



Construction of the Verb Phrase “Hear” In Indonesian: A Study of Syntax and Semantics

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Article info

Received Date: 20 Januari
2026

Accepted Date: January 20,
2026

Published Date: July 25,
2026

Keywords:*

Verb phrase construction hear,
Indonesian, syntax, semantics

Abstract*

This research aims to analyze the construction of "hear" verb phrases in Indonesian syntactically and semantically. This research uses a qualitative descriptive approach with data sourced from a Leipzig corpus of spoken and written texts. The results show that the construction of the verb phrase "hear" has several structural patterns and different meanings. The structure patterns include: S-P-O: Subject - Predicate - Object; S-P-O-PP: Subject - Predicate - Object - Preposition - Phrase; and S-P-Clause: Subject - Predicate - Clause. The meaning of the construction of the verb phrase "hear" also varies, including: (1) to hear the sound, i.e. this construction is used to state that the subject perceives the sound through his/her hearing; (2) to hear the news; i.e. this construction is used to state that the subject receives information through his/her hearing; (3) to hear explanation; i.e. this construction is used to state that the subject receives explanation through his/her hearing. This study also shows that the construction of the verb phrase "hear" can be modified with various phrases, such as time phrases, place phrases, and manner phrases. These modifications can change the meaning and the function of the construction of the verb phrase “hear” in the sentence.

1. Introduction

Language is a fundamental medium through which humans express thoughts, ideas, intentions, and emotions in social interaction. Kridalaksana (2011:21) defines language as an

arbitrary system of sound symbols used by members of a social group to cooperate, communicate, and identify themselves. As a communication tool, language plays a crucial role in conveying meaning and information accurately; therefore, the correctness of language use directly affects the clarity and validity of the messages transmitted. Indonesian (hereinafter BI), as the national and unifying language of Indonesia, functions not only as a means of communication across diverse ethnic, cultural, and social groups but also as a medium of education, administration, and public discourse. Despite its dynamic development and expanding functions, Indonesian faces various challenges, including the excessive influence of foreign languages, non-standard usage, and declining literacy practices. These conditions underline the importance of systematic linguistic studies that can deepen understanding of Indonesian structure and usage in both theoretical and practical dimensions.

From a linguistic perspective, the study of language can be divided into macro linguistics and micro linguistics. Micro linguistics refers to branches of linguistics that focus on the internal structure of language itself, examining the formal and functional properties of linguistic units without direct reference to external social factors. In theoretical linguistics, micro linguistics generally encompasses several core subfields, namely phonetics and phonology (the study of sounds), morphology (the study of word formation), syntax (the study of sentence structure), semantics (the study of meaning), and pragmatics (the study of meaning in context). Among these domains, syntax and semantics occupy a central position because they explain how linguistic forms are structurally organized and how meaning is constructed and interpreted within clauses and sentences. Therefore, research on verb phrase constructions in Indonesian belongs to the domain of micro linguistics, particularly within the interaction between syntactic structure and semantic interpretation.

Indonesian is the language used by the people of Indonesia in diverse social, cultural, and communicative contexts and continues to show positive development, although it also faces various challenges. As the national and unifying language, Indonesian functions as the primary medium of communication across ethnicities, cultures, and religions and is widely used in education, government, mass media, business, and daily interaction. Its central role in the national education system is reflected in its use as the main language of instruction from primary to higher education, supported by a comprehensive curriculum that integrates linguistic knowledge, literary appreciation, and communicative competence. The dynamic development of Indonesian is marked by the continuous absorption of new vocabulary and adaptation to societal change; however, this progress is accompanied by challenges such as the excessive influence of foreign languages, non-standard and impolite language use, and a weak literacy culture, which collectively threaten the quality and sustainability of Indonesian. Therefore, systematic and sustainable efforts involving the government, educational institutions, communities, and individuals are essential to preserve and develop Indonesian, including improving the quality of language education, strengthening literacy culture, promoting campaigns to love Indonesian, enriching Indonesian-language media, and enforcing standard language use in public spaces. Public awareness of proper Indonesian usage also varies across social groups, influenced by factors such as age, education, profession, and region, which further emphasizes the need for continuous linguistic awareness programs.

