

JEPAL

Journal of English Pedagogy and Applied Linguistics

<https://jurnal.masoemiversity.ac.id/index.php/englishpedagogy>

Submitted: 7 December 2021 Accepted: 27 February 2022 Available Online: 28 February 2022

AN ANALYSIS OF ACTIVE ZONES IN NARRATIVE TEXT: A COGNITIVE LINGUISTICS APPROACH

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Abstract: In this current research, the cognitive linguistics theory by Langacker (1987) describes linguistic as general cognition and thinking is used to maintain interrelations of narrative text with a deep knowledge analysis of the meanings of lexical concepts in it. In addition, this research aimed to find out the entity's profiles found in two narrative texts and the different active zones found in narrative texts. The active zone is cognitive operations in cognitive linguistics that deal with senses at the level of structure of the language. Furthermore, this research employed a descriptive study by analyzing the narrative texts. The result of the research described that the characters in the narrative texts are the entity's profile of each active zones.

Keywords: active zones, cognitive linguistics, narrative text

INTRODUCTION

Language describes a model of thought. It is undeniable all things people might do with languages. For example, asking for information, giving an opinion, expressing happiness or unhappiness. Thus, language plays an important role in daily activities. Cognitive linguistics reflects the nature of language and the organization of thought and ideas. It means that language is a continuum where every unit is a form-meaning pairing. A philosopher and linguist W. von Humboldt (1767-1835) from Germany in Von (1991) was the first to analyze thinking, reality, and language. Cognition is determined by a certain language. Therefore, language and thoughts or cognition assimilated one and each other.

According to Barcelona & Valenzuela (2011) state that cognitive linguistics is a reaction towards generative approaches to language. Chomskyan tradition had developed a view of language as the composition of syntax, semantics, and pragmatics. Meanwhile, Langacker (1987) states that meaning is what language is all about. Cognitive linguistics describes a theory of domains that are based on the opinion that meaning is encyclopedic and the lexical concepts cannot be inseparable as they are. Thus, each of the two parts can be categorized in terms of different codes. In this stage, Langacker calls these knowledge structures domains. In addition, He states that the theory of domains has achieved many benefits in linguistics study. Besides, he described that meaning as

encyclopedic. It means that those lexical concepts cannot be understood independently. Langacker's theory of domains also complements Fillmore's theory of Frame semantics in several ways. Furthermore, domains are necessarily cognitive entities, such as mental experiences, representational spaces, and conceptual complexes. In this stage, domains are described as conceptual entities of different levels of complexity and organization. Furthermore, Langacker (1991) also shows different characteristics that identify domains. Those are dimensionality and configurational or locational domains. Dimensionality is some domains that are organized into one or more dimensions. Meanwhile, configurational or locational domains is concerning a given dimension.

In the encyclopedic view of meaning, cognitive linguistics is associated with a lexical item as an effect of the context. Haiman (1980) states that Encyclopedic meaning focuses on the notions of semantic, connotation, and prediction. Therefore, the only component of an entity's profile is appropriate in a particular utterance called the active zone. This present study focused on the active zones. There has been researching on the active zones in cognitive linguistics study. For example, the study conducted by Paradis, (2004) that is line with the research conducted by Bierwiazzonek & Anna (2010) in studies of cognitive semantics entitled "Active Zones Revisited and Revised" the concept of active zones should be divided into two parts. Firstly, regular whole part metonymies. It is the target parts that are conceptualized and lexicalized. Secondly, non-metonymic active zones phenomena that are not conceptualized and lexicalized target. Furthermore, a study conducted by Fahmi Aajami (2020) entitled 'a cognitive linguistics study of the conceptual derivation of word meaning' revealed that domains theory such as base organization, profile, the perceptual basis for knowledge representation, and active zone has proven effective towards English lexical concepts in Iraqi students.

Regarding the background of the study above, this present research is aimed to investigate what are the entity's profiles found in two narrative texts and what are the different active zones found in narrative texts.

