

Meaning Recognition Terms in Arabic Semantic Studies

Aathifah Al Farros¹ , Ida Wijayanti² , Agustiar³ 

¹ Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia

² Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia

³ Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia

ABSTRACT

Background. This research is motivated by the complexity of understanding meaning in linguistic contexts, especially in Arabic, which involves various semantic theories.

Purpose. The purpose of the study is to examine theories of understanding meaning in Arabic semantics to provide a foundation for the effective and efficient use of language.

Method. The method used is a literature study with data sources from scientific books and articles accessed online.

Results. The results show that there are five main theories in understanding meaning in Arabic semantics: referential theory (al-nazhariyah al-isyariyah) which identifies meaning based on its references, ideological theory (al-nazhariyah al-thashawuriyah) which views language as a means of conveying ideas, behaviorist theory (al-nazhariyah al-sulukiyah) which studies meaning through the behavior of language users, contextual theory (al-nazhariyah al-siyaqiyah) which emphasizes the importance of context in expressing meaning, and the theory of the field of meaning (nazhariyah al-huqul al-dalaaliyah) which views vocabulary as part of an interconnected area or field.

Conclusion. In conclusion, an understanding of these theories is important for exploring the complexity of meaning in the linguistic context of the Arabic language, so that it can support better use of the language.

KEYWORDS

Arabic, Meaning Recognition, Semantic Studies, Terms

Citation: Al Faros, A., Wijayanti, I., & Agustiar, Agustiar. (2024). Meaning Recognition Terms in Arabic Semantic Studies. *Journal of Humanities Research Sustainability*, 1(1), 23–33.

<https://doi.org/10.70177/jhrs.v1i1.907>

Correspondence:

Aathifah Al Farros,
aathifahalfarros19@gmail.com

Received: July 12, 2024

Accepted: July 15, 2024

Published: July 31, 2024

INTRODUCTION

In linguistic studies, there are two special branches that focus on words, namely etymology (research on the origins of words) and semantics (meaning study, study of the meaning of words). Between these two branches, etymology has become an established field of science, while semantics is still a newer field (Nafinuddin, 2020). In the linguistic context, there are four important levels, namely phonology (research and analysis of sound sequences in language), morphology (research and analysis of the internal structure of words), syntax (research and analysis of word relationships in sentences),



and finally, semantics (research of meaning in language units) (Azhar & Abbas, 2022).

Research on meaning is one of the important cores in the field of semantics, which is a crucial part of linguistic studies (Sarifuddin, 2021). The study of how humans recognize and understand meaning in language has become the main focus in the development of semantics. In semantics, understanding meaning involves various aspects, from relationships between words to the structure of meaning in more complicated sentences. The aim of theories in the field of semantics is not only to categorize meaning, but also to explain the cognitive processes that occur in understanding that meaning (Nur Zakiyah, 2021).

In Arabic, the study of semantics is known as the science of Ad-Dalalah. Ad-Dalalah science refers to the part of grammar that includes phonology, grammar, and semantics. The term Ad-Dalalah itself consists of two words, namely "ilmu" which means knowledge, and "Ad-Dalalah" which means guidance or meaning. Therefore, the science of Ad-Dalalah in the Arabic context refers to knowledge of meaning. In particular, the science of Ad-Dalalah is considered as an independent branch of linguistics, which studies meaning in language, both at the word (*mufradat*) and structure (*tarakib*) levels (Mastur, 2020).

According to the Short Oxford English Dictionary (SOED), semantics is explained as a branch of linguistics that studies meaning, the relationship between linguistic symbols and the meanings they carry, as well as the study or analysis of these relationships (Feist, 2022). Another definition states semantics as a science that is concerned with meaning or as a linguistic discipline that discusses the theory of meaning and the criteria that must be met in order for a symbol to be able to convey meaning (Yusuf, 2020).

At the end of the 19th century, the term "semantics" in the West began to be developed as an independent scientific discipline by the French scientist, Michel Bréal (Wulandari & Fadilla, 2023). The study of semantics became more structured and systematic with the presence of Ferdinand de Saussure's work, "Course de Linguistique Generale". Another figure who contributed significantly to the development of linguistics, especially semantics, was Noam Chomsky, a pioneer of the transformational grammar school. Chomsky stated that meaning is the main element in language analysis and thought has a direct relationship with symbols. According to him, symbols do not have an arbitrary relationship. In relation to meaning, semantic experts found that the word "meaning" (noun) comes from "to mean" (verb), which contains various different meanings (Delfia, 2022).

