dis-, etc, such as common><uncommon, fiction><nonfiction, efficient><insufficient, like><dislike.
2.4 Related Study

In analyzing this thesis, some previous theses that discussed about meaning properties and lexical relations are used as related study. They are:

Sofyana (2005) in her thesis “An Analysis of Meaning Properties and Meaning Relations in Saul Bellow’s Short Story Looking for Mr. Green”, found that there are 112 cases of meaningfulness (82.3 %), 12 cases of ambiguity (8.8 %), 6 cases of anomaly (4.4 %), 4 cases of contradictory (2.9 %), 2 cases of redundancy (1.4 %). Meanwhile in lexical relations, found that there are 13 cases of antonyms (38.2 %), 11 cases of homonyms (32.3 %), and 10 cases of synonyms (29.4 %).

Margareth (2003) in her thesis “An Analysis of Meaning properties and Meaning Relations used in Sidney Sheldom’s Novel Nothing Last Forever”, found that there are 20 cases of meaningfulness (50 %), 7 cases of anomaly (17.5 %), 6 cases of contradictory (15 %), 7 cases of lexical ambiguity (17.5 %). Meanwhile in meaning relations, found that there are 16 cases of homonyms (16.32 %), 39 cases of synonyms (39.8 %), 43 cases of antonyms (43.88 %).

Tiakhiroh (2007) in her thesis “An Analysis of Meaning Properties in Campbell’s Kingdom by Inner Hommand”, found that there are 94 cases of meaningfulness, 28 cases of anomaly, 7 cases of contradictory, 3 cases of ambiguity, and 6 cases of redundancy.

Those three theses can be used as review of related literature in analyzing meaning properties and lexical relations. But in my analysis, Margareth’s thesis was used as review of related literature because my analysis is nearly the same with her analysis in finding meaning properties and lexical relations in a novel.
Descriptive qualitative method was used to analyze the data as Margareth did in her thesis before.

Some theories of semantics are also used to support my analysis. They are: Palmer (1976) in Semantics: A New Outline explains the goals of semantic theory and the approach of problem of meaning from the point of view of lexical relation. It includes the classification of lexical relation, e.g. homonyms, synonyms, and antonyms.

Leech (1981) in Semantics: The Study of Meaning explains about meaning properties and lexical relations and also their classifications.

Semantic theory should define the semantic properties and relations of the sentence of the language that can exhibit and how the semantic properties and relations of expression are determined by its meaning, as Palmer (1976:29) said that the “problem of semantics, is not, then, nor can it be, the search for an elusive entity called meaning.”
CHAPTER III

METHODOLOGY

3.1 Research Method

According to Bungin (2005:40-41) there are 3 kinds of research based on the location of research e.g. library research, laboratory, and field research. Prior to completing the analysis, Library research is applied by consulting the relevant theories to support the analysis from text books, dictionary and thesis. The data were gathered from novel *The Rainbow* by D.H Lawrence. Nawawi (1991:30) says “Penelitian kepustakaan dilakukan dengan menghimpun data dari berbagai literature, baik di perpustakan maupun tempat lain”. (Library research is carried out by accumulating all the data from many various literature, whether in the library or any other places).

3.2 Data Collecting Method

Documentation method is used to collect the data. Documentation method is applied in this thesis because source of the analysis is written material that is *The Rainbow* by D.H Lawrence. Having the primary data, *The Rainbow*, the population of the analysis is determined. According to Dane (1990:289), “Population is all possible units or elements that can be included in a research project”. The population of a research can be people, social phenomenon, language, or other things that will be analyzed. Among the sampling techniques, *Systematic Random Sampling* is used to determine the sample in this thesis. As stated by Dane (1990:298), “Systematic Random Sampling is accomplished by
choosing elements from a randomly arranged sampling frame according to ordered criteria”. Frequently, systematic random sampling is accomplished by choosing every tenth, 15th, or some other ‘nth’ element in the sampling frame. But, because The Rainbow only consists of sixteen chapters and the chapters that will be analyzed only six chapters, the sample is not determined by every ‘nth’ element. The sixteen chapters are divided into two parts: odd chapters (1,3,5,7,9,11,13,15) and even chapters (2,4,6,8,10,12,14,16) The samples of the research in this thesis are the representative of odd and even chapters in which three chapters for each odd and even chapter. So, the proportion of 6/16 = 0.375 of the entire odd and even sampling frame. Inverting the proportion, 1/0.375 = 2, 66 = 3, so the interval of the sample is 3 for each odd and even chapters. For starting point in the sampling frame list, putting my finger on element 3 for odd chapters and element 4 for even chapters. So, the odd and even chapters will be analyzed in this thesis are: odd chapters [3,9,15] and even chapters [4,10,16].

3.3 Data Analysis Method

In this thesis, Descriptive qualitative method is applied to analyze the data. According to Bungin (2001:124-125), “Data kualitatif diungkapkan dalam kalimat serta uraian-uraian, bahkan dapat berupa cerita pendek” (Qualitative data is applied in sentence and descriptions, even in a short story).

In order to get the percentage of data, the following formula from Bungin (2005:171-172) will be used:

\[
\frac{fx}{N} \times 100 \%
\]
where,

\[ n = \text{percentage of the types} \]
\[ f_x = \text{total types of the sub categories} \]
\[ N = \text{total types of all categories} \]

The systematic procedures are applied in conducting the analysis as follows:

First, collecting the data which are related to the topic from a novel. Second, identifying and classifying them into each type of meaning properties and lexical relations. Third, analyzing the meaning properties and lexical relations, e.g. ambiguity, redundancy, anomaly, contradictory, homonym, hyponym, synonym, and antonym using Palmer and Leech’s theory. Fourth, calculating the data in percentage using the formula to get the most dominant type of meaning properties and lexical relations in the novel. The last, drawing some conclusions based on analysis.
4.1 Meaning Properties

4.1.1 Ambiguity

There are two sources of ambiguity in natural language: lexical and structural ambiguity.

4.1.1.1 Lexical Ambiguity

(1) They are dirty man’s nuts (page 79)
(2) But when poor Nat came wambling in again, she slid away (page 79)
(3) They were such strangers (page 82)
(4) The puppet shapes of people, their wood, mechanical voices, he was remote from them (page 398)

Analysis:

1. Sentence (1) is ambiguous because dirty has two meanings, that is filthy and unfair. Filthy means ‘not clean especially body and cloth’. While unfair means ‘not right’.

   (1a) They are filthy man’s nuts
   (1b) They are unpleasant man’s nuts

2. Sentence (2) is ambiguous because poor has two meanings, that is destitute and handicapped. Destitute means ‘without money, food or other things necessary
to life’. While *handicapped* means ‘a serious or permanent physical condition that effects one’s ability to walk’.

(2a) But when *destitute* Nat came wambling in again, she slid away

(2b) But when *handicapped* Nat came wambling in again, she slid away

3. Sentence (3) is ambiguous because *strangers* has two meanings, that is *unfamiliar person* and *unknown persons*.

(3a) They were such *unfamiliar person*

(3b) They were such *unknown person*

4. Sentence (4) is ambiguous because *remote* has two meanings, that is *away* and *not interested on*.

(4a) The puppet shapes of people, their wood, mechanical voices, he was *away* from them

(4b) The puppet shapes of people, their wood, mechanical voices, he was *not interested on* them

4.1.1.2 Structural Ambiguity

(5) His face remained fresh and his blue eyes as full of light, *his thick hair and beard* had turned gradually to silky whiteness (page 226)

(6) There *thin bread and butter*, and cress for tea (page 226)

(7) In her heart she felt a *vague tenderness and pity* for her first husband who had been her lord (page 229)

(8) So, the first year went by, in *magnificent seclusion and activity of learning* (page 383)
(9) For what purpose were the *incalculable physical and chemical activities* nodalized in this shadowy, moving speck under her microscope? (page 390)

(10) The town formed away on their left, there were *strange lights and sound* (page 394)

**Analysis:**

5. Sentence (5) is ambiguous because of the phrase *thick hair and beard*. The phrase can be interpreted as *thick hair and beard* or *thick hair and thick beard*. The sentences can be disambiguated by grouping the phrase appropriately.

   (5a) His face remained fresh and his blue eyes as full of light, his [thick hair] and [beard] had turned gradually to silky whiteness

   (5b) His face remained fresh and his blue eyes as full of light, his [thick hair] and [thick beard] had turned gradually to silky whiteness

6. Sentence (6) is ambiguous because of the phrase *thin bread and butter*. The phrase can be interpreted as *thin bread and butter* or *thin bread and thin butter*. The sentences can be disambiguated by grouping the phrase appropriately.

   (6a) There [thin bread] and [butter], and cress for tea

   (6b) There [thin bread] and [thin butter], and cress for tea

7. Sentence (7) is ambiguous because of the phrase *vague tenderness and pity*. The phrase can be interpreted as *vague tenderness and pity* or *vague tenderness and vague pity*. The sentences can be disambiguated by grouping the phrase appropriately.

   (7a) In her heart she felt a [vague tenderness] and [pity] for her first husband who had been her lord
(7b) In her heart she felt a [vague tenderness] and [vague pity] for her first husband who had been her lord

8. Sentence (8) is ambiguous because of the phrase *magnificent seclusion and activity of learning*. The phrase can be interpreted as *magnificent seclusion and activity of learning* or *magnificent seclusion and magnificent activity of learning*. The sentences can be disambiguated by grouping the phrase appropriately.

(8a) So, the first year went by, in [magnificent seclusion] and [activity of learning].

(8b) So, the first year went by, in [magnificent seclusion] and [magnificent activity of learning]

9. Sentence (9) is ambiguous because of the phrase *incalculable physical and chemical activities*. The phrase can be interpreted as *incalculable physical activities and chemical activities* or *incalculable physical activities and incalculable chemical activities*. The sentences can be disambiguated by grouping the phrase appropriately.

(9a) For what purpose were the [incalculable physical activities] and [chemical activities] nodalized in this shadowy, moving speck under her microscope?

