1. INTRODUCTION
Perceptive verbs are special, especially in cognitive linguistics. Perceptive verbs have important function because these verbs are directly related to real experience. Perceptive verbs are the most basic verbs. Gisborne (2010: 181-182) says, “I claim that verbs of perception are special precisely because they are directly embodied and experimental... After all, we only become aware of motion and causation via perception, so in this sense, perception is even more basic”. Cognitive Linguistic assesses perceptive verbs with embodiment principal. Evans & Green (2006: 44-48) explains that the principle emphasizes that reality is not objective but embodied in physical experience (embodied experience). Physical experience is then captured by cognition in the form of concepts. That is, knowledge is obtained from experience of bodily organs, such as our taste organs: skin and tongue. Because these organs are sensitive to stimuli, so much experience is gained from these organs. The experience gained by the sense of taste is then stored in a number of concepts in memory. These concepts are categorized and symbolized in English lexicons such as ‘itchy’, ‘crude’, ‘sweet’, ‘bitter’, ‘sour’, and so on. Because the sense of taste is an important part of the five senses, several concepts that are considered to be categorized often use the lexicons in metaphorical expressions such as "sweet girl". The skin and tongue also became polysemic in the words such as the earth’s crust, the earth skin and the tongue of fire. Besides the skin and tongue, the eyes are also the organs of the body (most) often used. As with the principle of embodiment, lexicon related to the eyes and experience through vision will be very abundant. It can also be predicted that metaphor related to the eyes will be so rich. For this reason, this study attempts to analyze the verb LOOK in the perspective of cognitive linguistics. The verb LOOK itself is part of a type of perceptive verb. Perceptive verbs have their own values, especially in cognitive linguistics. Perceptive verbs have important meaning because these verbs are directly related to real experience. Other types of verbs, such as verbs of action-processes or movement verbs appear as a result of the development of perceptive verbs. Perceptive verbs are the most basic verbs. Thus, research conducted on perceptive verbs illustrates how cognition works in language development. The development of the verb LOOK meaning and the interrelationships between their meanings indicate a metaphorical process. The intended metaphor is everyday metaphor - different from traditional metaphor - which Lakoff (2007: 268) calls a primary and

2. THEORETICAL FRAMEWORK
2.1 Cognitive Linguistics
Cognitive linguistics focuses on the study that is concerned with the relation between language, mind, and socio-physical experience. The relationship between language, mind, and socio-physical experience then reveals several hypotheses in cognitive linguistics. There are three major hypotheses as guiding the cognitive linguistic approach to language: (i) Language is not an autonomous cognitive faculty, (ii) Grammar is a conceptualization, and (iii) Knowledge of language emerges from language use (Croft and Curse, 2004: 1-4). Those three hypotheses are determined by the significant aspect of cognitive linguistic that is the embodiment or also known as embodied cognition (Evans & Green, 2006: 44-48). The principle emphasizes that reality is not objective but embodied in embodied experience. The embodied experience then is captured/comprehended by cognition in the form of concepts. Language is based on those concepts (Lakoff, 1990: 206). In meaning, language reflects the conceptual structure upon the embodied experience. The hypotheses and principles in cognitive linguistics produce some consequences toward the language theory. Cognitive linguistics itself does not come from a specific single theory. This study is more like the approach that is developed from several commitments and guiding principles. Hudson (2010: 108) states: "cognitive linguistics is a ‘movement’ rather than a ‘theory’ because it's united only by a few very general assumptions, including the assumption that language is part of general cognition, and not a distinct module." Lakoff (1990 in Evans, Bergan, & Ziken, 2007: 4) explain that cognitive linguistics has some key commitments. Evans & Green (2006: 27-48) divide the commitments into Generalization Commitment and Cognitive Commitment. Both the commitment become the theoretical determinant and the analysis model in cognitive linguistic perspective. Generalization commitment is based on the assumption that language reflects the mechanism and process of cognitive in general. The commitment formulates the character upon the applied principle in every aspect of language. Therefore, following Evans (2007: 88),
generalization commitment leads cognitive linguists to search for common organizing principles across different language ‘systems,’ such as phonology, syntax, semantics, and so on. Evans & Green (2006: 28-39) say that the general organizing principles include conceptual mechanism such as (i) categorization: as morphology, syntax, phonology, (ii) polysemy in the lexicon, morphology, and syntax structure, and (iii) metaphor in the lexicon and syntactic including conceptual mechanism as metaphor, conceptual integration, and polysemy phenomenon. This commitment tries to escape from the formal linguistic view that tends to separate the study of linguistic-based on the coverage aspect. Cognitive commitment – as the definition from the cognitive linguistics itself – also refuse the modular approach on language and mind in formal linguistics. The cognitive commitment represents the view that the principles of a linguistic structure should reflect human cognition from other disciplines, particularly the other cognitive sciences (philosophy, psychology, artificial intelligence, and neuroscience) (Evans, 2007: 19). In other words, cognitive commitment view language and linguistic organization must reflect the general cognitive principle from specific cognitive principle to belong to the language. Lakoff (1990 in Evans, Bergan, & Zinken, 2007: 4) explains that cognitive commitment makes linguistic cognitive become cognitive and approach in this study become interdisciplinary. The research is carried out in the shade of some commitments and principles in cognitive linguistics that exist.

