AN ANALYSIS ON LEXICAL ASPECTS IN CARTOON DISCOURSES IN "DONALD DUCK" (A COMIC BOOK PUBLISHED BY M & C PT. GRAMEDIA MAGAZINE)

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Abstrak: *This paper presents an analysis on lexical aspect in cartoon discourses in "donald duck" (a comic book published by m & c pt. gramedia megazine). Through this writing, the writer would like to conduct a research about what are lexical aspects in cartoon discourses in Donald Duck?. The aim of this study is to find out the lexical aspects in cartoon discourses in Donald Duck. The method in research is a descriptive qualitative method by doing a library research. The subject of this research was taken to be analyzed in this writing is the English –Indonesia languages cartoon discourses especially in Donald Duck Book in the written form. The writer analyzed lexical aspects in cartoon discourses mentioned by Vendler (1967:151) they are: (a) a state verb (e.g., love), (b) an activity verb (e.g., call), (c) an accomplishment verb (e.g., build a zoo), (d) an achievement verb (e.g., fall). Cartoonists should have their own lexical aspect. In order to differentiate from another kinds of discourses. In creating cartoon discourses, not all the lexical aspects used once in a cartoon but it depends on the story and needs in cartoon itself. The writer suggests to those whoever interest in the field of cartoon discourses should master the lexical aspects of cartoon discourses because lexical aspects is a basic in creating cartoon discourse, oral or written form*

INTRODUCTION

One widely accepted way of thinking about the linguistic category of aspect is that it concerns a speaker's view of an event in time (Comrie, 1981:3). "Aspects are different ways of viewing the internal temporal constituency of a situation". Many linguists hold that the most fundamental aspectual distinction exhibited across all languages is that between perfective and imperfective aspects (Binnick 1991). Perfective aspect is said to express an external viewpoint; imperfective aspect, an internal viewpoint that takes some account of an event's extension in time. In spoken expression, a speaker's choice of aspect represents a decision either to expand on the, "internal temporal constituency of an event," that is, to open a view onto its internal workings, or, alternatively, to view the event from the exterior as a simple whole. In the present study, a further distinction was recognized in relation to the imperfective, or internal, aspectual view. Based on the theories above, aspect is a grammatical category that expresses how an action, event, or state, denoted by a verb, extends over time. Perfective aspect is used in referring to an event conceived as bounded

and unitary, without reference to any flow of time during. <u>Imperfective</u> aspect is used for situations conceived as existing continuously or repetitively as time flows.

Lexical aspect is defined as "the inherent meaning of some classes of lexical item". Furthermore, the following classes of lexical aspect as states, activities, accomplishment, and achievements are distinguished (Comrie 1976 at all). Based on the definition above lexical aspect itself, inherent meaning of some classes of lexical item such as states, activities, accomplishment, and achievement.

Lexical aspect refers to situation types denoted in the verb (phrase) that are distinguished on basis on temporal properties, such as dynamism, durativity and telicity. Dynamism contrasts with stativity and is defined in terms of whether or not energy is needed to maintain a given situation. Durativity contrasts with instantaneity and is defined in term of how long or how briefly a situation persists. Telicity is defined in of whether an event involves a natural endpoint.

Vendler 1967:61 distinguished four major lexical aspect categories or verb types. A state verb (e.g., love) describes a non-dynamic situation that is viewed as continuing to exist unless some external force make it change. An activity verb (e.g., run) describes a dynamic and durative situation that has an arbitrary endpoint (i. e., it can be terminated at any time). In contrast, an accomplishment verb (e.g., make a chair) describe a situation that is dynamic and durative but has a natural end point involving a change of state, after which the particular action cannot continue. Finally, an achievement verb (e.g., die) describe a situation that can be reduced to a point on a time axis (i.e., it is instantaneous and punctual).

Discourse is defined in different ways depending on the subject area or the theoretical orientation of the researcher. Discourse analyses are always concerned with the interplay of the text, context, and the practices of talking and writing, but they vary in the degree in which they combine text and context. Another distinction is to be made between discourse analytical research and qualitative approaches, although discourse analysis is often attributed to qualitative research. Both share the concern in the meaningfulness of social life but, while traditional qualitative approaches" work to understand or interpret social reality as it is produced" (Philips & Hardy 2002:6)

Cartoon is the use of English at present is not limited to formal English but has developed to informal English especially in the field of entertainment. There are many parts of English entertainments. One of there is 'cartoon'. Cartoon comes from the Italian ' kartune' which means paper. At the beginning the word cartoon was given to the design of picture on the wall. Nowadays cartoon is defined as funny picture used to entertain to make allusion and critics people (Anderson, 1990:162). Cartoon as a humors media, needs a special characteristics as its own Language aspect as tool of information (Wijana, 2003:9).