Language is used to express meaning that can be understood by other people. (S. P. A. Ginting dkk., 2020) Meaning is found in our minds and can be expressed through spoken language, writing, body movements, and actions (Uzun, 2020). Sound patterns are studied at the phonological level, while word and sentence structure is studied at the morphological and syntactic levels. All of this is organized so that a meaningful message can be conveyed or understood. Semantics is the level of analysis at which meaning is analyzed, although it is the most abstract level because meaning cannot be directly observed. This relates to the human ability to think and understand. Thus, semantics focuses on the systematic explanation of the nature of meaning.

In this article, several theories will be discussed whose main focus is the way humans understand meaning in language. This introduction is important because it forms the basis for a deep understanding of the semantic concepts that underlie effective and efficient use of language. By understanding these theories, it is hoped that we can explore more deeply the complexity of understanding meaning in a linguistic context.

RESEARCH METHODOLOGY

According to Mahsun, the choice of research method is greatly influenced by the basic characteristics of the object being studied. This article uses a literature study method, with data sources coming from books and scientific articles accessed online. The stages in preparing this article follow three main steps, as explained by Budiyo: 1) formulating the problem, 2) collecting the necessary data, and 3) answering the problem formulation. The advantages of this method are the availability of various references, structured topics in research, and easy access to find the material you want to study. However, the drawback of this method is that the process is not fast to accept, understand and analyze. Some book references accessed online may be out of date, and finding the most recent references may take time. Therefore, this method is suitable for ideas articles, for example.

RESULT AND DISCUSSION

The Essence of Meaning

The term meaning in the lives of language users is often confusing. According to Pateda, this confusion often causes misunderstandings in interpreting the words seen or read. Arranging linguistic symbols logically is very important to understand the reality structure of meaning correctly. Therefore, the complexity of the symbol must be balanced with the complexity of the reality to which the meaning refers so that the two relate appropriately and correctly. Suhardi stated that when discussing meaning, there are two important terms that must be considered: being meaningful and having a meaning. These two terms have different contexts. So, meaning can be defined as the meaning or intention contained in words, so that there is a close relationship between meaning, writing and communication (Kurniawan & Dkk, 2023).

When discussing meaning in semantic studies, what is meant is not only word-for-word meaning, but also meaning in the context of a sentence. Therefore, the use of a language expression in certain situations or conditions has a specific purpose. The main purpose of language is basically to transfer meaning from the speaker to the listener or from the text to the reader. Semantics, as a science that studies meaning, includes the meaning of words and the meaning of sentences (Raudatussolihah & Ritazhuhriah, 2021).

Theories of Understanding Meaning

Referential Theory (النظرية الإشارية)

Al-Nazhariyah al-Isyariyah, better known as Referential Theory, is a theory of meaning that identifies the meaning of an expression based on its reference or relationship to that reference. The reference or referent can be an object, event, process, or reality. The referent is what the symbol indicates. Referential theory produces referential meaning, which is meaning that is directly related to its reference (Mastur, 2020).

Greek philosophers argued that there was a relationship between words and objects. In other words, the best way to explain the meaning of a word is by referring to the object that the word represents. In their view, the best definition of the meaning of a word is a straightforward one: defining an object by pointing to that object. This view has been criticized because it only applies to concrete words such as dog, house, table, sun, door, and so on, but cannot be applied to abstract words such as, and, because of, ambition, happiness, etc (Cariaga, 2023).

Referential (denotational) theory was first known through the work of Ogden and Richards entitled "The Meaning of Meaning". This was the beginning of the development of the theory of

referential meaning, which is explained through the semantic triangle diagram that we will discuss below.