2.2 Conceptual Metaphor
The first metaphor word appeared in England in 1533. The word metaphor comes from Greek ‘meta’ which means ‘over’, beyond, and ‘pherin’ which means ‘to transfer.’ The essence of metaphor is to make a word possess meaning outside of its original meaning (literally) by using the word to refer to something else (transfer of meaning) (Grothe, 2008: 9). In simple terms the metaphor is interpreted as a word that is used in a different sense. Metaphor is a form of language (expression, statement) that shows something applied to something else to give the impression of similarity of things. The impressions of similarity not necessary arise through the transfer of meaning from living things to inanimate objects and vice versa. The theory of metaphor consists of two types, namely the theory of linguistic metaphor and the theory of conceptual metaphor. Both of these theories have different views on seeing a metaphor. The linguistic theory considers that a metaphor consists of three elements, namely tenor, vehicle, and ground while conceptual metaphorical theory is often referred to as the theory of cognitive metaphor developed by cognitive linguists. According to cognitive linguistics, Metaphor is an across domain mapping where conceptual structure from the abstract domain to the concrete domain. The result is schemes mediating conceptual and sensory levels in the active domain of comparison and so is in the domain of comparison. A scheme of metaphor is a mental representation that binds a conceptual structure from the abstract domain to a more physical sensory realm.

2.3 Verb of Perception
A verb is a class of words which usually functions as a predicate (Kridalaksana, 2008). Chafe (1970) distinguished verbs into three types: state verb, process verb, and an action verb. Action verbs itself are divided into a number of other types of verbs: action-process verb and experiential verb. The action-process verb is a verb that explains what the subject does while desiring the presence of another noun as an object. In the meantime, the experiential verb is a verb that explains the things experienced by the nominee. The experimental verb itself is divided into emotional, cognition, and perceptive verb. Numerous distinct verbs are related to these senses, such as see, look, hear, touch and feel, but these perception verbs are of chief interest in the group of mental verbs, due to their intricate polysemy and cross-linguistic consistency (Viberg, 2008). The perceptive verb is an experiential verb which is experienced by the subject is a sensation that can be received by the five senses (Jackendoff, 1976). Gisborne (2010) divides perceptive verb into three kinds: listen-class, hear-class, and sound-class.

3. METHODOLOGY
The main data source of this research is the fourth edition of the Oxford Advanced Learner Dictionary (It will be presented as OX). This data source provides data as well as definitions of verb LOOK and phrasal verb constructions with LOOK as the root. The data source of the two studies is the electronic corpus of English found on the British National Corpus (It will be presented as BNC) website at http://www.natcorp.ox.ac.uk. The analysis in this chapter uses identity method with substitution technique. According to Sudaryanto (1993: 15), identity method is defined as language using the part of the language itself. The substitution technique is used so that it can apply the synonymy test, which is one way to find out the meanings of a lexeme or class of words. If the replacement of the verb LOOK with another verb still makes the same referent, the meaning possessed by the substitute verb is proven to be part of the polysemic verb LOOK.

4 DISCUSSION
4.1 The Literal Meaning of Verb LOOK
Related to the view of cognitive linguistics, which sees language as an embodiment of experience, the verb LOOK is closely associated with the five senses. In this context, Levin (1993: 185 - 188) classifies LOOK as perceptive verbs. He then divides the LOOK verbs into two classes, namely in the peer class and stimulus subject perception verb class. In addition to looking for members of the peer perceptive verb class are check (on), gape, gawk, gaze, glance, glare, goggle, leer, listen (to), ogle, peek, peep, peer, sniff, snoop (on), squint, and stare. For stimulus for subject perception verb class, besides LOOK, there are also other verbs as members, namely feel, smell, sound, and taste. The terms for both classes by Gisborne (2010: 4 - 6) are modified by an agitative verb LOOK and perceptive LOOK. The classification of LOOK verbs is a reference in this study. The difference in the two
verbs LOOK classes can be more clearly observed in the following data.

