

Similarities and Differences between Indonesian and English Semantic: Implications in Teaching English Semantic to Students

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Abstract

This research explores the semantic similarities and differences between Indonesian and English, focusing on their implications for teaching English semantics to students. It employed a descriptive qualitative approach to analyze both languages. The study revealed that English and Indonesian share fundamental parallels in how meaning is structured and conveyed. They exhibit commonalities in basic vocabulary, sentence structures following SVO order, and the use of modifiers, adjectives, adverbs, prepositions, borrowed vocabulary, numerical systems, days of the week, prepositions, question words, conjunctions, and common expressions. These similarities facilitate comprehension and communication between speakers but are accompanied by distinctions in grammar, pronunciation, idiomatic expressions, and cultural contexts that distinguish their linguistic identities. Conversely, semantic differences arise from each language's unique linguistic and cultural contexts. Lexical gaps occur where concepts lack direct equivalents due to distinct cultural norms and experiences. Cultural specificity influences terms tied to specific Indonesian practices, while technical terminology adapts from English with contextual nuances. Euphemisms, metaphors, pragmatics, and social norms shape semantic interpretation differently, impacting accuracy in communication and translation. Understanding these semantic similarities and differences is crucial in teaching English semantics. Recognizing similarities aids in knowledge transfer and faster learning, leveraging students' familiarity with their native language. Addressing differences requires detailed explanations to ensure accurate comprehension and contextual usage of English vocabulary and expressions.

Introduction

Language as a means of communication will be closely related to the field of semantic linguistics, which is a branch of linguistics that studies the meaning of language (Oktavia, 2019). Semantics is a study that studies the meaning contained in human language (Saifullah, 2021). Semantics is a branch of linguistics that studies the meaning of words,



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phrases, sentences, and texts in language contexts. Specifically, semantics tries to understand how words are used to convey meaning, both individually and about other words in a sentence. This involves analyzing how the meaning of words can change depending on context and how we construct an understanding of the world around us through language. Semantics is the study of the meaning of signs and representations, both mentally and linguistically (Ramli *et al.*, 2023). Semantics is a branch of linguistics that studies the meaning of words, phrases, and sentences in the context of language. Semantics is the part of language structure that is related to the meaning of expressions and the meaning structure of speech (Gani & Arsyad, 2019).

Semantics can be interpreted as the science of meaning or significance, namely one of three levels of language analysis: phonological, grammatical, and semantic (Nafinuddin, 2020). The word semantics is agreed as a term used for the field of linguistics, which studies the relationship between linguistic signs and the things they signify; in other words, it is the field of study in linguistics which studies meaning or significance in language. Semantics is concerned with meaning relationships, such as synonymy, antonymy, and hyponymy. Semantics is the science recorded in language literature and the formation of patterns for more complicated and broader meanings up to the level of meaning in words (Susiati, 2020).

The word semantics is a technical term that refers to the study of meaning (Simarmata, 2020). This term is new in English. Linguists define semantics as a branch of linguistics that studies the relationship between linguistic signs or lingual signs and the things they signify (meaning). Semantics only studies the meaning that exists within all systems of language symbols and signs (Butar-butar, 2021). Semantics covers all levels of language, except phonetic and phonemic levels, because there are no units at those two levels that have meaning even though phonemes can differentiate the meaning of words.

The study of the basic concept of meaning in the semantic realm is a study of the integrity of language which lies in the presence of two layers, namely the form layer and the meaning layer (Sarifuddin, 2021). Layers of form refer to the physical or grammatical structure of words and sentences, including the arrangement of words, grammar, and other grammatical elements that form the basis of a language. On the other hand, layers of meaning involve the content or significance contained in the words and sentences. This includes literal meanings indicated directly by words (denotative), as well as more abstract or connotative meanings that can be understood or felt by the speaker or listener (connotative). By paying attention to these two layers, semantic studies aim to reveal the complexity of language and how meaning is constructed and understood in the context of human communication.

Semantics is a branch of linguistics that studies the meaning or meaning contained in a word. Based on the type, meaning in semantics is divided into two, namely lexical and grammatical meaning (Firdiyanti *et al.*, 2023). Lexical meaning is the actual meaning, while grammatical meaning is meaning that can change according to the grammatical structure. Lexical meaning pertains to the precise, dictionary definition or primary sense of a word. It embodies the essential concept that a word signifies and remains relatively constant across different contexts and sentence structures. Conversely, grammatical meaning hinges on the

syntactic arrangement and structure of words within a sentence. It reflects how the grammatical elements, such as tense, number, mood, or aspect of verbs, and case or number of nouns, modify the interpretation of a sentence. This type of meaning can fluctuate depending on the sentence's construction. In essence, lexical meaning provides the core, stable definition of words, while grammatical meaning elucidates how meaning can be altered or nuanced through the structural dynamics of language. Understanding these distinctions in semantics enables a deeper comprehension of how language communicates both straightforward definitions and nuanced interpretations through its semantic components.

The main focus of semantics is understanding how words, phrases, sentences, and texts as a whole convey meaning as well as the processes of their acquisition, interpretation, and use in communication contexts. The study of semantics covers a wide range of aspects, ranging from lexical meaning analysis, where individual words are analyzed to understand their varying meanings depending on the context, to grammatical meaning understanding, which examines how language structures, such as grammar and syntax influence the meaning of sentences. Semantics also explores pragmatic meaning, namely meaning that arises from the social and situational context in which language is used, such as speaker intent, implicature, and hidden meaning. Additionally, semantics includes the study of semantic meaning, which considers the interpretation of words and sentences in and outside the context of communication. Finally, semantics also discusses referential meaning, namely how words refer to objects, concepts, or phenomena in the real world. By combining these approaches, semantics provides deep insight into how language works to convey ideas, emotions, and information between individuals and communities.

