

ABSTRACT

Silfia Dewi, Yunita. 2024. 20033006. *An Analysis of Connotative Meaning in Reading Texts from the Textbook Entitled 'English for Nusantara' Thesis*. Faculty of Teaching and Training Education of English Department. Islamic University of Darul 'Ulum Lamongan.

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This research aims to analyze the connotative meanings in reading texts from the textbook "English for Nusantara," which is used by seventh-grade students. Utilizing the cognitive semantics theory by Lakoff and Johnson, as well as the conceptual blending theory by Fauconnier and Turner, this study explores how connotative meanings influence the reader's interpretation and are categorized into cognitive semantic concepts such as spatial, emotional, and social. Additionally, this research applies Brown and Levinson's politeness theory to analyze how positive and negative connotations in the text affect the social and emotional relationships built between the reader and the text.

The research method used is descriptive qualitative, with data consisting of reading texts from the book "English for Nusantara." The data were analyzed through the process of reading and collecting, classification, and interpretation, which were then categorized based on connotative meanings and cognitive semantic concepts, presenting data, and drawing conclusions.

The results of the study show that connotative meanings in the reading texts significantly affect the way readers interpret the texts, building deeper meanings through emotional, social, and spatial associations. Positive connotations in the texts are often associated with positive politeness strategies that enhance social closeness, while negative connotations are related to negative politeness strategies that maintain social distance. These findings emphasize the importance of understanding connotative meanings in language education, particularly in the educational context, where the use and understanding of connotative meanings have the potential to improve reading skills, analytical abilities, critical thinking, and can also develop students' language skills and comprehension.