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Prototype Semantics of the Concept of Word "Kuliah" among College Students

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Lombok Raya Hotel, November 3rd – 4th, 2018

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Prof. Dr. Joko Nurkamto, M.Pd. (President of TEFLIN, Indonesia)

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THE 4TH HAMZANWADI INTERNATIONAL CONFERENCE ON EDUCATION

“Elevating Human Resources through Education, Language, and Culture”

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Jln. TGKH. Muhammad Zainuddin Abdul Madjid 132
Pancor, Selong, Lombok Timur, Nusa Tenggara Barat, Indonesia 83612 Telp. 0376- 22954
Email: universitas@hamzanwadi.ac.id
Website: www.hamzanwadi.ac.id

Prototype Semantics of the Concept of Word “Kuliah” among College Students

Ulaya Ahdiani^a Muhammad Hafiz Kurniawan^a

^aAhmad Dahlan University

Abstract “Kuliah” or studying at college might be defined differently between dictionary and student’s cognition. The lecturer murder case done by students in one of private universities two years ago is one of the proofs that the meaning of the word “kuliah” could be different in students’ cognition. Therefore, this research aims to investigate the activities and purposes when they study at the college using prototype semantics. To investigate this word, 198 students and 50 students were asked by using open-ended and close-ended questionnaire respectively. The purposive sampling is used in this research because it only focuses on the particular students in one of universities in Yogyakarta. The open-ended questionnaire is used to investigate the students’ cognition about the word “kuliah” by asking them to mention words or phrases as many as possible related to the word “kuliah” and then 50 students were asked to judge the words obtained from the first questionnaire using semantic scale. The result of the first questionnaire shows that studying is not the first choice of students, but it is in the second and it is the same position with complaints. Meanwhile knowledge is in the third position. The second questionnaire shows that reading activity is not in the first position of their judgment in the scale 1-7, but receiving good education is. Meanwhile obtaining knowledge and working on the undergraduate thesis are in the second position. What they watched in media could be the one of the causes why they have misconception about “kuliah”.

Keywords: cognitive linguistics, prototype semantics, the word “kuliah”

Introduction

The definitions of words in the dictionary which are commonly called sense because they are related to their cognitive or descriptive meaning (Lyon, 1987: 197). The cognitive meaning, however, could be different from one person to another person especially when the words being defined are not the original words from the language which describe them. The tendency of being misunderstood by the language users could be possible because meaning could be influenced by the surrounding environment and other interactions human made (Evans and Green, 2006: 206). The word “kuliah” might be taken from the Dutch word “college” which is pronounced [kɔˈleʒə] (Farlex Inc., 2018) and it might then be phonetically and morphologically adapted (Parkerys, 2016: 177) (Winford, 2010: 173) into Indonesian words to be kuliah or to be pronounced as [kulijah]. These adaptations are commonly found in Indonesian words, especially Javanese who took many Dutch words into their own words by borrowing process which undergo the process of adaptations in the native phonetic system (Vendelin and Peperkamp, 2004: 129). The adaptation in the case of the change from college to kuliah is influenced by the sound of the word “college” rather than to its writing system.

From this adaptation, it can be seen that the word “kuliah” is a foreign word for Indonesian and because of that, the concept of this foreign word might be blurred for Indonesian people. It can be proved by researches which show that college students feel stressful during their study at college (Alexander, 2015), especially when the college students should finish their undergraduate thesis (Januarti, 2009). The stressful condition the students face might affect their attitude towards the process of learning in college which is called by Indonesian “kuliah”. The phenomenon which shocked Indonesian two years ago is the murder

case done by one of college students to his own undergraduate thesis counselor (Argus, 2016). One of his reasons why he could heartlessly kill his lecturer is predicted by the police because of his undergraduate thesis and his academic score (Bangun, 2016).