There are several previous studies about semantics. [Ismail \(2016\)](#) understands the concept of the word *ahzāb* in the Koran based on a semantic review. In this research, the word *ahzāb* is analyzed based on semantic theory, both from a contextual perspective and its meanings by inventorying its derivations in the Koran. The word *ahzāb* in the Koran is repeated 17 times in 13 letters in various grammatical forms. When viewed from its use in the Koran, the word *ahzāb* has various forms and grammatical variations; this gives rise to different meanings of the word, thus causing a tendency for various meanings. Among the meanings of *Ahzāb* and its derivations in the Koran are: *Ahzāb* with the meaning of an exclusive group, *ahzāb* with the meaning of an allied group, *Ahzāb* with the meaning of an ally, *ahzāb* with the meaning of a religious follower.

Furthermore, [Pratiwi et al. \(2018\)](#) conclude that there are many lexical meanings in the poem "My Love is Far on the Island" by Chairil Anwar because in this poem the author uses many words that have real meaning. Apart from that, some words have referential meanings. In this poem, there are several words whose referents refer to places. There are quite a lot of grammatical meanings in this poem. This grammatical meaning is characterized by the process of affixation of words in the form of prefixes and suffixes. Then, finally, there is also a figurative meaning. In this poem, there are several words written by the author without referring to their true meaning.

[Fatimah \(2019\)](#) determines the concept of the word *safara* in the Koran based on semantic reviews, taking into account its derivation in the Koran. The word *safara* and its various forms are found six times in 11 verses and eight surahs. This study uses qualitative research, in the form of library research (library research) using semantic analysis methods to obtain a conclusion. The results of this study indicate that the basic meaning of *safara* is traveling. Meanwhile, the relational meaning syntagmatically has the meaning of travel, radiant, published, book, and writer. However, paradigmatically *safara* has the same meaning as *zahaba* and *rahala*.

[Dia & Diaz \(2021\)](#) describe the types of meaning relations and the function of meaning relations contained in Tere Liye's novel Rain. This research is on the types of relaxation of the meaning of repetition, synonyms, antonyms/oppositions, hyponyms and equivalents, and their functions. [Hutagalung \(2022\)](#) analyzes Chairil Anwar's poem Acceptance based on semantics. At the end of the semantic analysis, it is concluded that this poem tells the story of a man's love for a woman who has left him. The man gave the condition that the woman would love him wholeheartedly if he wanted to return. Men will not let go of their women and only make them their own. [Nurjanah \(2023\)](#) describes the meaning of words in the names of typical Yogyakarta foods and describes the factors behind the names of typical Yogyakarta foods. The results show the types of word meanings in typical Yogyakarta foods, including denotative, referential, and associative meanings. The factors behind the naming of typical foods in Yogyakarta include naming based on sound imitation, naming based on place of origin, naming based on ingredients, naming based on similarity, naming based on shortening.

[Aisah et al. \(2023\)](#) discuss the lexical meaning of the January 2022 edition of the Kumparan.com news portal and its relevance to class 8 news texts as learning material. The conclusion drawn from the analysis is 49 lexical-semantic words. [Hermandra et al. \(2024\)](#) discuss the implementation of figurative meaning in the song "Sorai" by Nadin Hamizah. Literature, according to Sumardjo and Saini, is an expression of the human personality that arouses fascination with the tool of language. The focus of the research is figurative language styles, especially in song lyrics, as a form of literary expression. Figurative language styles are discovered through analysis of song lyrics, such as comparisons and similarities. The research method used is qualitative with data collection techniques through listening and taking notes. The results of the analysis show that the song "Sorai" tells the story of sincerity in accepting separation, and figurative language is used to convey the message with the beauty of the language. In conclusion, this research provides insight into how figurative language styles emerge and develop in the context of song lyrics, reflecting social and cultural dynamics in everyday language use. [Silalahi et al. \(2024\)](#) describe the poem *Hatiku Selembar Daun* by Sapardi Djoko Darmono based on its semantic meaning. Understanding the words used in poetry, especially their lexical, grammatical, referential, and figurative meaning, is what the science of semantics is intended to provide. Each word from the first to the fourth line has a type of connotative, referential, lexical, or grammatical meaning. This poem tells the story of a person's life journey which is similar to a leaf. He connects the signified and the signified by depicting a human who is about to die as a sign,

as in a leaf. Poetry consists of words arranged in lines to form a phrase. Next, these lines are arranged into a stanza. Apart from focusing on the rhyme scheme, lines and stanzas of poetry, poetry analysis can also look at the meaning and wisdom of the poem as a whole. The information or content contained in the lines and stanzas of poetry is what gives meaning to the poetry.

Based on the previous studies, which predominantly focus on semantic analysis in various literary and linguistic contexts, there is a significant gap in research specifically addressing the comparison between Indonesian and English semantics and its implications for teaching English semantics to students. The existing studies have explored semantic aspects, such as lexical meanings, figurative language, and cultural implications within Indonesian texts like poetry and religious texts, and English texts like novels and news articles. However, a comparative study that systematically examines the similarities and differences in semantic structures between Indonesian and English across various contexts, and how these insights can inform language teaching strategies, particularly in teaching English semantics to non-native speakers, remains largely unexplored. Such research could provide valuable insights into how semantic theories and practices can be effectively applied in cross-cultural language education settings, enhancing both linguistic competence and cultural awareness among learners.

