Exposure of Reference and Sense in English Textbook of Elementary Students of Grade One

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Abstract

The objectives of this study were to describe the exposure of references in Elementary English textbooks. This study revealed that 96% in the attempt to teach the students the reference as the semantic properties of the objects. No systematic and organized attempts to expose the references which enable the students to develop their mental image critically and systematically. Exposure of *senses* is also found in the text book although their occurrences is very few and limited in terms of number (4%) and types of sense. The sense exposed in the textbook is limited to attributes of various objects having the same expression and proper names. Systematic and purposefully organizations of this exposure are not found either. This might be caused by the lack of knowledge of the textbook writer about the semantic properties of objects (nouns), their relationship with mental image development of the students. For a better exposure of meanings of objects (nouns) in English textbook, theories of *reference* and *sense* and other semantic properties of meaning must be taken into account.

Keywords: *reference, sense, elementary, mental image, textbook*

Introduction

Exposure is defined as language environment that language learners can hear or read (Krashen, 1982). In second language acquisition theory, *exposure* is a variable significantly contribute to the acquisition of an L2. Exposure is a basic requirement for L2 acquisition, however it is not the only determinant variable. The exposure should be organized in comprehensible input. Language input can be comprehensible only it fulfills the requirement of i + 1.

Learning an L2, especially for elementary students, vocabulary is the basic building block of language learning. In line with input hypothesis as proposed by

Krashen (1982), exposure of certain vocabularies to the students is a must. English text book is a media through which certain number of vocabularies can be exposed to the students through reading. The exposure of the vocabularies is intended for the students to learn the meaning of the vocabularies. Meaning, according to Lycan (2008), can refer to reference and sense.

Reference is the meaning that a noun has (Lycan, 2008). In a sentence, *watch out for the dog*, the phrase: *the dog,* refers to the animal *dog* which appears in physic in front of a speaker. The meaning of the phrase is the *animal* itself that is called *Reference.* All the physical attributes of the *dog* were caught and kept in memory as mental image of the *dog*. The mental image of the *dog* in memory enables someone to talk about the *dog* without the animal presence in place where the talking of the animal takes place. In the mental image, it is not only the physical attributes of *dog* are caught and kept in memory as mental image, but also every information related to the *dog*. The interaction of the phrase *the dog* and the mental image of the *dog* is called *sense.* The reference of an object is different from the sense of the object. Reference and sense are the properties of an object. Meaning of an object can include, among other forms, are *reference* and *sense*.

The exposure of vocabulary in form of nouns in an English textbook for grade one of elementary students –theoretically- should include all the aspects of meaning of an object including the *reference* and *sense*. Lack of knowledge of semantic properties of vocabularies in the form of nouns may cause imbalance, or even missing of one or two of semantic properties of nouns in the exposure of them to the students in the textbook. This study is intended to make sure the coverage of *reference* and *sense* in the English textbook.

Theoretical Framework

The Concept of Reference

Reference is the relation between a label and the thing or object to which the label refers to. The thing or object to which the label refers to is called *referent,* while the relationship between them is called as *reference*. The *reference* is considered as one properties of meaning. Within this context, meaning is also considered as *reference* (Lycan, 2008)*.* This means that meaning of *meaning* is – one among others- *reference.* To make it clear, *reference* is illustrated in (1).

(1) Bill   : Watch out for the dog.
   Tom   : The dog! (in front of him, there is animal called as *dog; the*

         animal appear physically in front of Tom)

The phrase *the dog* is called the label, while the *dog* which appears physically in front of Tom is called *referent.* The meaning of the label *the dog* is the reference.

For Frege, the reference is the object that the sign refer. In Hurford, Heasley and Smith (2007) classified the expression with the reference into three:

a. Expression that refers to different things in the world

The same reference in some cases can refer to the same things. For example in the phrase "your left ears", there are many possible references as there are people in the word with left ears. Other example is phrase "this page" as there are pages in the world. Thus many expressions in language can have variable reference.

b. Expression that has constant reference or refer only to one thing

There are cases of expression which in everyday conversation never refer to different things. For example imagine in two situations, there are people

talking about "the moon," they would talking about "the satellite that orbit around the earth." Thus, some expressions in language have constant reference.

c. Some expressions that have one reference

Some expressions in languages can have same reference. It depend of the context that these expressions are used. The classic examples are "The Morning star" and "The Evening Star" which refer to the same thing which is Venus.[15]

Reference sometimes called extension because this is the phenomena outside the language, the world.[16] In the theory of meaning that explained by Ogden and Richard, it is known as referent.[17] It was classified by Ferdinand de Sausure as the extra lingual element.[18]

Frege then gave more clear clarification about the relation between the sign, sense an its reference. The sign correspond to the definite sense that refers to the definite reference. However, a reference could have more than one sign. Moreover, he said that one sense could possibly have different expressions in different languages or even in the same language.[19]

In his work, Frege also introduced the term 'associated idea', he explained the difference between the sense of a word with associated idea. If the sense is correspond by it reference and objective because it catch a single aspect of the reference. The associated idea is subjective because this terminology is about the experience from a person when it comes to reference. One person must have their own idea about the reference from their own personal background.