That phenomenon is only the iceberg of the bigger problems. The unrevealed problems, however, are more unbelievable when the graduate/undergraduate certificates are then made as the business object (Briando, 2012). These phenomena could be the sign of the educational degradation process if the right party and the authorities do not make correct steps to handle all of these situations. Moreover, programs in television such as soap operas and television cinema have offered the unreal scene which depicts only the bourgeois people (Hobart, 2014: 522) who live only to spend money for nothing. This statement is also supported by the result of questionnaire related to the Indonesian's soap operas which will be elaborated in the discussion part.

All of those phenomena, if they are related to the media, could be an integral part of the effects of media in transferring the views and values whatever those media are inclined to share to their viewers. Because of that, this paper has two aims or purposes. The first purpose or aim to do this research is to observe the concept of the loanword "kuliah" to Indonesian people and also to find the possible solutions to change the misconception of the word "kuliah" among the college students. All of those purposes were observed by using the prototype semantics approach.

Review Of Previous Studies

The previous studies related to the prototype semantics are conducted by Rosch et al (1976) who observed the perception of people towards the basic categories. In their research, Rosch divided the groups into two. The first group consists of respondents who have small amount of knowledge related to airplanes while another group consists of respondents who know about the airplanes. The differences between those two groups are the first group only saw the airplanes from their physical appearance, while the second group saw the airplanes differently.

The second research conducted by Coleman and Kay (1981) observed the English word "lie" using illustration which has three attributes when all of those three elements exist, then it can be noted that the illustration with those three attributes is "true lie". In those illustrations used by Coleman and Kay, all of them could have two, one, or all of those three attributes which are arranged particularly so that the result of the respondents in completing the questionnaire is valid.

The third and the fourth research conducted by Russel and Fehr (1991) are about the concept of "love" and "anger" (1994) which have the same method in collecting and analyzing the data. In collecting the data, Russel and Fehr used free listing method and then the respondents were asked to judge the object mentioned earlier by using the object's attributes.

Theoretical Framework

This research is called prototype semantics because it has an aim to investigate the concept of word "kuliah" which is related to the cognition aspects of words or it is related to the descriptive function of word (Lyon, 1977: 52) and if it is connected to triangle signification proposed by Ogden and Richard (1923), it is in the tip of the triangle or in the thought or

reference (p.11). The cognition of the people could be mirrored in the use of language or in the way of people describing the word (Geeraerts, 2006: 5).

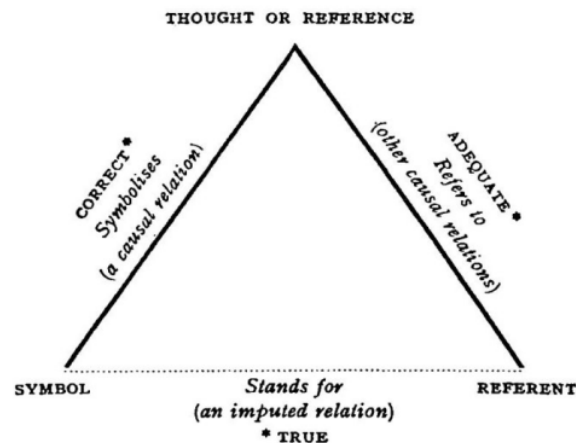


Figure 1. The triangle of signification.
Source: Ogden and Richard (1923: 11)

The figure 1 above depicts the cognition or thought will directly connect to the symbol which can be said as the word (Lyon, 1977: 97). The word and the concept in human’s cognition have closer relationship that the word and its referent (ibid, p. 97). Therefore to know the concept held by the people, two approaches could be used either using the word to represent the symbol or picture to represent the referent. In the research done by Rosch (1976), a method using picture while this research uses words as the approach to know the concept of word “kuliah” in respondents’ cognition because language semantics is related to human conceptual system (Barsalou, 2012: 244)

Prototype semantics is closely related to how people view the concept which is highly influenced by the environments because language is the embodiment of social and cultural context (Rohrer, 2007: 31). Because of this, the prototype is depicted by Geeraerts (2006) to have four characteristics such as 1) it could not be observed by isolating it from the context, 2) it shows the similarity from one member to another member, 3) it should be one member which can represent all of members, and 4) it is fuzzy in nature where the boundaries between them are blurred (p. 146-148). Moreover, the word and its concept could affect the people’s behavior like what happened in the students in Kenya when they see lightning. They thought and act based on their background knowledge which is influenced by myth shared by their parents (Keroro and Okere, 2009: 150-151).