English and Indonesian may attract attention because of the importance of cross-cultural communication in the era of globalization. English and Indonesian have different structures and characteristics, which include phonology, morphology, syntax, and semantics. A deep understanding of these semantic differences is crucial to avoid miscommunication that can arise due to the use of words or phrases that have different nuances between languages. Understanding these semantic differences is also useful in foreign language teaching, helping learners to use words in appropriate contexts. From a comparative linguistics perspective, this research can identify general patterns in semantic differences between specific languages, which provides important insights for applied linguistics. Finally, in the development of language technologies, such as automatic translation systems, a good understanding of semantic differences can improve the accuracy and quality of such systems. Research on semantic similarities and differences between English and Indonesian has broad implications that are relevant in various aspects of language. Thus, this research describes similarities and differences between Indonesian and English semantics and its implications in teaching English semantics to students.

This research aims to fill several significant gaps identified in previous studies on semantics. While existing research, such as [Ismail's \(2016\)](#) analysis of semantic concepts in the Koran and [Fatimah's \(2019\)](#) study on lexical meanings, provide valuable insights within specific contexts, there remains a clear need to explore the broader cross-cultural semantic differences and similarities between Indonesian and English. Moreover, while studies like [Pratiwi et al. \(2018\)](#) and [Aisah et al. \(2023\)](#) touch upon lexical semantics in literary and news contexts, there is scant attention to how these insights can inform effective teaching strategies for English as a foreign language (EFL) in Indonesia. Additionally, the analysis of figurative language, as explored by [Hermandra et al. \(2024\)](#) and [Silalahi et al. \(2024\)](#), could

benefit from an extension to explore how figurative language differs between Indonesian and English and its implications for language learners. By introducing qualitative approaches that compare Indonesian and English, this research can not only contribute to theoretical advancements in semantics but also offer practical insights into enhancing language acquisition and pedagogy.

Method

This research used a contrastive analysis approach between English and Indonesian to explore the semantic similarities and differences between the two. This method was chosen because it was able to provide an in-depth understanding of how structure and meaning in the two languages are different and similar in certain contexts. The data were collected through document analysis, namely collecting examples of texts or sentences in English and Indonesian focusing on the same concept or meaning. These examples were analyzed based on a direct comparison between sentence construction, word usage, and grammatical structure to identify patterns of significant semantic similarities and differences. Thus, this research was expected to provide deeper insight into how English and Indonesian manifest meaning differently or similarly in their linguistic structures.

Findings

A. Semantic Similarities between Indonesian and English

Semantic similarities between English and Indonesian exist primarily in the fundamental aspects of meaning and language structure. Both languages share similarities in how meaning is conveyed through words, phrases, and sentences. Here are some key similarities:

1. Word Meanings

Many basic vocabulary items in English and Indonesian have similar meanings. For example, nouns like "book" (buku) and "table" (meja), or verbs like "read" (membaca) and "write" (menulis), have direct equivalents in both languages.

English: "Car" - Indonesian: "Mobil"

English: "House" - Indonesian: "Rumah"

English: "Water" - Indonesian: "Air"

These examples show direct equivalences in basic vocabulary items between English and Indonesian.

2. Sentence Structure

Both languages generally follow subject-verb-object (SVO) word order in basic sentences. For instance, "I eat rice" (Saya makan nasi) follows this structure in both English and Indonesian.

English: "She reads a book." - Indonesian: "Dia membaca buku."

English: "They play football." - Indonesian: "Mereka bermain sepak bola."

English: "He eats rice." - Indonesian: "Dia makan nasi."

Both languages typically follow the subject-verb-object (SVO) word order in basic declarative sentences.

3. Basic Syntax

While there are differences in syntax between the two languages, they both use similar syntactic principles such as modifiers, adjectives, adverbs, and prepositions to convey meaning and relationships within sentences.

English: "The big red car" - Indonesian: "Mobil merah besar"

English: "Quickly run to the store" - Indonesian: "Cepat lari ke toko"

Both languages use modifiers (adjectives and adverbs) to describe nouns and verbs respectively, maintaining similar syntactic principles.

4. Borrowed Vocabulary

Both languages have borrowed words from other languages, particularly from Sanskrit, Arabic, Dutch (in Indonesian), and Latin, French, and German (in English). These borrowed words often have similar meanings and usage in both languages.

English: "Computer" - Indonesian: "Komputer"

English: "Hospital" - Indonesian: "Rumah sakit"

English: "Telephone" - Indonesian: "Telepon"

Both languages have borrowed words from other languages, particularly from Dutch, Arabic, and Sanskrit, among others, resulting in similar vocabulary items.

5. Numerical Systems

English and Indonesian use similar numerical systems based on Arabic numerals (0-9) for counting and arithmetic operations

English: "1, 2, 3, 4, 5" - Indonesian: "1, 2, 3, 4, 5"

English: "10, 20, 30, 40, 50" - Indonesian: "10, 20, 30, 40, 50"

English: "100, 200, 300, 400, 500" - Indonesian: "100, 200, 300, 400, 500"

Both languages use the same numerical system based on Arabic numerals (0-9) for counting and arithmetic operations.

6. Days of the Week

English: "Monday", "Tuesday", "Wednesday", "Thursday", "Friday", "Saturday", "Sunday"

Indonesian: "Senin", "Selasa", "Rabu", "Kamis", "Jumat", "Sabtu", "Minggu"

Both languages use similar names for the days of the week, although there are slight differences in pronunciation and spelling.