From a linguistic perspective, Indonesian is a rich and complex system whose structure can be examined through micro-linguistic approaches, particularly syntax, which studies how words combine into phrases, clauses, and sentences (Van Valin & LaPolla, 2002). Among

linguistic categories, verbs occupy a central position as a major lexical class that encodes actions, processes, states, and events and determines the argument structure of clauses (Givón, 1984). Verb phrases, as syntactic units centered on verbs and accompanied by complements or modifiers, function primarily as predicates and play a crucial role in shaping both syntactic patterns and semantic interpretation in sentences. Consequently, the study of verb and verb phrase constructions in Indonesian is not only theoretically significant within micro linguistics but also practically important for understanding the structure and meaning of Indonesian more deeply and accurately.

Verb phrases have a verb core and other words as modifiers, and are formed by combining verbs in the sentence. In general, verb phrases occupy the position of the predicate function. According to Alwi (2010), verbal phrases are defined as language units consisting of at least two words, where verbs act as the core of the phrase. This structure often includes additional words that function as modifiers or complements to the verb. In Indonesian linguistics, this understanding of verbal phrases highlights the importance of verbs in sentence construction, serving as the primary element around which other components revolve. Another opinion says that verbal phrases or class phrases have the same distribution as verbal words (Ramlan, 2005). A deep understanding of verb phrase construction is essential for mastering Indonesian accurately and effectively; however, many speakers still experience difficulties in using verb phrases appropriately in both oral and written communication. These difficulties stem from several factors, including limited knowledge of verb phrase structure, interference from foreign languages, and insufficient practice in using standard Indonesian. They are further compounded by the inherent complexity of verb phrases, which display diverse structural patterns and subtle semantic nuances that must correspond to contextual demands. Such conditions are problematic because they hinder effective communication and impede the development of linguistic competence in society, thereby highlighting the urgent need for systematic and theoretically grounded linguistic research on Indonesian verb phrase constructions.

This study adopts the framework of Role and Reference Grammar (RRG) developed by Van Valin (1999, 2002), in which constructions are conceptualized as meaningful pairings of form and function that arise from the interaction between clause structure and semantic representation, rather than as primitive grammatical categories. Within this framework, grammatical relations are derived from the systematic linking of semantic roles, macroroles, and syntactic functions, and verb phrase constructions are understood as the result of complex interactions between syntactic configuration and semantic roles. Although verb phrases have been widely discussed in Indonesian linguistics, analyses grounded in explicit theoretical models such as RRG remain limited, resulting in a significant research gap. Therefore, a construction-based analysis informed by RRG is both necessary and timely, as it provides a theoretically robust and semantically motivated account of Indonesian verb phrase constructions and contributes to a deeper understanding of the interaction between structure and meaning in the Indonesian language system.

Although verb phrase constructions have been widely examined in Indonesian linguistics, studies grounded in micro-linguistic approaches and explicit theoretical frameworks such as Role and Reference Grammar (RRG) remain relatively limited. Previous research, including Wardani, Nita, and Utomo (2021) on the structure and function of verb phrases in online news texts and Iswara (2015) on the syntactic function and semantic roles of Balinese verb phrase arguments, demonstrates the structural diversity and functional complexity of verb phrases, revealing that they can perform various syntactic functions and exhibit both simple and complex structural patterns. However, these studies also indicate a persistent gap in the theoretical integration

between syntactic structure and semantic interpretation. In response to this gap, the present study focuses on the construction of the verb phrase *hear* in Indonesian as a representative case to investigate how a single verb can generate multiple syntactic configurations and semantic interpretations. By analyzing verb phrase constructions from both syntactic and semantic perspectives within the domain of micro linguistics and within the RRG framework, this research aims to provide a theoretically grounded account of Indonesian verb phrase constructions and to contribute to a deeper understanding of the interaction between form and meaning in Indonesian grammar as well as in broader linguistic theory.