According to Vendler (1967:151) there are four major lexical aspect categories like stative verb, an activity verb, an accomplishment verb and an achievement verb. Donald duck cartoon book has lexical aspect that has been mentioned by Vendler. The reason why the writer chooses the research in Donald Duck cartoon because Donald Duck becomes one media in teaching and learning process especially teaching children at seven until ten years old. It inspires the writer to analyze lexical aspect that exists in Donald Duck cartoon and also Donald Duck cartoon has two languages like English-Indonesian that can be learned by children to add knowledge about lexical aspect itself. Another reason Donald Duck cartoon

book becomes one example to the learners can be learned bilingual approach because this book has two languages and Donald Duck cartoon book become one media in teaching and learning in bilingual subject.

LITERATURE REVIEW

Literature review is a plane of research which reveals a comprehensive guideline of concepts, principles or theories used as the basic to answer the research question (Saukah in Ngongo, 2013:16). The literature review involves the systematic identification, location and analysis of documents containing information related to the research problem (Gay 1992: 73) thus it can be said that literature review function to support research problem scientifically, to give temporary answer, to lead hypothesis and help design the methodology.

1. Definition of Lexical Aspect

Lexical aspect refers to aspectual elements related to verb semantics. Four semantic categories, first proposed by Vendler (1967), are often employed in this regard. These categories are (a) "states" such as see (b) "activities," defined as events that have duration but an arbitrary end point, as in play (c) "accomplishments," which have an inherent end point but also have duration because there are identifiable phases before the end point is reached, as in draw a picture and (d) "achievements," which have an end point that is reached instantaneously, as in fall. The placement of verbs into these different categories is not straightforward. For example, although many activity verbs are intransitive (e.g., walk, run), there are activity verbs that are transitive, as in drive a car and pull a wagon (Dowty, 1979). Furthermore, the same verb that reflects an activity in one sentence (e.g., Francesca drank wine for an hour) can reflect an accomplishment in another sentence when used with a slightly different direct object and prepositional phrase (e.g., Francesca drank a glass of wine in an hour). Given the importance of the contents of the larger predicate, our use of the term lexical aspect will refer to the lexical aspect of the verb in combination with its object or modifier, not of the individual verb divorced from its larger context.

The other sort of aspect is lexical which concern the inherent meaning of verbs (Li, 2000: 151). It is "a system for classifying utterances into categories based on temporal properties of situation revered to by lexical item in sentence" (Johnson & Fey, 2006: 240). Based on the statement above about lexical aspect is that something that concern with inherent meaning of verb based on temporal properties of situation of the verb.

Lexical aspect is defined as "the inherent meaning of some classes of lexical item". Furthermore, the following classes of lexical aspect as a states, activities, accomplishments, and achievements are distinguished (Comrie 1976:40 et all). It means that in lexical aspect distinguished to four major like states, activities, accomplishments and achievements.

Lexical aspect is also to be distinguished from aspectual class (in the sense of Dowty). , is matters, given that the Aristotelian classification and the supper ordinate telic/atelic distinction concerns not only verbs as lexical items, but also verb phrases and sentences (Verkuyl,1971/72 ; Declerck,1979 ; Filip,1990 ; Dowty,1991). Sentences must be included, as the quantificational and referential properties of their subjects (8a,b) influence their (a)telicity class and may override the aspectual properties of their constituent verbs and verb phrases.

Although "lexical aspect" is also used to refer to the aspectual class of verb phrases

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ISSN 2798-3471 (Cetak)
ISSN 2798-3641 (Online)

Journal of Innovation Research and Knowledge

(cf.e.g., Van Hout, 2003) and sentences, this use is, strictly speaking, incorrect and should be avoided. Notion of aspectual class is a wider notion than that of lexical aspect, subsuming lexical aspect as a special case when just verbs, taken as lexical items, are at stake. Aspectual *class* is to be distinguished from aspectual *form* (see also Dowty, 1979: 52, following Johnson,1977), whereby the latter concerns the expression of grammatical aspect. In contrast to aspectual form (grammatical aspect), aspectual class need have no overt marker and may remain as an intrinsic semantic property of verbs, verb phrases and sentences. , e term "aspectual class" is also used interchangeable.

2. Classification of Lexical Aspect

According to Vendler (1967:151) distinguished four major lexical aspect categories, or verb types, which can be defined:

1. State Verb

States is not dynamic and does not need additional energy to carry on. A stative verb (e.g., love) describe a non-dynamic situation that is viewed as continuing to exist unless some force external makes it change. The statement above means that something which force to here if a non-dynamic situation to do and has an arbitrary end point.