7. Prepositions

English: "in", "on", "at"

Indonesian: "di", "pada", "di atas"

Both languages use prepositions to indicate relationships in time, location, and direction:

English: "She lives in Jakarta."

Indonesian: "Dia tinggal di Jakarta."

8. Interrogative Words

English: "who", "what", "where", "when", "why", "how"

Indonesian: "siapa", "apa", "di mana", "kapan", "mengapa", "bagaimana"

Both languages have similar question words to inquire about specific information:

English: "Where is the library?"

Indonesian: "Di mana perpustakaannya?"

9. Conjunctions

English: "and", "but", "or", "because"

Indonesian: "dan", "tapi", "atau", "karena"

Both languages use conjunctions to connect words, phrases, or clauses in sentences:

English: "She likes to read and write."

Indonesian: "Dia suka membaca dan menulis."

10. Common Expressions

English: "Good morning", "Thank you", "I'm sorry", "How are you?"

Indonesian: "Selamat pagi", "Terima kasih", "Maaf", "Apa kabar?"

Both languages share common expressions used in daily greetings, gratitude, apologies, and inquiries about well-being.

These examples illustrate how English and Indonesian share similarities in fundamental aspects of language, facilitating comprehension and communication between speakers of both languages. These similarities facilitate understanding and learning between English and Indonesian speakers, as they provide common ground in terms of basic vocabulary, sentence structure, and linguistic concepts. However, it's important to note that despite these similarities, there are also significant differences in grammar, pronunciation, idiomatic expressions, and cultural contexts that distinguish the two languages.

B. Differences between Semantic in Indonesian and English

Semantic differences between English and Indonesian reflect their distinct linguistic and cultural contexts. Here are some key semantic differences between the two languages:

1. Lexical Gaps

Lexical gaps refer to situations where a word or concept in one language does not have a direct equivalent in another language. This occurs due to cultural differences, varying concepts, or the absence of shared experiences. English and Indonesian may lack direct equivalents for certain words or concepts. For example, English has specific terms like "awkward" or "serendipity" that may not have exact equivalents in Indonesian, requiring circumlocution or explanation to convey the same meaning.

Table 1. Lexical Gaps

No	English	Indonesian
1.	"Awkward" (uncomfortable or socially clumsy)	There is no direct single-word equivalent for "awkward." It may be described as "canggung" or "kurang nyaman," depending on the context.
2.	"Serendipity" (unexpected fortunate discovery)	There is no direct equivalent for "serendipity." It might be explained as "kebetulan baik" or "keberuntungan tak terduga."

In English, the word "awkward" describes a feeling of discomfort or social clumsiness, which doesn't have a single-word equivalent in Indonesian. Translators

may need to use phrases like "canggung" or "kurang nyaman" to convey a similar meaning.

2. Cultural Specificity

Cultural specificity in language refers to terms or expressions that are uniquely tied to a particular culture or context. These terms may not be easily translated or understood outside of that cultural framework. Words related to cultural practices, traditions, or norms often differ significantly. For instance, Indonesian words like "gotong royong" (community cooperation) or "nasi goreng" (fried rice) reflect specific cultural concepts that may not have direct equivalents in English.

Table 2. Cultural Specificity

No	English	Indonesian
1.	"Brunch" (late breakfast and early lunch)	While "brunch" is understood in urban areas, it's not a common term. People may refer to it as "sarapan siang" (late breakfast) or "makan siang awal" (early lunch).
2.	"Football" (American football)	"Football" refers to soccer in Indonesian. American football is typically referred to as "olahraga sepak bola Amerika" or "American football."

The term "brunch" in English refers to a meal between breakfast and lunch, a concept recognized in urban Indonesian areas but not as widely used. Similarly, "football" in English refers to American football, while in Indonesian, it refers to soccer.

3. Technical and Scientific Terminology

Technical and scientific terminology consists of specialized vocabulary used within specific fields such as medicine, engineering, or computer science. These terms often have precise meanings and may vary between languages. English often serves as the lingua franca for technical and scientific fields, resulting in the adoption of English terms into Indonesian with some semantic adaptation. However, differences in linguistic structure and cultural context may lead to nuanced differences in usage.

Table 3. Technical and Scientific Terminology

No	English	Indonesian
1.	"Computer Science"	"Ilmu Komputer" (literally "computer science")
2.	"Global Warming"	"Pemanasan Global" (literally "global heating")

"Computer Science" in English is straightforwardly translated as "Ilmu Komputer" in Indonesian, reflecting the field of study related to computers and technology.

4. Euphemisms and Taboos

Euphemisms are expressions used to substitute unpleasant or sensitive words or phrases with milder or less direct alternatives. Cultural taboos influence the use of euphemisms and vary across languages. Expressions used to discuss sensitive

topics or taboos vary across languages. Cultural norms influence the choice of words and phrases in both English and Indonesian, affecting how certain topics are addressed or avoided.

Table 4. Euphemisms and Taboos

No	English	Indonesian
1.	"Pass away" (euphemism for "die")	"Meninggal dunia" or "wafat" (to pass away or die)
2.	"Bathroom" (euphemism for toilet or restroom)	"Toilet" or "kamar mandi" (bathroom or restroom)

"Pass away" in English is a euphemism for "die," conveying the idea of death more gently. In Indonesian, "Meninggal dunia" or "wafat" serve similar purposes.

5. Metaphorical and Figurative Language

Metaphorical and figurative language involves expressions or phrases that go beyond their literal meanings, often used to convey abstract concepts, emotions, or ideas creatively. Metaphors, idioms, and figurative expressions can differ significantly. For example, idiomatic expressions like "raining cats and dogs" in English have literal equivalents in Indonesian that may not involve animals.

Table 5. Metaphorical and Figurative Language

No	English	Indonesian
1.	"Break a leg" (an idiomatic expression meaning good luck)	There is no direct equivalent. It might be translated as "sukses ya" or "semoga berhasil."
2.	"Hold your horses" (idiomatic expression meaning to wait or be patient)	"Tunggu sebentar" or "sabar ya" (wait a moment or be patient)

"Break a leg" in English is an idiomatic expression meaning good luck. There may not be a direct equivalent in Indonesian, so translators might use phrases like "sukses ya" or "semoga berhasil" to convey a similar sentiment.

6. Pragmatic Differences

Pragmatic differences involve how language is used in context, including politeness conventions, directness in communication, and social norms influencing language choices. Pragmatics, which governs language use in context, can lead to differences in semantic interpretation. Politeness conventions, indirectness, and speech acts vary between English and Indonesian, impacting how meanings are conveyed and understood.

Table 6. Pragmatic Differences

No	English	Indonesian
1.	Politeness conventions may involve indirect requests or offers.	Directness is often preferred, but polite forms like "mau" (want) or "boleh" (may) are used to soften requests.
2.	"How are you?" (common greeting)	"Apa kabar?" (literal translation) or "Gimana kabarnya?" (more colloquial)

These examples illustrate how semantic differences manifest in everyday language use between English and Indonesian, reflecting cultural nuances and

linguistic conventions unique to each language. Understanding these semantic differences is crucial for effective communication, translation, and language learning between English and Indonesian speakers. It highlights the richness of each language's cultural and linguistic diversity while presenting challenges and opportunities for cross-cultural understanding. Understanding these semantic differences helps translators and language learners navigate the complexities of language and culture, ensuring accurate and culturally appropriate communication across languages.

C. Implications of Similarities and Differences of Syntax in English Language Teaching

Students need to study the semantics of Indonesian and English because this brings several important benefits to the development of their language skills. First of all, understanding Indonesian semantics allows students to understand more deeply the meaning structure, and use of words in the context of their mother tongue. This is important because Indonesian as a first language forms the basis of their understanding of basic linguistic concepts. Then, studying English semantics allows students to understand and master the meaning structure, and use of words in the context of their second language. English is an international language that is widely used in various fields, including global communications, higher education, and business. Understanding English semantics opens the door for students to communicate more effectively and appropriately in international contexts, expanding their opportunities for career and personal development. Overall, studying the semantics of both languages gives students a deeper understanding of how meaning is constructed and expressed in their language. This not only improves their general communication skills but also prepares them to face global challenges in the current era of globalization.

Understanding the implications of the semantic similarities and differences between Indonesian and English has an important impact on teaching both languages. When there are semantic similarities between the two languages, learners can transfer their knowledge more easily, allowing them to understand the meaning of words and phrases in an English context more quickly. This allows teachers to use familiar concepts in Indonesian as a foundation for building a deeper understanding of English. However, the semantic differences between the two languages require special attention in teaching. Teachers must systematically clarify the differences in the meaning of words and phrases between Indonesian and English. This helps students understand and use vocabulary appropriately in English contexts, avoiding mistakes and mistakes in language use. By making effective use of semantic comparisons and providing clear explanations of differences in meaning, instruction can be tailored to help learners develop accurate and effective communication skills in both languages. It also allows learners to better integrate their knowledge, facilitating the development of dual language skills more efficiently.

In the method of teaching English semantics, several important implications need to be considered so that students can understand and use English well. Following are some of these implications:

1. Emphasis on meaning and context

The English semantics teaching method places great emphasis on understanding the meaning of words, phrases, and sentences in various contexts. Teachers must help students understand that the meaning of words often depends on how they are used in sentences and communicative situations. In the semantic teaching method of English, students are taught not just to memorize words in their vocabulary, but also to understand how these words are used in different contexts to convey different meanings.

The method of teaching English semantics in the aspect of understanding meaning in context refers to an approach that emphasizes a deep understanding of how words and phrases are used to convey appropriate meaning in various communicative situations. First, the teacher identifies the student's initial level of understanding of vocabulary and sentence structure in English. This involves using materials that are relevant to students' lives or their interests so that students can feel connected to their learning. Second, in each lesson, the teacher ensures that students not only know the words but also understand how the meaning of the words varies depending on the context of the sentence. For example, the word "run" can mean to run for exercise or flow to describe river water. Third, through listening, reading, speaking, and writing exercises, students are allowed to apply their understanding of meaning in real communicative situations. This helps them develop skills in using words appropriately and effectively in a variety of contexts. Thus, this method not only helps students learn English theoretically but also prepares them to communicate more confidently and competently in real-life situations.

2. Introduction to diverse vocabulary

Students need to be introduced to a diverse vocabulary, including words with different shades of meaning. Teachers must ensure that students not only memorize words but also understand how they are used in sentences. Students must understand that each word has various meanings and uses in English. Teachers should introduce diverse vocabulary so that students can select the most appropriate words for given situations.

The method of teaching English semantics in the aspect of introducing diverse vocabulary aims to expand students' knowledge of various words and phrases in English. First, teachers introduce new vocabulary to students in an interesting and relevant way, such as through the context of stories, songs, or everyday life situations. For example, teachers can use pictures, videos, or game-based activities to introduce new words related to a particular topic or theme that interests students. Second, after introducing vocabulary, the teacher helps students to understand the meaning of these words in different contexts. This includes demonstrating how words are used in real sentences and providing situational examples where they

might be used. For example, for the word "bright," the teacher can show how the word can refer to a bright light, a bright personality, or a bright future, depending on the context of the sentence. Third, students are encouraged to use this new vocabulary in speaking and writing activities. Teachers provide opportunities for students to practice using them in sentences they create themselves, as well as in dialogues or presentations they make in front of the class. This helps strengthen students' understanding of the meaning and use of words in practical contexts. Thus, teaching diverse vocabulary in the English semantic method not only enriches students' knowledge of the language but also helps them develop the ability to use words appropriately and effectively in various communicative situations. This approach integrates understanding the meaning of words with practical application in everyday English language activities, preparing students to communicate more fluently and confidently in English.

3. Learning collocations and idiomatic expressions

Collocations (patterns of words that are often used together) and idiomatic expressions (phrases whose meaning cannot be taken literally) are an important part of the English language. Collocations (words that frequently occur together) and idiomatic expressions (phrases whose meanings cannot be derived from the literal meanings of their words) are integral parts of English. The semantic method allows teachers to teach students about common collocations and idioms that are useful in everyday communication. Understanding and using collocations and idiomatic expressions helps students speak and write more naturally and accurately.

The method of teaching English semantics in the aspect of learning collocations and idiomatic expressions aims to help students understand and use words and phrases that are often used together naturally in English, as well as recognize expressions that have special meanings that cannot be taken literally. The method of teaching English semantics in the aspect of learning collocations and idiomatic expressions aims to help students understand and use words and phrases that are often used together naturally in English, as well as recognize expressions that have special meanings that cannot be taken literally. First, the teacher introduces collocations to students by selecting pairs of words that are often used together in English. For example, "strong coffee" (kopi yang kuat), "make a decision" (mengambil keputusan), atau "heavy rain" (hujan deras). Students learn that these words are used together more often than with other words, and they learn to use them naturally in speaking and writing. Second, in the case of idiomatic expressions, teachers help students understand expressions that have special meanings that cannot be understood literally. For example, "break a leg" (semoga berhasil), "cost an arm and a leg" (sangat mahal), atau "kick the bucket" (meninggal). Students learn how to use these expressions correctly in appropriate contexts, as well as recognize that the actual meaning of the expression may differ from the literal meaning of the words with which it is used. Third, practical exercises are an important part of this teaching method. Teachers provide opportunities for students to use collocations and

idiomatic expressions in real-speaking situations. For example, students can participate in role plays, group discussions, or presentations where they are asked to apply the vocabulary and expressions they have learned. Fourth, teachers provide in-depth and specific feedback to students regarding their use of collocations and idiomatic expressions. This feedback helps students to refine and deepen their understanding of how and when to use this vocabulary appropriately. By using semantic teaching methods that focus on learning collocations and idiomatic expressions, students not only improve their English fluency but also develop the ability to communicate more naturally and effectively in real-life situations. This approach helps students to expand their language repertoire and become more confident in using English in a variety of communicative contexts.

4. Context-based practice

Context-based exercises help students apply their knowledge of English semantics in real communicative situations. This involves listening, reading, speaking, and writing exercises designed to reinforce students' understanding of English. Exercises that focus on understanding and producing language in real contexts are essential in semantic methods. It includes listening, reading, speaking, and writing exercises designed to help students strengthen their understanding of the meaning of the English language. Students may be asked to listen to a conversation or read a text in English, then answer questions or compose new sentences based on the information they gleaned from the text.

The method of teaching English semantics in the context-based practice aspect aims to help students apply their understanding of the meaning of words, phrases, and sentences in real communicative situations. This approach integrates language teaching with the context of students' daily lives, enabling them to develop more relevant and meaningful language skills. First, the teacher provides situations or scenarios that are similar to real life where students can use the vocabulary and sentence structures they have learned. For example, students may be asked to role-play a conversation, simulation, or debate that simulates a specific professional or social situation, such as talking to a customer in a store or giving a presentation to the class. Second, teachers use reading materials, audiovisuals, or other media that describe certain situations or contexts. Students are then asked to interpret information from the material, extract relevant vocabulary and expressions, and apply them in activities such as group discussions, writing essays, or making reports. Third, context-based training also includes listening and responding to information appropriately according to the given context. This involves practicing listening to a dialogue or text, followed by questions about the meaning of the words or expressions used in the text. Fourth, teachers provide specific and constructive feedback to students after carrying out context-based exercises. This feedback helps students to improve their understanding of the appropriate use of words and phrases in various situations. Through this approach, students not only learn vocabulary and sentence structures in isolation but also integrate their knowledge in contexts that are

meaningful to them. They develop deeper language skills and are better prepared to use English effectively in a variety of real-life situations. This semantic teaching method that focuses on context-based exercises prepares students to communicate more confidently and competently in English.

5. Critical thinking skills development

The semantic method also encourages the development of students' critical thinking skills. They are invited to connect the information they obtain with their existing knowledge, evaluate the truth of statements, and formulate arguments or opinions. The semantic teaching method allows students to develop critical thinking skills by considering the meanings, nuances and uses of words in different contexts. This involves analysis, evaluation, and drawing conclusions based on information gleaned from English texts. Students may be tasked with evaluating arguments presented in a reading, identifying unusual word uses, or constructing logical arguments based on information they understand.

The method of teaching English semantics in the aspect of developing critical thinking skills aims to help students not only understand the meaning of words and sentences in English but also to develop their ability to analyze, evaluate, and synthesize information in more depth. First, teachers encourage students to explore and interpret the meaning of words in different contexts. This involves reading complex texts, listening to dialogue or presentations, and identifying the nuances of meaning contained in the words and phrases used. Second, in teaching vocabulary and sentence structure, teachers provide examples that trigger reflection and critical discussion. For example, students could be asked to compare and contrast the use of words that are similar but have different nuances in a particular context. Third, critical thinking exercises also involve analyzing word choices and sentence structures in literary works, news articles, or scientific research. Students are invited to assess the suitability of the use of words to the communicative purpose intended by the author, as well as consider the implications of the meaning contained in these sentences. Fourth, in structured learning situations, teachers can ask students to formulate arguments based on information they get from reading or conversations in English. This encourages them to use vocabulary and sentence structure appropriately to convey opinions or analyses logically and coherently. Fifth, teachers provide in-depth feedback to students regarding their understanding of the meaning of words and sentences in different contexts. This feedback not only helps students improve their use of the language but also encourages them to continue developing their critical thinking skills in English. Through this approach, students not only deepen their understanding of the English language but also develop critical thinking skills essential for interpreting, analyzing, and understanding information in a broader context. Semantic teaching methods that focus on developing critical thinking skills help students become more independent, analytical, and reflective learners in their use of English.

6. Student-centered teaching

The student-centered method of teaching English semantics emphasizes understanding the meaning of words, phrases, and sentences in contexts that are relevant and meaningful for students. Teachers need to adapt semantic teaching methods to suit students' needs and level of understanding. This includes providing constructive feedback and opportunities for self-reflection so that students can identify strengths and areas for improvement in their understanding of English semantics.

The student-centered method of teaching English semantics encourages a deep understanding of the meaning of words, phrases, and sentences in a context that is meaningful for students. First, the teacher begins by identifying students' initial level of understanding of vocabulary and sentence structure in English, using material that is relevant to their interests and needs. Second, teaching materials are carefully selected to attract students' attention, such as reading materials or multimedia activities that match their interests, such as popular songs or video clips. Third, students are encouraged to participate actively in group discussions and collaborative projects, where they can apply their understanding of the meaning of words in real communicative contexts. Fourth, teachers provide challenging problem-based exercises, asking students to use vocabulary and sentence structures in situations or problems that are relevant to their daily lives. Fifth, each student receives specific and individualized feedback from the teacher to help them improve their English skills. Finally, by encouraging students to develop critical thinking skills, they can better evaluate and apply the use of words in various contexts, enriching their understanding of the English language as a whole. This method not only deepens students' understanding of the structure of the English language but also develops their ability to communicate effectively and use English more confidently in everyday life.

By implementing effective semantic teaching methods, teachers can help students to not only master English language structure and vocabulary but also to develop their ability to communicate confidently and effectively in a variety of contexts. By considering these implications in the semantic teaching method of English, teachers can help students gain a deeper understanding of word meanings and sentence constructions in English. This equips them to communicate effectively and confidently in various English language contexts.

Discussion

In examining the similarities of semantics between Indonesian and English, several fundamental aspects reveal parallels in how meaning is structured and conveyed in both languages. Semantic similarities between English and Indonesian are rooted in foundational aspects of meaning and language structure. Both languages convey meaning through words, phrases, and sentences in ways that exhibit notable parallels. Firstly, they share commonalities in basic vocabulary items, where nouns and verbs often have direct

equivalents across both languages. Additionally, English and Indonesian generally adhere to a subject-verb-object (SVO) word order in basic sentence construction, maintaining consistency in syntactic principles such as modifiers, adjectives, adverbs, and prepositions. Both languages also integrate borrowed vocabulary from diverse linguistic sources, contributing to overlaps in terms of word meanings and usage. Numerically, they utilize identical systems based on Arabic numerals (0-9) for arithmetic and counting purposes. Moreover, similarities extend to the naming conventions of days of the week, the use of prepositions to denote spatial and temporal relationships, and shared question words and conjunctions. Furthermore, common expressions used in daily communication, such as greetings and expressions of gratitude, exhibit similarities between English and Indonesian. These shared semantic features enhance comprehension and facilitate communication between speakers of both languages, although differences in grammar, pronunciation, idiomatic expressions, and cultural contexts underscore their distinct linguistic identities.

Semantic differences between English and Indonesian arise from their distinct linguistic and cultural contexts, influencing how meanings are communicated and interpreted across both languages. One significant difference lies in lexical gaps, where certain words or concepts lack direct equivalents in the other language due to varying cultural norms, concepts, or experiences. Cultural specificity further contributes to semantic divergence, with terms tied closely to particular cultural practices or contexts in Indonesian. Technical and scientific terminology, borrowed frequently from English into Indonesian, undergoes semantic adaptation reflecting linguistic and contextual variations, impacting usage across fields like medicine or computer science. Euphemisms and taboos also exhibit cultural influences, shaping word choices in sensitive topics differently between English and Indonesian. Metaphorical and figurative language, including idiomatic expressions, varies significantly, requiring adaptation or explanation to bridge cultural and linguistic gaps effectively. Pragmatic differences further influence semantic interpretation, encompassing politeness conventions, directness in communication, and social norms, which affect how meanings are conveyed and understood in everyday contexts. Recognizing and navigating these semantic differences enhances cross-cultural communication, translation accuracy, and language proficiency, fostering a deeper appreciation for the diversity and complexity inherent in both English and Indonesian linguistic landscapes.

Understanding the implications of semantic similarities and differences in English language teaching has a significant impact on the way students understand and use vocabulary and meaning in sentences. When there are semantic similarities between the mother tongue and English, learners can transfer their knowledge more fluently, making it easier to understand the meaning of words and phrases. This allows teachers to associate familiar concepts in the mother tongue with English, speeding up learning. However, semantic differences require a more thorough approach to teaching the use of words and phrases with appropriate meanings in English contexts. Teachers need to provide clear explanations about the differences in meaning and context of use so that students can understand and apply vocabulary correctly. By utilizing semantic comparisons and

explaining differences systematically, instruction can be tailored to help students build deeper skills in using English accurately and effectively.

Studying the semantics of Indonesian and English offers significant benefits for students' language development. Understanding Indonesian semantics deepens their comprehension of word meanings and structures within their native language, laying a strong foundation in linguistic concepts. Meanwhile, mastering English semantics provides access to a global language crucial for international communication, higher education, and professional opportunities. This knowledge enhances students' ability to communicate effectively across cultures, bolstering their career prospects and personal growth in a globalized world. Moreover, recognizing semantic similarities facilitates quicker comprehension and transfer of knowledge between languages, while addressing differences ensures accurate usage and proficiency in both contexts. Effective teaching strategies that emphasize semantic comparisons enable educators to support students in navigating these linguistic nuances, fostering dual language proficiency and enhancing overall communication skills.

The method of teaching English semantics encompasses several key implications aimed at enhancing students' understanding and proficiency in using the language effectively. Firstly, it emphasizes the importance of grasping meaning within diverse contexts, rather than merely memorizing vocabulary. This approach encourages students to connect words to their usage in real-life situations, fostering a deeper comprehension of linguistic nuances and applications. Teachers tailor lessons to align with students' existing knowledge and interests, ensuring relevance and engagement. Secondly, the method introduces students to a wide array of vocabulary, emphasizing not only memorization but also comprehension of how words are utilized in different contexts. Through interactive activities and real-world examples, students learn to select appropriate words based on situational requirements. Thirdly, students are taught collocations and idiomatic expressions, crucial for natural and accurate language use. By recognizing and applying these linguistic patterns, students enhance their fluency and authenticity in English communication. Fourthly, context-based practices are employed to consolidate students' semantic understanding through listening, reading, speaking, and writing exercises. These activities immerse students in practical language use scenarios, enabling them to apply learned concepts effectively. Additionally, the semantic approach fosters critical thinking skills by prompting students to analyze, evaluate, and interpret information within English texts critically. This encourages independent and reflective learning, essential for interpreting language nuances and constructing coherent arguments. Finally, the student-centered methodology ensures that teaching is adapted to meet individual learning needs, promoting active participation and personalized feedback. By integrating these implications, teachers facilitate a comprehensive understanding of English semantics, equipping students to communicate confidently and proficiently across various contexts.

Conclusion

In examining the similarities between English and Indonesian semantics, both languages demonstrate fundamental parallels in how meaning is structured and conveyed.

They share commonalities in basic vocabulary, sentence structure with an SVO (subject-verb-object) order, and use of modifiers, adjectives, adverbs, and prepositions. Borrowed vocabulary, numerical systems, days of the week, prepositions, question words, conjunctions, and common expressions further highlight these similarities, facilitating comprehension and communication between speakers. However, differences in grammar, pronunciation, idiomatic expressions, and cultural content lack direct equivalents due to differing cultural norms and experiences. Cultural specificity influences terms tied to specific practices in Indonesian, while technical terminology adapts from English with contextual nuances. Euphemisms, metaphors, pragmatics, and social norms also shape semantic interpretation differently, impacting communication and translation accuracy. Recognizing these differences enhances cross-cultural understanding and proficiency in navigating both languages' complexities and diversities.

Understanding semantic similarities and differences in English language teaching profoundly impacts students' vocabulary comprehension and usage. Similarities between a student's native language and English facilitate easier knowledge transfer, enabling teachers to connect familiar concepts, thus expediting learning. Conversely, addressing semantic differences necessitates detailed explanations to ensure students grasp the correct meanings and contextual use of English words and phrases. Systematic use of semantic comparisons in instruction helps students develop precise language skills.

Studying Indonesian and English semantics benefits students significantly. It deepens their understanding of word meanings and linguistic structures in their native language while providing proficiency in English, a global language crucial for international communication and career advancement. Recognizing similarities accelerates learning and knowledge transfer between languages, while addressing differences ensures accurate usage in diverse contexts. Effective teaching strategies, such as contextual learning, diverse vocabulary introduction, idiomatic expression instruction, and critical thinking development, enhance overall language proficiency and communication skills.

Teaching English semantics involves several essential implications. Emphasizing contextual meaning over rote memorization encourages students to understand how words function in real-life scenarios, enhancing comprehension of linguistic nuances. Introducing a broad vocabulary range and teaching collocations and idiomatic expressions promotes natural language use and fluency. Context-based practices, including listening, reading, speaking, and writing exercises, consolidate semantic understanding and practical application. Moreover, fostering critical thinking through analyzing texts and adapting teaching methods to individual learning needs ensures comprehensive language development. By integrating these strategies, educators equip students with robust English language skills essential for effective communication across diverse contexts.

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