(9b) For what purpose were the [incalculable physical activities] and [incalculable chemical activities] nodalized in this shadowy, moving speck under her microscope?

10. Sentence (10) is ambiguous because of the phrase *strange lights and sound*. The phrase can be interpreted as *strange lights and sound* or *strange lights and
*strange sound.* The sentences can be disambiguated by grouping the phrase appropriately.

(10a) The town formed away on their left, there were [strange lights] and [sound]

(10b) The town formed away on their left, there were [strange lights] and [strange sound]

### 4.1.2 Redundancy

(11) She sat on, frozen, unmoving (page 76)

(12) Other men, other people, came into the dark, vaulted place, to eat (page 77)

(13) She was tired with wonder and marveling (page 77)

(14) What she said, what she spoke, this was a blind gesture on her part (page 85)

(15) ………, that she was the gateway and the way out, that she was beyond, and that he was traveling in her though the beyond (page 85)

(16) They were a curious family, a law to themselves, separate from the world, isolated, a small republic set in miserable bounds (page 91)

(17) She shone and gleamed to the Mystery (page 91)

(18) Whom she knew through all her senses, she glanced with strange, mystic superstitions that never found expression in the English language (page 91)

(19) Sometimes, not often, but sometimes, talking again, there recursed the strange, remote reality has been included in the meaning of not often (page 100)

(20) Strange, to lift the stamp and see that eagle-beaked bird raising its breast to her (page 102)
(21) And how uneasy her parents were, as she went about the house **unnoticing**, not noticing them, moving in a spell as if she were invisible to them (page 102)

(22) They had **looked at each other, and seen each other** strange, yet near, very near, like at hawk stooping, swooping, dropping into a flame of darkness (page 103)

(23) He might **tremble and quiver and suffer and suffer**, it did not alter (page 112)

(24) But she did not want any more **the fight, the battle, the control**, as he, in his incontinence, still did (page 113)

(25) At last he shut his book, his mind was blank, he walked upstairs **intoxicated with depression and anger, and, intoxicated with depression and anger**, looked himself into self (page 215)

(26) He belonged **to nowhere, to no society** (page 215)

(27) Very **deliberately, and carefully**, he held the horse down the slope to the cart shed (page 217)

(28) The water was whirling, whirling, the whole **black night** was swooping in rings (page 218)

(29) Still, he **wrestled and fought** to get himself in the unulterable struggle of suffocation, but always fell again deeper (page 218)

(30) The light grew stronger, the red gleam was gone off the **flood - waters**, day took place (page 221).

(31) Since she had married and become a mother, **the girl she** had been was forgotten (page 221)
(32) Always she must be embroiled in the seethe and rage passion **endless**, endless, going on for ever (page 224)

(33) And the sight of children pleased her, made her happy (page 224)

(34) So, he had **died** and **passed away** (page 228)

(35) Yet there had been **strength** and **power** in him (page 228)

(36) Because she was blind, she could not **calculate** or **estimate** people (page 233)

(37) She did not forget, she did not forget, she never forgot (page 237)

(38) They wanted the sense of the **eternal** and **immortal**, not a list of rules for every day conduct (page 243)

(39) There was the world, **remote**, remote (page 381)

(40) But the whole thing seemed **sham**, **spurious**; spurious Gothic arches, spurious peace, spurious Latinity, spurious dignity of France, spurious naive of Chauer (page 385)

(41) **Down below**, in the street, the sunny grey pavement went beside the palisade (page 385)

(42) Only she was full of **rejection**, of refusal (page 387)

(43) ……, she was **spitting out of her mouth** the ash and grit of disillusion (page 387)

(44) ……, cleared her place at the bench, **active**, active, active (page 391)

(45) He kissed her, she quivered as if she were being destroyed, shattered, (page 396)

(46) So, she had **all**, **everything** (page 398)

(47) They were indifferent to the **actual facts** (page 401)
(48) Their activities made up for his negation, they engaged his negative horror (page 405)

(49) Everybody else was the glow, and it was very nice, very nice (page 406)

(50) But his pale, wan look did not go (page 417)

(51) Instead of consoling her, this made her harder, more ruthless (page 420)

(52) In crowds, in assemblies of people, she liked formality (page 422)

(53) When she opened her eyes in the afternoon and saw the window of her room and the faint, smoky landscape beyond, this was all husk and shell lying by, all husk and shell……(page 436)

Analysis:

11. Sentence (11) is redundant because it contains words that have almost the same meanings, those are frozen and unmoving. Frozen means ‘to stop moving suddenly because of fear or shock’ and unmoving means ‘in the same position’. So, the meaning of frozen has been included in the meaning of unmoving.

12. Sentence (12) is redundant because it contains more information than is needed for it to be understood, that is other men, other people. The meaning of other men has been included in the meaning of other people.

13. Sentence (13) is redundant because it contains more information than is needed for it to be understood, that is wonder and marveling. Wonder means ‘feel great surprise and admiration’ and marveling means ‘to be very surprised at something’. The meaning of wonder has been included in the meaning of marveling.
14. Sentence (14) is redundant because it contains more information than is needed for it to be understood, that is what she said, what she spoke. What she said means ‘what she expressed’ and what she spoke means what ‘she talked’. The meaning of what she said has been included in the meaning of what she spoke.

15. Sentence (15) is redundant because it contains more information than is needed for it to be understood, that is the gateway and the way out. The gateway means ‘way in and way out that can be closed by a gate’. So, the meaning of gateway has been included in the meaning of the way out.

16. Sentence (16) is redundant because it contains more information than is needed for it to be understood, that is separate from the world and isolated. Separate means ‘existing apart; individual’ and isolated means ‘separate’. So, the meaning of separate from the world has been included in the meaning of isolated.

17. Sentence (17) is redundant because it contains more information than is needed for it to be understood, that is shone and gleamed. Shone means ‘to give or reflect light’ and gleamed means ‘to shine with a faint or brief light’. So, the meaning of shone has been included in the meaning of gleamed.

18. Sentence (18) is redundant because it contains more information than is needed for it to be understood, that is mystic superstitions. Mystic means ‘having hidden meaning or spiritual power’ and superstitions means ‘the belief that certain events can not be explained by reason or science’. In other words, superstitions are mystic things. So, the meaning of mystic has been included in the meaning of superstitions.
19. Sentence (19) is redundant because it contains more information than is needed for it to be understood, that is *sometimes, not often*. Sometimes means ‘not all the time; occasionally’ and *not often* means ‘not frequent’. So, the meaning of *sometimes* has been included in the meaning of *not often*.

20. Sentence (20) is redundant because it contains more information than is needed for it to be understood, that is *eagle-beaked bird*. *Eagle* is a kind of bird and every kind of bird must have a beak. So, it is redundant if the word *eagle* is added with phrase *beaked bird* because every bird must have a beak, including an eagle.

21. Sentence (21) is redundant because it contains more information than is needed for it to be understood, that is *unnoticing, not noticing*. Unnoticing means ‘not observed or not noticed’. So, the meaning of *unnoticing* has been included in the meaning of *not noticing*.

22. Sentence (22) is redundant because it contains more information than is needed for it to be understood, that is *looked at each other, and seen each other*. *Looked at each other* means ‘to turn one’s eyes in a particular direction in order to see each other’ and *seen each other* means ‘to look at each other’. So, the meaning of *looked at each other* has been included in the meaning of *and seen each other*.

23. Sentence (23) is redundant because it contains more information than is needed for it to be understood, that is *tremble and quiver*. Tremble means ‘shake from fear or cold’ and *quiver* means ‘to shake or tremble’. Tremble has been included in the meaning of *quiver*. So, the meaning of *tremble* has been included in the meaning of *quiver*. 
24. Sentence (24) is redundant because it contains more information than is needed for it to be understood, that is the fight, the battle. Fight means ‘struggling against something/someone using physical force’ and battle means ‘fight between enemies’. So, the meaning of the fight has been included in the meaning of the battle.

25. Sentence (25) is redundant because it contains more information than is needed for it to be understood, that is intoxicated with depression and anger, and, intoxicated with depression and anger. Actually, only one phrase intoxicated with depression and anger is enough used to describe how intoxicated with depression and anger the person is.

26. Sentence (26) is redundant because it contains more information than is needed for it to be understood, that is to nowhere, to no society. Nowhere means ‘not to any place’. Not to any place includes not to any society. So, the meaning of to nowhere has been included in the meaning of to not society.

27. Sentence (27) is redundant because it contains more information than is needed for it to be understood, that is deliberately, and carefully. Deliberately means ‘not hurried; careful’ and carefully means ‘done with a lot of attention and thought’. The meaning of deliberately has been included the meaning of carefully.

28. Sentence (28) is redundant because it contains more information than is needed for it to be understood, that is black night. Night means ‘the time of darkness’. Night has indicated black. If the day is bright, it is not night but morning or daybreak. So, the meaning of night has been included in the meaning black.
29. Sentence (29) is redundant because it contains more information than is needed for it to be understood, that is wrestled and fought. Wrestled means ‘to fight’ and fought means ‘to struggle against something/someone using physical force’. The meaning of wrestled has been included the meaning of fought.

30. Sentence (30) is redundant because it contains more information than is needed for it to be understood, that is flood – waters. As we know flood means ‘a large quantity of water covering an area’. Then, that word is combined with waters. It makes the words redundant. So, the meaning of flood has been included the meaning of waters.

31. Sentence (31) is redundant because it contains more information than is needed for it to be understood, that is the girl she. It is better to choose the girl or she because the subject pronoun for girl is she. So, the meaning of the girl has been included the meaning of she.

32. Sentence (32) is redundant because it contains more information than is needed for it to be understood, that is endless, endless, going on for ever. Endless means ‘without end’. In other words, it means that ‘going on forever’. So, the meaning of endless has been included in the meaning of going on for ever.

33. Sentence (33) is redundant because it contains more information than is needed for it to be understood, that is pleased her, made her happy. Please means ‘make someone happy’. So, the meaning of pleased her has been included in the meaning of made her happy.
34. Sentence (34) is redundant because it contains more information than is needed for it to be understood, that is *died and passed away*. *Died* means ‘to stop living, to come to the end of one’s life’ and *passing away* means ‘to die, stop existing’. So, the meaning of *died* has been included the meaning of *passed away*.