LITERATURE REVIEW

Cognitive linguistics has two main aspects. Those are non-modularism and non-objectivist. Non-modulirm views language as a human cognitive ability. Such as, sensorimotor skills, kinaesthetic, or visual ability. Johnson (1987) states that a main word in cognitive linguistics is emodiment. The meanings of words and clause in linguistics are not only a combination of universal abstracts but also a large number of meanings and structures motivated by experience. Thus, cognitive linguistics concept including physical experience, bodily, or social experience (Gibbs, 1999). The second aspect is non-objcvist. In this stage, meaning does not present independently. Furthermore, Langacker states that non-objectivist has highlighted as "blueprints" that the conceptual structures formed in our minds and our brains. Accodring to Lakoff (1987) in Barcelona & Valenzuela (2011) describes two contradiction senses between *eye* in *he has brown eyes* and *in the eye of the needle*. Those examples are considered as an abstract semantic core. Those examples cannot be separated into the sense of eye as manifested in *he has a good eye for beauty*.

In cognitive linguistics, Fillmore's and Langacker's theories state that meaning is encyclopedic. Lexical concepts cannot only be implemented in bigger knowledge concepts, which have known as "domains". There are two main theories in this approach. Firstly, the theory of frame semantics from Fillmore in the 1970s and 1980s. Secondly, the theory of domains by Langacker (1987). This present research focuses on the active zones in the theory of domains.

The Theory of Domains

The theory of domains is based on the assumption that meaning is encyclopedic and the lexical concepts cannot be understood independently of larger knowledge structures. In this stage, Langacker in Fillmore (2000) calls these knowledge as structures domains.

Langacker (1987) cited by Evans & Green (2006) state that domains are conceptual entities that consist of mental experiences, representational spaces, concepts, or conceptual complexes. The knowledge structures have been considered as a domain when it gives background knowledge information towards the lexical concepts that can be understood and used in language. For instance, expressions like hot, cold, lukewarm are lexical concepts in the domain temperature. The theory of domain insightful in constructing the meaning in target language and source (Lowe, 2008).

The theory of domains consists of the theory of Frame semantics, as follows; (1) Fillmore acknowledges which describes that concepts can be structured in terms of multiple domains. The variety of domains that structure a single lexical concept is called the domain matrix. For example, the aspects of concept bird are specified in a variety of different domains, such as space, physical objects, life, time, and so on. Croft (2003) cited by Evans (2004) states that Langacker designates another level of conceptual organization that, in Fillmore's work was not explicitly worked out within the theory Frame Semantics. This stage describes the differences between basic domains, such as space and time which derive directly from the nature of our embodied experience, and abstract domains, such as marriage, love, or musicology. However, they are ultimately come from embodied experience, but they are more complex. For example, our knowledge love may consist of knowledge relating to abstract domains, such as directly embodied experiences like touch, sexual relations, and physical proximity, and may also include knowledge relating to abstract domains, for instance, the experience of complex social activities like marriage ceremonies, hosting dinner parties, and so on.

In this stage, Fillmore's theory relate to the abstract domain, meanwhile, Langacker's theory relate to both basic and abstract domains; (3) domains are classified hierarchically in Langacker's model. It describes a particular lexical concept that can simultaneously presuppose a domain lower down the hierarchy and represent a subdomain for a lexical concept. For example, the concept elbow has a domain arm, the concept arm is understood concerning the domain body; (4) Langacker's theory of domains is more concerned with conceptual ontology, such as the structure and organization of knowledge, and how concepts are related to and understood in terms of others.

Basic, image-schematic and abstract domains

Langacker states that basic domains derive from pre-conceptual experiences, such as sensory-perceptual experience, which forms the basis of more complex knowledge domains. Moreover, Langacker argues that basic domains derive from directly embodied experiences that are pre-conceptual. It means that the experiences derive from internal embodied experiences. For example, emotion, consciousness, or derives from an awareness of the passage of time or from sensory-perceptual experiences which relate to information derived from the external world.

Other characteristics of domains

In this stage, Langacker shows the characteristics of identifying domains into two main points. Firstly, dimensionality is in which some domains are organized relative to one or more dimensions. For instance, the basic domains time, temperature, and pitch are organized along a single dimension and are thus one-dimensional. Besides, abstract

domains can also be organized concerning a particular dimension or set of dimensions, such as cardinal numbers (1,2,3,4...) representing a domain ordered along a single dimension.