1. Elizabeth looked at her sister-in-law. BNC

2. They look horrible! BNC

The agentic verb LOOK can be found in data (1) which according to the Oxford Advanced Learner's Dictionary means "to turn one's particular direction in order to see somebody or something". It is agentic because the verb explains the actions performed by the duer. Data (2) shows the class of perceptive verbs which have the meaning 'to seem to be; to appear. The verb LOOK is accompanied by perceptive subject functions that are equivalent to objects from LOOK agentive.

4.2 TO LOOK IS TO THINK

a. 'to think'

The verb LOOK means "to think" or "think". This meaning is in the verbal cognitive LOOK at verb. This meaning can no longer be described by either the root verb LOOK or particle at. The existence of the meaning of 'think' can be done by replacing the verbal LOOK at verb think verbs, as shown in the following data.

3. Have you looked at the possibility of adopting a child? Ox
   Have you (thought) the possibility of adopting a child?

4. Four possible routes were looked at the new road. Ox
   Four possible routes were [thought] the new road.

Data (3) and (4) above show that the use of substitution techniques does not change the grammatical meaning of the data. It shows that the verb LOOK has an extension meaning 'to think'. In the Oxford Advanced Learner Dictionary, LOOK means "have a particular opinion, belief, or idea about someone or something". That is, in this meaning, the verb LOOK has the meaning of experience, making careful observations of the mind towards the stimulus. The purpose of this thinking activity is to consider an idea. This activity is dynamic and clear when it ends. Also, the activity of thinking also has a certain time span. Experiencer from thinking activities are always human. It is because cognition or reasoning is only possessed by humans. When the subject of this activity is not human (such as a bear), the meaning of the verb LOOK at becomes different. The stimulus thought is in the form of ideas or ideas that are examined by thoughts or cognitions from experience. Although the stimulus analyzed can be either concrete nouns or abstract nouns, both are considered as ideas or ideas that are examined by the mind.

b. 'to predict'

In the construction of cognitive figurative phrasal verbs, LOOK also has the meaning "to predict" or "estimate". The meaning is possessed by the phrasal verb 'look ahead'. This meaning can no longer be traced from its root verbs and particles attached to it. However, the particles 'ahead' metaphorically indicate the time to come. The existence of "to predict" can be proven by the following synonym tests.

5. The team is looking ahead to next season. Ox
   The team is (predicting) next season.

6. Looking ahead to the weekend, the weather will stay fine. Ox
   (Predicting) to the weekend, the weather will stay fine.

Both data show if the replacement of the phrasal verb 'look ahead' with 'predict' does not change the meaning of the data. The definition of verb 'predict' itself is "state that is specified". It can be understood if, in this meaning, an experiencer think of a stimulus in the form of something or event in the future. This meaning is related to consideration of all possibilities related to the stimulus. The purpose of predicting activities is to find out the possibility of something that will happen. This activity can only be experienced by human beings. The predicted stimulus can be either concrete or abstract nouns. Data (5) and (6) both represent abstract nouns. However, both abstract and concrete stimuli are interpreted as ideas that can be processed by cognition or thought. This activity is dynamic and it starts and ends precisely in a certain period.

c. 'to remember'

The verb LOOK also has an extension meaning 'remember'. The meaning is contained in the construction of the cognitive figurative phrasal verb 'look back'. The particle 'back' metaphorically indicates the process of thinking towards past events. The existence of the meaning can be traced by performing a synonym test, as noted in the following data.

7. He looked back on his time in England with a sense of nostalgia. Ox
   He {remember} on his time in England with a sense of nostalgia.

8. 1992 is not a year on which I shall look back with undiluted pleasure.
   1992 is not a year on which I shall {remember} with undiluted pleasure.

Data (7) and (8) show that the replacement of the phrasal verb 'look back' with a verb 'remember' does not change the meaning. The definition of verb remember itself is "have or can be to bring to one’s mind to someone or something from the past". For this reason, in this sense, the experiencer brings thoughts or memories to a stimuli in the past. For example, in data (7), the experiencer 'he' thinks of a stimulus in the form of his time in England. Activities to remember something can only be experienced by humans and the stimulus is ideas from both concrete and abstract objects. The stimulus is still interpreted as an idea that is processed by the mind. The stimulus in the form of ideas in the past can be clearly demonstrated but can also be eliminated. This is because, in this meaning, the phrasal verb 'look back' verb can be in transitive or intransitive construction. The purpose of this activity is to know something in the past or something that happened in the past. This activity is dynamic, telic, and durative. The experiencer ends the activity of remembering something at a certain time and
within a certain period of time.