35. Sentence (35) is redundant because it contains more information than is needed for it to be understood, that is *strength and power*. *Strength* means ‘the quality of being strong’ and *power* means ‘the ability to do something or to act; the strength contained in something’. So, the meaning of *strength* has been included the meaning of *power*.

36. Sentence (36) is redundant because it contains more information than is needed for it to be understood, that is *calculate or estimate*. *Calculate* means ‘to estimate someone by using someone’s judge’ and *estimate* means ‘to calculate or to judge someone’. So, the meaning of *calculate* has been included in the meaning of *estimate*.

37. Sentence (37) is redundant because it contains more information than is needed for it to be understood, that is *she did not forget, she did not forget*. Actually, only one phrase *she did not forget* is enough to use.

38. Sentence (38) is redundant because it contains more information than is needed for it to be understood, that is *eternal and immortal*. *Eternal* means ‘existing forever’ and *immortal* means ‘living forever’. So, the meaning of *eternal* has been included in the meaning of *immortal*. 
39. Sentence (39) is redundant because it contains more information than is needed for it to be understood, that is *remote, remote*. Actually, only one word *remote* is enough to use to describe how remote something is.

40. Sentence (40) is redundant because it contains more information than is needed for it to be understood, that is *sham, spurious*. *Sham* means ‘pretended; not genuine’ and *spurious* means ‘not genuine’. So, the meaning of *sham* has been included in the meaning of *spurious*.

41. Sentence (41) is redundant because it contains more information than is needed for it to be understood, that is *down below*. *Down* means ‘from a higher point to lower’ and *below* means ‘a lower level/rank’. So, the meaning of *down* has been included in the meaning of *below*.

42. Sentence (42) is redundant because it contains more information than is needed for it to be understood, that is *rejection, of refusal*. *Rejection* means ‘refusal to accept or consider something given or offered’ and *refusal* means ‘action of unwilling to give, accept or do something’. So, the meaning of *rejection* has been included in the meaning of *refusal*.

43. Sentence (43) is redundant because it contains more information than is needed for it to be understood, that is *was spitting out of her mouth*. It has been known that spitting out must be done by mouth, never done by nostril or ears. It is better to write down “she is spitting out the ash and the grit of disillusion”.

44. Sentence (44) is redundant because it contains more information than is needed for it to be understood, that is *active, active, active*. Actually, only one word *active* is enough to use to describe how active someone is.
45. Sentence (45) is redundant because it contains more information than is needed for it to be understood, that is *destroyed, shattered*. *Destroyed* means ‘to damage something so badly that if it no longer exists’ and *shattered* means ‘to break or make something break suddenly into small pieces or to destroy something completely’. So, the meaning of *destroyed* has been included in the meaning of *shattered*.

46. Sentence (46) is redundant because it contains more information than is needed for it to be understood, that is *all, everything*. *All* means ‘the whole number; everything’ and *everything* means ‘all things’. So, the meaning of *all* has been included in the meaning of *everything*.

47. Sentence (47) is redundant because it contains more information than is needed for it to be understood, that is *actual facts*. *Actual* means ‘existing in fact’ real’ and *fact* means ‘a thing that is known or can be proved to have happened, to be true or to exist’. So, the meaning of *actual* has been included in the meaning of *facts*.

48. Sentence (48) is redundant because it contains more information than is needed for it to be understood, that is *negative horror*. *Horror* has included negative. It is never said that *horror* is a positive thing, it is usually negative. *Horror* is a feeling of intense fear, shock and distinguish. So, the meaning of *negative* has been included in the meaning of *horror*.

49. Sentence (49) is redundant because it contains more information than is needed for it to be understood, that is *very nice, very nice*. Actually, only one phrase *very nice* is enough to use to describe how very nice something is.
50. Sentence (50) is redundant because it contains more information than is needed for it to be understood, that is *pale, wan*. *P*ale means ‘having little color’ and *wan* means ‘pale and looking ill or tired’. So, the meaning of *wan* has been included in the meaning of *pale*.

51. Sentence (51) is redundant because it contains more information than is needed for it to be understood, that is *harder, more ruthless*. *Harder* means ‘not feeling affection or pity’ and *more ruthless* means ‘having or showing no pity of feeling for others’. So, the meaning of *harder* has been included in the meaning of *more ruthless*.

52. Sentence (52) is redundant because it contains more information than is needed for it to be understood, that is *in crowds, in assemblies of people*. *In crowds* means ‘a large number of people gathered together’ and *in assemblies of people* means ‘gathering of a group people for a specific purpose’. So, the meaning of *in crowds* has been included in the meaning of *in assemblies of people*.

53. Sentence (53) is redundant because it contains more information than is needed for it to be understood, that is *husk and shell*. *Husk* means ‘dry outer covering’ and *shell* means ‘hard outer covering’. So, the meaning of *in husk* has been included in the meaning of *shell*.

4.1.3 Anomaly

(54) Will Brangwen thrust forward his dark face, his *eyes dancing* (page 99)

(55) And the *bells played a hymn* (page 100)
(56) ……the glow remained in him, the fire burned, *his heart was fierce like sun* (page 100)

(57) Outside, the *rain* slanted by in fine, *steely*, mysterious haste……. (page 105)

(58) In this space of vague crystal her *heart* seemed like a *bell ringing* (page 107)

(59) *His heart* was *white* as star as he drove his kisses nearer (page 109)

(60) *His heart* was *like ice*, her face cold and expressionless (page 113)

(61) He did not see her with his *eyes*, nor hear her with his voice (page 114)

(62) *She* was a free, unbeatable *animal*, she declared in her revolts: there was no law for her, or any rule (page 239)

(63) …….., there was a great burst of carols, the peace of the world had downed, strife had passed away, every hand was linked in hand, every *heart was singing* (page 247)

(64) *Its window looked over* the back garden at other back gardens, some of them old and very nice, some of them littered with packing cases (page 379)

(65) The windows were large and lofty, the myriad *brown students’ desk stood waiting*, the great blackboard was smooth behind the rostrum. (page 381)

(66) *The tears rose* hot in her *heart* (page 383)

(67) This great *stone* cathedral *slumbering* there in its mass (page 404)

**Analysis:**

54. Sentence (54) is anomalous because the combination of *eyes* and *dancing* are incongruous. The meaning of *eyes* includes the semantic property is inanimate and it is combined with *dancing* which has the property animate.
55. Sentence (55) is anomalous because the combination of bells and played are incongruous. The meaning of bells includes the semantic property is inanimate and it is combined with played which has the property animate.

56. Sentence (56) is anomalous because the combination of heart and sun are incongruous. Heart is human part of body, so it is impossible that heart was fierce like sun.

57. Sentence (57) is anomalous because the combination of the rain and steely are incongruous. It is impossible that rain is steely because it can not have power like steel.

58. Sentence (58) is anomalous because the combination of heart and a bell ringing are incongruous. Heart is heart. It can not be compared to a bell ringing.

59. Sentence (59) is anomalous because the combination of heart and white are incongruous. As we know, heart is red, like blood and it is never white.

60. Sentence (60) is anomalous because the combination of heart and ice are incongruous. It is impossible that heart was like ice.

61. Sentence (61) is anomalous because the combination of did not see and eyes are incongruous. Eyes are the only one used to see something. So, he could not see without eyes.

62. Sentence (62) is anomalous because the combination of she that refers to Ursula Brangwen in the novel and animal are incongruous. She is human being and she cannot be compared as animal.
63. Sentence (63) is anomalous because the combination of *heart* and *singing* are incongruous. The meaning of *heart* includes the semantic property is inanimate, and it is combined with *singing* which has the property animate.

64. Sentence (64) is anomalous because the combination of the *window* and *looked over* are incongruous. The meaning of *looked over* is ‘to inspect something in order to assess its quality, extent’. The meaning of *looked over* includes the semantic property is animate then it is combined with *window*, which has the property inanimate. *Window* can not look over because it does not have eyes to look at.

65. Sentence (65) is anomalous because the combination of *desk* and *waiting* are incongruous. The meaning of *desk* includes the semantic property is inanimate, and it is combined with *waiting* which has the property animate. *Waiting* is only done by human being or animal.

66. Sentence (66) is anomalous because the combination of *tears* and *heart* are incongruous. *Tears* are ‘drop of salty water that comes from the eye when someone cries’. It is impossible that *tears* can rise in heart. It should be from eyes.

67. Sentence (67) is anomalous because the combination of *stone* and *slumbering* are incongruous. The meaning of *stone* includes the semantic property is inanimate, and it is combined with *slumbering* which has the property animate. *Slumbering* means ‘sleeping’.

4.1.4 Contradictory

(68) He gave a tug at a glistening, pale piece of her hair (page 78)
(69) The drawing room was big and empty. It had the good Wilton carpet, of which the family was so proud, and the large couch and large chairs covered with chintz, and the piano (page 379)

(70) Always the shining doorway ahead; and then, upon approach, always the shining doorway was a gate into another ugly yard, dirty, active and dead (page 386)

(71) …….., the triumph, horrible amorphous angles and straight lines, the expression of corruption triumphant, and unopposed, corruption so pure that it is hard and brittle (page 438)

Analysis:

68. Sentence (68) is contradictory because the combination of glistening and pale.

    Glistening means ‘shining brightly’, while pale means ‘having little color; not bright’. So, it is impossible that hair can be glistening and pale at the same time.

69. Sentence (69) is contradictory because it is told that the drawing room is empty, but it has Wilton carpet, large couch and large chairs covered with chintz, and the piano. As we know, definition of empty is ‘having nothing inside’.

70. Sentence (70) is contradictory because the combination of active and dead.

    Dead means ‘no longer in use and operation or not active'. So, it is impossible to be active if it has died.
71. Sentence (71) is contradictory because the combinations of hard and brittle. Brittle means easily broken or damaged, while hard is not easily broken. So, it is impossible to be hard and brittle in the same time.