One of the efforts to maintain and preserve the Indonesian language is to increase the understanding and use of good and correct Indonesian. This can be done through various ways, such as learning Indonesian in schools, Indonesian language training for the community, and disseminating information about Indonesian through various media. Research on the construction of Indonesian verb phrases is expected to contribute to improving the understanding and use of good and correct Indonesian. Thus, Indonesian can continue to develop and become a rich, dynamic, and internationally respected language. The study of verb phrase construction is one of the important elements consisting of verbs and accompanying phrases, and functions to express an action or event. The construction of the verb phrase '*hear*' is one that is interesting to study in depth. The word '*hear*' itself is often used daily, but its usage in sentences can vary. This research focuses on the construction of '*hear*' verb phrases in Indonesian, with a special focus on syntactic and semantic aspects.

Before exploring the construction of the verb phrase '*hear*', it is important to understand the brief journey of the Indonesian language. It developed from various regional languages in the archipelago, with Malay as the lingua franca that connected the various ethnic groups. Indonesian was then formalized as the unifying language of the nation at the Youth Pledge in 1928. Since then, the Indonesian language has developed rapidly. It continues to be enriched with new vocabulary, both from regional languages and foreign languages. This development has also affected the way verb phrases are used, including the construction of the verb phrase '*hear*'. The construction of the verb phrase '*hear*' has several different patterns of structure and meaning. This can be seen from the following sentence examples:

- (1) *He heard a voice*
Dia mendengar suara. (S-P-O)
- (2) *He heard the news on the radio*
Dia mendengar berita di radio. (S-P-PP)
- (3) *He hears advice from his parents*
Dia mendengar nasihat dari orang tuanya. (S-P-Adv)

The verb '*hear*' demonstrates flexible verb phrase construction, as it can be modified by various types of phrases, including temporal, locative, and manner phrases. Such modifications influence both the meaning and syntactic behavior of the verb phrase within the clause. The data show three distinct structural patterns involving the verb *hear*. In (1), the clause exhibits an S-P-O structure, where the verb selects a direct object. In (2), the structure becomes S-P-PP through the addition of a prepositional phrase that specifies the source of the news, functioning as an oblique argument. In (3), the clause takes an S-P-Adv pattern, with an adverbial phrase marking the origin of the advice. Collectively, these examples highlight how a single verb can

accommodate different complements and adjuncts, resulting in varied syntactic configurations and expanded semantic interpretation within the clause.

Starting from the above background, the focus of the problem to be raised in this study is the existence of the construction of the verb phrase *'hear'* in Indonesian. There are two main problems studied in this research, namely:

1. What is the structural pattern of the construction of verb phrases *'hear'* in Indonesian based on syntactic studies.
2. What is the meaning of the construction of the verb phrase *'hear'* in Indonesian based on semantic studies.

2. Research Methods

This study employs a qualitative descriptive approach to investigate the construction of the verb phrase *hear* in Indonesian from syntactic and semantic perspectives. Qualitative descriptive research aims to provide systematic, factual, and accurate descriptions of linguistic phenomena as they naturally occur in language use (Djajasudarma, 2006), making it suitable for exploring structural patterns and meaning relations in verb phrase constructions without reducing linguistic data to numerical measurement. The data were obtained from the Leipzig Corpora Collection, which provides authentic Indonesian language texts and sufficient linguistic variation for linguistic analysis. In accordance with Sudaryanto's (2015) framework of linguistic data handling, sentences containing the verb *'hear'* and its grammatical variants were systematically identified, selected, and documented from the corpus. The collected data were then classified based on their syntactic structures and semantic characteristics and subsequently analyzed using a descriptive-analytical method to reveal patterns of verb phrase construction and meaning. The analysis involved identifying patterns of verb phrase construction, examining the configuration of arguments and modifiers, and interpreting semantic properties such as meaning relations, semantic roles, and contextual interpretation within the framework of Role and Reference Grammar (RRG), which links syntactic structure with semantic representation through interactions among semantic roles, macroroles, and syntactic functions. Through manual and systematic analysis, the data were categorized to reveal recurrent syntactic patterns, semantic types, and variations in usage. The results of the analysis are presented using both formal and informal methods: formal presentation employs linguistic symbols and structural representations to illustrate syntactic patterns, while informal presentation uses descriptive explanations to clarify meanings and interpretations. Through this integrated procedure, the study provides a comprehensive and theoretically grounded account of the construction of the verb phrase *hear* in Indonesian.