4.3 TO LOOK IS TO FEEL

a. ‘to consider’

There are some emotive extension meaning of verb LOOK in the phrasal verb construction. One of these meanings is ‘to consider’. This meaning cannot be explained either from the root verb LOOK or the particles attached to the verb. The phrasal verbs that have this meaning are ‘look at’ and ‘look on’. The followings are data that prove the existence of the meaning ‘to consider’ from the verb LOOK.

(9) If you look at it like that, it’s a good thing we didn’t go.
   Ox
   If you (consider) it like that, it’s a good thing we didn’t go.
(10) I look on you as my friend. Ox
    I (consider) you as my friend.

Both data (9) and data (10) above do not change meaning when the existing verbal verbs are replaced with considering verbs. This proves that the meaning of ‘to consider’ is part of the extension of eating verb look. Verb considers itself has the definition of ‘take into account when making a judgment.’ In this meaning, experiencer undergoes stimulus as something with a certain value. An example is the experiencer on data (10) that lives up to your stimulus in proportion to the figure of a friend. Because it is part of a situation verb, this meaning does not have a specific purpose. This is different from the meaning of the activity verb, which is always motivated by certain goals. The process of thinking can only be experienced by humans. This is because only humans are the only creatures that have heart or feelings. The stimulus that can be experienced can be either concrete or abstract objects. However, the verbal LOOK at and LOOK on verbs have differences regarding the type of stimulus experienced. The meaning of ‘to assume’ from the phrasal verb LOOK at is only applied to the stimulus in the form of an invalid noun like that in data (9). Meanwhile, the meaning ‘assume’ from the verbal verb LOOK on is intended for stimulus in the form of humans. An example is your stimulus on data (10). All types of stimulus are considered as tangible emotions that are captured and managed by feelings.

b. ‘to underestimate’

In an emotive meaning, verb LOOK also has an extension meaning “to underestimate”. The phrasal verb that contains this meaning is phrasal verb ‘look down’. The meal cannot be traced from its constituent constituents. However, the particle ‘down’ metaphorically indicates inferior meaning. The existence of this meaning can be observed from the following data.

(11) They looked down on our little house. Ox
    They (underestimate) on our little house.
(12) She tends to look down on people who haven’t been to collage. Ox
    She tends to (underestimate) on people who haven’t been to collage.

Tests on data (11) and (12) above show if the verb LOOK has an extension meaning “to underestimate”. The meaning of the two data does not change even though the phrasal verb ‘look down’ is replaced by verb ‘underestimate’. The definition of underestimate in a dictionary is “estimate to be smaller or less important than it is”. In other words, in this meaning, experiencer of experiencing a stimulus has a low value. The example is data (11) where the experiencer ‘they’ experiencing a stimulus of ‘our little house’ as something of low value. The experiencer of this meaning is human. Meanwhile, the stimulus from this meaning can be in the form of concrete or abstract objects. However, these two different types of objects are interpreted as stimuli form the impression of emotions captured by feelings. The meaning of ‘to underestimate’ is static, telic, and durative.

c. ‘to admire’

In its extension meaning, verb LOOK can mean ‘to admire’ or ‘respect’. Phrasal verb containing this meaning is ‘look up’. The meaning is metaphorically related to spatial particle ‘up’ which indicates a higher or superior meaning. The following data prove that the meaning of ‘to admire’ is part of the extension meaning of the verb LOOK.

(13) She always looked up to her older sister. Ox
    She always (admire) to her older sister.
(14) She was looked up to by the rest of her family. Ox
    She was (admired) by the rest of her family.

Data (13) and (14) above show that the substitution of emotive figurative phrasal verb ‘look up’ with ‘admire’ does not change the meaning of these data grammatically. The definition of verb ‘admire’ itself is “regard with respect”. Thus, in this meaning, experiencer feels that the stimulus have a higher value. It is like the experiencer ‘she’ on data (13) which assesses stimulus ‘her older sister’ as someone who deserves respect. Experiencer in this sense is only human. The stimulus of this meaning is also limited to only humans. When ‘look up’ is proven by stimuli other than humans, it can be ascertained if the phrasal verb does not have the possibility of “respect” meaning. This meaning has static, atelic, and durative properties. That is, appreciation of the experiencer has no definite time limit. However, this appreciation has a certain length of time.

d. ‘to feel happy’

As a phrasal verb, verb LOOK can mean “to feel happy”. The phrasal verb that has this meaning is the phrasal verb ‘look forward’. This meaning cannot be traced at all from verb LOOK or particle ‘forward’. To prove that the verb LOOK has an extension meaning “happy” can be observed from the following data.