4.2 Lexical Relations

4.2.1 Homonyms

(72) a. He must find other things than her, other centres of living (page 73)

   b. When he made himself look fine in his dress of a gentleman farmer (page 75)

(73) a. She sat many a day in the cozy parlor talking to Mr. Wigginton, a fat man with red hair, the landlord (page 77)

   b. And we read Browning sometimes (page 80)

(74) a. They had cow’s-tail soup, and meat and cabbage and potatoes (page 77)

   b. he wanted to come to her, to meet her (page 84)

(75) a. She never could tell how she knew it, but she did not that he was a knight of Malta (page 87)

   b. The stood there folded, suspended in the night (page 110).

(76) a. Who knew her- he or that blind headed youth (page 105)

   b. He trembled with passion, at last able to create the new, sharp body of his Eve (page 106)

(77) a. At eleven o’clock it was still raining (215)

   b. There, it looked still and grand (page 221)

(78) She too seemed to melt into the glare, towards the moon (page 424)
Analysis:

(72) *Find* and *fine* are homophone. They are identical in sound, but different in spelling and meaning. *Find* has sound /faind/ and *fine* has sound /fain/. *Find* means ‘to discover’ and *fine* means ‘high quality’.

(73) *Read* and *red* are homophone. They are identical in sound, but different in spelling and meaning. *Read* has sound /red/ and *red* has sound /red/. *Read* means ‘to look at and understand the meaning of written words’ and *red* means ‘the color of fresh blood or a similar color’.

(74) *Meat* and *meet* are homophones. They are identical in sound, but different in spelling and meaning. *Meat* has sound /mi:t/ and *meet* has sound /mi:t/. *Meat* means ‘the flesh of animal’ and *meet* means ‘to come together in the same place’.

(75) *Knight* and *night* are homophones. They are identical in sound, but different in spelling and meaning. *Knight* has sound /nait/ and *night* has sound /nait/. *Knight* means ‘a noble man’ and *night* means ‘the time of darkness’.

(76) *Knew* and *new* are homophones. They are identical in sound, but different in spelling and meaning. *Knew* has sound /nju/ and *new* has sound /nju/. *Knew* means ‘to understand’ and *new* means ‘not existing before’.

(77) *Still* is homograph. It is identical in spelling and sound, but different in meaning. *Still* has sound /stil/. It has meaning ‘quiet’ and ‘up to the end including the present time or the time mentioned’.

(78) *Too* and *to* are homophones. They are identical in sound, but different in spelling and meaning. *Too* has sound /tu:/ and *to* has sound /tu:/.* Too* means ‘in addition’ and *to* means ‘toward something’.
4.2.2 Hyponyms

(79) He asked every Saturday, or Thursday morning (page 75)

(80) Farmer, butchers, drovers, dirty uncouth men from whom she shrank instinctively stared down at her as she sat on her seat, then went to get their drink (page 76)

(81) They had cow’s-tail soup, and meat and cabbage and potatoes (page 77)

(82) She took him a drawing room, full of books, with a piano and a violin-stand (page 79)

(83) There was silver and gold (page 95)

(84). .., he went away to Italy, then to America (page 214)

(85) The cattle woke up and rose to their feet, the dog began to yelp (page 118)

(86) When she though of him she was always younger than he, she was always twenty, or, twenty five, and under his domination (page 226)

(87) She wanted to learn Latin and Greek, and French, and mathematics (page 238)

(88) The time came near, the girls were decorating the church, with cold fingers binding holy and fir and yew about the pillars…… (page 247)

(89) a. In winter, wearing a tweed coat-and-skirt and a small hat of black fur pulled over her eager……(page 383)

b. Winifred had a small baby, born at the end of the summer (page 384)

(90). It was golden and beautiful, with yellow water and white and scarlet- striped boat-awnings, and blue shadows under the trees (page 413)

(91). a. It was already July (page 420)

b. In early September he must sail for India (page 420)
**Analysis:**

(79)

*Saturday* and *Thursday* are hyponyms of *days*. As we know there are seven days in a week, that is Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. And *Saturday* and *Thursday* are kinds of *days*.

(80)

*Farmer* and *butcher* are hyponyms of *jobs*. *Farmer* is ‘a person who owns or manages a farm’ and butcher is ‘a person whose job is cutting up and selling meat in a shop’. So, *farmer* and *butcher* are kinds of *jobs*.

(81)

*Cabbage* and *potato* are hyponyms of *vegetables*. *Vegetables* is ‘a plant or part of plant eaten as food’. *Cabbage* is ‘a round vegetable with green or purple leaves’. *Potato* is ‘a round white vegetable with a brown or red skin’. So, *cabbage* and *potato* are kinds of *vegetables*.

(82)
Violin and piano are hyponyms of musical instruments. Musical instruments is ‘an apparatus for producing musical sound’. Violin is ‘musical instrument with strings’. Piano is ‘a large musical instrument played by pressing the black or white keys of a keyboard’. So, violin and piano are kinds of musical instruments.

Silver and gold are hyponyms of metal. Metal is ‘a type of solid mineral substance’. Silver is ‘a shiny white precious metal used for ornament’. Gold is ‘a precious yellow metal used for making coins or ornaments’. So, silver and gold are kinds of metal.

America and Italy are hyponyms of states. States is a country considered as an organized political community controlled by one government.

Dog and cattle are hyponyms of animals. Animals is ‘any living thing, other than a human being’. Dog is ‘a domestic animal with four leg’. Cattle is ‘farm animals that kept for their milk and meat’.
Twenty and twenty five are hyponyms of numbers. Numbers is a symbol indicating a quantity of units. So, twenty and twenty five are kinds of numbers.

Latin, Greek and France are hyponyms of languages. Languages is ‘the system of sounds and words used by human to express their thoughts and feelings’. Latin is ‘the language of ancient Rome and its empire’. Greek is ‘the language of Greece’. France is ‘the language of France’. So, Latin, Greek and France are kinds of languages.

Fir and yew are hyponyms of trees. Fir is ‘a type of tree with leaves like needles that stay on throughout the year’. Yew is ‘a mall tree which has dark green leaves all through the year’. So, fir and yew are kinds of trees.

Winter and summer are hyponyms of season. Season is ‘a part of the year distinguished by its particular type of weather’. Winter is ‘the last and coldest
season of the year’. *Summer* is ‘the warmest season of the year, coming between spring and autumn’. So, *winter* and *summer* are kinds of *season*.

(90)

```
Colors
  White
  Yellow
  Scarlet
  Blue
```

*White, yellow, scarlet, and blue* are hyponyms of *colors*. *Colors* is ‘a visible quality that objects have by the way they reflect light’. So, *white, yellow, scarlet, and blue* are kinds of *colors*.

(91)

```
Month
  July
  September
```

*July* and *September* are hyponyms of *month*. *Month* is any of the twelve periods of time into which the year is divided. *July* is seventh month and *September* is ninth month. So, *July* and *September* are kinds of *month*.

4.2.3 Synonyms

(92) a. The drawing room was *big* and empty (page 379)

   b. It was too *large* and empty (page 379)

(93) a. The familiar organ that Brangwen had made stood on one side, looking peculiarly *small,…….* (page 379)

   b. She loved making *little* models in clay, of children or of animals (page 380)

(94) a. She had six weeks still before going to *college* (page 379)

   b. ……, she was entered for a *university* course (page 380)

(95) a. They were men *distinct* from himself….. (page 214)
b. The two households were different, yet the young men meet on shy terms of equality (page 213)

(96) a. Its rather pretty, plaything, Gothic form was almost a style, in the dirty industrial-town (page 381)

b. Why was it not all beautiful? (page 381)

(97) a. Its architecture was foolish, she knew from her father (page 380)

b. ……, with its armorial decoration, looked silly just opposite with the bicycle stand and the radiator (page 381)

(98) She listened, she scribbled her notes with joy, almost with ecstacy, never for a moment criticizing what she heard. (page 381)

(99) a. Nevertheless, amorphous, as it might be, there was in it a reminiscence of the wondrous, cloistral origin of education (page 381)

b. Ursula made a beautiful and wonderful drawing of the section under the microscope….. (page 383)

(100) a. Several times, swiftly, with secretive fingers, she had plucked his letter down from its public prominence, and fled across the hall holding it past and hidden (page 390)

b. Very rapidly she wiped her slides and put them back,…….. (page 391)

(101) a. ……. She became indignant, and at last her little life settled on its own sivel, she was no more chained and distorted to support her mother (page 73)

b. She was very angry because Marriot, a gentlemen farmer from Ambergate, called her a little pole-cat (page 78)
(102) a. Anna was very conscious of her derivation from her, in the end, and of her alienation (page 77)

b. He was aware, poignantly, of the round shape of her head; very inmate, compelling (page 83)

(103) a. Also she felt her father was embarrassed by her, and ill-at-ease (page 76)

b. But he was too ashamed for the actual deed, which were like an affront (page 83)

(104) a. He is a horrid man (page 78)

b. Her face was shining, her eyes were full of light, she was awful (page 83)

(105) a. And when the farmers gambled at dominoes for them, she was angry (page 79)

b. Now he was declared to Brangwen and to Lydia Brangwen as they stood together (page 85)

(106). a. And she put her arms round him as he stood before her, round his thighs, pressing him against her breast (page 83)

b. And her hands on him seemed to reveal to him the mould of his own nakedness, he was passionately lovely himself (page 83)

(107) a. She had a curious contempt for ordinary people, a benevolent superiority (page 86)

b. He went to the north of England expecting homage from the common people (page 87)

(108) a. Why don’t you ask some of young girls here? (page 88)

b. Bagatelles or billiards, it makes no matter, they’re nice young lasses (page 88)
(109) a. She wanted not go into company because of the ill-at-ease feeling other people brought upon her (page 88)

b. ……, which made the pair of them apart and respected in the English village, for they were also well to-do (page 91)

(110) a. She never felt quite sure, in herself, whether she were wrong, or whether the others were wrong (page 89)

b. But the language meant nothing to her; it seemed false (page 93)