3. Result and Discussion

In *Syntactic Structures* (1957), Chomsky laid the foundations of modern grammatical theory by proposing that linguistic analysis should systematically explain the behavior of grammatical sentences, shifting the analytical focus from minimal units such as phonemes (inductive approach) to sentence-level structures (deductive approach) (Lapoliwa, 1990: 13–14). In this framework, sentences are generated through the sequential application of three sets of rules: phrase structure rules, transformational rules, and phonological rules (Awang, 1988: 27). Furthermore, in *Aspects of the Theory of Syntax* (1965), Chomsky proposed that grammar consists of three interrelated components: syntactic, semantic, and phonological components (Adiwoyo, 1987; Lapoliwa, 1990).

From a semantic perspective, Chaer (1994) defines the verb *hear* as denoting a perceptual process in which the subject receives auditory stimuli in a relatively passive manner. In line with the distinction proposed by Chaer (1994) and Alwi et al. (2003) between action verbs and stative or perceptual verbs, *hear* is closer to the category of state because it does not involve deliberate or volitional activity on the part of the subject, but rather the experience of receiving external stimuli. Consequently, verbs such as *hear* do not primarily answer the question —What does the subject do?— but instead —What happens to the subject?—, reflecting their semantic orientation toward experiential rather than agentive meaning. Within the framework of Role and Reference Grammar (RRG), this semantic property can be explained through the mapping between logical structure and argument roles: the subject of *hear* functions as an Experiencer rather than an Agent, while the object functions as a Stimulus, with the Experiencer mapped onto the macrorole Actor and the Stimulus onto the Undergoer. This analysis shows that although *hear* often appears in syntactically transitive constructions, its meaning is fundamentally experiential rather than agentive, thereby demonstrating how syntactic structure and semantic roles interact systematically in shaping the interpretation of perception verbs in Indonesian.

3.1 Structural Patterns of the Verb Phrase *hear* in Indonesian (Syntactic Analysis)

The syntactic study of the construction of the verb phrase '*hear*' aims to analyze how words form phrases and sentences containing the word '*hear*'. Syntax is concerned with how words form phrases and sentences. In this study, we will look at how the verb phrase '*hear*' is structured in sentences. This study can identify commonly used structural patterns, as well as possible variations.

Based on syntactic analysis, the construction of the verb phrase '*hear*' has several different structural patterns, including:

1. S–P–O (Subject–Predicate–Object)

In this pattern, *hear* selects a direct object in the form of a noun phrase.

Examples:

(1.1) Indra heard a faint sound

S P O

(1.2) I was shocked to hear Sumarno's fate

S P O

(1.3) I was transfixed by Laras' words

S P O

(1.4) I couldn't hear the rest of the story

S P O

(1.5) I fell silent listening to Ustad Fikri's explanation

S P O

The syntactic investigation of the verb phrase *hear* aims to understand how this verb interacts with other elements to form well-structured phrases and sentences. As a central component of clause construction, syntax examines how words combine into phrases and how phrases combine into clauses. In the clause (1.1), *Indra* functions as Experiencer/Actor, and *a faint sound* functions as Stimulus/Undergoer. Although syntactically transitive, the construction does not encode physical causation but perceptual experience. This illustrates a key insight of RRG: syntactic transitivity does not necessarily correspond to semantic agency. The data demonstrate that the verb *hear* frequently appears in the S–P–O configuration. In this pattern, the

subject (S) functions as the experiencer—the entity that perceives the auditory stimulus. The predicate (P) is the verb *hear*, which expresses the act of auditory perception. The object (O) is typically a noun phrase representing the sound, information, or message perceived by the subject. In all five examples, the verb *hear* behaves as a transitive verb, requiring a direct object to complete its meaning. The presence of the object is essential because it specifies what is being heard, thereby clarifying the semantic content of the clause. This structural pattern also highlights the canonical argument structure of *hear*, which minimally assigns two core roles:

- (1) Experiencer — the subject who perceives the sound
- (2) Stimulus — the object that is perceived

Additionally, Examples (1.2)–(1.5) show that even when the subject appears within a larger predicate structure (such as *was shocked to hear*, *was transfixed*, *fell silent listening*), the verb *hear* still selects a direct object. This confirms the robustness of the S–P–O pattern regardless of additional matrix predicates. Overall, the data indicate that the verb phrase *hear* shows strong syntactic stability in transitive constructions. The S–P–O structure represents the most basic and frequent pattern in the formation of clauses containing *hear*, serving as a foundation for understanding more complex constructions introduced in further analyses.

2. S-P-O-PP (Subject–Predicate–Object–Prepositional Phrase)

The S–P–O–PP (Subject–Predicate–Object–Prepositional Phrase) pattern represents an expanded syntactic structure in which the verb *hear* selects not only a direct object but also an additional oblique constituent in the form of a prepositional phrase (PP). This PP typically provides contextual information such as the source, location, or circumstances of the auditory event.

Examples:

- (2.1) Andra heard the battle outside

S P O PP

- (2.2) I was also surprised to hear the report from the shop staff.

S P O PP

The S–P–O–PP construction in both sentences demonstrates the verb *hear*’s semantic flexibility in accommodating an oblique complementary argument in addition to the core participants. The direct object (the battle, the report) identifies the stimulus being perceived—the entity that triggers the act of hearing. Meanwhile, the additional prepositional phrase (PP) provides situational or contextual information that elaborates the auditory event.

In sentence (2.1), the PP *outside* functions as a locative modifier, specifying where the hearing event occurred. By contrast, in (2.2), the PP *from the shop staff* identifies the source of the perceived information, rather than its spatial point. This distinction shows how the PP contributes meaning beyond the basic stimulus argument: it may encode location, source, or contextual anchoring depending on discourse needs. Thus, the PP plays an important semantic role as an optional but meaningful extension of the predicate, enriching the event structure without altering the core valency of the verb *hear*.

Overall, this pattern shows that the verb *hear* does not merely express a direct perceptual relationship between experiencer and stimulus but can be enriched by peripheral information expressed through prepositional phrases. These PPs function as adjuncts or oblique arguments, enhancing the semantic interpretation of the clause by specifying how, where, or from whom the auditory perception occurs. Thus, the S–P–O–PP construction illustrates the syntactic flexibility

of the verb *hear* and underscores its capacity to integrate additional layers of meaning beyond the basic transitive pattern.

3. S-P-CLAUSE (Subject–Predicate–Clause)

In this construction, *hear* introduces a subordinate clause that functions as its complement, typically expressing information content. The S–P–Clause pattern represents a more complex syntactic configuration in which the verb *hear* selects a clausal complement functioning as the informational content perceived by the subject. In this construction, the complement clause typically introduces propositions, reported information, or extended descriptions. The verb *hear* therefore operates not only as a marker of auditory perception but also as a verb of cognitive receptivity, bridging sensory experience with informational interpretation.

Examples:

(3.1) They heard the name of Allah when their parents were about to punish them.

S P O Clause

(3.2) I have heard that Hakka people are tenacious and resilient.

S P Clause

(3.3) Queen Mother was surprised to hear that Lady Jang had come to visit.

S P Clause

The S–P–Clause pattern demonstrates that *hear* can take a sentential complement, allowing the verb to encode perceptual experiences that extend beyond simple sound perception. The structures in these examples demonstrate that the verb *hear* is highly flexible, taking different types of complements depending on the semantic role it expresses. In (3.1), the verb *heard* takes a noun phrase object (the name of Allah), followed by an adverbial temporal clause (when their parents were about to punish them). The presence of the temporal clause situates the hearing event in a broader narrative context, showing that hearing can be tied to circumstances beyond the core perceptual act. Here, *hear* functions as a literal auditory perception verb, referring to an observable sound stimulus.