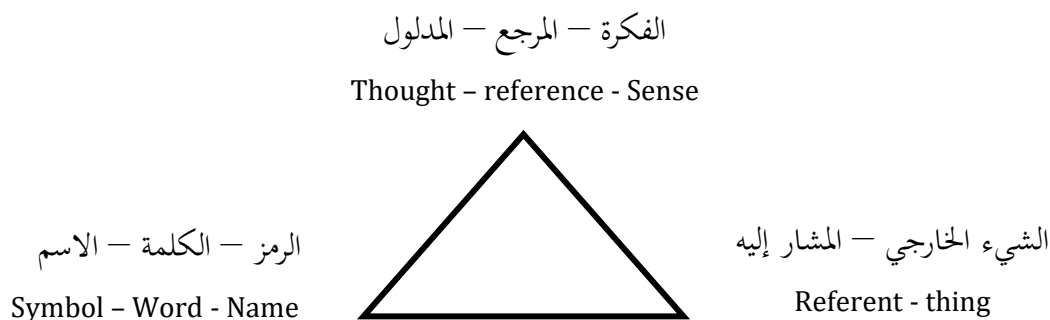


Figure 1. Semantic Triangle

From the triangle above, it can be understood that this meaning emerged because it went through several stages:

الشيء الخارجي - المشار به

The meaning is a reference to objects or things, whether in the form of events or facts that exist in the reality of human experience. Examples are objects such as chairs, tables, or activities such as crying, laughing, falling, and so on.

الفكرة - المرجع - المدلول

This refers to the concept or meaning that forms in the human mind when looking at the object or reference.

الرمز - الكلمة - الاسم

These are language terms, words or symbols that are part of the linguistic structure and are given to a reference.

This image shows three different elements that are contained in a meaning, and explains that there is no direct connection between the word as a symbol and the object represented by the word. They argue that a word has two components, the first is the form or significance related to its role as a symbol, and the second is the element related to the idea or reference.

Referential theory studies the relationship between words, word meanings, and reality (symbols, references, and referents). This is known as a referential relationship, where this theory highlights the direct connection between referents and referents that exist in the real world. More specifically, Aminuddin explained that signal theory is a label used in the human mind to refer to the external world. This label or name emerged due to awareness of observations of facts and the overall subjective process of drawing conclusions.

Experts in this theory state that the word used (reference) does not always have to refer to something concrete, visible or physically real, but can be more abstract than that, it can be (Mastur, 2020):

Object

Reference refers to a real object, which can be touched and observed. For example, the word "table" is an example of a real, observable reference, as are Arabic words such as "كوب", "فصل", "كرسي", and so on.

Situation

References that can be observed but cannot be touched. For example, "أزرق" (blue) is an example of a reference that can be observed but cannot be touched.

Action

References in the form of actions and not physical objects that can be touched, but can be observed. For example, "قتل" (murder) is an action. The word "murder" describes an activity or deed that cannot be touched but can be observed, as is the case with Arabic words such as "قراءة", "فتح", "كتب", and so on.

Conceptual

References that cannot be touched physically, but can be observed through visible signs. For example, the word "الشجاعة" (brave) is a concept. The word "brave" cannot be touched, but can be observed through symptoms that indicate that a person has courage.

More specifically, Aminuddin explained that signal theory is a marker that is in the human mind to refer to things outside him. As a marker or name, meaning arises from awareness in observing facts and making conclusions, all of which are subjective.

Ideational Theory (النظرية التصورية)

Ideational theory, according to John Locke, is a theory that uses words as clues to refer to ideas and notions. The ideas that emerge are considered to have clear and specific meaning. To be considered an idea, it must fulfill several conditions, namely: (a) the idea must be in the speaker's mind, (b) the speaker must express the idea in the form of words so that other people know that a particular idea is in the speaker's mind when speaking, and (c) the expression must be able to trigger the same idea or thoughts in the listener's mind. (Yunus, 2020) Ideational meaning is also defined as meaning that arises from the use of words that have concepts. Thus, it can be concluded that ideational meaning is the meaning of words that refer to ideas and notions and have certain concepts.

This theory considers language as "an intermediary or tool for conveying ideas". (Mailani dkk., 2022) Language also functions as a mirror that provides linguistic imagery in the form of meaning whose use is supported by continuity (understood as a relationship to certain ideas). The ideas in our minds have their own form and function in language. (Bernice, 2021) If everyone was content to keep their own ideas, then language would not be necessary. However, our desire to transfer ideas to others drives us to convey propositions or reasons, so that we can maintain and communicate the specific ideas that we have in mind.

For example, let's take the word "participation." People understand what is meant by the word participation. One of the ideas contained in this word is a person's maximum involvement in an activity. By understanding this idea, a person can think about how to motivate others to participate, what requirements must be met to participate, and what sanctions may be imposed if someone does

not participate. All of this is the result of our reasoning regarding the ideational meaning contained in the word participation (Mastur, 2020).