Furthermore, the characteristics of domains can be distinguished based on whether they are configurational or locational. For example, color is a locational domain because each point along each of its dimensions, such as hue is calibrated concerning the point adjacent. In other words, space is not locational but configurational. For instance, the shape or triangle remains a triangle rather than a square.

Profile/base organization

Hypotenuse describes point access to a potentially infinite knowledge inventory, relating to right-angled-triangle. The knowledge network is called the scope of lexical concept which is divided into two aspects. These are the profile and its base. The profile is the entity or relation designated by the word, meanwhile, the base is the essential part of the domain matrix necessary for understanding the profile.

Active zones

Typically, only part of an entity's profile is relevant or active within a particular utterance. This part of the profile is called the active zone. It helps to explain why this contradictory sentence can give rise to a non-contradictory interpretation. Zhang (2020) states that active zone is construal operations and salient meaning aspects of a conceptual structure. It should be treated as linguistic indeterminacy. The following examples below show the active zones in several utterances.

- a. The footballer headed the ball.
- b. The footballer kicked the ball.
- c. The footballer frowned at the referee.
- d. The footballer waved at the crowd.

The footballer is profiled in each of those examples above. Besides, a different active zone is shown in each example. The active zone of the footballer who headed the ball is the footballer's forehead. The active zone of the footballer kicking the ball is the footballer's foot. The active zone of the footballer frowned at the referee is the footballer's face. Besides, the active zone of the footballer waving at the crowd is the footballer's hands and arms.

Furthermore, Langacker (1987) also states that the meaning have a relationship with a lexical item as a result of the context used. The active zone is the profile of repeated in utterances. It helps in finding out the meanings and intentions between the speaker and the listener, as shown in the following points below.

- a. The keeper protects his goal by his head.
- b. The keeper protects his goal by his legs.
- c. The keeper protects his goal by his knees.
- d. The keeper protects his goal by his back.
- e. The keeper protects his goal by his abdomen.
- f. The keeper protects his goal by his bottom.

From the evidences above, the active zones are shown from the body parts of the keepers that keep football from entering the goal. Furthermore, the example of this red pen is not red can show a non-contradictory interpretation. For instance, a pen whose ink is red is not colored red, or a pen that is colored red does not contain red ink. Thus, red has a different active zone. The first one relates to the contents of the pen that result in

colored marks on paper, meanwhile, the other active zone relates to the body of the pen. From the example above, the active zone is at work in discourse allowing the speakers and the hearers to search the knowledge of each word and interpretation through the context.

Furthermore, Langacker (1987) emphasizes about the basis of knowledge representation. It describes the ability to use a sensory from internal or external body. For example, experience of pain or consciousness. Moreover, our cognition will get this experience through representing as though as processing the information from acts to concepts. For example, *Mirna was walking under the rain*. When the listeners listens to this example, they imagine the picture in their mind and if they have a good and brief imagination, they maybe capture the cold feeling that Mirna suffered from.

The perceptual basis of knowledge representation

Barsalou et al., (1999) states that a common representational system underlies both perceptions and cognition. Perception is our ability to process sensory input from the external world and internal body states such as consciousness or experience pain. Meanwhile, cognition is the ability to make experiences accessible to the conceptual system by representing them as concepts with the information processing that operates over those concepts).

Furthermore, perceptual symbols (concepts) are neural representations stored in sensory-motor areas of the brain. On the other hand, perceptual symbols do not exist independently of one another, but they are integrated into systems called simulators. A simulator is a mental representation that integrates related perceptual symbols. There are two kinds of information extracted from simulators. Those frames are schematic which provides a relatively stable representation (a concept), drawing together what is uniform about our experience with tools of this kind. Further, simulation is a series of perceptual experiences.

Theories of mental representation have adopted a non-perceptual view as a modal view. Three kinds of mental mechanisms are transducers, central systems, and modules. Transducers receive 'raw' sensory-perceptual input. Besides, it translates into a form of manipulated cognitive systems. Moreover, central systems ('general' cognitive work such as reasoning, inference memory); (3) modules (specialized and encapsulated systems of knowledge that mediate between the transducers and the central systems).

