

Theory of Meaning Change in the Procedural Text Material

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ABSTRACT

The background of this research is because students often confide in the researcher. They want material that is contemporary, contextual, nor merely textual. Therefore, the researcher took one of the materials about the procedural text combined with the theory of meaning change. The procedural text that the researcher used was a text about how to make crafts out of paper. The purpose of this study was to determine the benefits of the theory of meaning change in the procedural text material for class VII students. The method that researcher used in this research is descriptive analysis. The researcher took the theory of meaning change literature by Abdul Chaer. The results of this study indicate that theory of meaning change is beneficial when it is translated into procedural text material. Last, the conclusion of this research shows that theory of meaning change is beneficial when combined with procedural text material.

Keywords: *change; meaning; procedural text*

INTRODUCTION

During the current pandemic, the government, through the Minister of Education and Culture, has issued an announcement for students to study from home or online. It is like two sides of a coin, there is good and there is bad. The good thing is, among others, teachers and students are protected from Covid 19 transmission, also teachers and students will also be increasingly challenged to be creative in cyberspace. The bad things are that students feel bored because of the large amount of textual material and emotional relationships between teachers and students that begin to drift apart in the delivery of learning material.

One of the materials that began to detach emotionally between the teacher and students was the procedural text material. This is because in essence the delivery of this material by the teacher must be offline. Procedure text should be put into practice right away, because it is related to a text of creating something in which there are steps for making it, such as how to set up a children's tent, make a toy car from orange peel, etc. Procedure text material is indeed suitable for grade VII Junior High School students who are indeed transitioning from late childhood to early adolescence. In this study, the researcher will combine procedural text material with the theory of change in meaning derived from semantic theory. Then, in this study, the researcher will take the procedural text material from an online site.

The word semantic in bahasa Indonesia comes from the Greek *sema* which means 'sign' or 'symbol' (Chaer, 2002). According to Ullmann (2009), meaning is the most ambiguous and most controversial term in the theory of language. Because in semantics, the nature of language is dynamic, arbitrary, and conventionally mutually supporting. Then, according to researchers, the meaning of semantics is the explicit meaning issued by humans, both oral and written. Referring to this, ideally semantic problem analysis is not only oral analysis, but also written analysis can be carried out.

Meaning change in meaning according to Parera (2004), means replacement of references. Parera further exemplifies the meaning of the word *sophisticated*. Formerly this word meant "annoying, fussy, nagging". Whereas today, the word *sophisticated* gets a new reference which means 'very complicated and intricate in the field of technology because of the inter-component or element linkages'. The theory of change in meaning is part of the science of semantics. While semantics its self is a part of micro linguistics. Then it is clear, this theory will only discuss the explicit meaning. The theory of change in meaning is also

called the theory of the development of meaning. Djajasudarma (1999) states, that the development of meaning includes everything about meaning that develops, changes, shifts. So it is directly related to what was said and written by humans in an explicit manner.

Procedure text according to Yasmin (2020) is a text that presents the steps of an activity or various stages to do or produce something. Yasmin (2020) also argues that the purpose of preparing a procedural text is to provide instructions to someone, on how to make a product, provide directions for someone to do an activity, and provide instructions to someone on how to use certain objects or items.

METHOD

This study aims to analyze the two procedural texts. Because it is intended to explore deeper into the perspective phenomenon used by the author of the article, the appropriate research method for this research is descriptive analysis method. This is consistent with what Creswell (2012) states, analytical descriptive research aims to study a problem and develop an in-depth understanding of a phenomenon.

The subject of this study consisted of the same two articles about procedural texts that came from online-based media. As for the place of research in this study is online media. The reason for the consideration of taking data there is because it has a wider range of news without being limited by space and time as well as the ease of access at any time. To collect data in this study, researchers conducted literature and documentation studies. In order to support literature study data, this research is not only online-based but also offline-based data which retrieves data from various semantic books. This data that has been obtained will be arranged based on needs which will then be analyzed through the stages of data display, data reduction, and data verification (Creswell, 2012).

RESULT AND DISCUSSION

The first procedure text:

How to Make a Teepee Tent, A Unique Children's Play Tent in the Corner of the House

1 Teepee tent is a typical Indian small tent that has recently become the prima donna of both children and adults. Unlike the tents made from parachutes, which are used for camping, teepee tent is indeed formulated to be indoors so that it is made from fabrics that are not hot with various motives. So it is no wonder that teepee tent

is often a medium for children's play. Let's make your own teepee tent at home moms!

6 How To Make Teepee Tent

Due to the increasing interest of the public, teepee tent have become available in stores. But making it yourself will be memorable, moms. Especially with children to create a fun play corner. Besides that, you can also create colors and materials according to your children's preferences. Follow the tutorial below to make a teepee tent.

11 Provide the tools and materials, that is:

- 1) 3-4 logs for support. The size of the wood used should not be too small, moms, approximately 10-15 cm in diameter. This is so that the wood of the tent does not collapse easily. If it is difficult to find wood at home, you can buy a Scout stick,
- 2) A sheet or cloth that is wide enough. Well, here you can determine the motif of the tent fabric **16** you want,
- 3) Blankets or other fabrics are used as the base of the tent,
- 4) A rope that is strong enough to use a Scout rope, and
- 5) Scissors.