(15) We’re looking forward to the concert. Ox
    We’re (feeling happy) to the concert.
(16) I’m not looking forward to going to the dentist. Ox
    I’m not (feeling happy) to going to the dentist.
Both data (15) and data (16) show that the use of the phrasal verb 'look forward' with 'feel happy' does not cause a change in the meaning of the sentence. It shows if the verb LOOK has the meaning of "feeling happy" in its extension meaning. This meaning has a special characteristic where the feeling only applies to something that will happen in the future. This meaning is not pure "to feel happy" so that it cannot be used on something that happened now or in the past. In this sense, the experiencer undergoing the stimulus in the form of future events as a happy thing. An example is the experiencer 'I' in data (16) that is not happy with the agenda of visiting the dentist. Stimulus on this meaning can be abstract or concrete. However, the stimulus is considered as a happy emotion that is received by feeling. As with other emotive meanings, the meaning of "to feel happy" has static, atelic, and durative properties. Thus, the experiencer is not definitively terminated but remains within a certain period of time.

e. ‘to expect’

The verb LOOK can mean "to expect" or "hope". This meaning is contained by figurative emotive phrasal verbs. The meaning of "hope" cannot be traced from the root verb LOOK and particle 'to'. Testing related to the existence of this meaning can be done by replacing the phrasal verb 'look to' with 'expect' as indicated by the following data.

(17) They looked to us for help. Ox
   They {expect} us for help.

(18) Many students can't LOOK to their parents for financial support. Ox
   Many students can't {expect} their parents for financial support.

The meaning of the data above does not change even though the verb phrasal LOOK to be replaced by the 'expect' verb. This proves that the meaning of 'hope' is part of the extension of the meaning of the verb look. The expectation in the dictionary is 'require as right or rightfully due.' In this meaning, experience experiences stimulus as something that can provide support. At (17), experiencer 'they' expect help from stimulus us. The same pattern is shown in data (18) where the experience of many students depends on financial support from the stimulus that is their parents. The experiencer that can feel hope something is only a human being or a group of people. Meanwhile, the stimulus from this meaning can be abstract or concrete. However, both concrete and abstract stimuli are interpreted as emotions received by feelings. The stimulus undergoes by the experiencer is static, atelic, and durative. That is, the feeling of hope can be experienced by experience for a certain duration.

f. ‘to beware’

In the category of emotive meanings, verb LOOK also has an extension meaning of "to beware" or "be careful". This meaning is possessed by emotive figurative phrasal verbs 'look out'. To proof this meaning can be done by duplicating the phrasal verb 'look out' with 'beware'. The following data show the existence of the meaning "to beware".

(19) You're going to burn that food if you don't look out. Ox
    You're going to burn that food if you don't {beware}.

(20) Look out! There's a car coming. Ox
    {Beware!} There's a car coming.

Synonymy tests by replacing 'look out' with 'beware' in data (19) and (20) indicate no change meaning. It proves that the "to beware" is an extension meaning of the verb LOOK. The definition of 'beware' itself is "be cautious and alert to risks or dangers". This meaning shows the experiencer undergoing stimulus as something that must be shunned. The Experiencer that can feel of caution are limited to humans. Meanwhile, the stimulus in this meaning can be both concrete and abstract. Both types of stimulus are a threat from experiencer. The threat is emotion caused by the stimulus and accepted by the feeling. As part of emotive figurative verbs, this meaning has static, atelic, and durative properties.

g. ‘to become better’

The meaning of “becoming better” is also part of the extension meaning of the verb LOOK. This meaning is included by figurative emotive phrasal verbs 'look up'. In the Oxford Advanced Learner's Dictionary, this meaning is marked as an informal or special meaning for a particular field. The following data shows the testing of this meaning as part of the meaning of verb LOOK.

(21) Things started to look up for me after I get a job. Ox
    Things started to {be better} for me after I get a job.

(22) Business is looking up at last. Ox
    Business is {becoming better} at last.

