Dixon's Framework Model of Think Verbs in English and Wawonii Language

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ABSTRACT

The aim of the current study is to examine the employment of the Think verbs in English and Wawonii language, employing Dixon's framework model of semantic and grammatical relations. In analyzing the phenomenon of the Think verbs in English and Wawonii, this study uses a descriptive qualitative methodology. The data for English is taken from a corpus of contemporary American English (COCA), including the definition of the conceptual meaning of the Think verbs in a thesaurus dictionary and Journals. The Wawonii language data is obtained through depth online interviews. The participants are 10 indigenous Wawonii people in Kabupaten Konawe Kepulauan, Southeast Sulawesi, Indonesia. Several procedures are applied to analyze the data; first, the data for the English language from COCA is constructed with the data of the Wawonii language that had been collected. Then, presenting both of the data based on Dixon's framework model. The final step is concluding the data reflecting the main point of the analysis relying on Dixon's framework model. This study discovered that (1) There are three Thinking verbs of the Think subtype in English they are Think of, Think over, and Think about, while in the Wawonii language, there are six Think verbs; Mepikiri Kanaampe, Pepikiri kida, Tepikiri kio, Kohawa-hawa Kanaampe, Momaana, and Mompatudu. (2) Dixon's five framework model of Think verbs is employed in both languages. This study contributes to the language and society to enrich a variety of works of literature that can be used to learn English and the Wawonii language.

1. Introduction

Language is referred to as a sign system of communication, and linguistics is the scientific study of language. A community's mutually agreed-upon knowledge, beliefs, rules, practices, and habits may be understood in large part thanks to language (Weda, Atmowardoyo, Rahman, & Sakti, 2021). Language is a set of procedures used to make sure that there is agreement and understanding between the sender and the recipient through sound and movement, in addition to being signified as a sound spoken by the sender and receiver. As a result, vocabulary, grammar, and syntax are modified to fit the way these semantic aspects are organized. This means that language develops semantic aspects or zones of meaning. A subfield of micro linguistics called semantics examines meaning in linguistic objects including words, phrases, and sentences. Semantics is the study of meaning in language; it is not concerned with the placement of syntactic components or how words are pronounced but rather with what sentences and other linguistic objects represent (Katz, 1972).

Some researchers believed that there has been a trend in English over the past 20 years of paying more attention to the integration of grammatical relations and semantic perspective (Jackson, 2014; Francez & Garboden, 2015; Schneider & Witbrock, 2015). A new form of a sentence will also transmit a distinctive meaning since grammatical construction affects the features of meaning. Dixon (2005) offers a novel semantic approach to English grammar that can improve communication and examines the relationship between grammar and meaning. It relates to Ferdinand de Saussure's view that each language must be examined as a full system rather than as a collection of discrete parts. Dixon has also effectively demonstrated what happens when a speaker picks words with the right meaning and arranges them in the right grammatical arrangement to convey the message they are trying to convey. To put it another way, when a language user encounters a new term, they may first learn its meaning before getting a good concept of the morphological and syntactic possibilities or they may first have a good idea of how to use the word grammatically before figuring out what it means (Aswad, et.al., 2019). Thus, it may be stated that a study of language must unquestionably

pay special attention to meaning, taking into account words' semantic and grammatical characteristics as well as how they connect to one another.

Dixon's theory proposed that the words should be classified as a semantic group if they play two roles, such as the cogitator and thought. Cogitator is a typically human being who is thinking, and the thought refers to content of human thinking. Eight verbs make up this type, which is the thinking subtype of the primary B subtype: think, assume, ponder, remember, know, conclude, solve, and believe. However, the Think verb is the exclusive focus of this study. Think is sometimes considered of as the alternative word for thinking, which is described as manipulating information in order to construct concepts, solve problems, reason, and reach judgments. The act of thinking generates other thoughts (Maharani, Yassi, & Rahman, 2022).

The English verb *Think* uses the brain to relate to, elicit, and compromise a wide range of information that has been retained in people's memories. In the local language, it might have distinctive grammatical and semantic roles. The local language in this study focused on the Wawonii language as one of the heritage languages in Southeast Sulawesi, Indonesia. It is assumed that each language must have a range of meanings, sounds, and a unique structure because it is well known that each language has its own qualities due to it is a mirror of each culture. This study makes an effort to carry out research in the Wawonii language, one of the regional tongues in Southeast Sulawesi, Indonesia.

