An Analysis of Antonyms Classification in a Song by Pink Sweats Entitled "At My Worst"

Islamia Tifany Rahayu[1], T. Sri Suwarti[2], M. Wahyu Widianto[3]

[1]Universitas PGRI Semarang, Indonesia

[2]Universitas PGRI Semarang, Indonesia

[3]Universitas PGRI Semarang, Indonesia

Abstract.

This article will look at how opposite meaning is classified, with a focus on Pink's original song "At My Worst." The goal of this research was to see what kind of classification of opposite meaning there was in the lyrics. This research is qualitative descriptive in nature. According to Sudaryanto in Sukma (2010), descriptive research describes how things are based on facts. Actually, C. J. Smith coined the term "antonymy" to describe the opposite of "synonymy" at the time. According to R Umagandhi and M Vinothini (2017), the term semantics was used to refer to the study of meaning in a broad sense. It was crucial to communication research. Lyons (1977) defines "antonym" as "opposite in meaning words" and "antonymy" as "oppositeness between words."

Keywords: semantics, antonym, analysis, qualitative descriptive research, song.

Introduction

Everyone knows that language is the link in starting a conversation, starting something new or even becoming something that is there and is used in every day. Apart from that all, in a song there are lyrics, meanings, and language used to make a song feel alive, based on the lyrics contain edin. A song Andit"s lyric are away for someone to exchange their ideas, emotions, feelings and any others. Through as on usually a person feelings can be convey Edwell trough touching and heartrending lyric. The branch of linguistics that studies meaning is known as semantics. The human mind, cognitive processes, cognition, and conceptualization are all central to the study of semantics, and we can use language to classify and transmit our experiences of the world. The semantic function is to determine the exact meanings of words and phrases and to eliminate any ambiguity that can cause readers to believe a word has several meanings. It establishes a link between a word and a sentence based on their meanings. Furthermore, semantics allows readers to investigate a sense of meaning. C. J. Smith used the term "antonymy" to describe the reverse of "synonymy." Lyons (1977) defines "antonym" as "opposite in meaning words" and "antonymy" as "oppositeness between words." For example, the terms "purchase" and "sell" are antonyms, and the relationship between them is known as antonymy. In Semantics, Leech (1981) defined antonym and antonymy as "the opposing meaning relation between the terms" (antonymy) and "the opposite meaning relation between the words" (antonymy). As a result of the foregoing reasons and explanations, the author proposes to do a study named "An Analysis of Antonyms Classification in a Pink Sweats Song Called "At My Worst." Because the author

wishes to share and use the knowledge she gained in the classroom while studying semantics. And I'd like to bring something new to the table with the title I'm bringing. This writer will concentrate on an analysis of Antonim's Classification in Pink Sweat's song "At My Worst."

This research aims to sove the problems that are presented as follows:

1. What are the antonym classifications found in the song "At My Worst" by Pink Sweat?

2. What are the contextual meanings of antonyms in the song of "At My Worst" by Pink Sweat?

3. What are the meanings of antonyms found in the song "At My Worst" by Pink Sweat?

Literature Review

Antonym

C. J. Smith used the term "antonymy" to describe the reverse of "synonymy." Lyons (1977) defines "antonym" as "opposite in meaning words" and "antonymy" as "oppositeness between words." For example, the terms "purchase" and "sell" are antonyms, and the relationship between them is known as antonymy. In Semantics, Leech (1981) defined antonym and antonymy as "the opposing meaning relation between the terms" (antonymy) and "the opposite meaning relation between the words" (antonymy). Hu Zhuanglin (2001, p.164), a well-known Chinese linguist, simply remarked, "antonymy is the label for oppositeness related." On the other hand, according to Gross et al. (1988), antonymy and synonymy are not the same. Synonymy is defined as "a relationship between lexical notions," whereas antonymy is defined as "a relationship between words rather than concepts."