The State verb divided to six parts like:

a. Sensory

Sensory verb is verb to express sensation and perceptions on the verb (hear, see, etc.).

b. Mental perception

An utterance is classified as Mental State perception only if the mental term is judged, with regard to its context, to refer to the thoughts, memories or knowledge of the speaker, listener, or a third person. Examples are: 'She doesn't know all this' (referring to an absent child) and "I didn't, 'cept I tricked you." Because one never has direct access to another's thoughts, the determination of what is genuinely a reference to a mental state is of course open to some question. For example, one could argue that the child who said, "I didn't, 'cept I tricked you" was not referring to a belief state but was merely correcting himself. Moreover, the context of the child's remark suggests that the child was more likely using the verb trick in reference to his father's understanding of the preceding interchange, which had gone as follows:

> F: Did you have any *dreams* last night?
> C: No, I didn't have any *dreams* at all.
> F: Oh.
> C: I didn't, 'kept I tricked you. I did have *dreams*.

Similarly, context helps classify "She doesn't know all this." It is more likely that utterance was a reference to another child's mental state rather than to task failure because the child in question was absent from the room. If the child in question had been in the room and failing at a relevant task, then one could argue that the utterance merely expressed the fact of failure. In the absence of a simultaneous perception of failure, that alternative becomes less viable.

c. Emotional, Attitudes and Opinion

Emotional, attitudes and opinion are verbs where a way of thinking or behaving position of the body. (e.g. agree, suppose, etc).

d. Measurement

Measurement (verb) is a form of Observation (verb), where the result of the Observation (verb) is the assignment of a quantity to a thing (the subject being observed). The term Measurement may refer to act of measuring (its verb form) or the result of that act (its noun form).

A quantity is the combination of a Number and a Unit, where the Unit may be a Ratio of two similar Units.

For example:

10 home runs - is the quantity that was measured

10 - is the number in that quantity

home runs - is the Unit in that quantity

e. Possession

Possession is state verb of having or owning thing that you own or have with you at one time. (e.g. have, own, etc)

f. Description

Description is verb which explain something or statement of what want to do. (Be, describe, etc)

2. Activity Verb

Activity has duration but no end point. An activity verb (e.g., run) describes a dynamic and durative situation that has an arbitrary endpoint (i.e., it can terminated at any time). It means that activity verb describe a dynamic and durative that has situation to do until finish anytime.

The activity verb can be classified to two parts such as:

a. Completive verb (e.g. arrive).

b. In compliment verb(e.g. drink)

3. Accomplishment Verb

Accomplishment has duration and an end point. An accomplishment Verb (e.g., make a chair) describe a situation that is dynamic and durative but has a natural end point involving a change of state, after which the particular action cannot continue. It means that accomplishment has dynamic and durative to describe a situation and has an end point.

4. Achievement Verb

Achievement happens suddenly and can be reduced to single moment. An achievement verb (e.g., die) describe a situation that can be reduced to a point on a time axis (i.e., it is instantaneous and punctual). It means that something happens suddenly and describes a situation that can be reduced to a point on a time axis directly instantaneous and punctual.

3. Definition of Cartoon

Cartoon is defined as funny picture used to entertain to make allusion and critics' people. Cartoon as a humors media, needs a special characteristic as its own Language aspect as tool of information (Anderson, 1990:162).

Cartoon is a form of two-dimensional visual art. Modern definition of cartoon refers to a creative drawing or painting intended for satire, caricature or humor or to the artistic style of such works. An artist who creates cartoons is called a cartoonist (Wijana, 2003:9)

According to Logman (1978:157) cartoon is humor drawing often dealing in amusing

way with something of interest in the news. A cartoon is a form of expression, or communication that refers to several form of art, including humorous captioned illustrations, satirical political drawing, and animated film originally, the term referred to full-scale drawing for various form of fine art, such as frescoes and tapestries. From the mid-nineteenth century it acquired the meaning of a pictorial parody, humorous and often satirical in its visual form of joke which has continued to be used with great effect on society. Cartoon comes in various forms: the comic strip, animated cartoon for the electronic media (such as "Tom and jerry, Superman, Pocahontas, etc).

Based on the theories above, the writer can conclude that cartoon discourse is one way to express many things in our mind or we can be used it to communication one each other.

4. Types of Cartoon Discourse

According to Wijana (2003: 266) there are three types of cartoon discourse those are: Non-monologue discourse, monologue discourse and dialogue discourse.

1. Non-discourse (non-dialogue)

Non-monologue discourse is non-interactive discourse means that in these types of discourse. But the most interesting thing in this non-monologue discourse is there is a corporation between verbal and non-verbal element (picture) in order to reach the purpose of cartoon (to entertain readers).