In (3.2), the structure shifts to an S–P–Clause pattern, where the complement is not a tangible sound but a propositional content clause (that Hakka people are tenacious and resilient). This indicates that *hear* extends beyond simple auditory perception and can encode the reception of information—similar to verbs such as *learn*, *be told*, or *come to know*. In this use, *hear* leans toward a cognitive or informational meaning, demonstrating semantic extension from physical perception to mental understanding.

Sentence (3.3) further demonstrates the versatility of *hear*. The subject (Queen Mother) appears with a predicate structure (was surprised to hear), followed by an infinitival clause (to hear that Lady Jang had come to visit) which embeds another content clause (that Lady Jang had come to visit). Here, the hearing event triggers an emotional or evaluative response, showing that the meaning of *hear* may interact with interpersonal stance, narrative attitude, and affective interpretation. Rather than simply reporting a sensory perception, the sentence expresses how information received through hearing influences psychological or interpersonal states.

3.2 Semantic Meaning of the Verb Phrase *hear* in Indonesian

Every verb inherently carries a core meaning that is embedded within it, independent of its morphological form. This inherent meaning remains constant whether the verb appears in its

basic root form, in a derived form with affixes, or in a syntactically complex construction. In other words, affixation and morphological variation may influence the grammatical role or valency of a verb, but they do not fundamentally alter its semantic nucleus. For instance, the verb *enlarge* inherently signifies a change from a smaller state to a larger one, expressing a process of transformation regardless of its grammatical environment. This example illustrates how the semantic essence of a verb persists across structural variations.

Importantly, the inherent meaning of a verb is not always correlated with its transitivity. Intransitive verbs may encode meanings of action, such as *go*, or meanings of process, such as *yellowing*, each reflecting different semantic types even though both lack a direct object. Transitive verbs, on the other hand, often carry inherent meanings of action, but this is not universally applicable. Some transitive verbs do not express physical or volitional action at all. A clear example is the verb *hear*, which, despite being syntactically transitive in many contexts, does not describe an action in the traditional sense. Instead, *hear* denotes a kind of perception—an experience that is often involuntary, passive, and cognitively oriented.

According to Alwi et al. (2003), the inherent meanings of verbs generally fall into three major categories:

1. Action

Verbs with action meanings answer the question —What is the subject doing?‖ and typically allow imperative constructions. Examples include verbs like *run*, *write*, or *hit*, where the subject performs a deliberate activity.

2. Process

Verbs with process meanings answer the question —What happened to the subject?‖ and indicate a change from one state to another. These verbs describe natural or gradual developments such as *melt*, *rot*, or *darken*. They may not always form imperatives, as they describe phenomena beyond the subject's control.

3. State

Verbs with stative meanings do not answer questions about actions or events and generally cannot be used in command forms. They describe conditions or states of being, such as *believe* or *know*. Stative verbs often resemble adjectives because they describe qualities, conditions, or mental states; however, they can be distinguished by the fact that the adjectival prefix *ter-* (*_most'*) can attach to adjectives but not to stative verbs.

Within this classification, *'hear'* aligns most closely with state or process, as it refers to the sensory experience of perceiving sound rather than a deliberate physical action. It does not indicate what the subject does, but rather what the subject experiences or receives through auditory perception. The semantic analysis of the verb phrase *_hear'* therefore focuses on how meaning is constructed and interpreted within different contexts. Semantics examines how meanings arise at the level of words, phrases, and full sentences, and how these meanings shift based on contextual cues. While the basic meaning of *hear* is —to perceive sounds through the sense of hearing,‖ this meaning becomes more complex when the verb is paired with different types of complements or occurs in varied discourse contexts. For example, *hearing a voice* refers to the literal sensory perception of an auditory stimulus. However, this differs significantly from *hearing advice*, where the meaning shifts from direct auditory perception to a more abstract sense of receiving information or guidance. Similarly, in a sentence such as *He heard the news*, the verb

no longer indicates hearing a physical sound, but rather obtaining or becoming aware of information, which may involve reading, overhearing, or being told.