Antonyms, according to Beare (2009) as quoted by (Caniago, Rahayu, Kasyulita), are words that have the opposite meaning. Depending on the situation, the opposite meaning of "old" can be "new" or "young." The meaning of each word in gradable antonyms is relative; it can also be placed on a scale that is not fixed. The following are some examples of gradable antonyms: young/old, small/large, short/tall, short/long, thin/thick, thin/fat, bad/good, stupid/clever, light/heavy, dark/light, sad/glad, ugly/beautiful, interesting/boring, black/white, cowardly/brave, helpful/troublesome, soft/hard, silent/noisy, dirty/clean, old/new, patient/emotional, cold/hot, rich/poor.

The Classification of Antonymy

There are three types of sense relations: sameness relations, oppositeness relations, and inclusiveness relations. The oppositeness relation is also known as Antonymy. Antonymy is divided into three categories: gradable antonymy, complementary antonymy, and converse antonymy. mentioned in (Hu, 2001, p.164-168) (Chunming Gao, Qianzhen Zheng2014).

a. Gradable Antonymy

The most common type of antonymy is gradable antonymy. The gradable antonyms include antonym pairs such as hot/cold, big/small, and tall/short. We can see that the majority of them are adjectives. The gradable antonymy has three characteristics: first, it is gradable, meaning that the members of a pair differ in degree; second, antonyms of this type are graded against various norms; and third, one of the members of a pair, usually the term with the higher degree, acts as the cover term. (Hu, p.164, 2001) In terms of the first quality, it also

implies that denying one thing does not imply asserting the other. The comparative and superlative degrees are also possible for antonym pairs. For example, the comparative and superlative degrees of "excellent" and "bad" are "better"/"best" and "worse"/"worst," respectively. As a result, not being good isn't always a terrible thing, and not being bad isn't always a good thing. We can identify a degree that is "so-so" between "good" and "awful." Consider the following examples: there is a degree of "middle" between the two extremes of size "large" and "little"; there are degrees of "warm" and "cool" between the two extremes of temperature "hot" and "cold." We can observe that the gradable antonyms varied in degree based on the information provided above. Consider the second characteristic: there is no absolute criterion by which we may determine if an object is "large" or "little." It is a relative criterion, not an absolute one. A little automobile, as we all know, is usually larger than a large apple. This is why different norms are used to assess antonyms of this type. The third quality is "unmarked," which is one of the antonym pairs in the cover phrase. The term "unmarked" is more commonly used than "marked." Instead of "how young are you" or "how short is she," we might question "how old are you" or "how tall is she." "Old" and "tall" are "unmarked" cover terms, whereas "young" and "short" are marked. The distinction between "unmarked" and "marked" shows the future value system of the linguistic community. People prefer tall people to short people.

b. Complementary Antonymy

This category includes antonyms such as awake/asleep, married/single, pass/fail, alive/dead, and male/female. Complementary antonyms share three characteristics: first, they totally split a semantic field; second, the norm in this kind is absolute; and third, the two members of a pair have no cover word. Hu (2001). In terms of the first characteristic, complimentary antonyms, unlike gradable antonyms, share a semantic field. However, there is no middle ground between the two complementing antonyms. The core of a pair of complimentary antonyms, according to Cruse (1986), is that they exhaustively partition some mental domain into two mutually exclusive compartments, such that whatever does not fall into one must necessarily fall into the other. The members of this type of antonym pair are complementary to one another. "He is more female than man," for example. He is, in fact, a man, not a woman. He is a man, yet he is on the verge of becoming a woman. The assertion of female is the denial of male, and the denial of male is the assertion of female. The comparative and superlative degrees are not available to them. They also lack the intermediate degree that exists between these two antonymous nouns. The second feature is that the norm under this sort of antonymy is absolute, meaning that the norm is the same for all of the things to which it applies. When it comes to humans and animals, the criteria for distinguishing male from female are the same. And human death is no different than that of any other animal. There is no cover term or covered term in the complimentary antonymy, which is the third characteristic. We can't make assumptions about someone's sex based on their age. It means we can't ask, "How old are you?" or "How old is he/she?" "Is it a boy or a girl?" we should inquire. That is a common query.