Verbal aspect in cartoon discourses will be meaningless that is presented without a picture and vice versa. It means that is not enough if the readers just enjoy the cartoon through verbal but also it must be through visual way.

2. Monologue Discourse

The Oxford English Dictionary defines *dialogue* as "the conversation written for and spoken by actors on a stage" or "a conversation carried on between two or more persons." It is a verbal exchange of ideas between people, and as such fits the standard vision of how dialogue would function in the classroom. The same dictionary defines Monologue as "a long speech by one actor in a play" or "a scene in a drama in which only one actor speaks." It is a generally uninterrupted speech or narrative that tells a complete story or expresses a complete line of thought. More importantly, the monologue is either literally or figuratively delivered to another character or characters, whether these characters are onstage at the time or simply part of the drama as a whole.

According Clare Wallace in (Patrice Pavis 1998:3) monologue is a speech by a character to him, while a soliloquy is addressed directly to an interlocutor who does not speak."5 In suggesting a distinct difference between soliloquy and monologue, Pavis's definition alters the standard and more general dictionary designation of soliloquy as speaking alone with or without the presence of hearers. Indeed, already the notion of a *silent interlocutor* presents a tautology. Later, when describing the "deep structure of monologue," Pavis refines this by stating that while structurally the monologue is not dependent upon a reply from "an interlocutor," it "addresses the spectator directly as an accomplice and a watcher-hearer." 6 The distinction between soliloquy and monologue first implied is thus effectively erased. It is perhaps finally more useful to conceive of monologue as a *genre*, albeit a multifaceted one, and soliloquy as *dramatic device*.

Based on the theory above, it is different with non-monologue discourse, because this monologue discourse created through medium whether human or animal to express

something if there is another figure in type of discourse.

Monologue discourse can be divided into two types those are :

    a. Unback grounded monologue discourse.

Here, the character in cartoon does not need any comment from the hearer which means that the speaker is the only character who makes statement and also the one who gives comment to statement that has already said.

For Example. 12 & 13. Conversation

      Mickey Mouse : The only people the Monkey's ever met before are her handlers at the university.

      Mickey Mouse   : And as were taking her to meet her future mate at the habitat, here reaction to 'new' Folks might complicate things! (Donald Duck book).

    b. Back grounded monologue discourse

Here, the character in cartoon does not need any comment from the hearer which means that the speaker is the only character who makes statement and also the one who didn't gives comment to statement that has already said.

For Example: Conversation 6. In Mickey Mouse "Primate Passion" episode

      Gufi: Well, I'm bored, and it's driving me nuts!! I want to do some exploring right now.

    3. Dialogue Discourse

Dialogue is a literary technique in which writers employ two or more characters to be engaged in conversation with each other. In literature, it is a conversational passage or a spoken or written exchange of conversation in a group or between two persons directed towards a particular subject. The use of dialogues can be seen back in classical literature.

In dialogue discourse there are at least two characters in the discourse visual interaction or called face to face. In this types discourse, the speaker and hearer can changes position. Sometimes the speaker is hearer and vice versa.

        For Example:

        + Can you prove that you love me?

        -Yes, I love you that the reason why I have already been your girlfriend!

Based on the statement above dialogue discourse are conversations between two participants, those are speaker and hearer that was communicated one topic to sharing the idea one each other.

METHOD

This is a qualitative study; therefore, the data were analyzed descriptively. Data were collected from Donald Duck cartoon book (a comic book published by M & C PT. Gramedia Magazine). The data were collected from February 2025- April 2025. The sources were the used to analyze lexical aspects of verbs.

FINDINGS AND DISCUSSION

After doing the research on lexical aspects in cartoon discourses Donald Duck book, it found out some lexical aspects that used by Donald Duck book. There are 4 lexical aspects were in Donald Duck book. They are: state verb, activity verb, achievement verb,

accomplishment verb.
1. State Verb
In this part, the writer presents the words/phrases of state verb in Donald Duck book. In State verb, they are six parts will be used to classify the data.
1.1. Sensory

No.	English	Indonesian	Page
1.	See	Lihat, melihat	5
2.	Feel	Rasa, merasa	6
3.	Taste	Rasa, merasa, merasakan	9
4.	Look	Lihat, melihat	38
5.	Hear	Dengar, mendengar	48

Based on the table above, the words come to sensory because the words are to express sensation and perception on the verbs.
1.2. Mental Perception