Both of the data above show that if the phrasal verb 'look up' can be replaced by 'become better' without changing the meaning of the data. It indicates if this meaning is the part of the verb LOOK extension meaning. This meaning is informal and is only used in the business field. It means that the use of this meaning in other fields will not be acceptable. The process shown in this meaning is that experiencer undergoing the stimulus is in a better condition. For that, the experiencer that can undergo this feeling is only human who is involved in the business world. Meanwhile, the existing stimulus can be in the form of concrete or abstract objects but it is interpreted as an emotional impression. This feeling can be experienced in a certain period of time because the nature of the meaning "to become better" is static, atelic, and durative.

4.4 TO LOOK IS TO DO

a. ‘to examine’

Besides having cognitive and emotive extension of meaning, figurative phrasal verbs can also be action-process verb. In this meaning, the semantic role of the subject is no longer an experiencer but as an agent. For this reason, the semantic role of the object argument becomes patient. One of the meanings in this category of action-processes is "to examine"
or “to check”. This meaning is owned by phrasal verb ‘look into’ and ‘look at’. The following data show the testing of the meaning “to examine” from the verb LOOK.

(23) This situation should be looked into. Ox
   This situation should be (examined).

(24) I’d like the doctor to look at him. Ox
   I’d like the doctor to {examine} him.

Data (23) and (24) above show that the phrasal verb ‘look into’ and ‘look at’ can be replaced by ‘examine’. It shows if the meaning of “to check” is the part of LOOK meaning. The definition of verb ‘examine’ is “inspect or study thoroughly to determine the nature or condition of”. In this meaning, an agent carry out activities to obtain information related to a patient in the form of inanimate object. The agent who can carry out inspection activities are concrete as an example of an agent on data (24) that is a human. An inanimate concrete may also be an agent of this activity (such as a computer). The purpose of the examination activity is to obtain information related to the patient. This activity has a dynamic, telic, and durative nature. Therefore, checking activities can be completed in a particular duration. The patients from examining activity can be abstract or concrete. However, if examined, when the patient is abstract as on the data (23), the meaning of the phrasal verb ‘look at’ becomes different. The meaning of ‘look into’ is more cognitive, namely “to analyze”. It is different from data (24), which has patient who have a concrete object that is impermanent. The meaning of the phrasal verb ‘look at’ is the action of ‘checking’. For this reason, in the discussion of phrasal verbs of actions, the nature of the object argument becomes decisive. In discussing the meaning of the verb LOOK as an experiential verb, the nature of the verb determines the argument. Meanwhile, in the discussion, the verb LOOK is as process-action verbs. The nature of the subject’s argument determines the meaning and class of the verb semantically.

b. ‘to delve’

As a figurative action phrasal verb, LOOK can have the meaning “to delve” or “seeking content”. This meaning is only possessed by phrasal verb ‘look through’. At first glance, the meaning of “to delve” cannot be identified from the root verb and its particle. However, metaphorically, ‘look through’ has a spatial meaning of seeing by penetrating an object or looking at an object. The meaning of “seeking content” is metaphorically related to spatial meaning. The following data is proving the existence of “to delve”.

(25) What are you doing looking through my bag? Ox
    What are you doing {delve} my bag?

(26) They were looking through a box of embroidery threads when the child started to cry. BNC
    They were {delving} a box of embroidery threads when the child started to cry.

The data shows if the replacement of the phrasal verb ‘look through’ with ‘delve’ does not cause a change in the meaning of the sentence. It proves that the meaning of “checking content” is part of the meaning of the verb LOOK. The definition of the verb ‘delve’ itself is “to reach inside a receptacle and search for something in the dictionary”. That is, agent in this sense carry out activities to obtain information related to patients with concrete forms and have space. The agent who can carry out this activity must be tangible or concrete. Typically, ‘to delve’ is carried out by humans, but it does not rule out the possibility of being carried out by inanimate objects such as metal. The patient from the meaning “to delve” are only concrete objects that have spaces such as containers, boxes, and so on. When the phrasal verb ‘look through’ is juxtaposed with an object that does not have a space such as a heart or heart, the existing meaning is no longer classified as a process-action verb. The activity of checking this content has dynamic, telic, and durative properties.

c. ‘to search’

The verb LOOK also means ‘to search’. This meaning is possessed by three phrasal verb: ‘look for’, ‘look out’, and ‘look up’. Although the phrasal verb have the same meaning “to search”, the three phrasal verbs have a number of special characteristics. To proof that the meaning of ‘to search’ is part of the verb LOOK meaning can be observed from the synonym test in the following data.

(27) She’s been looking for you. Ox
    She’s been {searching} you.