Method

This research is categorized as an experimental research because the data of this research could not be taken from one’s perspective but they should be taken from a number of respondents (Geeraerts, 2006: 146) which could form the general characteristics regarding to the concept of a category. Therefore, this research is qualitative phenomenology because it will

investigate the cognition of the college students (Moleong, 2015: 15). Moreover, this research also uses word frequency which appears in the question related to the concept of word “kuliah”. The counting system used in this research is *modes* and *mean* to calculate the word frequency (Morrisan, 2015: 246) to analyze the data further.

The location to take the data is in Yogyakarta, especially in one of the private university to analyze the cognition of the college students. Besides, this research uses available sampling as the first step in getting the data and before spreading questionnaires (Morissan, 2015: 115-116). The data in this research are obtained by using free listing method (Russel and Fehr, 1994: 190) and then to obtain further information the respondents were asked in the open-ended questions (Morissan, 2015: 178). Furthermore, the rating-type questions with simple rating scale (1-7) (Ibid, 2015: 86).

In the free listing method, approximately 200 respondents were asked to mention what they thought about “kuliah” in 30 seconds. This very limited time is used to know how the recent activities of the students which are then stored in their cognition. This method is adapted from the theory of word recognition proposed by Foster (1978) in Akmajian et al. (2010). In this proposed theory of word recognition, the more recent/frequent words are used, the faster the words will be recognized (Ibid, 2010: 434). After all of the words are obtained from the college students, then the word frequency is observed and investigated. The rating method, meanwhile, is the result of free listing method which is then asked to be judged by the respondents by the simple rating scale (1-7).

Analysis And Discussion

The analysis and discussion section will be divided into three parts. The first part is the result of the free listing method, the second is the result of rating method, and the last part is the result of questionnaire which ask about the media and their relationship to create an image of how the activity in college will be.

The Result Of Free Listing Method

The result of this free listing method will show how the college students mentioned what they could think about the word “kuliah”. By this mean, this research will know how the college students mentioned the attributes which likely exist in the word “kuliah”. This method, as mentioned earlier, has an aim to investigate the most recent attribute of the word “kuliah” in the college student’s cognition. The question of this method is “what do you think of “kuliah””? The respondents, then, mentioned words related to that word and it is assumed that the more frequent the words, the closer the words to their academic lives. The result of that method is elaborated in the table 1 below. The words appear in the table 1 below has been ordered from the more frequent word to the less frequent word. All of those words, however, have been categorized in certain categorization.

Rank	Frequency (times mentioned)	Percentage	Categorization	Words mentioned
1	129	18.77%	Positive emotion and thought	Feeling happy, amazing, wonderful, having strong spirit, feeling so proud, and etc.
2	111	16.15%	Studying	Studying, being diligent, looking for new experience, practice at laboratory, and etc.
	111	16.15%	Complaining	Feeling lazy, feeling bored, feeling tired, expensive tuition, feeling stressed and etc.
3	92	13.39%	Knowledge	New knowledge, looking for knowledge, skills, joining organization and etc.
4	58	8.44%	Assignment, undergraduate thesis	Assignment, undergraduate thesis, journal, paper, and etc.
5	54	7.86%	Friends	New friends, looking for a good link, friend, and etc.
6	37	5.38%	Employment	Working, working at office, for career, and etc.
7	31	4.51%	Dreams	Future, dreams, achievements, going abroad, and etc.
8	24	3.49%	Other thoughts and feelings	Beautiful girl, falling in love, having so much free time, being serious, feeling sleepy, hang out with friends and etc.
9	21	3.056%	Education and campus life	Continuing education, campus life, faculty, lecturer, college students, graduation and etc.
10	13	1.89%	Degree	Undergraduate degree
11	6	0.87%	Score	GPA, and cumlaude
Total	687	100%		