No.	English	Indonesian	Page
1.	Remember	Ingat, mengingat	9
2.	Forget	Lupa, lupakan	30
3.	Hope	Harap, Harapan	45
4.	Guess	Pikir	53
5.	Know	Tau	53
6.	Understand	Mengerti	58
7.	Think	Pikir	59
8.	Remind	Ingat, mengingat	65
9.	Warn	Memperingatkan	89
10.	Suppose	Duga, menduga	114
11.	Believe	Percaya	105

Based on the table above the words come to mental perception because mental perception is only if the mental term is judged with regard to its context.
1.3. Emotional, Attitudes and Opinion

No.	English	Indonesian	Page
1.	Try	Coba	9
2.	Concentrate	Konsentrasi	39
3.	Explain	Menjelaskan, jelaskan	46
4.	Like	Suka	58
5.	Love	Suka, mencintai	58
6.	Can	Dapat, bisa	60
7.	Care	Peduli	90
8.	Mention	Sebut, menyebutkan	98
9.	Want	Mau, ingin	109
10.	Need	Butuh, membutuhkan	119

Based on the table above, the words come to emotional, attitudes, and opinion.

Because the verbs where a way of thinking or behaving position of the body and based on the context.

1.4. Possession

No.	English	Indonesian	Page
1.	Appear	Tampil	10
2.	Own	Milik	24
3.	Have	Punya, mempunyai	33
4.	Had	Punya, mempunyai	50
5.	Bounced	Memantul	60

Based on the table above the words come to possession because the words are state verb of having or owning that you own or here with you one time.

1.5. Measurement

No.	English	Indonesian	Page
1.	Cost	Biaya	26
2.	Donate	Sumbang, menyumbang	39
3.	Get	Ambil, mendapat	48
4.	Pay	Bayar, membayar	110

Based on the table above the word is come to measurement because the verbs where can measure something or quality of number or a unit on the context.

1.6. Description

No.	English	Indonesian	Page
1.	Be	Adalah	43
2.	Sound	Suara	86
3	Hope	Harap, harapan	87

Based on the table above the words come to description. Because the verbs show that description to what the speaker or listener has done on the context.

2. Activity verb

In this part, the writer presents the words of state verb in Donald Duck book. In acivity verb, there are two parts will be used to classify the data.

2.1. Completive Verb

No.	English	Indonesian	Page
1.	Jump	Lompat,	17
2.	Call	Panggil, memanggil	17
3.	Learn	Belajar	36
4.	Search	Cari, temukan	44
5.	Get	Ambil	48
6.	Work	Bekerja,kerja	90
7.	Come	Datang	91
8.	Go	Pergi	108

Based on the table above, the words come to completive verb. Because the words are completed when exist on the context.

2.2. In completive Verb

No.	English	Indonesian	Page
1.	Appear	Tampil	10

2.	Grab	Ambil	11
3.	Follow	Mengikuti	11
4	Drive	Mengemudi, kemudikan	25
5.	Learn	Belajar	36
6.	Show	Menghadirkan	38
7.	Wait	Tunggu	78
8.	Climb	Memanjat	82

Based on the table above the words come to in completive verb. The words are not complete on the context.

3. Accomplishment Verb

In this part presents the words/phrases of state verb in Donald Duck book in accomplisment verb.

No.	English	Indonesian	Page
1.	Make a big news	Bikin berita baru/membuat berita baru	9
2.	Build a zoo	Membangun kebun	38
3.	Make the sound	binatang	59
4.	Make my own way	Bikin suara/ membuat suara	119
		Sendiri berkeliling	

Based on the table above the words/phrases come to accomplisment verb. Because the words/phrases has duration an end point to describe situation that is dynamis and durative but has a natural end point.

4. Achievement Verb

In this part, the writer presents the words of state verb in Donald Duck book in achievement verb.

No.	English	Indonesian	Page
1.	Knocked	Tumbang, jatuh	12
2.	Breathe	Bernafas	55
3.	Fall	Jatuh	69
4.	Stop	Berhenti	70
5.	Dream	Mimpi	112
6.	Out	Keluar	126

Based on the table above the words come to achievement verb. Because the verbs explain situation something happen directly instantaneous and puctual.

1. State verb

On this part, the lexical aspects only verb on the words/phrases. In Donald Duck book they are some words/phrases of lexical aspect. Such as:

1. **Sensory verb**
    a. **"Feel"**

Pages 6
The series: The War of the Planet
        (Perang Antara Planet)
English

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Journal of Innovation Research and Knowledge

ISSN 2798-3471 (Cetak)
ISSN 2798-3641 (Online)

Donald Duck: [20]. Amazing! I _feel_ like stepped through a time warp!
Donald Child's: [21]. That's nothing! Check what Gyro's cooked up
Indonesian
Donald bebek: [20]. Menakjubkan! Aku _rasa_ berada di lain waktu
Anak Donald: [21]. Itu belum apa-apa! Lihat apa yang sedang dikerjakan.