(28) I’ll look out that book for you. Ox
    I’ll {search} that book for you.

The figurative phrasal verbs above can be replaced by ‘search’. The substitution does not change the meaning or message of the sentence. It proves that the meaning of “to search” is a part of the extension meaning of the verb LOOK. The definition of your ‘search’ in the Oxford Advanced Learner’s Dictionary is “try to find something”. For that reason, in this meaning, the agent conducts an activity to find a patient. Agent ‘I’ in the data (27) performs a search activity to find the patient. Agent who can carry out searching are usually human beings. However, this activity can be carried out by other concrete agents such as computers or search engines. Besides that, the activity of searching has a dynamic, telic, and durative nature. Regarding the patient’s role, the phrasal verb ‘look for’, ‘look out’, and ‘look up’ have different types of patient. The patient of the phrasal verb ‘look for’ can be abstract or concrete both animate and inanimate. The phrasal verb ‘look out’ requires the type of patient in the form of an inanimate noun, both abstract and concrete. Meanwhile, the phrasal verb ‘look up’ is explicitly only intended for patients in the form of words in the text. When the patient from the meaning “to search” in the three phrasal verb is not as desired, it can be concluded that the phrasal verb is different.

d. ‘to share’

The next meaning of the phrasal verb with LOOK as the root is “to share”. This meaning is contained in the phrasal verb ‘look on’. The data can prove the “to share” is one of be found in the
following data.

(29) There aren’t enough books, so you’ll have to LOOK on with your neighbor.
There aren’t enough books, so you’ll have to {share} with your neighbor.

Meaning of the data (29) has not changed even though the phrasal verb ‘look on’ has been replaced with ‘share’. It proves that the meaning of “to share” is correct and is as a part of the extension meaning of the verb LOOK. In the Oxford Advanced Learner's Dictionary, the definition of ‘share’ is “have a share of another or others”. In this sense, an agent carries out activities so that patient in the form of books can be read more. However, this meaning is only intended in a very special context, namely the distribution of books. The meaning of “to share” is not included in the transfer verb category. This is because the sharing activity intended is to use or read the book alternately. The context of data (29) illustrates if the “to share” in question is based on the reason for the lack of books. For this reason, this meaning cannot be used apart from the context of the book. In other words, this meaning only requires the patient to be a book. Lexically, the meaning of “to share” from the verb LOOK is dynamic, telic, and durative.

e. ‘to take care of’
The meaning of “to take care of” or “care” is also an extension meaning of the verb LOOK. This meaning is owned by phrasal verb ‘look after’ and ‘look out’. By comparing the meanings with root verb and its particles of the two phrasal verbs, it can be sure that the meaning of “to take care” is metaphorical. The following data prove it.

(30) She doesn’t look after her clothes. Ox
She doesn’t {take care of} her clothes.

(31) Sophie will look after the visitors. Ox
Sophie will {take care of} the visitors.

(32) Emely’s brothers always looked out for her. Ox
Emely’s brothers always {take care of} her.

The phrasal verb ‘look after’ in data (30) and (31) can be replaced by ‘take care’ without changing the meaning of the sentence. This also applies to data (32) where the replacement of phrasal verb ‘looked out’ does not result any meaning changes. It proves that the meaning of “to take care” is part of the extension meaning of the verb LOOK. The phrase ‘take care’ itself has the definition of “keep safe and provided for”. That is, in this sense, agent carries out activities to make things stay in good condition. Agent who can carry out this activity are concrete, both animate and inanimate. Lexically, the meaning possessed by the phrasal verb ‘look after’ and ‘look out’ is dynamic, telic, and durative. Regarding the nature of the patient, the phrasal verb ‘look after’ and ‘look out’ have some differences. The meaning of “to take care of” in the phrasal verb ‘look after’ wanting both the patient who is abstract and concrete both animate and anxious. However, when ‘look after’ being followed by an abstract patient, it can be concluded that the caring activity in question is more likely to be cognitive. Meanwhile, the meaning of “to take care of” only requires humans as patients.

f. ‘to visit’
The meaning which is also a part of the verb LOOK extension meaning is “to visit”. The meaning is contained in number of phrasal verb: “look over”, “look around”, and “look up”. Even though it has the same meaning, each phrasal verb has slightly different semantic characteristics. The data shows that the meaning of “to visit” is part of the verb LOOK.

(33) We were invited to look over the new classroom. Ox
We were invited to {visit} the new classroom.

(34) I spent the day looking around the town. Ox
I spent the day (visiting) the town.