Although several academics have worked on this regional language, but it has not garnered as much attention as nearby languages like Southeast Sulawesi's Wolio, Tolaki, and Muna language (Sain & Syarif, 2020). In terms of morph grammar, Berti (2005) classified twenty-seven phonemes of the Wawonii dialect, including twenty-two consonants and five vowels. In her research, Halwiah (2008) discovered Wawonii language derivative nouns. The relationship between this language's semantics and grammaticality hasn't been studied, though. Because of this, the purpose of this study is to compare and contrast the two languages being examined, namely English and the unquestionably distinct Wawonii language from Southeast Sulawesi. Concerning the background of the study that has been discussed earlier, the researcher formulates the research question as such 'How does the Dixon's framework model of *Think* verbs employ in English and Wawonii language?'

2. Literature Review

2.1 Semantic Role

In framing a word as made up of two types of meanings that may have reference to the outside world and a word having a sense that governs the semantic relation to other words, Dixon (2005) introduced a novel approach to English grammar and semantic relations. The system of meanings in the language including the meanings of words and more significant components of language is the subject of semantics (Xiang, & Liu, 2018). According to Wikipedia, semantics is the study of meaning, reference, or truth. Semantics is the study of how words and sentences in a language are often used to communicate meaning (Klein, 2022). The semantic roles that we see frequently include attributes like agent, theme, instrument, and experiences. The entity that acts is alluded to as the agent. Then, theme is used to describe the person or thing that is a part of or impacted by the activity. The thing that the agent uses to act is known as the instrument. Experiences occur when a person acts on a sensation while using a noun phrase. The act of perception is passive; it occurs naturally and is perceptible to all. Location is one of the tools used in syntax to denote an entity's direction or location (Israa, 2019). These have an impact on how meaning is produced.

The terms like synonymy are determined to be two or more forms with extremely similar meanings in semantic lexical connection. An antonym is a word with two different meanings. When one form's meaning is incorporated into another form's meaning, the relationship is considered to be hyponymous. Because each language has a unique feature, semantic meaning has been the subject of extensive investigation in the past. According to Scontras, Degen, and Goodman (2017), that the adjective emptiness has a broader meaning and can be used to express a person's thoughts or feelings when coupled with a variety of nouns.

2.2 Dixon's Framework Model of Think Verbs

In Dixon's grammar semantic principle theory, the thinking verb type covers verbs such as thinking, knowing, believing, and the like. There are two roles of the think verbs; they are the *Cogitator* (who is generally human) and the *Thought*. An NP or any of a number of complement clauses could materialize the thought; the syntactic patterns change slightly depending on the subtype. The cogitator's mind is solely focused on some person, thing, situation, or occurring when they use the verb *Think*. The *Think* (of/about/over) is the most generic verb.

The *Think* verbs subtype is transitive, with Cogitator in A and Thought in O syntactic relation. The Thought may be realized by an NP, or by one of a variety of complement clauses as such the syntactic vary somewhat across subtype. In particular, the *Think* verb may omit an object NP only in the generic sense or imperfective aspect such as the sentence; *I think every night, I am thinking (gradually)*. Then, the think verbs may take a *That* complement in the O slot. The *Think* verb also may have an *Ing* clause for the *Thought* role or the subject of the complement clause can be identical to the subject of the main clause and will then be omitted. The *Think* verbs can take a judgment -TO complement, as such, *I think/guess John to be clever*. However, there is an exception for the *Think* verb, which is a Modal (for) *To* complement. It may also take a Modal (for) *To* complement but only appears in the past form and in negation or questions, e.g. *did you think to lock the door? I didn't think to lock the door.* It can be seen clearly in the following grammatical properties of *Think* verbs form.

(i) NP as object, and object omission

(ii) THAT, WH- and WH- to complements

(iii) ING Complements

(iv) Judgment TO complements

(v) Modal (FOR) TO complements

2.3 Wawonii Language

Wawonii is a part of Southeast Sulawesi, Indonesia. On the basis of lexicostatistic analysis, the Wawonii language belongs to the Bungku-Tolaki language family. This language shares some similarities with a distinct geographical tongue spoken across many Indonesian archipelagos. It has a significant role in the field of speech (Sain, & Syarif, 2020). Compared to nearby languages like Wolio, Tolaki, and Muna language, this one has gotten less attention. The Wawonii language is still used currently for everyday communication in places like public spaces and government buildings. According to Mead (1998), the Wawonii and Menui Island speaking community continues to speak the language in many of the government buildings.