The example above especially word _"feel"_ it's involved in a sensory verb. Because the word _"feel"_ describes about Donald Duck which does not point out his energy to do something but only express his sensation when he stays on one situation.

b. **"Hear"**

Pages 48.
The series: **Junior Woodchucks (New zoo Brews Ado)**

Pramuka Siaga: Kerepotan Membuat Kebun Binatang

English
Donald Child's: [172].Hurry, hurry! I _hear_ some guy screeching on the next tee!
Indonesian
Anak Donald: [172]. Cepat, cepat! Aku _mendengar_ ada yang berteriak di   tempat memukul berikutnya!

The example above especially word "_hear_" is a sensory. Because the word _"hear"_ describes about one child expression when he hear sound from the golfer that was angry with an elephant snatches his club.

a. **Mental perception "Know"**

Pages 53
The series: **Mickey Mouse: Primate Passion**

Miki Tikus: Cinta Monyet

English
Mickey Mouse: [4.] You guess? I _know_ we gotta get the plane back by nightfall! But before the, we get all afternoon to explore the jungle.
Goofy: Sigh!
Indonesian
Miki Tikus: [4.] Kau pikir! Aku _tahu_ kita harus mengambil pesawat ini
sebelum malam! Tapi sebelum itu, kita punya waktu sepanjang sore untuk menjelejah hutan.

Gufy: [5.] huh!

The example above especially word "_know"_ is mental perception. Because the word "_know"_ describes about Mickey Mouse thinks Goofy and he get to plane back before nightfall. So word "_know"_ come to mental perception.

b. **"Think"**

Pages 59.
The series: **Mickey Mouse: Primate Passion**

Miki Tikus: Cinta Monyet

English.
Goofy: [59] I am a handsome devil! You _think_! It's working?
Indonesian
Gufy: [59]. Aku memang ganteng! Kamu _pikir_ akan berhasil?

The example above especially word _"think"_ is mental perception. Because the word

"think" describes about thinking of Goofy's though when Mickey Mouse learns the Monkey to shows how to walk well and Goofy only has the statement.

2. **Attitudes, Emotional, Opinion**

Emotional, attitudes and opinion

a. **"Have"**

Pages 33

The series: **Junior Woodchucks: New Zoo Brew Ado**

Paramuka Siaga: Kerepotan Membuat Kebun Binatang

English

Donald Duck Child's (1): [38.] We <u>have</u> folding buckets our packs! We can water them!

DonalD Duck Child"s (2): [39.] I see a hydrant over here!

Indonesian

Anak Donald bebek (1): [38.] Kita <u>punya</u> ember lipat diatas! Kita biasa memberi minum!

Anak Donald bebek (2): [39.] Aku melihat ada keran air di sana!

The example above especially word *"have"* is possession. Because the word "*have*" describes about the children have a buckets to drink the animals and they talk about own.

b. **"Need"**

Pages 119

The series: **Grandma Duck: The inspector's Inspector**

Nenek Bebek: Inspekturnya Inspektur

English

Grandma Duck: [16.] But I don't <u>need</u> much! For example a gallon of tractor fuel costs me a dozen eggs; a new spade is three jars of honey…

Inspector: [17.] I see! Unfortunately it's my job to see that things are done by the book!

[18.]I'm going to have to make a thorough inspection of the farm, make an inventory and calculate exactly what's owing in dollars and cents!

Indonesian

Nenek Bebek: [16.] Tapi aku tidak <u>butuh</u> uang banyak! Misalnya, satu gallon bahan bakar traktor hargannya selusin telur, sejop baru harganya tiga toples madu!

Inspektur: [17.] Begitu ya! Sayang, tugasku adalah untuk memastikan semua berjalan sesuai peraturan!

[18.]Aku hanya menginspeksi seluruh peternakan, menginventarisasinya, dan menghitung berapa dolar sen utangnya!

The example above especially word *"need"* it is attitudes, emotional, opinion. Because Grandma Duck thinks the Inspector will be given all the things that her wants, but the inspector only check her thing it complete or not. So it is Grandma Duck attitudes, emotional, opinion when The Inspector comes.

c. **"Explain"**

Pages 46.

The series: **Junior Woodchucks: New Zoo Brew Ado**

Pramuka Siaga: Kerepotan Membuat Kebun Binatang

English

Donald Child's: [158.] Don't try to <u>*explain*</u>! Just lasso that monkey and scram!