(35) Look me up next time you’re in London. Ox
{Visiting} me next time you’re in London.

The data above shows that the replacement of the verbal verb with the verb visit does not change the meaning of the sentence. This proves that the meaning of ‘to visit’ is part of the extension of the meaning of the verb look. The verb visit itself has the definition of ‘go to see and spend time in a place’. In this meaning, agents carry out activities to be able to make contact with a place. This activity is part of the process verb so that it still involves agents and patients. Agents who can carry out this activity are usually human but do not rule out the possibility of lifeless concrete dams such as helicopters. The meaning of ‘visiting’ from these three verbal verbs requires a patient with a different nature. Standard verbs LOOK over and LOOK around requiring patients in the form of a place or location. Meanwhile, the meaning of ‘to visit’ in the verbal verb LOOK up only requires the patient to be human. For this reason, the meaning of visiting only requires the patient in the form of a place or a human. In lexical terms, the meaning of ‘to visit’ has a dynamic, telic, and durative nature.

g. ‘to avoid’
The extension meaning of verb LOOK is also “to avoid”. The meaning is expressed in the phrasal verb ‘look out’. This meaning is close to emotive meaning “be careful”. However, with number of characteristics, the meaning of “to avoid” can be classified as its own meaning. Tests related to the existence of this meaning in the extension meanings can be observed from the following data.

(36) Look out for pickpockets. Ox
{Avoid} pickpockets.

(37) Look out for birds such as redshank and lapwing. BNC
{Avoid} birds such as redshank and lapwing.

The meaning of data (36) and (37) does not change even though the phrasal verb ‘look out’ on the data is replaced by ‘avoid’. It shows that the meaning of “to avoid” is a part of the extension meaning of the verb LOOK. The verb ‘avoid’ itself has a definition: “prevent from happening”. In this sense, agent...
carries out activities to move away from patient in the form of concrete object. Data (37) shows the action of avoiding redshank and lapwing bird patients. The purpose of avoiding activities is to be free from patients that have the potential to cause problems. This activity has a dynamic, telic, and durative nature. Agent who can carry out this activity must be concrete. In addition, this meaning also consumes patient with concrete properties. The phrasal verb ‘look out’ in the meaning “to avoid” always requires the presence of object in imperative construction. Meanwhile, in the meaning of “to beware”, the phrasal verb ‘look out’ only appears as an expression or appeal. In addition, in the meaning of “to avoid”, the phrasal verb ‘look out’ can have concrete patients and abstracts at once.

h. ‘to read ’
In expanding its meaning, the verb LOOK verbs also have meaning “to read”. This meaning falls into the category of the figurative process phrasal verbs. There are two phrasal verbs that have this meaning: “look over” and “look through”. The following data shows that “to read” is part of the extension meaning of verb LOOK.

(38) I need to look over my notes before the test. Ox
I need to {read} my notes before the test.

(39) She looked through her notes before the exam. Ox
She {read} her notes before the exam.

Meaning of data (38) and (39) do not changes the phrasal verbs are replaced with ‘read’. It shows that the meaning of ‘to read’ is part of the extension meaning of the verb look. In this meaning, agent carries out activities to get information from a text. At a glance, this meaning is the same as the cognitive figurative phrasal verb group. However, in this sense, there is contact between subjects with text as objects. Therefore, this meaning remains in the action-process group. Agent who can carry out reading activities are usually human. However, other concrete objects that may be lifeless can also be agents of this activity (such as sensors). The patient of this meaning is in the form of an inanimate concrete object, especially a text or written text. This meaning is a dynamic, telic, and durative.

5 CONCLUSION
The verb LOOK consists of 19 meanings. These meanings are “to seem to be”, “to predict”, “to remember”, “to consider”, “to underestimate”, “to admire”, “to feel happy”, “to expect”, “to examine”, “to delve”, “to search”, “to share”, “to take care”, “to take care of”, “to visit”, “to avoid”, and “to read”. These meanings are conceived only in the construction of single verbs and fractional verbs. The development of the verb meanings seen in the ‘thinking’ group shows the metaphor TO LOOK IS TO THINK. The development of the verb meanings seen in the ‘live up’ group shows that the metaphor TO LOOK IS TO FEEL. Meanwhile, the development of meaning in groups with the attribute ‘doing activities’ shows the metaphorical process of TO LOOK IS TO DO. In addition, semantic networks also show the relationship between the meaning of prototypes and group meanings. The semantic verb look network adheres to Commitments of Generalization and Cognitive Commitment in cognitive linguistics.

REFERENCES