This ability of the verb *hear* to extend its meaning from sensory perception to cognitive and informational reception reflects its semantic flexibility. Context plays a crucial role in guiding interpretation. The noun phrase or clause that follows the verb often determines whether the meaning remains literal or becomes figurative, abstract, or informational. Thus, the construction of the verb phrase *hear* in Indonesian demonstrates a rich interplay between inherent meaning and contextual modification. While its core meaning is grounded in auditory perception, the verb can broaden its semantic scope depending on the nature of its complement. This semantic variability allows *hear* to express not only physical perception but also social interaction, communication, and cognitive response, making it an extremely versatile verb within Indonesian discourse.

At its core, *hear* signifies the perception of sound through the sense of hearing. It includes the act of receiving and processing auditory information, which enables individuals to interpret and understand the surrounding acoustic environment. The semantic meaning of *hear* can be divided into several main components: (1) Perceptual Action: This phrase denotes the active involvement of the listener in receiving auditory stimuli. It is not simply passive reception, but an active process of attention and interpretation; (2) Auditory Information: This phrase emphasises the acoustic nature of the input, which distinguishes it from other sensory modalities such as vision or touch. It specifically refers to the perception of sound waves; and (3) Cognitive Processing: the verb *hear* implies that listeners not only receive, but also process and understand auditory information. They understand the sound, extract meaning and understanding from the sound.

The semantic meaning of *hear* in Indonesian is highly context-dependent and often enriched by a range of nuanced interpretations. These nuances arise because the verb *hear* does not merely denote the physical act of perceiving sound, but also conveys layers of intention, mode of perception, and emotional involvement. First, intentionality plays a key role in shaping meaning. In some contexts, *hear* indicates an intentional act, where the listener deliberately directs attention toward a specific sound or piece of information. This type of hearing implies awareness, focus, and purposeful engagement with auditory stimuli. Conversely, *hear* may also denote unintentional perception, which occurs spontaneously and without deliberate effort, such as overhearing a conversation or catching a faint sound while engaged in another activity. The distinction between these two forms of hearing reflects different degrees of agency and cognitive involvement on the part of the listener.

Second, the semantic dimension of directness further enriches the interpretation of *hear*. Direct hearing refers to the immediate perception of sound from its original source, implying that the listener experiences the auditory stimulus firsthand and without mediation. This type of hearing typically conveys a sense of authenticity and closeness to the event being described. In contrast, indirect hearing involves perception that occurs through an intermediary channel, such as hearing information from another speaker, through electronic media, or via recorded material. In this sense, *hear* can signal a complex chain of communication, where the listener receives not the original sound but a representation or retelling of it. This distinction illustrates how the verb can shift from describing sensory perception to denoting communicative transmission.

Third, the verb *hear* may also carry an emotional response, reflecting the psychological and affective dimensions of auditory experience. Certain sounds or pieces of information can

evoke strong emotional reactions, whether positive or negative. For example, hearing unexpected news may trigger shock or worry, while hearing a familiar voice may evoke comfort or joy. In such cases, the verb *hear* transcends its literal sensory meaning and becomes a vehicle for expressing the listener's internal state, emotional processing, and personal engagement with auditory input. This emotional layer shows that hearing is not purely mechanical, but deeply intertwined with human cognition, memory, and affective experience.

From the perspective of Role and Reference Grammar (RRG), the semantic interpretation of the verb phrase *hear* in Indonesian is shaped by the interaction between lexical meaning, logical structure, semantic roles, macroroles, and syntactic configuration. As a perception verb, *hear* encodes experiential rather than agentive events, with a logical structure *perceive'* (x, y), where x functions as the Experiencer and y as the Stimulus. In macrorole mapping, the Experiencer corresponds to the Actor and stimulus to Undergoer, demonstrating that syntactic transitivity does not necessarily imply semantic agency. This shows that the meaning of *hear* is not determined solely by lexical semantics but is systematically shaped by constructional patterns, in line with the RRG view that grammatical constructions represent form–meaning pairings.