Indonesian

Anak Donald: ¹⁵⁸· Jangan coba-coba _menjelaskan_! Ikat saja monyet itu dengan tali dan kabur!
The example above especially word _"explain"_ is attitudes, emotional, opinion. Because when Donald children says to another children about they are going to find the animals that was lost at the field. So they don't make terrible to the golfers.

3. Possession.
a. <u>"Have"</u>
Pages 33
The series: **Junior Woodchucks: New Zoo Brew Ado**
             Paramuka Siaga: Kerepotan Membuat Kebun Binatang
English
Donald Duck Child's (1): ³⁸· We _have_ folding buckets our packs! We can water them!
DonalD Duck Child"s (2): ³⁹· I see a hydrant over here!
Indonesian
Anak Donald bebek (1): ³⁸· Kita _punya_ ember lipat diatas! Kita biasa memberi minum!
Anak Donald bebek (2): ³⁹· Aku melihat ada keran air di sana!
The example above especially word _"have"_ is possession. Because the word _"have"_ describes about the children have a buckets to drink the animals and they talk about own.

4. Measurement
a. **<u>"Donate</u>"**
        Pages 39
        The series: Junior Woodchuks: New Zoo Brews Ado
                Pramuka Siaga: Kerepotan Membuat Kebun Binatang
English
Kids: ⁹⁶· Kids do...
First Golfer: ⁹⁷· Sounds like you junior woodchucks have a good idea there!
Third Golfer: ⁹⁸ I'll _donate_ a thousand dollars under certain conditions!
Kids: ⁹⁹· W-what conditions?
Indonesian
Kids: ⁹⁶· Maka anak-anak pun menceritakan...
Pengolf pertama: ⁹⁷· Kedengarannya kalian pramuka siaga punya idea bagus!
Pengolf ketiga: ⁹⁸·Aku akan menyumbang seribu dollar dengan persyaratan tertentu!
Kids: ⁹⁹· Persyaratan apa?
The example above especially word _"donate"_ is measurement. Because the first golfer says to kids, if they follow their conditions so the kids will get the money from the golfers.

b. **<u>"Give"</u>**
        Pages 49
        The series: **Junior Woodchuks: New Zoo Brews Ado**
             Pramuka Siaga: Kerepotan Membuat Kebun Binatang
English
Third Golfer: ¹⁸²· Be a sport! If he knocks the balls into that cup, I'll _give_ him five thousand dollars!
Second Golfer: ¹⁸³· I'll give him ten thousand!
Indonesian
Pengolf ketiga: ¹⁸²· Yang fair dong! Kalau dia membuat bolanya masuk, aku akan kasih lima

ribu dolar!
Pengolf kedua: [183]. Aku akan kasih sepeluh ribu!

The example above especially word *"give"* is measurement. Because the third golfer and second golfer says to an elephant, if he knocks the balls into that cup so they will give the money to kids.

5. Description

Pages 43

The series: **Junior Woodchuks: New Zoo Brews Ado**

Pramuka Siaga: Kerepotan Membuat Kebun Binatang

> **English**
> Second golfer: [133]. Glumfh Plfuhz!
> > [134.] Be quiet over there George! You'll ruin my shot!
>
> **Indonesian**
> Pengolf kedua: [133.] Hmmmmm!
> [134.] diamlah, George! Kamu akan mengacaukan pukulanku!
>
> The example above word *"be"* is description. Because refer to explanation when

second golfer hope to George to quiet. So he says I will knock the balls and will concentrate to his shooting.

2. Activity Verb

Activity has duration but no end point. An activity verb (e.g., run) describes a dynamic and durative situation that has an arbitrary end point (i.e., it can terminated at any time). It means that activity verb describe a dynamic and durative that has situation to do until finish anytime.

The activity verb can be classified into two parts such as:

> a. Completive verb (e.g. jump).
> b. In compliment verb(e.g. appear)

2.1. Completive verb

a. "Jump"

Pages 17

The series: Donald Duck: **The War of The Planets**

> **Donald Bebek: Perang Antara Planet**

English

Mr. Mayor: [94]. *Jump* for the treetops! It's our only chance!

> [95].Call out the militia our celebration is an unmitigated disaster!

Indonesian

Pak walikota: [94]. *Lompat* ke puncak pohon! Itu kesempatan kita satu-satunya!

[95]. Panggil pasukan rakyat! Perayaan kita jadi bencana total!

> The example above especially word *"jump"* is completive verb. Because when the

big water comes from the air fall to the field celebration. So Mr. Mayor says to the people to jump for their treetops and the people do it.

> b."Come"

Pages. 91

The series: **Mickey Mouse: The key To the Loch**

Miki Tikus: Rahasia Monster Loch

English

Professor Dustibones: [59]. By Darwins Beard,we'll get to the bottom of this or…

Ben Dover: [60]. Everybody! *Come* quickly! The moster is abroad on the loch!