Table 1. The frequency of words appear and their ranks

The table 1 above shows that the 198 respondents mentioned many words related to their emotional feelings and fortunately it is the positive feelings they mentioned. This one could be the good news since the positive feelings such as happiness, pride, and high spirit could help the students counter the stress (Moe et al., 2009: 260) However, the most shocking fact about the data shown in the table is that the words mentioned related to the activity of studying are the same as the words related to moaning. Both of them are in the same rank and this could mean that they still see studying is one of boring activity and full of burdens. Meanwhile, knowledge or seeking knowledge is in rank three after the words categorized as studying and complaining. This also could mean that they thought that what they do and already

did is for obtaining new knowledge and skills. All of those categorizations in the table could be re-categorized into activity, result, feelings and thought, and other things related to campus it could be shown in the table 2 below.

Frequency	2 nd categorizations	1 st categorizations
280	Activity	Studying, assignment and undergraduate thesis, and moaning
184	Feelings and thought	Positive feelings, other thoughts and feelings, dreams,
148	Result	Employment, degree, score, knowledge
75	Other things related to campus	Education and campus life, and friends
687		Total

Table 2. Categorizations of what the college students do and think

The table 2 above shows that the college students mentioned frequent words related to their activities in their campus and then followed by their feelings and thought about what they have been doing and after that it is followed by the result of their activities. This result shows that the college students do not do their activities based on the result and after they do their activities at campus, they do what it is closed to them such as feelings and thought.

However, if this result is divided into certain categories such as male and female college students, the result on the rank of word frequency is different. The differences between those two different genders are that the male college students tend to put aside their moaning into the third position while the female college students seem to have more complaints than the male college students. Besides, the male college students also might think that studying is more important than complaining. These differences could be seen in the table 3 below.

Female college students			Male college students	
Categorization	Frequency	Rank	Frequency	Categorization
Complaining	72	1	54	Studying
			54	Positive emotion
Positive emotion	75	2	46	Knowledge
Studying	57	3	35	Complaining
Knowledge	46	4	26	Friend
Assignment/under-Graduate thesis	35	5	23	Assignment/under-Graduate thesis
Friend	28	6	19	Dreams
Employment	26	7	14	Other thoughts and feelings
Education and campus life	14	8	11	Employment
Dreams	12	9	4	Degree
Other thoughts and feelings	10	10	7	Education and campus life
Degree	11	11	2	Score
Score	12	12		

Table 3. Comparison between male and female college students

The table 33 above shows that the female college students contribute 55.81% of positive feelings (129 times) towards the word “kuliah” while male college students contribute 41.86%. However, the female college students also contribute 64.86% and male college students contribute 31.52% in the words related to complaining. This could be said that the female college students are indeed closed to being distressed and depressed (Costa Jr. et al. 2001: 322). This table also shows that most of female college students could be said that they tend not to prioritize studying in their college activities.

The Result Of Attribute-Rating Method

This part is totally different to what has been elaborated before. This method will show the result how the students give their judgment in form of rating from 1-7 to the attribute of “kuliah”. This result will be used to know how high the studying will be scored by them and how the other activities or aspects will be too. To know the result from this method, 52 respondents were asked 20 phrases related to the word “kuliah” and the table 4 below will show the result.