c. Converse Antonymy

Converse antonymy can be found in antonym pairs such as husband/wife, doctor/patient, teacher/student, buy/sell, above/below, and employer/employee. They demonstrate a reversal of the relationship. B is A's wife if A is B's husband. B is A's patient because A is B's doctor. B is A's student since A is B's teacher. Relational opposites is another name for it. These antonym pairs, according to Egan (1968), are pairs of words having such a relationship that

one of them cannot be used without implying the other. As a result, we can observe that converse antonymy differs significantly from the other two categories of antonymy in that one must assume the other for the two individuals engaged in an antonym pair. There must be a seller if there is a buyer. We can't say he's a husband; we have to say whose husband he is, since a husband can't be without a wife. Like a parent who can't be a parent if he doesn't have a child. You can't talk about A without talking about B in this relationship. The "kid," on the other hand, has a unique quality. If the child refers to the parent's son or daughter, the words child and parent constitute an antonym pair. Child, on the other hand, is the antonym of adult when it refers to someone under the age of eighteen. It's the same word as "teacher." When it comes to an occupation, the word "teacher" is a single word. This word can only be used as an antonym for "student" when it refers to someone who is exclusively a teacher to his or her students.

Contextual Meaning

According to Suprapto, Djuria, contextual meaning is determined by the relationship between other words in the text (Catford called as textual meaning). The relationship (i.e., context) can also be noticed outside of the text, particularly in the immediate context. Every text is viewed as a communication act, not merely those that emerge without any purpose or intent. As a form of communication, text producers would like to have meaning that the recipient can grasp (whether the listeners or readers). While the structure of the purpose can vary depending on the reason (for what, for example, to explain, inform, or persuade), the readers will identify it (e.g age, a group of scientists, the public, etc). (Vol 4 (1), 1-11, 2010) According to the preceding statement, aw or dissuasive writing usually has only one meaning, although it may have numerous interpretations depending on the topic presented. To give valuable information for interpreting meaning in a sentence or phrase based on context meaning, we must first comprehend the hidden meaning of words. Readers can deduce the denotative (literal or specific) and connotative (interpreted or emotive) meanings of words by looking at the context. As we all know, there are two aspects to meaning: linguistic meaning and speaker meaning. A speaker's literal and non-literal interpretations can be separated. Metaphor is a word that has a symbolic meaning. The author comes to the conclusion that the meaning of metaphor is concealed or implicit. It means that whatever is spoken or written should not be taken literally. Finally, meaning can be interpreted in a multitude of ways when the speaker communicates their thoughts, feelings, and ideas. The importance of interpretation in the study of semantics cannot be overstated. The location of a word in a linguistic unit, such as phrases, clauses, or sentences, is referred to as linguistic context. In this sentence, for example, the head word means lexical, despite the fact that it does not in other sentences. His skull, for example, is suffering from broken glass. The needle head is made of steel. Although his body is huge, his head is empty. As the school's principal, he had scolded the student. According to Pateda, "contextual meaning emerges as a result of the interaction between speech and situation" (2010). Contextual meaning could be considered situational meaning. As a result of the interaction between speech and circumstance, it arose. It showed up in a number of different ways. Contextual meaning also refers to the context of the language's use in terms of location, time, and environment.

Method

The design in this paper, the researchers used qualitative research. According to Miles and Humberman (1994:6), qualitative research is arranged in a firm realtionship to the real

situation. Miles and Humberman (1994:1) also state that the data of qualitative research is likely in words form and not numeral. Sudaryanto, on the other hand, claims in Sukma (2010) that descriptive research portrays the way things are based on facts. According to Sukma (2010), qualitative research takes place in the natural setting of language usage, allowing the researcher to evaluate the data. The researchers employed observation in this study, and the data was collected from the song's lyrics. They also gave a YouTube link for the song At My Worst by Pink Sweats. https://www.youtube.com/watch?v=8CEJoCr 9UI .