(111) He had a strong, dark bond with her mother, a potent intimacy that existed inarticulate and wild, following its own course, and savage if interrupted, uncovered (page 93)

(112) a. But again the tedium and the sense of the falsity of the spoken word put her off (page 93)

b. But then the inner boredom came on, it seemed to her all nothingness (page 93)

(113) a. He cousin followed just behind her (page 96)

b. As he went to the marsh, in the twilight, he felt that the Angels with covered faces, were standing back as he went by (page 106)

(114) a. The lad seemed to him too special, self contained (page 101)

b. The mother liked the boy; he was not quite an outsider (page 101)

(115) a. His nephew irritated him (page 101)

b. It exasperated him beyond bearing, to see the lit up grin, the cat grin as he call it, on his nephew’s (page 101)

(116) a. Over him too the darkness of obscurity settled (page 102)

b. He loved his sons—he had them also (page 114)
(117) They went on this way for some time, always coming together, but rarely touching, very seldom did they kiss (page 103)

(118) He stooped, he lifted the weight, he heaved it towards her, setting it as in her, under the moonlit space (page 109)

(119) It was the cottage next the church, with dark yew-trees, very black old trees…... (page 115)

(120) a. Tom was a rather short, good looking youth, with crisp black hair and long black eyelashes and soft, dark possessed eyes (page 213)

b. His figure lent itself: burly and handsome (page 214)

(121) a. Tom Brangwen, the father, as he grew older, seemed to mature into gentlemen farmer (page 213)

b. That is how the peasant tied them at home (page 225)

(122) a. He was fairly well off (page 214)

b. ………, he had well to-do acquaintances among men (page 214)

(123) a. He smoked and read and fidgeted, hearing always the trickling of water outside (page 215)

b. She was restive (page 217)

(124) a. He laughed at the fun of tackling the more with a lot of water washing round his feet (page 217)

b. As he came out of the familiar jumble of shafts and wheels in the shed, the water, in little waves, came washing strongly against his legs (page 217)

(125) a. He was so separate, he ignore so much (page 228)

b. He counted too much on himself (page 228)
(126) a. It was a joy to the Philips boys to rip the pinafores of the Brangwen girls (page 232)

   b. Indeed, what kind of boy was it that should set upon a girl, and kick her, and beat her, and tear her pinafore? (page 232)

(127) a. In had weather, home was a bedroom (page 234)

   b. The school itself had been a gentleman’s house (page 238)

(128) a. And almost instinctively, she resented her husband’s slavish service to the Church, his dark, subject hankering to worship and unseen God (page 243)

   b. What did the unrevealed God matter, when a man had a young family that needed fettling for? (page 243)

(129) ….., there was the lobbing mask of the rabbit, two holes abreast, two holes following behind; the hare shoved deeper shafts, slanting, and his two feet came down together and made one large pit; the cat podded little holes, and birds made a lacy pattern (page 247)

(130) a. Yet they liked to know it was there, large and empty (page 379)

   b. A vacant look, almost like fear, came on the fellow’s face (page 419)

(131) a. She did not want to cry (page 383)

   b. The blind, pathetic, energetic courage of the train as it steamed tiny away through the patterned levels to the sea’s dimness, so fast and so energetic, made her weep (page 411)

(132) Always the crest of the hill gleaming ahead under heaven; and then, from the top of the hill only sordid valley full of amorphous, squalid activity (page 386)
(133) He watched the citizen, a pillar of society, a model, saw the stiff goat’s legs, which have become almost stiffened to wood in the desire to make puppet in their action, he saw the trousers formed to the puppet – action: man’s leg, but man’s legs become rigid and deformed, ugly, mechanical (page 398)

(134) a. In a moment they were on tram, going to Trent Bridge, she was so glad (page 394)

b. He was curiously happy, being alone, now (page 398)

(135) a. Soon they were fast asleep, asleep hill midday-close together, sleeping one sleep (page 403)

b. This great stone cathedral slumbering there in its mass (page 404)

(136) a. …….. she had the glimmering core of fecundity she had her mate, her complement (page 398)

b. They saw a few people, - Dorothy, whose quest she was supposed to be, and a couple of friends of Skrebensky (page 403)

(137) a. So blind, so without goal or aim, yet so hasty (page 411)

b. Hurrying after him, running, she took his arm (page 414)

(138) a. ……..he groped for his hat, for his way down from the terrace (page 414)

b. He touched his cap and stolidly set the car in motion (page 415)

(139) a. He simple could not stop (page 414)

b. Presently they pulled up (page 416)

(140) a. But she spoke out of fear (page 417)

b. This was her dread (page 421)

(141) She hated most of all entering the bondage of teaching once more very heartily, she detested it to have (page 420)
(142) a. Again for a moment she was flustered (page 415)
    b. Everything seemed to give her away, and she could not rouse herself to deny, she was so confused (page 422)

(143) a. …..bosom and limbs bared to all winds and clouds and burst of sunshine (page 411)
    b. He felt his chest laid bare, where the secret was heavily hidden (page 424)

(144) As she sat there, she spent time and the flux of change passed away from her, she lay as if unconscious upon of the stream, like a stone unconscious, unchanging, unchangeable, whilst everything rolled by in transscience, leaving her there, a stone at rest bed of the stream, inalterable and passive, sunk to the button of all (page 434)

(145) a. She arrived home at last (page 434)
    b. She got in and went upstairs without its being noticed she was in such a sodden condition in the dusk … (page 434)

(146) a. Her body was weak but her hands were as hard as steel (page 433)
    b. How frall and fine and clear she felt, like the most fragile flower that opens in the end of winter…..(page 436)

(147) If she could but extricate herself, if she could disengage herself from feeling, from her body, from all the vast encumbrances of the world that was in contact with her, from her father, and her mother, and her lover, all her acquaintance (page 435)

(148) a. …, like the most fragile flower that opens in the end of winter…. (page 436)
b. ... the houses of Lethley advancing to mix the corrupt new houses of
Hainor, a dry, brittle, tremble corruption spreading over the face of the
land, and she was sick with a nausea so deep that she perished as she sat
(page 438)

Analysis:

(92) Big and large are related in meaning to each other. Big means ‘large in size’
and intensity and large means ‘wide in range’

(93) Small and little are related in meaning to each other. Small means ‘not large
in size’ and little means ‘not big; small’.

(94) College and university are related in meaning to each other. College means
‘institution for higher education’ and university means ‘institution for
advanced teaching and research’.

(95) Distinct and different are related in meaning to each other. Distinct means
‘different in kind’ and different not the same as something/someone.

(96) Pretty and beautiful are related in meaning to each other. Pretty means
‘pleasing and attractive’ and beautiful means ‘giving pleasure to the sense of
mind; very good’.

(97) Silly and foolish are related in meaning to each other. Silly means ‘foolish;
seeming ridiculous’ and foolish means ‘lacking good sense; silly and look
ridiculous’.

(98) Listened and heard are related in meaning to each other. Listened means
‘make effort to hear something or someone’ and heard means ‘perceive
sounds with the ear; listen to someone/something’.

Sri Handayani Gultom : An Analysis Of Meaning Properties And Lexical Relations In The Rainbow By D.H
Lawrence, 2010.
(99) *Wondrous* and *wonderful* are related to each other. *Wondrous* means ‘wonderful’ and *wonderful* means ‘good; pleasant; extremely well’.

(100) *Swiftly* and *rapidly* are related in meaning to each other. *Swiftly* means ‘quickly or rapidly’ and *rapidly* means ‘quickly’.

(101) *Indignant* and *angry* are related in meaning to each other. *Indignant* means ‘having or showing angry surprise caused by something that one considers unfair’ and *angry* means ‘filled with anger’.

(102) *Aware* and *conscious* are related in meaning to each other. *Aware* means ‘realizing something’ and *conscious* means ‘aware; noticing’.

(103) *Embarrassed* and *ashamed* are related in meaning to each other. *Embarrassed* means ‘shy, awkward or ashamed’ and *ashamed* means ‘feeling shame or embarrassment’.

(104) *Horrid* and *awful* are related in meaning to each other. *Horrid* means ‘very bad or unpleasant’ and *awful* means ‘extremely bad or unpleasant’.

(105) *As* and *when* are related in meaning to each other. *As* means ‘during the time when; while’ and *when* means ‘during the time that’.

(106) *Arms* and *hands* are related in meaning to each other. *Arms* means ‘either of the two upper limbs of the human body, from shoulder to the hand’ and *hands* means ‘the part at the end of the human arm below the wrists, including the fingers and thumb’.

(107) *Ordinary people* and *common people* are related in meaning to each other. *Ordinary people* means ‘usual people’ and *common people* means ‘usual people’.
(108) *Girls* and *lasses* are related in meaning to each other. *Girl* means ‘a female child’ and *lass* means ‘a girl’.

(109) *Because* and *for* are related in meaning to each other. *Because* means ‘for the reason that’ and *for* means ‘indicating reason or cause’.

(110) *Wrong* and *false* are related in meaning to each other. *Wrong* means ‘not true or correct’ and *false* means ‘wrong; not correct’.

(111) *Strong* and *potent* are related in meaning to each other. *Strong* means ‘not easily broken or damaged; having powerful’ and *potent* ‘having great power’.

(112) *Tedium* and *boredom* are related in meaning to each other. *Tedium* means the state of being bored; *boredom* and *boredom* means the state being bored.

(113) *Behind* and *back* are related in meaning to each other. *Behind* means ‘at the back of something’ and *back* means ‘behind’.

(114) *Lad* and *boy* are related in meaning to each other. *Lad* means a boy; a young man, *boy* means young male person.

(115) *Irritated* and *exasperated* are related in meaning to each other. *Irritated* means ‘to make someone angry or annoyed’ and *exasperated* means ‘irritate or annoy someone’.

(116) *Too* and *also* are related in meaning to each other. *Too* means ‘also’ and *also* means ‘in addition; too’.

(117) *Rarely* and *seldom* are related in meaning to each other. *Rarely* means ‘not often; seldom’ and *seldom* means ‘not often; rarely’.