Rank	Average	Phrases
1	6.5	Getting a good education
2	6.42	Getting knowledge Working on undergraduate thesis
3	6.19	Doing exercises
4	6.15	Getting a well-paid job
5	6.07	Making dreams come true
6	5.96	Getting a high GPA
7	5.76	Learning new things
8	5.69	Getting a bachelor degree Joining organization
9	5.65	At campus
10	5.59	Reading books
11	5.48	Looking for new friends
12	4.25	Studying in the air-conditioned room
13	4.09	Living in the boarding house
14	3.61	Feeling tired
15	3.42	Feeling bored
16	3.11	Having a chance to find a married partner
17	2.92	Socializing with friends
18	2.32	Falling in love with classmate

Table 4. The result of attribute-rating method

The table 4 above might show the facts that 1) the students continue their study at college to get a good education, and by doing this 2) they want to get a well-paid job and make their dreams come true. Moreover, to achieve these goals 3) they have to work on their undergraduate thesis and do exercises to get new knowledge and 4) they should not be worrying about how many books they read because phrase “reading books” is in the tenth position. This result is worrying because it confirms that most recent study which says that Indonesia’s literary level is on the second-least of 61 literate nations (Gunawan S., 2016) is still relevant.

The result shown in the table 4 above also shows that the students saw that getting knowledge and reading books do not have any correlation because the rating between them is too far from being related. It also reconfirms the first method that the words categorized as studying activities mentioned by students do not contain reading books. All of them mentioned only studying in general sense and it is not mentioned in detail. They only mentioned such as being diligent, doing exercises, practice at laboratory, but they did not mention a phrase “reading book”.

The Result Of Investigation To College Students’ Cognition About Indonesian Soap Operas

The previous result and discussion lead to the investigation towards the mainstream media which shows the programs known as soap operas. These soap operas often take the campus as their setting. This investigation is used to know how these programs affect the students understanding about the activity in college and this is conducted by asking them nine questions that will be elaborated in diagram 1 and 2. This investigation was conducted to 48 students in various semester and all of them have had an experience to watch soap opera which has campus as a setting.

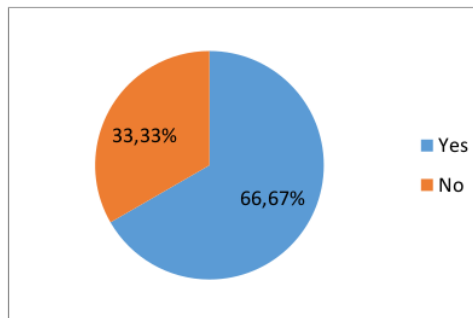


Diagram 1. Question 8
Is the definition of “kuliah” gotten from the soap operas?

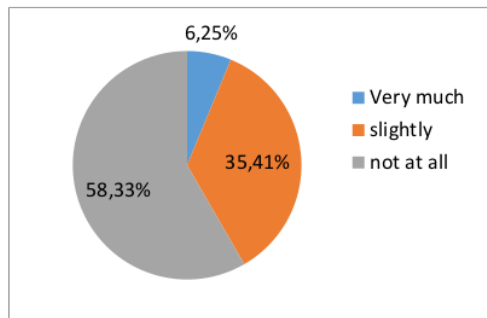


Diagram 2. Question 6
Is the activity of the character shown in the soap operas similar to what you do today?

The diagram 1 which explained the result of question 8 about “is the definition of “kuliah” gotten from the soap operas shows that 66.67% of college students got the definition about “kuliah” from the soap operas while 33.33% did not. Meanwhile, diagram 2 which has the question “is the activity of the character shown in the soap operas similar to what you do today as a college student?” shows that 58.33% of students think that what the character does in the soap opera is not similar at all to what they do today as a college student and only 35.41% think it is slightly similar and 6.25% think it is very much similar.

The diagram 1 and 2 above show that almost 66.67% of the respondents got the definition of “kuliah” from soap operas shown in the TV but that soap opera does not show what should be shown in the reality. It proves that the soap operas which show campus as their settings do not give better example to the high school students about what they will face in the university.

The result shown in diagram 1 and 2 is also supported by the further questions about the tendencies of soap operas contents and the question whether the character in the soap opera show the hard working behavior and seriousness in doing their studies in campus life. This result will be shown in the diagram 3 and 4 below.