The documentary method is used to collect the data. Autobiographies, personal letters, diaries, memoranda, minutes from meetings, newsletters, official documents, proposals, codes of ethics, declarations of philosophy, yearbooks, news releases, scrapbooks, and letters to the editor, according to Bogdan and Biklen (2007), are written by or about informants. The three sorts of documents are personal documents, formal documents, and popular culture documents.

The information was derived from an official document, specifically a song. The following were the data collection procedures:

1. Using the internet to find the song lyrics;

2. Printing the song lyrics;

3. Reading the entire song lyrics to determine the categorization antonyms and contextual meaning of the song;

4. Underlining it.

Following data collection, the researchers used contextual meaning theory to examine and interpret the data in light of the study issue. The hypothesis is demonstrated through the theoretical approach. The data analysis is collected in a few steps:

1. Identifying words in the song that have antonym categorization;

2. Determining the contextual meaning depending on the context;

3. Drawing conclusions based on the analysis results.

Finding and Discussion

In this case, the researchers analyze the antonyms classifications. The song lyric can be seen bellow:

<div align="center">

At My Worst

Pink Sweats

Can I *call you* baby? Can you be *my friend*?

Can you be *my lover up until* the *very end*? *Let* me *show* you *love*, oh, I don't *pretend*

Stick by my *side even* when the *world* is givin' in, yeah

Oh, oh, oh,don't

Don't you*worry*

I'll be *there*, whenever you want *me*

</div>

I *need somebody* who can love me at my *worst* No, I'm *not perfect*, but I hope you see my *worth 'Cause* it's only you, *nobody new*, I *put* you *first* And for you, girl, I swear I'll do the worst

If you *stay foreve*r, *let* me *hold* your *hand*

I can *fill* those places in your heart no else can Let me *show* you love, oh, I don't *pretend*, yeah I'll be right here, *baby*, you *know* I'll sink or *swim*

Oh, oh, oh, don't Don't you worry I'll be there, whenever you want me

I need somebody who can love me at my worst No, I'm not perfect, but I hope you see my worth, yeah

'Cause it's only you, nobody new, I put you first (put you first) And for you, girl, I swear I'll do the worst

I need somebody who can love me at my worst No, I'm not perfect, but I hope you see my worth 'Cause it's only you, nobody new, I put you first And for you, girl, I swear I'll do the worst

The researchers are listing, analyzing the lyric and grouping the classification of antonyms according to their belongs to. The detailed analysis of antonyms classifications can be seen on appendix:

Table 1 The Result of the Contextual Meaning

Sentences	Antonyms	Contextual Meaning
Can I call you baby?	Can (Can Not)	Someone wants to call their special
	Call	
	You (Me)	person with the
	Baby	special word.
Can you be my	Can	Someone asks
friend?	You (Me)	regarding a friend request.

	My (Your)	
	Friend	
Can you be my lover up until the very end?	Can (Can Not)	Someone who is making a wish to be a partner for life forever.
	You (Me)	
	My (Your)	
	Lover (Hatred)	
	Up (Down)	
	Until (Down to)	
	Very (Imprecise)	
	End (Beginning)	
Let me show you love, oh, I don't pretend	Let (Prevent)	Someone who shows the sincerity of love to convince hislover.
	Me (You)	
	Show (Impossible)	
	You (Me)	
	Love (Hatred)	
	Don"t (Sanction)	
	Pretend (Real)	
Stick by my side even when the	Stick (Loosen)	Someone who asks to be accompanied all
	By	
world is givin' in, yeah	My (Your)	the time.
	Side (Center)	

2ⁿᵈ English Teaching, Literature, and Linguistics (ETERNAL) Conference   ISSN: 2828-7193
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Department
January 29, 2022