Behaviorist Theory (النظرية السلوكية)

Al-Nazhariyah al-Sulukiyah, better known as Behavioral theory or behavior theory, is a theory that studies meaning through observing the behavior of language users. Behaviorism is a school of psychology introduced by John B. Watson (1878-1958), an American psychologist. Behaviorist theory states that an expression is a stimulus (matsir) that triggers it, or a response (istijab) that it causes, or a combination of these stimuli and responses when the expression is delivered. (Mastur, 2020) This theory focuses its study on the language use system in the interaction process. The focus is on objects that can be clearly observed, by viewing language as behavior related to stimulus and response theory. According to this theory, meaning is considered as a stimulus that triggers certain behavior in response to that stimulus.

In an effort to make linguistic meaning more public and scientific, the American psychologist B.F. Skinner proposed that the proper semantics for natural languages is behavioristic. According to him, the meaning of an expression in natural language, as spoken in a particular situation, can be (a) the behavioral stimulus that produces the utterance, (b) the behavioral response produced by the utterance, or (c) a combination of both. For example, the meaning of the cry "Fire!" utterances in certain situations may include the action of running or calling for help. However, in the same situation, not everyone who hears the cry of "Fire!" will react by running or calling for help. For example, if the listener is a firefighter, a pyromaniac, and someone who knows that the speaker is a pathological liar, they may not respond the same way. Behaviorist thinking seems to hold the absurd view that the meaning of "Fire!" for these people is different from the meaning of "Fire!" for others who responded by running or calling for help (Plebe & De La Cruz, 2017).

The general characteristics of behavioristic theory are as follows: (a) Rejects the concept of mentalism which studies thoughts and concepts without valid data; (b) Believing that animals and humans have the same basic behavior, so that behaviorist figures in semantic studies, such as Osgood, also compared animal language with human language; (c) Assumes that human language behavior basically originates from and is shaped by social factors; (d) Have a concept of mechanisms in human life which are characterized by stimulus (S) and response (R). For example, Bloomfield stated that meaning lies in the situation where the speaker responds to a stimulus. (Huda, 2021). Bloomfield's linguistic theory can be better illustrated through the Jack and Jill anecdote. In the anecdote, it is explained that Jack and Jill were taking a walk. Jill saw a ripe apple on the tree and stated to Jack that she was hungry and wanted to eat the apple. Jack then climbed a tree, picked an apple, and gave it to Jill. In simple terms, this event can be described as follows (Huda, 2021):

S		r.....s		R
(1)	(2)	(3)	(4) (5) (6)	(7)

(1) If you see an apple (S = environmental stimulus / مثير بيئي)

(2) Jill's brain worked from looking at the apple to saying it to Jack.

(3) Jill's behavior or activities when talking to Jack

(r = language response / استجابة لغوية)

(4) The sounds or voices that Jill makes when talking to Jack.

- (5) Jack's behavior or activities when listening to the sounds or sounds made by Jill
(s = language stimulus / لغوي مؤثر)
- (6) Jack's brain works from hearing the sound of Jill's voice to taking action
- (7) Jack acts to climb a tree, pick an apple, and give it to Jill (R = action response /
(فعلية استجابة)

Contextual Theory (النظرية السياقية)

Sa'adah refers to Muzaki's explanation which states that J.R. Firth, in reviewing the work of B. Malinowski, stated that the concept of context theory was first introduced by Philip Wegemer, followed by Sir Allan Gardiner, and then by Firth himself (Senis, 2023). Firth stated that the object of language study must be understood in such a way that linguistic and non-linguistic aspects can be linked in an ongoing manner.

Al Dauri explained that I'jaz scholars had studied contextual theory earlier than modern linguists. They call it nazhariyyah al-nirham. One of the scholars who formulated this thought was Abd al-Qahir al-Jurjani, who was not only the incarnation of balaghah science but also an expert in linguistics. In his view, al-Nizham refers to connecting sentences with each other and making some parts the cause of other parts (Mastur, 2020).

Idris emphasizes that if Firth is known for considering context in modern Western studies, our ancient Arabic linguists have long recognized the importance of context, even long before Firth, because of the central role of context in expressing meaning. (Khuya, 2016) This theory tries to explain the meaning of words through the use of words that are often found together (collocation) (H. Ginting & Ginting, 2019).