Recently, the Wawonii language becomes one of the subjects that is studied at the elementary school as a local load curriculum (Kurikulum Muatan Lokal). This local language has its own grammatical rules as such the other local language in Indonesia. The grammatical rules of this local language are depicted when the speakers of that language communicate with each other in society. Besides used in communication tools in daily life. It is also used in other activities such as in performing a custom ceremony or in cultural activities, this reality shows that must be developed and maintained to enrich the vocabulary of the Indonesian language. Therefore, research and development are still needed in many areas of the Wawonii language, particularly in the grammar and semantic area, which has some potential for improvement. The reference to the Wawonii language nevertheless needs to be enhanced despite the derivational investigation having been completed.

3. Method

This study employs a descriptive qualitative design, which is the study of things in a natural environment with the goal of understanding or interpreting occurrences in terms of the meaning that people attribute to them (Denzin & Lincoln, 2011). The analysis of the data used to compare the Thinking subtype, particularly the *Think* verbs in English and Wawonii is the main focus of this work. The descriptive presentation of think verbs in both languages will take the form of a comparison construction, which includes the similarities and distinctions in terms of meaning aspect and grammatical relation. The researcher looks up the conceptual meaning of the *Think* verbs in the Wawonii and English languages before selecting a text to show how the meanings of the Think verbs are similar and different.

The researcher examined the definition of the conceptual meaning of the *Think* verbs during the data collection process for the English language. Then, researcher is collecting the additional definitions of the *Think* verb from the Thesaurus Dictionary, the corpus of Contemporary American English (COCA), and journals. While this is going on, information on the Wawonii language is gathered through observation, which entails watching and remembering what is going on around. A through online interview is also used to facilitate the data collection. The participants are 10 Wawonii-speaking native Indonesians from Kabupaten Konawe Kepulauan in Southeast Sulawesi. The participants are 10 indigenous people who speak the Wawonii language in Kabupaten Konawe Kepulauan, Southeast Sulawesi, Indonesia. To analyze the data, this study applies several techniques; first, the data for the English language that had been collected from Thesaurus Dictionary and COCA will be constructed with the data for the Wawonii language that

had been collected. Then, presenting both of the data based on the type of Dixon's theory construction of the *Think* verbs. The final step is concluding the data reflecting the main point of the analysis of the semantic construction of Dixon's framework model by providing a contrastive instance.

4. Result and Discussion

The *Think* verbs are a branch of *Thinking* subtype where somebody is giving or receiving information about the existence of something or someone. Based on Dixon's framework, which was suggested in the literature review section, there is a type of Think verb in English that only has one form of for all contexts and situations. A linguist Dixon has stated that the *Think* verb refers to someone's (Cogitator) mind that is focusing on a person, thing, state or an event. Therefore, the verbs; Think of, Think about, and Think over are the most generic verbs in this category. The data of the *Think of, Think about, and Think over* are presenting in the following discourses.

The conceptual meaning collection of the verb *Think of/over/about* is discovered from Thesaurus Dictionary and Journals showed that the concept of *Think of* means having a specified opinion of something or someone. Another one stated that *Think of* is used when recalling something from memory. Furthermore, the verb *Think over* means to reflect on something carefully and intently, especially in an effort to comprehend it. Another concept of *Think over* is that thinking reflects deeply on a subject. Meanwhile, *Think about* denotes taking somebody and something into consideration when deciding on possible action. It can be also demonstrated that *Think about* means having on one's mind.

The Corpus of Contemporary American English (COCA) data revealed that there are differences between the words *Think of, Think over*, and *Think about*. From the COCA can be stated that the verb Think of involves the statement of nouns after that word as the object placement, as such the sentence '*I think of the millions of people*'. Therefore, after the verb *Think of* could be the noun phrase (NP). Besides, the verb *Think of* in a sentence can be followed by an adverbial phrase (AVP), as such the sentence '*I think of four years ago*'. Similarly, the verb Think over in COCA reported that the Think verb involves the period of time at the end of the sentence as the adverbial construction (AVP), as such the sentence '*I think over the course of the last year*'. It indicates the information in people's minds had occurred in the past.