	Even (Bumpy)	
	When (Before)	
	World (Space)	
	Is (Is not)	
	Giving (Receive)	
	In (Out)	
Oh, oh, oh, don't	Don't (Sanction)	Someone who tells a promise to always accompany his lover at all times.
Don't you worry	Don't (Sanction)	
I'll be there, whenever you want me	You (Me)	
	Worry (Calm)	
	Will (Repel)	
	There (Here)	
	Want	
	Me (You)	
I needsomebody	Need (Optional)	A person wants

	You (Me)	
	First (Last)	
If you stay forever, let me hold your hand	If (Unless)	If there is someone who wants to accompany him then he will be happy.
	You (Me)	
	Stay (Leave)	
	Forever (Never)	
	Let (Prohibit)	
	Me (You)	
	Hold (Release)	
	Your (Mine)	
	Hand (Foot)	
	Can	The one who assures that only he can fill the heart of his lover.
I can fill those places in your heart no else can	Fill (Empty)	
	In (Out)	
	Your (Mine)	
	Heart	
	No (yes)	
	Else (Likewise)	
	Can (Can Not)	
	Let (Prevent)	Someone who shows

2ⁿᵈ English Teaching, Literature, and Linguistics (ETERNAL) Conference   ISSN: 2828-7193
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Department
January 29, 2022

	Me (You)	the sincerity of love to convince his lover.
Let me show you love, oh, I don't pretend, yeah		
	Show (Impossible)	
	You (Me)	
	Love (Hatred)	
	Don''t (Sanction)	
	Pretend (Real)	
I'll be right here, baby, you know I'll sink or swim	Will (Never)	Someone shows a struggle to get true love.
	Right (Wrong)	
	Here (There)	
	Baby	
	You (Me)	
	Know (Ignore)	
	Will (Never)	
	Sink (Rise)	
	Swim (Settle)	

Table 2 The Result of Antonym classification

Sentences	Antonyms	Classifications
Can I call you baby?	Can (Can Not)	Gradable
	Call	Gradable
	You (Me)	Converse
	Baby	Converse
Can you be my friend?	Can (Can Not)	Gradable
	You (Me)	Converse
	My (Your)	Gradable
	Friend	
Can you be my lover up until the very end?	Can (Can Not)	Gradable
	You (Me)	Converse
	My (Your)	Gradable
	Lover (Hatred)	Gradable
	Up (Down)	Complementary
	Until (Down to)	Complementary
	Very (Imprecise)	Gradable
	End (Beginning)	Gradable
Let me show you love, oh, I don't	Let (Prevent)	Complementary
	Me (You)	Gradable

	Show (Impossible)	Gradable
	You (Me)	Gradable
	Love (Hatred)	Gradable
	Don"t (Sanction)	Complementary
	Pretend (Real)	Complementary
	Stick (Loosen)	Complementary
	By (Main)	Complementary
	My (Your)	Gradable
	Side (Center)	Gradable
	Even (Bumpy)	Gradable
	When (Before)	Gradable
	World (Space)	Complementary
	Is (Is not)	Gradable
	Giving (Receive)	Complementary
	In (Out)	Complementary
	Don"t (Sanction)	Complementary

Don't you worry	Don"t (Sanction)	Complementary
I'll be there, whenever you want me	You (Me)	Gradable
	Worry (Calm)	Gradable
	Will (Repel)	Complementary
	There (Here)	Complementary
	Want (Hate)	Gradable

	Me (You)	Gradable
I need somebody who can love me at my worst	Need (Optional)	Gradable
	Somebody (Nonentity)	Gradable
	Can (Can Not)	Gradable
	Love (Hate)	Gradable
	Me (You)	Gradable
	My (Your)	Gradable
	Worst (Best)	Converseness
No, I'm not perfect, but I hope you see my worth	No (Yes)	Complementary
	Not (Definitely)	Complementary
	Perfect (Imperfect)	Gradable
	But (And)	Gradable
	Hope (Reality)	Gradable
	You (Me)	Gradable
	See (Ignore)	Gradable
	My (Your)	Gradable