The next step is the process of making a teepee tent:

- 21** 1) Arrange the sticks to resemble a pyramid, then tie the ends of the sticks or between the meeting sticks with the rope that has been provided. Try to tie it as tightly as possible so that it doesn't come off easily,
- 2) Cover the arranged and tied sticks with a cloth. Don't forget to tie the cloth around the center of the sticks so that it doesn't shift easily, **26** and
- 3) Fill the teepee tent with a pillow, blanket, or doll and the teepee tent is ready to use.

Very easy, right moms?

Although it tends to be small, this unique tent also has various benefits,

31 including:

- 1) One of the best media for good children's play, for children's growth and development and maximizing their imagination. Through teepee tent, children can play a variety of games that can stimulate children's creativity, for example playing roles,

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- 2) Stimulate motor skills of children, because playing with tents makes children more active,
- 3) **36** Good for children's social interaction when they play teepee tent with their friends,
- 4) A cool place to spend relaxing time with children, such as telling stories, storytelling, or reading books.,
- 5) Teepee tent is also a brilliant idea, moms, to make a bed or just relax with the children. For a comfortable bed does not have to be big an luxurious, yes moms. Precisely the uniqueness and **41** attractive design of this teepee tent makes children feel at home and sleep soundly, and
- 6) Interesting media to take pictures. Even because of the unique impression of the teepee tent, there are many people who use it as a concept photo at certain events.

Let's provide a comfortable play area for children. By making this teepee tent, they feel at home and can fill various fun and useful activities. Happy creation, mom.



Picture 1

Teepee Tent

Analysis results:

A. General Cause

Human error

B. Special Cause

Table 1: Results from first text

No.	Special Cause	Data Source	Information
1.	Development of Science, Technology, and Art	1. L3 P1 S2	... formulated to be indoors, so it is made from fabrics that are not hot with various motifs.
2.	Socio-Cultural Development	1. L4 P1 S3 2. L9 P2 S3	... teepee tent is often a medium for children play creates a fun playing corner .

		3. L10 P2 S4	... create colors and materials according to your child's favourite..
3.	Differences in the Field of Use	1. L15 P3 S6 2. L17 P3 S8	A sheet or cloth that is wide enough. Blankets or other fabrics ...
4.	The Existence of Associations	1. L21 P4 S2	Stacking sticks to resemble a pyramid ...
5.	Exchange of Sensory Responses	-	-
6.	Differences in Responses	-	-
7.	The Existence of Abbreviations	1. L13 P3 S3	... with a diameter 10-15 cm .
8.	Grammatical Processes	-	-
9.	Development of Term	-	-

Note: L = Line

P = Paragraph

S = Sentence

1. The second procedure text (<https://chemember.wordpress.com/2013/11/06/mobil-mobilan-dari-kulit-jeruk-bali/amp/>)

Toy Car Made of Grapefruit Peel

1 A game of toy car made of grapefruit peel is a traditional game. This game uses a recycled toy, which is a grapefruit peel that is shaped like a toy.

How To Make:

- 1) Prepare a green grapefruit peel,
- 2) Cut the orange peel into the wheels, roof, plinth and sides of the car,
- 3) Connect each piece with a skewer, cutting off the sharp end of the skewer afterward so as not to injure the user, and
- 4) Attach wool or thin string to pull the toy.

How To Play:

11 Put other toys such as small plastic dollies in the car, then pull out the cars.
Ngeng...ngeng...ngeng.

**Picture 2**

Car Toys from Grapefruit Peel

Analysis results:

A. General Cause

Human error

B. Special Cause

Table 2

Results from second text

No.	Special Cause	Data Source	Information
1.	Development of Science, Technology, and Art	1. L2 P1 S2	This game uses a recycled toy ...
2.	Socio-Cultural Development	-	-
3.	Differences in the Field of Use	1. L6 P1 S5 2. L7 P1 S6	Cut the orange peel into the wheels, roof, plinth ... Connect each piece with a skewer ...
4.	The Existence of Associations	-	-
5.	Exchange of Sensory Responses	-	-
6.	Differences in Responses	-	-
7.	The Existence of Abbreviations	-	-
8.	Grammatical Processes	-	-
9.	Development of Term	-	-

Note: L = Line

P = Paragraph

S = Sentence

CONCLUSION

The conclusion that the researcher can convey is, that this study uses the semantic theory of meaning change which comes from the theory of a linguist, Abdul Chaer. The news that is analyzed is news from online media. The number of texts of online news analyzed is two. The analysis in this study uses the sub-theory of general causes and specific causes.

The common reason why students cannot follow the steps in the procedural text is *human error*. Based on this, the general cause of *human error* is two articles. There are nine specific causes in the text of the procedure based on the semantic theory of change in meaning from Abdul Chaer. The nine points are as follows.

- 1) Development of science, technology, and art
- 2) Socio-cultural development
- 3) Differences in the field of use
- 4) The existence of associations
- 5) Exchange of sensory responses
- 6) Differences in responses
- 7) The existence of abbreviations
- 8) Grammatical processes
- 9) Development of term

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