In addition, it can be also constructed in interrogative sentence form, as such '*Father, did you think it over?*' It denotes the consideration of the things that happened in the past. This form potentially omits the object. On top of that, the data from COCA demonstrates the verb form of Think about, which is quite common employment in English. The verb *Think about* refers to the consideration in deciding the right way, as such the sentence '*Now, we think about online platforms, not just products*'. Structurally, the construction of this verb involves noun phrase (NP) as an object at the end of the sentence. Furthermore, Consider refers to deciding of the information, which one is true or not. It can be stated also to do something or not, as such COCA provides an instance '*I consider all the classes for tomorrow*'. Then, Imagine is indicated conceiving something in the brain abstractly, as such the sentence provide in COCA '*I imagine experiencing a real-life miracle everyday*'.

The data from the interview with the native Wawonii people as the respondents indicated that there are certain types of resembling Think of, Think over, and Think about verbs that are different semantic characteristics are revealed in this research. They are *mepikiri kanaampe, pepikiri kida, tepikiri kio, kohawa-hawa kanaampe, momaana,* and *mompatudu.* The morpheme *Kio, Kida* same as with *of* and *over* a position in an English sentence, meanwhile the morpheme *Kanaampe* refers to the about in English. The majority of respondents stated that *Mepikiri kanaampe* means thinking in a general way. That verb is quite similar to *imagine* verb in English.

The verb *Pepikiri kanaampe* means trying to get someone to think about something, and this involves information known as a thought. *Pinikiri kio* has two concepts, the first serves as information or thought, and the second functions as someone who is thinking about someone, depending on the context in which it is used. *Kohawa-hawa kio kanaampe* means imagining something information whether something is of good value or not, and can also mean contemplating something. *Momaana* means thinking about the meaning or purpose of the information given by connecting the existing context. *Mompatudu* is similar to considering, namely considering something through a previous thought process.

4.1. Dixon's First Framework Model Analysis

Due to the data has been presented in the finding; this unit describes the employment of Dixon's grammatical properties framework of the *Think of/over/about* verb in English and Wawonii language sentence constructions. The

primary Dixon's rule discusses the employment of a noun phrase (NP) as an object or omission and the subject in the sentence as the cogitator. In English, the construction is typically initiated with a subject or a causer and is then followed by the *Think* verbs that can be categorized as a transitive that needs an object. The object in this verb can be put as a noun phrase (NP). In the Wawonii language, can be also started by subject and applying transitivity object construction. Some respondents provide a resemble sentence construction that showed the similarities of English and Wawonii language as the following sentence:

> *English (I am thinking about my study)*
>
> *Wawonii (Daku Mepikiri kanaampe pokondaungku)*
>
> *(i) NP as object, and object omission (Dixon's framework of Think verb)*

The sentence is in the present participle form, which showed similar construction that started by a subject *Daku* which means *I am,* which is regarded as the *Cogitator*. The object of the sentence can be seen in the Wawonii language, there is *Pokondaungku* which means *My Study*, which is included as an NP. The object or NP in the sentence of *thinking* and *Mepikiri* verbs is regarded as the thought, which is *Pokondaungku*. The Think verb also can be followed by adverbial phrases (AVP), which indicate the period of time, manner, and place of events that had been conducted. However, in the Wawonii language, the interrogative form should be attributed to the object at the end of the sentence to convey the complete meaning, because *Think* verbs are transitive. In particular, the verb *Mepikiri* in this context can be also changed by the verb *Kohawa-hawa kanaampe*, which means thinking about something has a value or not.

4.2. Dixon's Second Framework Model Analysis

In addition, we can also see the second Dixon rule which uses *That, Wh-* and *Wh-* complements. These two languages have the same sentence construction, but different contexts. Below are sentences that apply Dixon's rule above.

> *English (I think that she will win the game)*
>
> *Wawonii (Naku pepikiri kida momponangi).*
>
> *(ii) THAT, WH- and WH- to complements (Dixon's framework of Think verb)*

In English, the sentence above uses the conjunction *That* as a complement to the sentence. Meanwhile, in Wawonii sentences use the conjunction *Kida* to complement the sentence. The conjunction has the same function as the conjunction about in English. Semantically, the structure of this sentence cannot be changed from the word *Pepikiri* to *Mepikiri*, due to the meaning and contexts are not connected. The word *Think* in this sentence means a prediction of future events, while the word -thinking means thinking in the present form.