	Worth (Ineptitude)	Complementary
'Cause it's only you, nobody new, I put you first	Because (Despite)	Complementary
	Only (Among)	Converseness
	You (Me)	Gradable
	Nobody (Everybody)	Gradable
	New (Old)	Gradable

	Put (Displace)	Converseness
	You (Me)	Gradable
	First (Last)	Converseness
If you stay forever, let me hold your hand	If (Unless)	Complimentary
	You (Me)	Gradable
	Stay (Leave)	Gradable
	Forever (Never)	Gradable
	Let (Prohibit)	Gradable
	Me (You)	Gradable
	Hold (Release)	Gradable
	Your (Mine)	Complementary
	Hand (Foot)	Gradable
	Can (Can Not)	Gradable
I can fill those places in your heart no else	Fill (Empty)	Gradable
	In (Out)	Gradable

can	Your (Mine)	Gradable
	Heart (Body)	Complementary
	yo (Yes)	
	Else (Likewise)	Gradable
	Can (Can Not)	gradable
	Let (Prevent)	Gradable

	Me (You)	Gradable
Let me show you love, oh, I don't pretend, yeah		
	Show (Impossible)	Gradable
	You (Me)	Gradable
	Love (Hatred)	Gradable
	Don''t (Sanction)	Gradable
	Pretend (Real)	Gradable
I'll be right here, baby, you know I'll sink orswim	Will (Never)	Gradable
	Right (Wrong)	Gradable
	Here (There)	Gradable
	Baby	
	You (Me)	Gradable

	Know (Ignore)	Gradable
	Will (Never)	Gradable
	Sink (Rise)	Gradable
	Swim (Settle)	Gradable

The findings presented 63 data for gradable, 16 data for complementary, 8 data of conversances, that's the data that contained in "At my worst" song after the writer analyze with classification of antonyms. It can be seen that gradable is the most used based on the lyric of the song.

Discussion will be explained by the researchers briefly. By comparing the finding from the previous study, the researchers can conclude, bring each work there must be advantages and disadvantages. The researchers conclude that this analysis has a plus point because this research analyzes the song by using all of classification of antonyms and classified according to the group belongs to.

Conclusion

The conclusion is after the researchers analyze the lyric of the song, the researchers can conclude, 63 data for gradable, 16 data for complementary, 8 data of conversances, that is the data that contained in "At my worst" song after the writer analyze with classification of antonyms. It can be seen that gradable is the most used based on the lyric of the song.

Suggestion for this research, the researchers expect the reader understand how to analyze by using the classification of antonyms and understand how to use them correctly.

References

Cruse, D.A. (1986). *Lexical Semantics*. Cambridge University Press.

Egan, R.F. (1968). Survey of the History of English Synonymy.Spingfield, MA:Merriam-Webster *Journal of Language Teaching and Research*, Vol. 5, No. 1, pp. 234-238, January 2014. A Linguistic Study of Antonymy in English Texts,Chunming Gao and Qianzhen Zheng.

Gross, D., Fischer, U., & Miller, G. A. (1989). The organization of adjectival meanings. Journal of memory and language, 28(1), 92-106.

Hu, Zhuanglin. (2001). *Linguistics: A Course Book*. Beijing University Press.

Leech, G. N. (1974). *Semantics*. Penguin.

Lyons, John. (1977). *Semantics*. Cambridge University Press.

Mackey. (1986). *The Role Analysis of Language in The Philosophy of Language Development* Retrieved tuesday, 16 Juli, 2013, from http://amrinanismejournal.blogspot.co.id/2013/07/therole-   analysis-of-language-in.html.

Powell, W. R. (1986). Teaching vocabulary through opposition. *Journal of Reading, 29*(7), 617-62.

Sowa, J. F. (1987). *Semantic networks*. In S. C. Shapiro (Ed.), Encyclopedia of artificial intelligence. Wiley and Sons.