METHOD

A cognitive linguistics methodology would be conducted a different path. Cognitive linguistics is a study of the knowledge of the world formed in the mind. It aims at modeling and the structure of linguistic cognition (Abdikalyk et al., 2016). This study is designed to describe and interpret a phenomenon of the variation of the entity's profiles and the active zones that occur in two narrative texts. Therefore, this research employs a qualitative approach as suggested by Pearson & Duke (2002) in qualitative research. Furthermore, Alwasilah (2011) states that qualitative design is used to describe social phenomenon from the participants.

In collecting the data, two narrative texts entitled "The lion and the mouse" and "The Rabbit and The Turtle" from (Course, 2017) are chosen as an object to be analyzed. Furthermore, the sentences in the story of the lion and the mouse and the rabbit and the turtle are collected and categorized into the entity's profiles and the active zones. Moreover, the data collection is then analyzed based on the theory in the theoretical background.

FINDINGS AND DISCUSSIONS

The results of the research describes a narrative text boost the ability in acquiring new words by implementing the theory of domains suggested by Langacker (1987). The theory of domains focuses on finding the closest words in analyzing meaning to avoid elusiveness. This research analyzes two narrative texts to find out the meaning interrelations in their minds. The theory used based on organization or profile, active zone, and basis of knowledge presentation.

This stage provides discussion and analysis based on the research questions in the formulation of the study. The focus will be on the entity's profiles and the active zones. The following table below shows the text of the rabbit and the turtle.

Table 1. The story of the rabbit and the turtle.

The Rabbit and The Turtle	
	One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.
	Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.
	The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.
	However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

In the story of the rabbit and the turtle above has shown two main characters. Those are the rabbit and the turtle. Each character shows their different activities that describe in the following table below.

Table 2. The activites characters in the story of the rabbit and the turtle

No.	Characters	Activities
1.	The rabbit	a. A rabbit was boasting about how fast he could run. b. He was laughing at the turtle for being so slow c. The rabbit thought this was a good joke and accepted the challenge. d. the rabbit raced way ahead of the turtle e. The rabbit got to the halfway point and could not see the turtle anywhere. f. He was hot and tired and decided to stop and take a short nap. g. The rabbit slept longer than he had thought and woke up. h. He could not see the turtle anywhere! i. He went at full-speed to the finish line but found the turtle there waiting for him.
2.	Mouse	a. The turtle challenged him to a race.

		b. The turtle kept walking step by step by step.
		c. He never quit no matter how hot or tired he got.
		d. He just kept going.
3.	The fox	a. The fox was to be the umpire of the race.

As described in the evidences above, Evans & Green (2006) state that the meaning is connected with the lexical item as a result of the context in which it is used. In this stage, only part of the entity's profile is active within particular activities. Furthermore, the following table below shows the text of the lion and the mouse story.

Table 3. The story of the lion and the mouse

The Lion and The Mouse	
<p>A Lion lay asleep in the forest, his great head resting on his paws. A timid little Mouse came upon him unexpectedly, and in her fright and haste to get away, ran across the Lion's nose. Roused from his nap, the Lion laid his huge paw angrily on the tiny creature to kill her.</p> <p>"Spare me!" begged the poor Mouse. "Please let me go and someday I will surely repay you."</p> <p>The Lion was much amused to think that a Mouse could ever help him. But he was generous and finally let the Mouse go.</p> <p>Some days later, while stalking his prey in the forest, the Lion was caught in the toils of a hunter's net. Unable to free himself, he filled the forest with his angry roaring. The Mouse knew the voice and quickly found the Lion struggling in the net. Running to one of the great ropes that bound him, she gnawed it until it parted, and soon the Lion was free.</p> <p>"You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion."</p>	

The story of the lion and the mouse above consists of two main characters. Those are the lion and the mouse. Each character shows their different activities that describe in the following table below.