4.3. Dixon's Third Framework Model Analysis

On the other hand, this can also be seen in Dixon's third rule which can sharpen the reader's understanding of the application of this *Think* verb in both languages; it can be seen in the construction of the sentence below very clearly.

> *English (I think of Mary is being attacked when on holiday in Indonesia)*
>
> *Wawonii Language (Pomaanangku Mary sinerang'o tempono berlibur I Indonesia)*
>
> *(iii) ING Complements (Dixon's framework model of Think verb)*

The English sentence describes the use of *Ing* as a complement to sentence construction to convey a perfect meaning. The sentence is in the passive tense form, which is an event that is already happening. Hence, *Ing* plays a crucial role in the formation of meaning in English sentences. Meanwhile, in the Wawonii language, the morpheme *Ing* is marked with the letter 'O' in the word *'sinerang'o'*. Semantically, if the word 'O' is omitted, then the meaning of the sentence is imperfect, taking into account the context of time. The words *Ing+V3 and 'O'* have the identical application as the *Think of*, which denotes recalling events that have occurred.

4.4. Dixon's Fourth Framework Model Analysis

Apart from *the Ing* complement, there is also the fourth Dixon's rule, as the other variations in the application of the verb Think.

English (I think it to be better)

Wawonii (Patudungku kio ngkana ai damoiko)

(iv) Judgment TO complements (Dixon's framework model of Think verb)

In English sentences, *To* can also be applied in sentences to justify the value of an event or person whether it is good or bad. In this sentence, the verb *Think of* can also is used to represent specific information about something or someone. Semantically, if the conjunction *To* is omitted in the sentence, it affects its meaning and is grammatically unacceptable. In the Wawonii language sentence, there is a conjunction *Kio* which function is the same as the conjunction *Of* in the verb *Think Of*. The conjunction *Kio* in the sentence serves to give value to a person or an event. Semantically, the conjunction *Kio* in this sentence can also be omitted, which does not have much effect on the meaning of the sentence. But if it is inserted into a sentence, it serves to show the meaning of the sentence clearly. However, this sentence does not depend on the conjunction *Kio* in producing meaning.

4.5. Dixon's Fifth Framework Model Analysis

On the other hand, Dixon's fifth rule uses the word *To* also in English sentences, not as a justification but as a modal (For) to complete the sentence both grammatically and semantically. The sentence below includes the application of Dixon's modal (For) *To complements.*

English (I didn't think to lock the door)

Wawonii (Naku tepikiri kanaampe mebonso)

(v) Modal (FOR) TO complements (Dixon's framework model of Think verb)

In English, the modal (For) *To* is utilized in two cases, they are interrogative and negative sentences. The sentence above uses the negative form to represent the application of modal (For) *To*. In grammatical structure, the sentence places the Cogitator (human) in slot A which functions as the subject of the sentence or the main actor. Meanwhile, thought is in slot O at the end of the sentence as the recipient of the treatment (recipient). Semantically, the presence of the modal (For) *To* does not affect the meaning, because if it is omitted, the sentence will still be understood. Similar to the Wawonii language, semantically the subject position must be occupied by a noun, otherwise the meaning will not be understood at all, and there must be an object or transitive subject. The modals (For) *To* and *Kanaampe* in this sentence are in line with the *about* function in the Dixon verb *Think about* which functions to describe an activity that is in progress but has been thought about before.

5. Conclusion

In English sentence, the verb Think of/about/over involves noun phrase as an object (transitive), as well as in Wawonii language sentence, but in Think of and Think over verbs can be just an adverb without an object in a particular cases. Then, the English and Wawonii language used *That* complement in sentence construction. In Wawonii language, there is the suffix 'O which has the same function as *ing* in an English sentence. To judge the semantic value of a sentence, English uses the judgment *To,* then in Wawonii is using the conjunction kio that has the same function with *of* in *Think of* verb. In making a consideration in a sentence when using a think verb, the English uses the modal (For) *To* complement. In Wawonii language there is a modal kanaampe that complement a Wawonii sentence. Hence, this study concludes that Dixon's framework model which is consisting of five formulations employed in both languages.

This study can contribute to the language and society field to enrich a variety of pieces of literature that can be used to learn English and the Wawonii language. Due to limited time, the data was obtained from an online interview with indigenous people of the Wawonii, in the future research can interact with them over the long time period to elicit better information. This research needs to be conducted in the future, especially in the field of grammar and semantics compare with other local languages in the world, particularly in Indonesia to enrich the works of literature on this field.

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