The Concept of Sense

The relation between sign, sense and reference was firstly introduced by the German philosopher, Gottlob Frege. He stated that there was a relation between the sign (name, noun phrase, proper name), the reference which was the object that the sign refer, and its sense which he called "the mode of

representation." Signs that are assumed to have same meaning (because it refers to the same thing) are actually different in its sense. To give an illustration, he made an example of how the phrase "Morning Star" and "Evening Star" have same reference but different in term of their sense. For illustration:

"The Morning Star is the Morning Star" "The Evening Star is the Morning Star"

Above phrases show clearly the difference of sense between them. If they have the same meaning both sentences is true (Venus is Venus). But first sentences obvious and agreed by everybody even though they don't have enough knowledge in astronomy. Second sentence is not so obvious except for anybody that have a great knowledge of astronomy. They are both refer to the same thing (which is Venus) but have different meaning because they are different in term of sense. The sense of the "Morning Star" is most likely be "the bright star that shines in the early morning" while the "Evening Star" is "the bright star that shines in the early evening".

Sense could also seen as the amount of information given about the object. These information arise because people have different interpretation about the object that they have seen. Those two phrases above could also be an example. They both refer to the object that named "Venus" but people name it different because "one Venus" have been seen in the morning and "other Venus" have been seen in the evening.

Sense and Mental Image

Metal image is the attributes and other informations related to an object or the world abstracted and kept in mental image or mental dictionary. The attributes that an object has which makes the object distinct from other objects are closely related to the physical aspect of the object. When a listener heard sentence (1) *Watch out for the dog* (with no physical appearance of the animal), he will activate the animal attributes kept in his mental image. What is kept in the mental image is not only the

physical appearance of a referent. All information about the *referent* that might be obtained from many sources, such as experiences, education, etc. The interaction between all of the information about a referent and the label or a phrase about the referent may occur by the time the label or phrase is heard. Such interaction is called *sense* (Miller, 2007). *Reference* of a *referent* or an object must be the same to everyone since it deals with the physical attributes of the *referent* as long as the object has ever been seen or experienced. Unlike sense, every one may not have the same sense of the same object or referent. This might be caused by different information

obtained or experienced by different persons about an . An object or a *referent* may result in different mental image formation for different people.

Data Analysis and Finding

The Data of the Study

The data of the study is vocabulary in the form of nouns that are classified into two main parts, namely (1) being and (2) things. The being is classified into (1) human beings and (2) animals. The things are classified into (1) house, (2) furniture, (3) clothes, (4) toys, and (5) food. Table 1 display the classification of nouns and number of nouns. These data were identified and collected from the English textbook for grade one of Elementary students. The textbook is *Pinkley, D. (2016). Our World National Geographic. New Tech Park: Cengage Learning.* All nouns in the English texbook are identified and listed.

Table 1. Classification and Number of Nouns in the English Textbook for Elementary Students of Grade One

No.	Class of Vocabulary	Semantic Relation	Example	Number
1.	Being	Human Beings	*father, mother,* etc.	19
		Animals	*rabbit, turtle,* etc.	16
2.	Things	House	*bedroom, kitchen,* etc.	11
		Furniture	*table, clock,* etc.	9
		Clothes	*jacket, pants,* etc.	12
		Toys	*kite, puppet,* etc.	13
		Food	*cookie, soup,* etc.	17
Total				97

Data Analysis

The data were analyzed by using the theory of *reference* and *sense* as the predetermined category of the data analysis. The concept of *reference* and *sense* were used to classify the vocabularies in the form of nouns found in the book. The data analysis showed that the meaning of noun exposed in the textbook is *reference.* This means that the meaning of the label or expression is shown by showing the relationship between the *label* or *expression* to the thing the expression refers to, with a picture, as in (1) and (2).

1.

(p. 143)

2.