Firth states that the meaning of a word cannot be understood or expressed except through its use in linguistic units, which include various contexts. According to him, most meaning units interact with other units. The meaning of this unit cannot be presented or understood except by considering other units. Therefore, the study of word meaning requires analysis of the context that is the reference for these words. Thus, the meaning of a word depends on the various contexts in which it is used. In other words, the meaning of a word depends on its role in language (Al-Khuli, 2001).

The meaning of a word can also be influenced by the context in which it is used, be it social or situational context, which is adjusted to how the word is used in speech or acts of communication. For example, the word "good" has different meanings depending on the context. If the word is used with someone, the meaning is related to the character they have. However, when used by a doctor to a patient, it means healthy. Likewise, if the word "good" is used by a fruit seller, the meaning will be related to fresh, clean and nutritious. Likewise, the word "love" in the sentence "I love my mother" which is said in a difficult situation will have a different level of meaning from "I love my mother" which is expressed in the Eid atmosphere, because of the difference in emotional context (Al-Khuli, 2001).

Sa'adah explained that contextual semantic theory is a semantic theory which assumes that the language system is interconnected between its units, and is always undergoing change and development. Therefore, in determining meaning, it is important to determine the various contexts that surround it. This theory, developed by Wittgenstein, emphasizes that the meaning of a word is influenced by 4 contexts, namely a) linguistic context, b) emotional context, c) context of situations and conditions, d) cultural context (Mastur, 2020).

Linguistic Context (السياق اللغوي)

In Arabic, the linguistic context can be identified from the arrangement of words in Arabic sentences. For example, consider the following two words:

أحمد أتمها قراءة الكتاب

قراءة الكتاب أتمها أحمد

These two sentences have the same meaning, namely Ahmad finished his reading. However, in terms of linguistic context, the first sentence wants to highlight Ahmad as the subject of the event, while the second sentence wants to highlight the event that occurred, namely "reading a book".

Emotional Context (السياق الطيفي)

Emotional context has a role in measuring the intensity of feelings, indicating the level of certainty, exaggeration, or normality. Words like "love" and "like," although they both convey the meaning of love, have different levels of intensity. For example, in Arabic, the words "يكره" and "يغضب" have the same meaning, namely hate. However, the level of intensity is deeper in the word "يغضب". (Mastur, 2020)

Situational Context (السياق الموقف)

Situational context refers to the external situation in which a word is used. For example, in the use of the word "يرحم" in the sneezing prayer "يرحمك الله," the word is used as fi'il, while in the prayer for the dead "الله يرحمه," the word is used as isim. In the first use, the word "يرحم" refers to a request for mercy in the world, while in the second use, the word refers to a request for mercy in the afterlife. This difference is related to different linguistic contexts. (Umar, 1998)

Cultural Context (السياق الثقافي)

For example, in Arabic, the words عقلية and زوجة mean wife. However, the word عقلية also refers to a person who has a special status or position. In Indonesia, there are also similar examples of the word "bone". According to residents of North Sumatra, the word 'tulang' refers to uncle. However, among residents outside North Sumatra or from non-Batak ethnic groups, the word 'bone' refers to a part of the body.

Field Theory of Meaning (نظرية الحقول الدلالية)

This theory began to develop in the 1930s and proposed that the vocabulary of a language does not simply consist of a list of independent words as entries in a dictionary. Instead, vocabulary is organized into areas or fields where words connect and define each other in different ways. For example, words related to color are often used to explain semantic field concepts (Hameed, 2013)

This theory is also known as a lexical field, which is a group of words that have related connotations and are usually grouped under a general term that combines them. For example, in Arabic, color words fall under the general term (لون) and include words such as red, blue, yellow, green, white, and so on. Ullman defines it as an integrated linguistic sector that describes a particular field of experience. Lyons explains it as a series of related parts of a language's vocabulary (Khuya, 2016).

Trier stated that the field theory of meaning is a theory related to conceptual areas that are interconnected in vocabulary. For him, fields of meaning can be grouped based on related

conceptual areas. In other words, the lexicon is a structure in a group that has a conceptual connection, which lexically consists of several sets of words. For example, words such as "carry," "carry," "carry," and "carry" can be grouped into the meaning field of "carry"; while "hitting," "slapping," "punching," and "punching" can be grouped into the meaning field of "hitting". (Hotnida Novita Sary, 2015) In the context of meaning fields, meaning component analysis is used to separate and differentiate the meaning between two or more words that are synonymous. This procedure involves comparing the original meanings of two or more synonymous words, which can be found in language dictionaries. This component analysis is very important in studying the relationship of these meanings.