Indonesian

Professor Dustibones: [59]. Demi janggut Darwin, kita akan menyelesaikan masalah ini atau…

Ben Dover: [60]. Semuanya! Cepat *datang!* Moster itu ada di permukaan danau Loch.

The example above word "*come*" is completive verb. Because when Professor Dustibones thinks about monster Loch suddenly Ben Dover come to him and says everyone! Exit monster Loch at abroad on the Loch.

2.2. In completive verb

a. "Wait"

Pages 78

The series: Donald Duck: Feast or Fast

Donald bebek: Pesta atau Puasa

English

Donald Duck: [127]. Aah! Labchops Hambe with pommes du land! Glazed ham in cream and butter! I can't *wait* to spoil my taste buds!

Indonesian

Donald Bebek: [127]. Aah! Daging domba disirami brandy dengan pommes du land!daging sapi dengan krim dan mentega Aku tidak sabar untuk memanjakan indera pengecapku!

The example above especially word *"wait"* is in completive verb. Because Donald Duck can't wait to eat labchops hambe and it cannot remember their promise with Daisy about their Dinner.

b. "Eat"

Pages 79

The series: **Donald Duck: Feast or Fast**

Donald Bebek: Pesta atau Puasa

English

Daisy: [134]. Don't whine and moan, Donald! The Doctor said you can only *eat* thin soup until your beak's healed!

Indonesian

Daisy: [134]. Jangan mengeluh Donal! Dokter bilang kamu hanya boleh *makan* sup sampai paruhmu sembuh!

In example above especially the *word "eat"* in completive verb. Because when Daisy said to Donald but Donald just listen and he is not comment

3. Accomplishment Verb

Accomplishment has duration and an end point. An accomplishment Verb (e.g., make a chair) describe a situation that is dynamic and durative but has a natural end point involving a change of state, after which the particular action cannot continue. It means that accomplishment has dynamic and durative to describe a situation and has an end point. Such as:

a. "Build a zoo"

Pages 38

The series: **Junior Woodchuks: New Zoo Brews Ado**
Pramuka Siaga: Kerepotan Membuat Kebun Binatang
English
Kids Junior: [83].Mister, would you give a donation to _build a zoo_?
First Golfer: [84]. Nah!
Indonesian
Anak junior: [83]. Bapak, mau member sumbangan untuk _membangun kebun binatang_?
Pengolfer pertama: [84]. Nggak!
        The example above especially words/phrases _"build a zoo"_ is accomplishment verb. Because the kinds come to the first golfer to hope a donation to build a zoo and don't the zoo when to build it.

b.   "Make a big news"
Pages 9
The series: **Donald Duck: The War of The Planets**
Donald Bebek: Perang Antara Planet
English
Alien: [38]. The" Martians" await their cue at the fire station…
[39]. All right, actors! Are we ready to _make a big news_?
Indonesian
Alien: [38]. Para "makluk Mars" menunggu petunjuk di gedung pemadam kebakaran…
[39]. Baiklah, para actor! Kita siap _untuk bikin berita besar_!
        The example above especially words/phrases _"make a big news"_ is accomplishment verb. Because the Martians don't know when they can make big news with their performance and until when the news can finish.

4. Achievement verb
a.   "Stop"
Pages 69
The series: **Donald Duck: Feast or Fast**
        Donald Bebek: Pesta atau Puasa
English
Donald Duck: [34]. Cut it out, stupid mind! _Stop_ thinking about food
            [35]. thump!thump!thump!
Indonesian
Donald bebek: [34]. Hentikan, pikiran bodoh! _Berhenti_ memikirkan makanan.
            [35]. buk! buk! buk!
The example above especially word _"stop"_ is achievement verb. Because when Donald Duck think about his food in his mind, he angry with his mind's that think about food.

b.   "Fall or Falling"
Pages 126
The series: **Grandma Duck: The Inspector's inspector**
Nenek Bebek: Inspekturnya inspektur
English
Grandma Duck: [82]. Eeeekkkk!
            [83]. That's him _falling_ out of the grain loft!

Indonesia

Nenek Bebek: [82.] Eeeekkkk!

[83.] Itu dia *jatuh* dari loteng penyimpanan jerami!

In example above the word *"falling"* is achievement verb. Because grandma duck says to Donald Duck, the inspector was felt out of the grain loft.

CONCLUSION

As shown in the discussion above, lexical aspect of verbs in Donald Duck book that published by PT. Gramedia that often appears in every published series is state verbs and then the second is followed by activity verbs.

ACKNOLEDGEMENT

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