(p. 143)
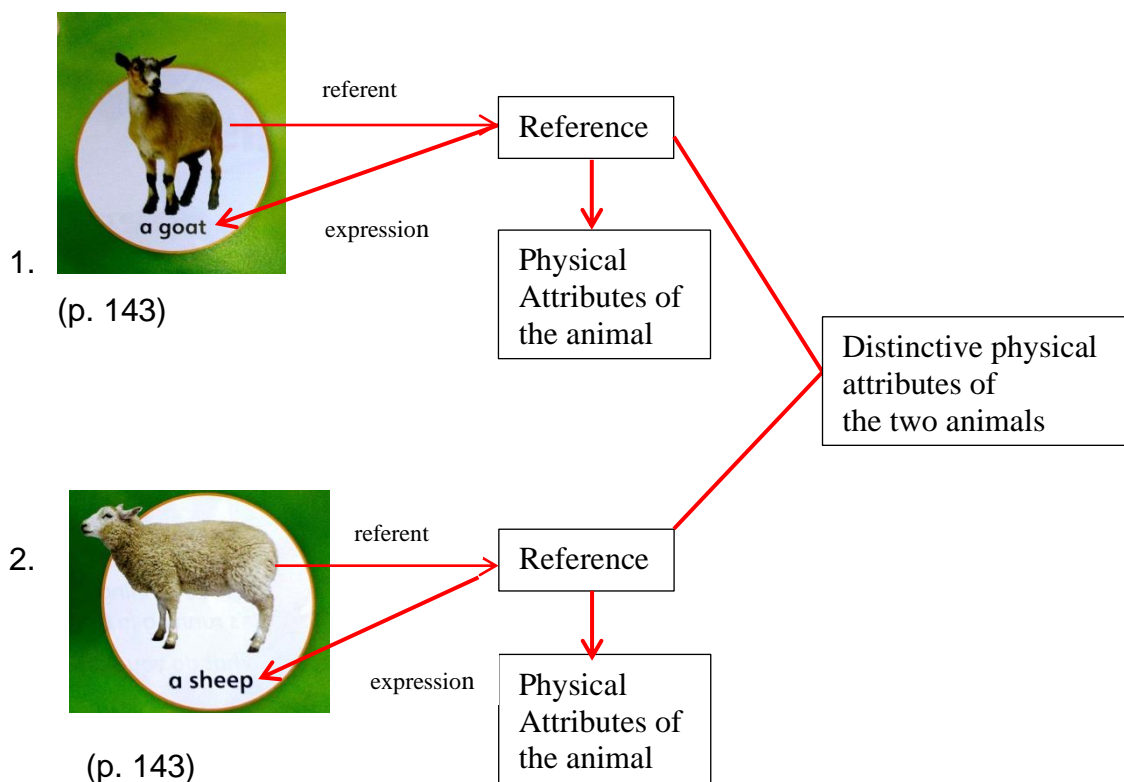
Data (1) and (2) as a matter of fact, are not organized intentionally as displayed above. If the textbook organized the pictures such displayed in (1) and (2), it would enable the students to observe the different references of the animals. Intense observation of (1) and (2) would enable the students to find the distinctive features between *goat* and *sheep.* However, there is no systematic organization of the reference exposure for such a purpose, as displayed in (1) and (2). The pictures were unintentionally and randomly displayed in group as in (3).
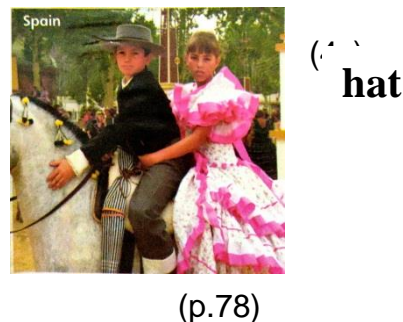
(3)

All pictures intended to expose the meanings of objects or *referent* as *references* (100%) were displayed as in 3.

In addition to the *reference* exposure as in (3), the *sense* of objects were displayed by showing the same expressions or labels referring to various objects with different physical attributes as in (4).

(4a)

hat

(p.75)

(4b)

hats

(p.74)

hat

(p.78)

In 4a, 4b, and 4c the expression or label *hat* refers to four types of *hat*. The results of such exposure, the physical appearances of the four types of *hat* were observed and kept in memory as mental image representing the four types. This is considered as *sense* of hat because the expression, *hat,* does not refer to a single physical attributes of the referent. However, such exposure in 4a, b, and c is not exactly considered as *sense* because the interaction between the expressions and objects is limited to variants of an object; it has not yet involved personal experiences related to the objects. The exposure as in 4a, b, and c occur in very few number (2%). *Sense* in terms of the interaction between the proper names and the objects it refers to is also found in the English textbook, as in (5).

(5)
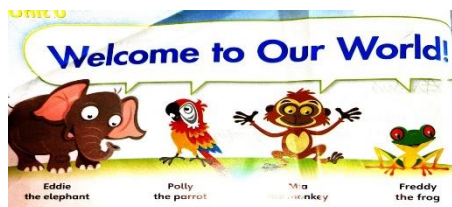
 (p.2)

In (5), the *elephant, parrot, monkey* and the *prog* are expressions or labels referring to the four objects, or animals. While *Eddie, Polly, Mia, and Preddy* are proper names of the animals which do not have any relationship to their physical attributes or *referent* as *elephant, parrot, monkey and frog.* The proper names relates to the description of each animal differentiatin it from the same animal. *Eddie* , as proper name of the *elephant,* does not refer e to the *elephant* as object or as referent, but it relates to the description of the *elephant* which differentiates the *elephant* from the other elephants. Since the proper name does not relate to the referent, then the proper name is not categorized as *reference* but as *sense.* The occurrences of exposure as in (5) take place very few (2%).

Findings

Reference and sense are exposed as the semantic properties of the 97 nouns in the English textbook. Reference is exposed by displaying pictures of objects (referents) and writing the expressions below the objects to which the expression refer to. This exposure happens 96% in the attempt to teach the students the reference as the semantic properties of the objects. No systematic and organized attempts to expose the references which enable the students to develop their mental image critically and systematically. Exposure of *senses* is also found in the text book although their occurrences is very few and limited in terms of number (4%) and types of sense. The sense exposed in the textbook is limited to attributes of various objects having the same expression and proper names. Systematic and purposefully organizations of this exposure are not found either. This might be caused by the lack

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