(118) *Lifted* and *heaved* are related in meaning to each other. *Lifted* means ‘to take hold and move something/someone to different position’ and *heaved* means ‘to lift or drag something/someone’.
(119) *Dark* and *black* are related in meaning to each other. *Dark* means ‘not reflecting much light’ and *black* means very darkness color’.

(120) *Good looking* and *handsome* are related in meaning to each other. *Good looking* means ‘having a pleasing appearance’ and *handsome* means ‘having an attractive face and figure’.

(121) *Peasant* and *farmer* are related in meaning to each other. *Peasant* means ‘farmer’ and *farmer* means ‘a person who owns or manages a farm’.

(122) *Well off* and *well to-do* are related in meaning to each other. *Well off* means ‘having good financial’ and *well to-do* means ‘wealthy’.

(123) *Fidgeted* and *restive* are related in meaning to each other. *Fidgeted* means ‘unable to be still or quiet’ and *restive* means ‘unable to remain still or quite’.

(124) *Feet* and *legs* are related in meaning to each other. *Feet* means the lowest part of the leg, and *legs* means person’s body used for standing and walking.

(125) *So* and *too* are related in meaning to each other. *So* means ‘very; extremely’ and *too* means ‘very; absolutely’.

(126) *Rip* and *tear* are related in meaning to each other. *Rip* means ‘to tear something by pulling it sharply into different direction’ and *tear* means ‘to pull something apart or into pieces with force’.

(127) *Home* and *house* are related in meaning to each other. *House* means ‘a building made for people to live’ and *home* means ‘the place where one lives’.

(128) *Unseen* and *unrevealed* are related in meaning to each other. *Unseen* means ‘not visible’ and *unrevealed* means ‘can not be seen’.
(129) *Hole* and *pit* are related in meaning to each other. *Hole* means ‘an opening through something’ and *pit* means ‘a deep hole or opening in the ground’.

(130) *Empty* and *vacant* are related in meaning to each other. *Empty* means ‘having nothing inside’ and *vacant* means ‘not occupied or filled; empty’.

(131) *Weep* and *cry* are related in meaning to each other. *Weep* means ‘to cry’ and *cry* means ‘to produce tears’.

(132) *Crest of the hill* and *top of the hill* are related in meaning to each other. *Crest of the hill* means ‘the top of a hill’ and *top of the hill* means ‘the highest of hill’.

(133) *Stiff* and *rigid* are related in meaning to each other. *Stiff* means ‘not easily bent, folded, moved, changed in shape’ and *rigid* means ‘stiff; not bending or changing shape’.

(134) *Glad* and *happy* are related in meaning to each other. *Glad* means ‘pleased’ and *happy* means ‘feeling or expressing pleasure’.

(135) *Slumbering* and *sleeping* are related in meaning to each other. *Slumbering* means ‘to sleep’ and *sleeping* means ‘to rest in which the eyes are closed and the mind and body are not active’.

(136) *Mate* and *friends* are related in meaning to each other. *Mate* means ‘a friend or companion’ and *friends* means ‘a person one knows and likes’.

(137) *Hasty* and *hurrying* are related in meaning to each other. *Hasty* means ‘done quickly or too quickly; hurried’ and *hurry* means ‘need to get something done quickly’.

(138) *Hat* and *cap* are related in meaning to each other. *Hat* means ‘a covering made to fit on the head’ and *cap* means ‘a type of soft hat without a brim’.
Stop and pulled up are related in meaning to each other. Stop means ‘to end to finish an activity or movement’ and pulled up means ‘to stop’.

Fear and dread are related in meaning to each other. Fear means ‘an unpleasant feeling caused by the possibility of danger, pain, or threat’ and dread means ‘great fear’.

Hated and detested are related in meaning to each other. Hate means ‘to feel hatred toward something or dislike something very much’ and detest means ‘have a strong feeling dislike for something/someone’.

Flustered and confused are related in meaning to each other. Flustered means ‘make confused’ and confused means ‘unable to think clearly’

Chest and bosom are related in meaning to each other. Chest means ‘the upper front of the body from the neck to the stomach’ and bosom means ‘a person’s chest’.

Unchangeable and inalterable are related in meaning to each other. Unchangeable means ‘can not be changed’ and inalterable means ‘can not be changed in character, size and shape’.

Arrived and got in are related in meaning to each other. Arrived means ‘to reach a place’ and got in means ‘to arrive at destination’.

Weak and frail are related in meaning to each other. Weak means ‘having little strength or energy’ not physically strong’ and frail means ‘physically weak or delicate’.

Extricate and disengage are related in meaning to each other. Extricate means ‘to free or release someone from someone, something’ and
disengage means ‘to free something/someone from someone/something that hold it’.

(148) Fragile and brittle are related in meaning to each other. Fragile means ‘easily broken or damaged’ and brittle means ‘easily broken’.

4.2.4 Antonyms

There are three kinds of antonyms according to Palmer:

1. Complementary Pairs or Binary Pairs
2. Gradable Pairs
3. Relational Opposites

4.2.4.1 Complementary Pairs or Binary Pairs

Palmer (1976:80) said that “complementary pairs are predicates which come in pairs and between them exhaust all the relevant possibilities”. It means that the items being complementary each other. If the one predicate is applicable, the other can be not, and vice versa.

(149) a. You only leave me alone or take me like your cattle, quickly to forget me so that you can forget me again (page 82)

    b. What am I to remember about you? (page 83)

(150) a. And she never could decide whether it were her faults or theirs (page 88)

    b. She knew if he had been drinking were he ever so little affected, and she could not bear it (page 90)
(151) Then, on the farm with her, he lived through a mystery of life and death and creation, strange, profound ecstasies and incommunicable satisfaction… (page 91)

(152) She did not want her sons to force upon her any more the old brutal story of desire and offerings and deep, deep-hidden rage of unsatisfied men against women (page 224)

(153) Sin was absolute and everlasting; wickedness and badness were temporary and relative (page 242)

(154) It was a sad thing that the boys of Cossethay could not have more like gentlemen to girls of Cossethay (page 232)

(155) The pathway of open graves, the huddled earth on either, the seemly heaven arranged above, the singing progress to paradise on the one hand, the stuttering descent to hell on the other, completed and satisfied him (page 246)

(156) She could take or reject (page 392)

(157) He was her lover, through good and evil should cease (page 393)

(158) a. They had revoked altogether the ordinary mortal world (page 402)

b. The effect upon other people was extraordinary (page 402)

(159) a. He too realized what England would be in a few hour’s time a blind, sordid strenuous activity, all for nothing, fuming with dirty smoke and running trains and groping in the bowels of the earth, all for nothing (page 413)

b. ………, and had a sombre bedroom with a very large bed, clean, but somber (page 418)
(160) Her mother was right, profoundly right, and she herself had been false, trashy, conceited (page 429)

(161) a. Her body was weak but her hands were as hard as steel (page 433)

b. She knew she was strong (page 433)

(162) She was in the Rainbow the earth’s new architecture, the old, brittle corruption of houses factories swept away, the world built up in a living fabric of Truth, fitting to the arching heaven (page 438)

Analysis:

(149) Forget and remember can not be used to refer to the same thing at the same time. There is only one possibility of the fact; forget or remember. If forget is applicable, then remember is not and vice verse.

(150) Never and ever can not be used to refer to the same thing at the same time. There is only one possibility of the fact never or ever. If never is applicable, then ever is not and vice verse.

(151) Life and death can not be used to refer to the same thing at the same time. There is only one possibility of the fact life or death. If life is applicable, then death is not and vice verse.

(152) Men and women can not be used to refer to the same thing at the same time. There is only one possibility of the fact men or women. If men is applicable, then women is not and vice verse.

(153) Everlasting and temporary can not be used to refer to the same thing at the same time. There is only one possibility of the fact everlasting or and temporary. If everlasting is applicable, then temporary is not and vice verse.
(154) Boy and girl can not be used to refer to the same thing at the same time.

There is only one possibility of the fact boy or girl. If boy is applicable, then girl is not and vice verse.

(155) Heaven and hell can not be used to refer to the same thing at the same time.

There is only one possibility of the fact heaven or hell. If heaven is applicable, then hell is not and vice verse.

(156) Take and reject can not be used to refer to the same thing at the same time.

There is only one possibility of the fact take or reject. If take is applicable, then reject is not and vice verse.

(157) Good and evil can not be used to refer to the same thing at the same time.

There is only one possibility of the fact good or evil. If good is applicable, then evil is not and vice verse.

(158) Extraordinary and ordinary can not be used to refer to the same thing at the same time. There is only one possibility of the fact extraordinary or ordinary.

If extraordinary is applicable, then ordinary is not and vice verse.

(159) Dirty and clean can not be used to refer to the same thing at the same time.

There is only one possibility of the fact dirty or clean. If dirty is applicable, then clean is not and vice verse.

(160) Right and wrong can not be used to refer to the same thing at the same time.

There is only one possibility of the fact right or wrong. If right is applicable, then wrong is not and vice verse.

(161) Strong and weak can not be used to refer to the same thing at the same time.

There is only one possibility of the fact strong or weak. If strong is applicable, then weak is not and vice verse.
(162) *New* and *old* can not be used to refer to the same thing at the same time. There is only one possibility of the fact *new* or *old*. If *new* is applicable, then *old* is not and vice versa.

4.2.4.2 Gradable Pairs

(163) a. She *sat* watching him (page 83)

   b. He *stood* before her and looked down at her (page 83)

(164) Tom was a rather *short*, good looking youth, with crisp black hair and *long* hair (page 212)

(165) a. …….., grandmother who had come from so far and was centered in so *wide* a horizon: people must come up to these standards before they could be Ursula’s people (page 234)

   b. So even as a girl of twelve she was glad to burst the *narrow* boundary of Cossethay, where only limited people lived (page 234)

(166) Or was he only a half *rich* man? Or was he nearly a *poor* man? (page 246)

(167) They were the initiated, and the *beginning* and the *end* of the mystery was in their keeping (page 382)

(168) a. The last year of her college career was wheeling *slowly* round (page 386)

   b. *Quickly*, her imagination adjusted itself to the situation (page 393)

(169) a. I *love* you very much (page 406)

   b. I *hate* democracy (page 408)

(170) a. To be sure the arches were *ugly*, the chimney-piece, of cardboard-like *carved* stone (page 381)
b. His body was **beautiful**; his movements are intent and quick…… (Page 419)

(171) a. Then, as the flush of **dawn** became stronger, they opened the glass door… (Page 403)
b. Meanwhile the car ran on, and a soft midsummer **dusk** began to gather (page 415)

**Analysis:**

(163) *Stood* and *sit* are gradable antonyms, *not sit* is not necessarily *stood* or *did not stand* is not necessarily *sat*. There is a continuous scale of value between *stood* and *sit*, which may be given name such as *squat*.