This theory states that to understand the meaning of a word, it is necessary to also understand the group of words that are semantically related within it, or in Lyons' words, the relationships between words within a domain or subtopic must be studied. Therefore, Lyons defines the meaning of a word as the number of relationships it has with other words in the lexical domain. Semantic domain analysis aims to collect all the words belonging to a particular domain, as well as to explore their relationships with each other and their relationships with general concepts.

In addition, followers of this theory agree on several principles expressed by Lyons, including:

Each word in the lexicon belongs to only one domain of meaning.

There is no word in the lexicon that is not part of a certain domain of meaning.

There is no reason to exclude context.

It is difficult to carry out research on ... kosa kata terlepas dari struktur

The application of the field of meaning theory in Arabic can be seen in the words "أب" and "والد" which have the same meaning, namely father or parent, but both have different meaning domains.

CONCLUSION

Semantics is the study of meaning in language, both at the level of individual words (vocabulary) and at the level of sentence structure (grammar). This is one of four aspects of language which include phonology (analysis of language sounds), morphology (internal structure of words), syntax (relationship between words in sentences), and finally semantics (analysis of the meaning of language units). In Arabic, the study of semantics is known as the science of Ad-Dalalah, which means the science of clues or meaning.

When discussing meaning in semantics, it does not only refer to the meaning of words but also to the meaning in the context of sentences and situations that describe the purpose of the expression. The main purpose of language is to communicate meaning from the speaker to the listener or from the writer to the reader. Semantics, as the science of meaning, includes the analysis of the meaning of words and sentences.

In the context of the study of Arabic semantics, there are several theories used to understand meaning, including referential theory (Al-Nazhariyah Al Isyariah), Ideational Theory (Al-Nazhariyah Al-Thashawuriyah), Behaviorist Theory (Al-Nazhariyah Al-Sulukiyah), Theory Contextual (Al-Nazhariyah Al-Siyaqiyah), and Field Theory of Meaning (Al-Nazhariyah Al-Huqul Al-Dalaaliyah).

ACKNOWLEDGEMENT

This journal article was written by Aathifah Al Farros from the postgraduate Arabic language education department at UIN Suska Riau based on the results of library research "Meaning Recognition Terms in Arabic Semantic Studies" and the contents are entirely the responsibility of the author.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