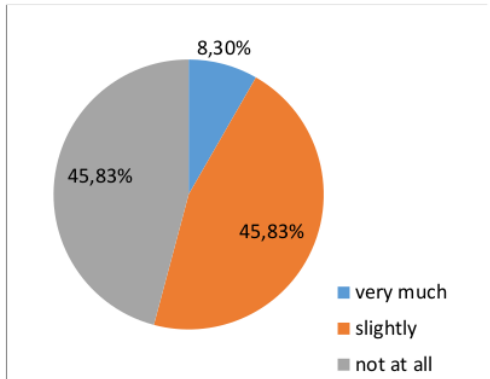


Diagram 3. Question 4
Do those characters show the hard working behavior?

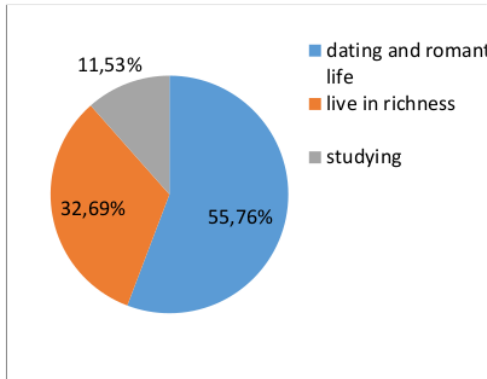


Diagram 4. Question 5
What are those characters doing as college students in the soap operas?

The diagram 3 and 4 above shows how characters do in the soap operas and these results in diagram 3 and 4 could be one of the factors why most of college students never have hard working behavior because characters in the soap operas are slightly and even not showing how to study hard to get their dreams because most of activities of those characters are dating and romantic life with glamorous and bourgeois life as shown in the diagram 4 above. Those characters in soap operas only show their studying activity in very small number of scenes which is only shown 11.53% compared to dating and romantic life and glamorous life.

All of those shown in soap operas could bring destructive and devastating effects to the college students because the cognitive schema in figure 2 below show how the effect from multimedia presentation integrate with the long-term memory of the high school students who never had experience going to college before. If the prior knowledge is wrong from the beginning, it will be hard for the lecturers to fix their misconception about studying at college.

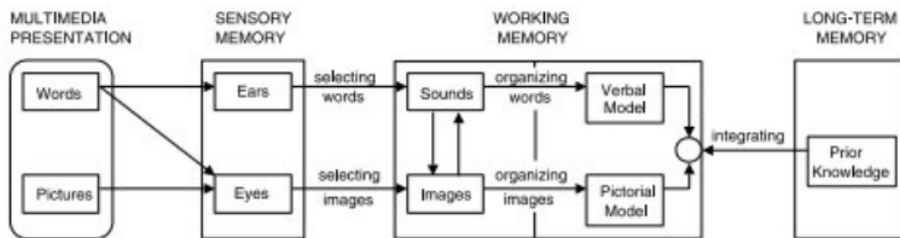


Figure 2. Cognitive theory of Multimedia Learning
Source: (Fisch, 2009:424)

The figure 2 above show how the multimedia presentation works to the sensory memory and then continue to the working memory in which then is supported by the prior knowledge

stored in the long-term memory. If the multimedia presentation shows good and educating contents, the working memory of the viewer will be supported by what they have in their previous knowledge about education such as high school, middle school and primary school. The difference between what they do in their previous schools and college could be caused by the multimedia presentation which wrongly show what activities in the college are.

Conclusion

After investigating the students' cognition three times using free listing method, attribute rating method, and questionnaire about soap operas, it can be concluded that the reason why studying is not in the first position in the first and second method is because the multimedia which show the programs related to campus life is not in tune with reality and it seems to be ill-presented. Although studying in the first method gains second position, complaining is also in the same position as studying. The second method make the activity of studying mentioned in the first method clearer because in the first method the word studying is mentioned in the general word and it is proved in the second method that the studying activity is working on the assignment and undergraduate thesis, and also doing practices. Moreover, the college students in the second method result show that reading book is scored not as high as getting knowledge. This proves that most of college students might still see that reading book is not one of the activities to get new knowledge.

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