(164) *Short* and *long* are gradable antonyms, *not short* is not necessarily *long*. There is a continuous scale of value between *short* and *middle*, which may be *not short and not long*.

(165) *Narrow* and *wide* are gradable pairs, not narrow is not necessarily wide. There is a continuous scale of value between *narrow* and *wide*, which may be *not narrow or not wide*.

(166) *Rich* and *poor* are gradable antonyms, *not rich* is not necessarily equal to *poor* There is a continuous scale of value between *rich* and *poor*, which may be given name such as *modest*

(167) *Beginning* and end are gradable antonyms, not beginning is not necessarily equal to end because if we say not end is not necessarily beginning. There is a continuous scale of value between *beginning* and *end*, which may be given name such as *middle*. 
Slowly and quickly are gradable antonyms, not slowly is not necessarily
equal to quickly. There is a continuous scale of value between slowly and
quickly, which may be not slowly and not quickly.

Love and hate are gradable antonyms, not love is not necessarily equal to
hate. There is a continuous scale of value between love and hate, which may
be not love and not hate.

Beautiful and ugly are gradable antonyms, not beautiful is not necessarily
ugly. There is a continuous scale of value between beautiful and ugly,
which may be not beautiful and not ugly.

Dusk and dash are gradable antonyms, not dusk is not necessarily dash. .
There is a continuous scale of value between dusk and dash, which may be
given name daybreak.

4.2.4.3 Relational Opposites

a. He had sold his beast as quickly as he could (page 76)
   b. He bought her a little book off a stall (page 77)

a. The landlord was Brangwen’s old friend, and Anna was made much of
   (page 77)
   b. The landladies paid court to her, in the obsequious way landladies have
      (page 75)

...But the recording of a number of possibilities which had never been
fulfilled? What was Paul Lensky to her, but an unfulfilled possibility to
which he, Brangwen, was the reality and fulfillment? (Page 85)
(175) He was a vicar of a country church, living worth a little over two hundred pounds a year, but he had a large parish containing several collieries, with a new, raw, heathen population (page 87)

(176) …having the assurance on her right had and the assurance on her left (page 85)

(177) a. She never felt quite sure in herself…… (Page 89)

   b. She was still a foreigner, unsure of her ground…… (Page 91)

(178) She deepened upon her mother and her father (page 89)

(179) He at any rate represented to the child the real world, where kings and lords and princess moved and fulfilled there shining lives, whilst queens and ladies and princesses upheld the noble order (page 87)

(180) a. She avoided her rosary, because moving her with curios passion as it did, it meant only these not very significant things (page 92)

   b. To the mother they were insignificant (page 90)

(181) a. ……And she lived within its lapse, active and always pleased, intent (page 90)

   b. … she was displeased when the school reports are bad (page 90)

(182) But listening to him, as she spoke of church after church, of nave and chancel and transept, of rood screen and font….. (Page 99)

(183) A cat could lie perfectly peacefully on the hearthrug whilst its master or mistress writhed in agony a yard away (page 101)

(184) a. He came in with his jacket collar turned up, his jacket buttoned close, his face wet (page 104)
b. And he looked so slim and definite, coming out of the chill rain, she was suddenly blinded love for him (page 104)

(185) He worked steadily, engrossed, threading backwards and forwards like a shuttle across the strip of cleared stubble (page 108)

(186) He spoke to his uncle and aunt that night (page 111)

(187) She was so natural, and he was ugly, un-natural, in his inability (page 113)

(188) a. Life must go on, and I must many your grandfather, and have your uncle Tom and your uncle Fred (page 230)

b. Almost every day, Ursula saw her grandmother, and every time, they talked together (page 230)

(189) Children dashed in and out of the rain, to the puddles under the dismal yew-trees, across the wet flagstones of the kitchen…. (Page 234)

(190) a. The younger girl lived her religious, responsible life in her sister, by proxy (page 239)

b. ……, she was indifferent and intent as a wild animal, and as irresponsible (page 239)

(191) ………, whilst half naked children flitted round the wrong ends of chemicals, as Gudrun said, watching the bare little legs and the chubby tails appearing and disappearing (page 241)

(192) ………, the night was past and the morning was come, the gifts were given and received (page 247)

(193) a. There was no law of this, from the parents (page 242)

b. The children themselves were the wardens of the Sabbath decency, very jealous and instant with each other (page 242)
(194) ……… she wanted their faces to be still and luminous as the nuns and the monk’s faces (page 381)

(195) a. It was her to choose between being Mrs. Skrebensky even Baroness Skrebensky, wife of a lieutenant in the Royal Engineers…. (Page 420)
      b. When Anton talked to her, and seemed insidiously to suggest himself as a husband to her……. (Page 420)

(196) a. She got in and went upstairs in the dusk without its being noticed she was a sodden condition (page 434)
      b. She was too tired to go downstairs (page 434)

(197) a. Some things were real those first glamorous weeks (page 436)
      b. The rest was unreal (page 436)

(198) a. He was something of the past, finite (page 437)
      b. The man should come from the infinite and she should hail him (page 437)

Analysis:

(172) *Sold* and *bought* are opposites in which if A sold something to B, then B bought something from A.

(173) *Landlord* and *landlady* are opposites in relation in which if there is landlord, so there is landlady.

(174) *Fulfilled* and *unfulfilled* are opposites in relation in which if there may be something can be fulfilled, so there may be something can be unfulfilled.

(175) *Vicar* and *parish* are opposite in which if A is B’s parish, then B is A’s vicar.
(176) *Right* and *left* are opposites in relation in which if there is *right*, so there is *left*.

(177) *Sure* and *unsure* are opposites in relation in which if someone can be *sure of something*, so there may be that someone can be *unsure of something*.

(178) *Father* and *mother* are opposites in relation in which if there is *father*, so there is *mother*.

(179) *Kings* and *queens* are opposites in relation in which if there is *kings*, so there is *queens*; *Lords* and *ladies* are opposites in relation in which if there is *lords*, so there is *ladies*; *princess* and *princesses* are opposites in relation in which if there is *princess*, so there is *princesses*.

(180) *Significant* and *insignificant* are opposites in relation in which if something is *significant*, so there may be that something is *insignificant*.

(181) *Pleased* and *displeased* are opposites in relation in which if someone can be pleased, so there may be that someone can be displeased.

(182) *Listen* and *spoke* are opposites in relation in which if A is *speaking* to B, so B is *listening* to A

(183) *Master* and *mistress* are opposites in relation in which if there is *master*, so there is *mistress*.

(184) *Came in* and *came out* are opposites in relation in which if someone could *come in* to a room, so he could *come out* from a room.

(185) *Forward* and *backward* are opposites in relation in which if someone can walk *forwards*, so he can walk *backward*.

(186) *Uncle* and *aunt* are opposite in relation in which if there is *uncle*, so there is *aunt*.
(187) *Natural* and *un-natural* are opposites in relation in which if there is something *natural*, so there is something *un-natural*.

(188) *Grandfather* and *grandmother* are opposites in relation in which if there is *grandfather*, so there is *grandmother*.

(189) *Dashed in* and *dashed out* are opposites in relation in which someone could *dash in*, so he could *dash out*.

(190) *Responsible* and *irresponsible* are opposites in relation in which there is *responsible*, so there is *irresponsible*.

(191) *Appearing* and *disappearing* are opposites in relations in which if there is *appearing*, so there is *disappearing*.

(192) *Given* and *received* are opposites in relations in which if A has *given* something to B, then B has *received* something from A.

(193) *Parent* and *children* are opposites in relation in which if A is B’s parent, so B is A’s children.

(194) *Nuns* and *monks* are opposites in relation in which if there is *nuns*, so there is *monks*.

(195) *Husband* and *wife* are opposites in relations in which if A is B’s *husband*, so B is A’s *wife*.

(196) *Downstairs* and *upstairs* are opposites in relation in which if there is *downstairs*, so there is *upstairs*.

(197) *Real* and *unreal* are opposites in relation in which if there is something *real*, so there is something *unreal*.

(198) *Finite* and *infinite* are opposites in relation in which if there is something *finite*, so there is something *infinite*.
4.3 Percentage of the Data

After collecting and explaining D.H Lawrence’s novel *The Rainbow* investing, the number of data is found:

<table>
<thead>
<tr>
<th>Meaning properties</th>
<th>Amount</th>
<th>Lexical Relations</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambiguity</td>
<td>10</td>
<td>Homonyms</td>
<td>7</td>
</tr>
<tr>
<td>Anomaly</td>
<td>14</td>
<td>Hyponyms</td>
<td>13</td>
</tr>
<tr>
<td>Contradictory</td>
<td>4</td>
<td>Synonyms</td>
<td>57</td>
</tr>
<tr>
<td>Redundancy</td>
<td>43</td>
<td>Antonyms</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>71</strong></td>
<td><strong>Total</strong></td>
<td><strong>127</strong></td>
</tr>
</tbody>
</table>

In this analysis, redundancy occurs dominantly in the data then followed by anomaly (19.71%), ambiguity (14.08%), and contradictory (5.63%).