The analysis reveals that the verb phrase *hear* displays a semantic continuum across construction types. In basic transitive constructions, it denotes direct auditory perception, while oblique elements add contextual parameters such as location or source. With clausal complements, *hear* extends from sensory perception to informational and cognitive reception. Further semantic extensions involve degrees of intentionality, distinctions between direct and indirect perception, and affective interpretations triggered by hearing events. These patterns form a network of meanings arising from the interaction between lexical properties and syntactic structures. Overall, the findings provide empirical support for the RRG claim that meaning is dynamically constructed through the integration of syntax and semantics, offering a refined account of perception verbs in Indonesian.

4. Novelities

The novelty of this research lies in its focused, corpus-based, and theoretically integrated analysis of the Indonesian verb phrase *hear* within the framework of Role and Reference Grammar (RRG) and functional–typological linguistics. Previous studies on Indonesian verb phrases have generally examined broad verb classes, relied on introspective or textbook-based data, or treated syntactic and semantic aspects separately without a unified explanatory model. In contrast, this study investigates a single perception verb in depth using authentic corpus data from the Leipzig Corpora Collection, thereby providing an empirically grounded description of actual language use. By systematically identifying and mapping the structural patterns of *hear* including S–P–O, S–P–O–PP, and S–P–Clause constructions, onto RRG-based representations of argument structure, macroroles, and clause linkage, this research reveals how syntactic configurations correlate with distinct semantic interpretations. This integrative approach offers new insights into the interaction between form and meaning in Indonesian perception verbs and fills a methodological and theoretical gap in previous linguistic studies.

Furthermore, this study contributes original theoretical findings by demonstrating that the construction of the verb phrase *hear* cannot be adequately explained through structural description alone but must be understood as the systematic interaction between syntax and semantics. Unlike earlier descriptive approaches that tend to treat perception verbs as semantically uniform or syntactically stable, this research shows that variations in verb phrase constructions correspond to shifts in semantic roles and meaning types, ranging from perceptual

to informational and cognitive meanings. These findings provide empirical support for the RRG claim that grammatical constructions are meaningful pairings of form and function and extend the application of RRG to Indonesian linguistic data in a novel way. Consequently, this study not only enriches the understanding of Indonesian verb phrase constructions but also advances theoretical discussion on perception verbs and the syntax–semantics interface, offering a more comprehensive and explanatory account of how linguistic structure and meaning interact in Indonesian.

5. Conclusion

This study demonstrates that the construction of the Indonesian verb phrase *hear* exhibits significant structural flexibility and semantic complexity that can only be adequately explained through the systematic interaction between syntax and semantics. The analysis shows that *hear* operates across three major syntactic patterns; S–P–O, S–P–O–PP, and S–P–Clause, each associated with distinct semantic interpretations ranging from direct perceptual experience to informational, cognitive, and affective meanings. Within the framework of Role and Reference Grammar, these patterns reveal how argument structure, macrorole assignment, and constructional meaning jointly shape the interpretation of perception verbs in Indonesian. The findings confirm that *hear* is not merely a verb of auditory perception but a multifunctional predicate that encodes experiential, informational, and evaluative dimensions of meaning in discourse. Thus, the study provides a comprehensive and theoretically grounded account of the syntax–semantics interface in Indonesian verb phrase constructions based on authentic corpus data.

Furthermore, the results highlight the productive and adaptable nature of the *hear* construction in Indonesian, as reflected in its ability to integrate objects, prepositional phrases, and clausal complements that specify sources, locations, and propositional content. From a semantic perspective, the meaning of *hear* is shown to be context-dependent and functionally diverse, encompassing intentional and unintentional perception, direct and indirect information reception, and emotional or evaluative responses. This semantic breadth underscores the close interdependence between grammatical form and meaning in Indonesian. By integrating corpus-based evidence with a unified theoretical model, this research contributes new empirical and theoretical insights to Indonesian linguistics, expands the application of RRG in Indonesian studies, and offers implications for linguistic theory, corpus-based analysis, and language pedagogy. Ultimately, this study enhances our understanding of how Indonesian organizes perceptual experience and constructs meaning in discourse, thereby strengthening the descriptive and explanatory power of contemporary linguistic analysis.

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