Table 4. The activities of two main characters

No.	Characters	Activities
1.	The Lion	<ul style="list-style-type: none"> a. A Lion lay asleep in the forest b. his great head resting on his paws c. the Lion laid his huge paw angrily on the tiny creature to kill her d. Some days later, while stalking his prey in the forest e. the Lion was caught in the toils of a hunter's net f. Unable to free himself g. he filled the forest with his angry roaring h. the Lion struggling in the net
2.	Mouse	<ul style="list-style-type: none"> a. A timid little Mouse came upon him unexpectedly b. and in her fright and haste to get away, ran across the Lion's nose c. "Spare me!" begged the poor Mouse d. The Mouse knew the voice e. Running to one of the great ropes that bound him f. she gnawed it until it parted

According to Evans & Green (2006) state that in ordinary speech, the meaning is connected with the lexical item as a result of the context in which it is used. Therefore, only part of the entity's profile is active within particular activities. The following

examples below show that *the lion* as the main character in the story is profiled inactive zone.

1. a. A Lion lay asleep in the forest
- b. His great head resting on his paws
- c. The Lion laid his huge paw angrily on the tiny creature to kill her
- d. Some days later, while stalking his prey in the forest
- e. The Lion was caught in the toils of a hunter's net
- f. Unable to free himself
- g. He filled the forest with his angry roaring
- h. The Lion struggling in the net

In point (1a) A Lion lays a sleep in the forest, the active zone is the lion's body. In point (1b), his great head resting on his paws, the active zone is the lion's head. In point (1c), The Lion laid his huge paw angrily on the tiny creature to kill her, the active zone is the lion's hand. In point (1d), while stalking his prey in the forest, the active zone is the lion's foot. In point (1e), The Lion was caught in the toils of a hunter's net, the active zone is the lion's body. In point (1f) Unable to free himself, the active zone is the lion's body. Meanwhile, in point (1g), He filled the forest with his angry roaring, the active zone is the lion's mouth. Besides, in point (1h) the lion struggling in the net, the active zone is the lion's body.

The idea of active zones defines the mouse as the second character. The following points below shows that only part of the entity's profile is active within particular activities.

2. a. A timid little Mouse came upon him unexpectedly
- b. In her fright and haste to get away, ran across the Lion's nose
- c. "Spare me!" begged the poor Mouse
- d. The Mouse knew the voice
- e. Running to one of the great ropes that bound him
- f. She gnawed it until it parted

Based on point (2a) *A timid little Mouse came upon him unexpectedly*, the active zone is the mouse's body. In point (2b) *In her fright and haste to get away, ran across the Lion's nose*, the active zone is the mouse's foot. In point (2c), *"Spare me!" begged the poor Mouse*, the active zone is the mouse's mouth. In point (2d), *The Mouse knew the voice*, the active zone is the mouse's ear. Furthermore, in point (2e), *Running to one of the great ropes that bound him*, the active zone is the mouse's foot. Finally, in point (2f), *she gnawed it until it parted*, the active zone is the mouse's mouth.

From two narrative texts above, there are two main characters in the story as the entity's profile. Those are *the lion* and *the mouse* and *the rabbit* and *the turtle*. They are categorized as the entity's profile in a particular utterance. Moreover, the characters in the narrative text above consist of the phenomenon of active zones.

CONCLUSION

Domains theory can be used as a considerable advantage in learning vocabulary through a text. This research emphasises a significance of active zone, base or profile organization, and the concept base of knowledge presentation both in practical and intellectual in some aspects of cognitive linguistics. Unlike other research which focus on either practical methodological or theoretical abstract. This research showing the possible meanings in different evidences in revealing the difficulties in using English expressions

in the narrative text. Meanings can be obtained in drawn images, and signs as consequently these variety of meanings representation of communication and develop the level of comprehension. Considering the findings and discussion, it can be concluded that the characters in the story which are *the lion* and *the mouse* and *the rabbit* and *the turtle* are the entity's profile of each active zone. Thus, the narrative texts of *the lion and the mouse's story* and *the rabbit* and *the turtle* show how active zones phenomena are at occurred in discourse and allowing the speakers and the hearer to find out the data of knowledge which is connected with each word and analyzed through the context in the text.

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