The percentage of Redundancy:

\[
\frac{43}{71} \times 100\% = 60.56\%
\]

The percentage of Anomaly:

\[
\frac{14}{71} \times 100\% = 19.71\%
\]

The percentage of Ambiguity:

\[
\frac{10}{71} \times 100\% = 14.08\%
\]
The percentage of Contradictory:

\[
\frac{4}{71} \times 100\% = 5.63\%
\]

While in meaning relations, synonyms occurs dominantly in the data (44.88%) and then followed by antonyms (39.37%), hyponyms (10.23%), and homonyms (5.51%)

The percentage of Synonyms:

\[
\frac{57}{127} \times 100\% = (44.88\%)
\]

The percentage of Antonyms:

\[
\frac{50}{127} \times 100\% = (39.37\%)
\]

The percentage of Hyponyms:

\[
\frac{13}{127} \times 100\% = (10.23\%)
\]

The percentage of Homonyms:

\[
\frac{7}{127} \times 100\% = (5.51\%)
\]
5.1 Conclusions

Having described the meaning properties and lexical relations in The Rainbow written by D.H Lawrence, completed with the examples and meaning in the preceding chapters, it could be drawn some conclusions that all types of meaning properties and lexical relation occurred in this novel, in which it includes anomaly, ambiguity, contradictory, redundancy, homonyms, hyponyms, synonyms, and antonyms.

In meaning properties, redundancy occurs dominantly in the data in which there are 43 sentences of redundancy (60,56%), 14 sentences of anomaly (19,71%), 10 sentences of ambiguity (14,08%), and 4 sentences of contradictory (5,63%). While in lexical relations, synonyms occurs dominantly in the data in which there are 57 sentences (44,88%), then followed by 50 sentences of antonyms (39,37%), 13 sentences of hyponyms (10,235), and then 7 sentences of homonyms (5,51%).

5.2 Suggestions

Meaning Properties and Lexical Relations are not limited to be studied only in the novel, but it can be applied in studying short story, magazine, newspapers, song, poem and etc. Most of students of English Literature Department analyzed meaning properties and lexical relations in a novel, short story, song, or newspaper. They seldom analyzed meaning properties and lexical
relations in a poem because there is an understanding in students mind that poem is more difficult to analyze than the others. So, it is suggested for readers who are interested in this topic to analyze meaning properties and lexical relations in a poem. It will be interested and challenged to analyze a poem.
BIBLIOGRAPHY


Chapter 3 Summary

Lydia gives birth to a boy, Tom Junior. Tom and Anna continue bonding as the relationship between Tom and Lydia falls apart. Tom takes Anna on his business errands, including the market day trips that he makes once a week. The relationship between Tom and Lydia is tense, with each of them feeling rejected by the other but at a loss to reconnect. They do not understand each other because of their different cultures and their silent natures.
Tom visits his brother's mistress and momentarily wishes for a different life. He thinks that he has missed out on a lot of different experiences because he chose to take over the family farm. On returning home, Lydia confronts him because she wants to know why he has not been attentive to her. There is quarrel between them, but finally it is finished and they come together again after two years their marriage.

Chapter 4 Summary

Anna is sent to the girl's school in town but she does not make any friends and remains separate from the other townspeople. She looks down on everyone around her, though she does not do well in school. One person of interest is Baron Skrebensky, another Polish exile who Anna visits with her mother. The Baron has not adjusted to English life the way that Lydia has and resents Lydia and Anna for not maintaining their Polish heritage. Anna grows up as an outsider in the town and wants a more ladylike existence for herself. She is only comfortable around her family.

Her uncomplicated position is made complicated by the arrival of her cousin, Will, who has taken an apprenticeship in the nearby village. Anna is attracted to Will. Everything is in Will seems big to her. Someday, they walked out through the farm buildings at nightfall for corn harvest. There, Will expresses his feeling that he wants to marry Anna. However, his willing is against to his Uncle, Tom Brangwen. And then there is a quarrel between Tom and Anna in which he disagrees about the marriage. However, Anna quickly lapses again into her love for the youth. And Will Brangwen fixes his marriage for the Saturday before Christmas.

Chapter 9 Summary

Back at Marsh Farm, Anna's younger brothers have grown up. Tom (Junior) is an intelligent young man and is attached to a respected engineer. Fred, the younger brother, has a natural affinity to agriculture and will follow his father on the farm. Tom and Lydia have grown old together and become very wealthy and semi-
retired. They are proud of their children but do not often speak to each other. At one point, Tom (Junior) separates from his famous engineer benefactor and travels the world.

Tom continues to drink heavily in town in order to forget his disappointment at how his life has turned out. After a night of drinking in town, Tom accidentally drowns on his way home. Lydia has a premonition that something has happened to him. There is flood at the night. Water is running to every place including the house. Finally, Tom died in the flood. After the death of Tom Brangwen, the Marsh is very quiet. Mrs. Brangwen is unsettled. She has never been a woman to work much. So that now she will stand often at the garden gate, watching the scant world go by. She never goes to her husband grave. Her chief friend at the period is Ursula, her granddaughter. She tells many things to Ursula about her bad past with her first husband, a surgeon and physician.

Chapter 10 Summary

Ursula feels the burden of responsibility toward her younger siblings. The girls form a long-standing feud with the Phillips boys, resulting in many schoolyard fights. At age twelve, Ursula and Gudrun are sent to Grammar School in Nottingham. Ursula is glad to be able to escape from her noisy and crowded family for a while. She finds another hiding place in the nearby Church. One day she accidentally leaves the door to the church unlocked, and her younger siblings mess up the church building. Her father hits her across the face as punishment.

Ursula does well in school and develops a mystical Christian religious faith. One of her most pressing religious issues is the literal interpretation of the Bible and the humanity of Christ. She wants to be a good Christian but she does not apply it because she is really against with her mother. One day when Christmas is coming, gradually there gathered the feeling of expectation. In the shed, at nights, a secret is burning and there is choir practice in the church, for the learning of old carols. Everybody is preparing for something. The expectation grows more tense in the Christmas day. However, the expectancy perishes when the Christmas has passed.
Chapter 15 Summary

Ursula settles into her college studies. She will attend college for three years to gain her B.A. in addition to her teaching training. Her first year is full of activity. She is intimidated by her professors and has the most joy during her Botany class. She enjoys the college experience and makes a friend, Dorothy Russell. She passes her Intermediate Arts exams and goes on holiday at the seaside.

On returning to school, she is disillusioned and no longer interested in her studies or admiring of her professors. During her last term, she receives a letter from Anton and arranges to meet him. They rekindle their romance because they both see through the materialism of their lives. Anton is on a six-month leave before going to India. Over the Easter holiday, Anton and Ursula went to Paris. Anton wants to marry Ursula. However, Ursula does not want it although she really loves him and never loves another man. Finally, his engagement with Ursula is broken and he will marry his Colonel’s daughter. The marriage takes place quietly within fourteen day’s time. Ursula is not notified of the event often event. In another week, Skrebensky sails with his new wife to India.

Chapter 16 Summary

Ursula discovers that she is pregnant. This makes her very nervous and she is not sure what she should do about it. Ursula begins to sympathize with her mother in the connection to pregnancy. She decides that the only thing she can do is write to Anton and tell him that she wants to marry him and wants to go to India. She writes Anton, asking to join him in India, but he does not reply.

While walking in the woods, she is surrounded by stampeding horses. The physical strain leaves her ill for many weeks and causes a miscarriage. She is sick for a long time, and therefore has a lot of time to think about her life. She comes out of the situation with new independence. She wants to live with her own baby without her family and Skrebensky.
Biography D.H. Lawrence

D.H. Lawrence (1885-1930), English novelist, storywriter, critic, poet and painter, one of the greatest figures in 20th-century English literature. "Snake" and "How Beastly the Bourgeoisie is" are probably his most anthologized poems.

David Herbert Lawrence was born on September 11, 1885, in Eastwood, Nottinghamshire, central England. He was the fourth child of a struggling coal miner who was a heavy drinker. His mother was a former schoolteacher, greatly superior in education to her husband. Lawrence's childhood was dominated by poverty and friction between his parents. He was educated at Nottingham High School, to which he had won a scholarship. He worked as a clerk in a surgical appliance factory and then for four years as a pupil-teacher. After studies at Nottingham University, Lawrence matriculated at 22 and briefly pursued a teaching career. Lawrence's mother died in 1910; he helped her die by giving her an overdose of sleeping medicine.

In 1909, a number of Lawrence's poems were published by Ford Max Ford in the English Review. The appearance of his first novel, The White Peacock (1911), launched Lawrence into a writing career. In 1912 he met Frieda von Richthofen, the professor Ernest Weekly's wife and fell in love with her. Frieda left her husband and three children, and they eloped to Bavaria. Lawrence's novel Sons and Lovers appeared in 1913 and was based on his childhood. In 1914 Lawrence married Frieda von Richthofen, and traveled with her in several countries. Lawrence's fourth novel, The Rainbow (1915), was about two sisters growing up in the north of England. Lawrence started to write The Lost Girl in Italy. He dropped the novel for some years and rewrote the story in an old Sicilian farmhouse near Taormina in 1920.

During the First World War Lawrence and his wife were unable to obtain passports and were targets of constant harassment from the authorities. They were accused of spying for the Germans and officially expelled from Cornwall in 1917. The Lawrences were not permitted to emigrate until 1919, when their years of wandering began.
Lawrence's best known work is *Lady Chatterly's Lover*, first published privately in Florence in 1928. It tells of the love affair between a wealthy, married woman, and a man who works on her husband's estate. The book was banned for a time in both UK and the US as pornographic. Lawrence's other novels from the 1920s include *Women In Love* (1920), a sequel to *The Rainbow*.

*Aaron's Rod* (1922) shows the influence of Nietzsche, and in *Kangaroo* (1923) Lawrence expressed his own idea of a 'superman'. *The Plumed Serpent* (1926) was a vivid evocation of Mexico and its ancient Aztec religion. *The Man Who Died* (1929), is a bold story of Christ's Resurrection. Lawrence's non-fiction works include *Movements In European History* (1921), *Psychoanalysis And The Unconscious* (1922) and *Studies In Classic American Literature* (1923).

D.H. Lawrence died in Vence, France on March 2, 1930. He also gained posthumous renown for his expressionistic paintings completed in the 1920s.