REFERENCES

- Al-Khuli, M. A. (2001). *Ilm Al-Dilalah* (Vol. 1). Daar Al Falah.
- Azhar, M., & Abbas, A. (2022). Pengantar Linguistik Modern. *OSF Preprints*, <https://doi.org/10.31219/osf.io/vxp96>, I(2), 1–11.
- Bernice, A. (2021). Language and the Brain: A Twofold Study of Language Production and Language Comprehension as a Separate or Integrated Set of Processes. *Journal of English Language Teaching and Applied Linguistics*, 3(5), 82–90. <https://doi.org/10.32996/jeltal.2021.3.5.9>
- Cariaga, R. F. (2023). The Basic Concepts of Philosophy. *Researchh Gate, December*, 33–55. <https://doi.org/10.5040/9798400643439.ch-003>
- Delfia, E. (2022). JURNAL SCIENTIA INDONESIA Landasan Filosofis Paradigma Linguistik Chomsky. *JURNAL SCIENTIA INDOENSIA*, 2(1), 9–17.
- Feist, J. (2022). Significance in Language: A Theory of Semantics. Dalam *Significance in Language*. Routledge. <https://doi.org/10.4324/9781003259381>
- Ginting, H., & Ginting, A. (2019). Beberapa Teori Dan Pendekatan Semantik. *Pendidikan Bahasa Indonesia dan Sastra (Pendistra)*, 71–78. <https://doi.org/10.54367/pendistra.v2i2.594>
- Ginting, S. P. A., Rangkuti, R., & Yusuf, M. (2020). Function of The Language Style Used in Women Commercial Product Advertisements: A Stylistic Analysis of Language. *Rainbow: Journal of Literature, Linguistics and Cultural Studies*, 9(2), 187–195. <https://doi.org/10.15294/rainbow.v9i2.39987>
- Hameed, J. Q. (2013). Evaluation of the Semantic Field Theory and Componential Analysis as Theoretical Approaches of Potential Value to Vocabulary Acquisition: With Special Reference to the Learner ' s Collocational Competence. *Journal of the College of Arts University of Basra*, 64, 1–27.
- Hotnida Novita Sary. (2015). ANALISIS KOMPONEN MEDAN MAKNA RUMAH(KAJIAN SEMANTIK) Meaning. *Sirok Bastra Jurnal Ilmiah Kebahasaan dan Kesastraan*, 3(3), 1–8.
- Huda, M. (2021). Konsep Teori Behavioral (Al-Nazariyah Al-Sulukiyah): Teori, Konsep dan praktek Pemerolehan Bahasa). *Journal El Wahdah*, 2(2), 93–111.
- Khuya, I. Bin. (2016). Ilmu Semantik (Ilm Al-Dilalah). Dalam *مكتب بيوروت* (hlm. 183). Modern Book's World.
- Kurniawan, A., & Dkk. (2023). Semantik. Dalam A. Yanto (Ed.), *Revista Mexicana de Sociología* (Vol. 37, Nomor 4). PT Global Eksekutif Teknologi. <https://doi.org/10.2307/3539870>
- Mailani, O., Nuraeni, I., Syakila, S. A., & Lazuardi, J. (2022). Bahasa Sebagai Alat Komunikasi Dalam Kehidupan Manusia. *Kampret Journal*, 1(1), 1–10. <https://doi.org/10.35335/kampret.v1i1.8>
- Mastur. (2020). Ilmu Dilalah. *Iain Jember*, 1–78.
- Nafinuddin, S. (2020). Pengantar Semantik (Pengertian, Hakikat, Jenis). *Pengantar Sematik*, 1–21.
- Nur Zakiyah, S. (2021). Ungkapan Metaforis Teks Terjemahan Al-Qur'an Bahasa Sunda Surat Al-Baqarah: Analisis Semantik Kognitif. *LITERASI: Jurnal Ilmiah Pendidikan Bahasa, Sastra Indonesia dan Daerah*, 11(1), 18–29. <https://doi.org/10.23969/literasi.v11i1.3512>

- Plebe, A., & De La Cruz, V. M. (2017). Semantic Theories. *Studies in Brain and Mind*, 10, 113–129. https://doi.org/10.1007/978-3-319-28552-8_5
- Raudatussolihah, B., & Ritazhuhriah. (2021). Analisis Linguistik dalam Al-Qur'an (Studi Semantik terhadap QS. Al-'Alaq). *Al Waraqah: Jurnal Pendidikan Bahasa Arab*, 1(1), 41–56.
- Sarifuddin, M. (2021). Konsep Dasar Makna Dalam Ranah Semantik. *JISIP (Jurnal Ilmu Sosial dan Pendidikan)*, 5(2). <https://doi.org/10.58258/jisip.v5i2.2024>
- Senis, A. (2023). Anthropology and Linguistics in Great Britain Bronislaw Malinowski and John Rupert Firth. *Histoire Epistemologie Langage*, 44(2), 101–123. <https://doi.org/10.4000/hel.3087>
- Umar, A. M. (1998). *Ilmu Dalalah*. Maktabah Dar Al-Arubah.
- Uzun, G. O. (2020). A review of communication, body language and communication conflict. *International Journal of Psychosocial Rehabilitation*, 24(9), 2833–2844.
- Wulandari, P. A., & Fadilla, A. R. (2023). Literature Review of Types and Relations of Word Meanings At the Linguistic Level of Indonesian. *Journal of Language, Literature, and Teaching*, 5(2), 9–26. <https://doi.org/10.35529/jllte.v5i2.9-26>
- Yunus, S. Bin. (2020). Muhadharaat fii Ilm Al-Dalalah. Dalam *Ilm AL-Dalalah*.
- Yusuf, A.-S. A.-A. (2020). Al-Dalalah Wa Ilm Al-Dalalah. *www.alukah.net*, 13.

Copyright Holder :

© Aathifah Al Farros et.al (2024).

First Publication Right :

© Journal of Humanities Research Sustainability

This article is under: