

Appellation as A Semantic Equivalence in Appositional Constructions with Particular Aspects of Geographical Education

Hero Gunawan

English Department, Faculty of Languages Widyatama University

hero.gunawan@widyatama.ac.id

Abstract

This paper investigates appellation as a semantic equivalence in appositional construction with particular aspects of linguistics. Appositives are constituents that cannot be separated from the anchor. Appositives in the form of appellations may be analyzed semantically. In this article, the appositives of appellations are viewed from the contents of the semantic equivalence, and the ways to demonstrate that the appositive in the form of appellation has semantic equivalence. Therefore, this research serves two aims: 1) to explain the naming contents of appellation in the appositional constructions, and 2) to provide the ways to demonstrate that the appositive in the form of appellation has semantic equivalence. The data sources are taken from three English printed media: 1) daily news The Jakarta Post, 2) weekly magazine TIME, and 3) monthly magazine Reader's Digest. The Data are analyzed through employing the method of qualitative research, that is, the method producing descriptive data, both written and oral data. To analyze such descriptive data, the distributional method of analysis with the following techniques is used: deleting, extracting, and intruding. The results indicate that: 1) The naming contents of appellation in the appositional constructions involve variety of proper names, namely the name of the person, the name of work activity (occupation), the names of certain social classes, the names of objects, the name of the educational institution, the name of art collection, and the names of states; 2) To demonstrate the existence of the semantic equivalence in the appositional constructions can be conducted through inserting/intruding certain words of what the so-called related signal words and extracting the anchors and the appositives of appellations from the contexts. As the related additional but beneficial information, the naming contents of the anchors are comparatively different from those of the appositives of appellations – appositives tend to be more specific than anchors.

Keywords

Appellation, Semantic Equivalence, Appositional Constructions, Appositives, Anchor

To cite this article: Gunawan, H. (2020) Appellation as A Semantic Equivalence in Appositional Constructions with Particular Aspects of Geographical Education. *Review of International Geographical Education (RIGEO)*, 11(3), 26-32. doi: 10.48047/rigeo.11.3.03

Submitted: 12-02-2021 • **Revised:** 17-03-2021 • **Accepted:** 19-03-2021

Introduction

An appositive, viewed from syntactic from syntactic perspective, have many types depending on from which viewpoint they are perceived. Besides, from semantic side, the appositive is a very interesting linguistic topic to study, particularly if viewed from the semantic relationship. From the semantic relationship, appositives have three types, namely equivalence, attribution and inclusion. The three types have their own subtypes that can independently be analyzed, and the equivalence itself has four subtypes, namely, appellation, identification, designation, and reformulation (Quirk, Greenbaum, Leech, & Svartvik, 1985). Attribution does not have any subtypes but inclusion does. The subtypes of inclusion include exemplification and particularization. Both the aforementioned types and subtypes are very interesting to study.

The appellation is one of the semantic relationships of equivalence. It is very interesting to discuss due to the variety of the content of appellation itself. The contents of appellation are all related to names – namely, name of persons, name of institution, name of publication, name of place (building, region, city, country, etc.), name of tribe, name of animal, name of community or social class, and name of object both concrete and abstract.

Another point of interest of the appellation is that the appellation is the most appositive kind of the non-restrictive apposition. The referent of the anchor is identical with that of the appositive, and this kind of semantic equivalence is called the naming relation (for illustration: *My daughter, namely Lucy, is a town planner*). Both anchor and appositive are definite in terms of appellation in the appositional constructions. The appositive is usually more specific than the anchor. *My daughter*, in that illustration, represents a certain person. The speaker from the exemplary sentence may have only one daughter, and *namely Lucy* is bonus information (Gunawan, 2020; Melike & AVCI, 2020).

The naming content of the bonus information in the appellation become the central attention of this article. This attention focuses on what naming contents attached in the appositives based on the semantic perspective. The data used as the samples of the analysis are taken from three types of reliable printed media: the daily news *The Jakarta Post*, the weekly magazine *Time* and the monthly magazine *Reader's Digest*. The academic reasons for selecting such the data sources are, as suggested by Alwi (1992:25), that: 1) written data indicate more consistent language use in nature compared with the oral/spoken data both in terms of sentence structures and in terms of vocabularies used, 2) written data tend to be the so-called standard language. Besides, the use of English in printed media tends to be standard, natural, and popular.

From the brief background above, the problems under discussion can simply be formulated in two research questions:

1. What are the naming contents of appellation in the appositional constructions?
2. How can the appositives of appellation be demonstrated that they have semantic equivalence?

The two problems are approached through employing relevant linguistic theories – the semantic theories particularly the ones that are related to semantic equivalence in the appositional constructions. The theories related to these semantic aspects are taken from (Aktin, 2020; Cowan, 2008; Cruse, 2000; De Vries, 2002; Gunawan, 2020; Heringa, 2012; Quirk et al., 1985).

Methodology

This research deals with the particular aspects of geographical education providing careful and systematic descriptions on the appellation as a semantic equivalence. Therefore, the method employed in this research must be clear and systematic, as suggested by (Djajasudarma, 2006b)saying that method is careful, systematic ways of thinking to obtain scientific objectives in the development of science; systemic techniques to conduct scientific activities of which the objectives have been determined.

This research is descriptive in nature because the data used are not judged to be true-false, but they are viewed as the true phenomena as they are, ...*determines and describes the way the things are through collecting data to answer questions about the current subject of study*. It is in line with (Suryabrata, 2010) notions, saying that the objectives of descriptive research are to make systematic, factual, and accurate description regarding the facts and certain accumulated natures.

The method used in this research is qualitative research method, which is the suitable one for analyzing descriptive data, both written and oral data (Djajasudarma, 2006a). To analyse such descriptive data, the distributional method of analysis with the following techniques is used: deleting, extracting, intruding, and substituting techniques (Sudaryanto, 1993).

Based on this method, the existing phenomena are explicitly depicted through collecting and identifying the data, defining, and explaining the problems naturally (Herbert, Seliger, Shohamy, & Shohamy, 1989) and as carefully and comprehensively as possible (Fraenkel, Wallen, & Hyun, 1993). This method is not dedicated to find out the relationship among variables or causalities (Lodico, 2006; Lodico, Spaulding, & Voegtler, 2010).

Literature Review

Appositives in English sentences are often found when we are reading a text. The existence of appositives is considered as additional information that can syntactically be omitted. Still from syntactic point of view, *...apposition is primarily, and typically, a relation between noun phrases* (Quirk et al., 1985). This means that appositives have close relationship with noun phrases. In general, according to (Vries, 2006) appositives indicate the existence of coordination to the antecedent. (Barabadi, Robotjazi, & Bayat, 2020) generate the four- and five-words phrases in the field of environment and also improve functionality of expression. Self-efficacy beliefs improved applying the language in productive activities, showing effort to use English in daily life and taking responsibility within the context of the English (Citil & Yurdakul, 2020; ÖNAL, 2020).

The coordination between appositive and its antecedent is called, by (Heringa, 2012), appositional construction. Then it is described that in the appositional construction, there are two constituents: anchor and appositive itself as shown in the following illustration.

Appositional Construction

(1) John McClave, *my neighbour*, is a nice guy.

Anchor appositif

The first constituent *John McClave* in that construction is called an anchor as the core element, while the second constituent *my neighbour* is called an appositive. This indicates that there are two elements having the same referent – the person by name of *John McClave*.

Equivalence

Appositional constructions not only have syntactic relatedness between anchors and appositives but also have semantic relatedness. One of the semantic relationships is equivalence (Quirk et al., 1985). Equivalence is the relationship that indicates the existence of the equivalence in meaning between anchor dan appositive. This semantic relationship has four types: appellation, identification, designation, and reformulation (Dong, Wu, Dong, & Tang, 2020; Quirk et al., 1985). The appellation focuses more on naming aspects; the identification provides the clarification to the anchor which is still generic in nature; designation give the explanation about the status of relationship between an anchor and an appositive within the appositional construction; the reformulation highlights on the rewording aspects – restating in different ways but the meaning keeps the same. However, this article only focuses on one of the equivalences – the appellation.

Appellation

The main reason of choosing the appellation as the center of attention in this research because it is the most appositive kind of the non-restrictive apposition. The referent of the anchor and the appositive is identical. Therefore, this kind of equivalence is also called the naming relation. The nature of both anchor and appositives are definite in nature. The appositive tends to be more specific than the anchor (e.g., *My sister, Ferani, got the scholarship.*). *My sister* represents a certain person. The speaker from the exemplary sentence may have only one sister, namely Ferani and it

becomes the bonus information (Gunawan, 2020). In the most cases, the appositive of appellation is a proper noun which covers wide-ranged names, namely: name of persons, name of institutions, name of publications, name of places (buildings, regions, cityzies, countries, etc.), name of tribes, name of animals, name of communities or social classes, and name of objects both concrete and abstract ones. The aforementioned samples may be changed through intruding/inserting some words so as becoming an analogous relative clause (*My sister, whose name is Ferani, got the scholarship.*). The common signal words of the appellation are *namely, that is (to say) and in other words* (Quirk et al., 1985), for examples:

(2) The company commander, that is to say Captain Madison, assembled his men and announced their mission.

The appositive in (2) is in the form of a person, and both the anchor and the appositive indicate one-to-one correspondence. In other words, the referent of the anchor and the appositive is the same – the person by the name of *Captain Madison* as illustrated in (2a) below.

(2a) *The company commander, who is Captain Madison, assembled his men and announced their mission.*

Another way to demonstrate that the appositive of appellation has semantic equivalence is by extracting the anchor and the appositive from the context as seen in (2b) below:

(2b) *The company commander is Captain Madison.*

The extracted sentence (2b) shows that the naming content of the appellation has semantic equivalence with the anchor as its antecedent.

Result and Discussion

With respect to the aforementioned features of one of semantic equivalences – appellation, this analysis mainly focuss on 1) the naming contents of appellation in the appositional constructions, and 2) the way to demonstrate that the appositive of appellation and the anchor have the semantic equivalence. Therefore, this analysis may reveal what naming contents of appellation are found in the appositional constructions, and how to demonstrate that the appositive of appellation and the anchor contain the semantic equivalence.

Seven data as the representative samples are discussed in section to serve the analysis related to the two points of interests in this research. These data cover, as the so-called appellation, variety of naming contents, namely the proper names (the names of persons and institution), the name of the occupation, the name of the social class, the names of the objects and the name of the collection. All of the naming contents can be seen in the following seven data (from the data no. (3) through no. (8), and no. (9) separately presented due to the slight difference.

(4) *Jokowi, and his running mate, Basuki Tjahaja Purnama, were backed by the rich, the middle class and the poor, she added.*

(5) *They do the most challenging work – solving problems – at home without help.*

(6) *Moore's thesis is quite simple: different coalition patterns between the three dominant social classes – the landowners, the peasants and the bourgeoisie – will lead to different political regimes.*

(7) *Just do as I say. I will give you anything you want: land, money, whatever – just name it!*

(8) *The school he attended, Homestead High in Cupertino, Calif was a first-rate public school that gave him a grounding in both the liberal arts and technology.*

(9) *She has become a beloved actress, TV writer and now author – her new collection, "Is Everyone Hanging Out Without Me?" is half memoir, half comedy bits.*

The naming contents of appellation in the appositional constructions from sentence (3) through (8) above are respectively as follows: (3) the name of the person, (4) the name of the occupation/job activity, (5) the names of the social classes in a society, (6) the name of the objects, (7) the name of the institution (school), and (8) the name of the art collection by an artist. In other words, the referent of each anchor and appositive is the same – the names of such appellative contents. To demonstrate that the appositives of appellations and the anchors have semantic equivalences are by intruding or inserting relative pronouns as indicated in (3a) through (8a) below.

3a) *Jokowi, and his running mate, (who is) Basuki Tjahaja Purnama, were backed by the rich, the middle class and the poor, she added.*

4a) *They do the most challenging work – (that is) solving problems – at home without help.*

5a) *Moore's thesis is quite simple: different coalition patterns between the three dominant social*

classes – **(which are)** the landowners, the peasants and the bourgeoisie – will lead to different political regimes.

(6a) Just do as I say. I will give you *anything you want*, **(which are)** land, money, whatever – just name it!

(7a) *The school he attended*, **(which is)** Homestead High in Cupertino, Calif. was a first-rate public school that gave him a grounding in both the liberal arts and technology.

(8a) She has become a beloved actress, TV writer and now author – *her new collection*, **(which is)** "Is Everyone Hanging Out Without Me?" is half memoir, half comedy bits?

Another way to demonstrate that the appositives of appellations have semantic equivalences is by extracting the anchors and the appositives from the contexts of the data (3) through (8) as presented in (3b-8b) below:

(3b) *His running mate* **is** Basuki Tjahaja Purnama.

(4b) *The most challenging work* **is** solving problems.

(5b) *The three dominant social classes* **are** the landowners, the peasants and the bourgeoisie.

(6b) *Anything you want* **are** land, money, whatever.

(7b) *The school he attended* **is** Homestead High.

(8b) *Her new collection* **is** "Is Everyone Hanging Out Without Me?"

The extracted sentences in (3b-8b) show that the naming contents of appellations have semantic equivalences with the anchors as their antecedents. This can be seen obviously from the existence of copulative relationship between the anchors and the appositives.

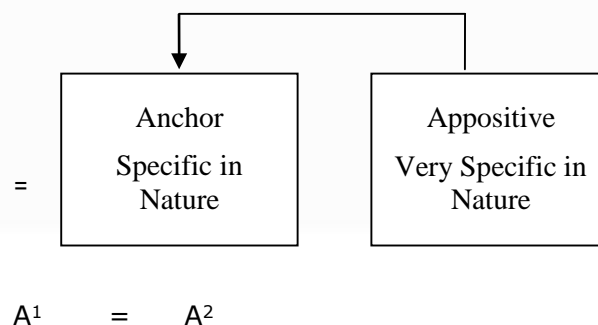
Actually, data (9) below has also copulative relationship as indicated in (9a) but it has the slight difference – having already the indicator of appellation.

(9) This time he mentioned quite a few *countries in Southeast Asia that were pivotal to the US*, **i.e.** Laos, Malaysia, Vietnam, Singapore, Myanmar and of course, the Philippines – the revitalized alliance.

Sentence (9) is slightly different from data (3) through (8). The difference lies on the existence of signal word the coming from the Latin language "i.e.," (*id est*) in which it is inserted amid the appositional construction, and the naming contents of the appellation in (9) above are the names of states. To demonstrate that the appositive of the appellation has semantic equivalence is by extracting the anchor and the appositive from the contexts of the data (9) as indicated in (9a).

(9a) *Countries in Southeast Asia that were pivotal to the US* **are** Laos, Malaysia, Vietnam, Singapore, Myanmar and of course, the Philippines.

The seven data being discussed and analyzed can be illustrated with the following simple chart.



This chart illustrates that the content of the appositive in the form of appellation (A¹) has semantic equivalence with the anchor (A²). However, the naming contents of the appositives tend to be more specific than the ones in the anchors.

Conclusion and Suggestion

Conclusion

From the analysis dan discussion in the previous section, the conclusion can be derived as follows:

- 1) The naming contents of appellation in the appositional constructions involve variety of proper names, namely the name of the person, the name of work activity (occupation), the names of certain social classes, the names of objects, the name of the educational institution, the name of art collection, and the names of states; 2) To demonstrate the existence of the

semantic equivalence in the appositional constructions can be conducted through inserting/intruding certain words of what the so-called related signal words and extracting the anchors and the appositives of appellations from the contexts. As the related additional but beneficial information, the naming contents of the anchors are comparatively different from those of the appositives of appellations – appositives tend to be more specific than anchors.

Suggestion

Theoretically, it is obvious that appositives in the form of appellations have semantic equivalence with the anchors as their antecedents. The equivalence here is not automatically considered to be exactly the same in spite of being coreferential between the anchor and the appellation as its appositive. There is a slight difference between the two, and the difference lies on the degree of equivalence itself: the naming contents of the appellative appositives are seemingly more specific than those of the anchors, which tend to be specific in nature. Therefore, to facilitate the comprehensive understanding towards the complexity of appositives, it is advisable to create a similar sustainable research. This sustainability is expected to be effective and informative appositional constructions so as it potentially provides good sentence-understanding which, in turns, can help understand a discourse in a broader context.

References

- Aktin, K. (2020). Reflection on Out of School Education Activities from the Textbooks to the Social Studies Curriculum. *Review of International Geographical Education Online*, 10(3), 373-399.
- Barabadi, E., Robotjazi, M. A., & Bayat, M. (2020). A phraseological examination of research articles in the field of environment using key phrase frame. *Eurasian Journal of Applied Linguistics*, 6(1), 81-100.
- Citil, C., & Yurdakul, B. (2020). Examining English Self-Efficacy Beliefs of University Preparatory Class Students. *Eurasian Journal of Educational Research*, 20(86), 39-60.
- Cowan, R. (2008). *The teacher's grammar of English with answers: A course book and reference guide*: Cambridge University Press.
- Cruse, D. A. (2000). Aspects of the micro-structure of word meanings. *Polysemy: Theoretical and computational approaches*, 30-51.
- De Vries, M. (2002). *The syntax of relativization*: Netherlands Graduate School of Linguistics.
- Djajasudarma, T. F. (2006a). Linguistic method: Design of research and study methods.
- Djajasudarma, T. F. (2006b). Metode linguistik: Ancangan metode penelitian dan kajian.
- Dong, Y., Wu, S. X.-Y., Dong, W.-Y., & Tang, Y. (2020). The Effects of Home Literacy Environment on Children's Reading Comprehension Development: A Meta-Analysis. *Educational Sciences: Theory and Practice*, 20(2), 63-82.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (1993). *How to design and evaluate research in education* (Vol. 7): McGraw-hill New York.
- Gunawan, H. (2020). MULTIAPPOSITIVES AS THE BONUS INFORMATION FOR THEIR ANCHOR. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(10), 3278-3289.
- Herbert, W., Seliger, H. W., Shohamy, E. G., & Shohamy, E. (1989). *Second language research methods*: Oxford University Press.
- Heringa, H. (2012). A multidominance approach to appositional constructions. *Lingua: International Review of General Linguistics*, 122(6), 554-581.
- Lodico, M. G. (2006). *Methods in Educational Research: From Theory to Practice*. Jossey-Bass, An Imprint of Wiley.
- Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). *Methods in educational research: From theory to practice* (Vol. 28): John Wiley & Sons.
- Melike, F., & AVCI, E. K. (2020). Academic Motivation Levels of Secondary School Students and Their Attitudes towards a Social Studies Course. *Review of International Geographical Education Online*, 10(2), 156-185.
- ÖNAL, N. T. (2020). Relationship Between the Attitudes of Pre-school Teacher Candidates Towards Environmental Issues and their Self-Efficacy Beliefs About Environmental Education. *Review of International Geographical Education Online*, 10(4), 706-727.
- Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A comprehensive English grammar*. London and New York: Longman.

- Sudaryanto. (1993). *Methods and various techniques of language analysis: an introduction to linguistic research on cultural vehicles.*: Ambassador of Discourse University Press.
- Suryabrata, S. (2010). *Research methodology* (1 Ed.). Jakarta: Press Eagles.
- Vries, M. d. (2006). The syntax of appositive relativization: On specifying coordination, false free relatives, and promotion. *Linguistic Inquiry*, 37(2), 229-270.