CHAPTER I

INTRODUCTION

1.1 Background of the study

Most of people in this word can receive information from reading, whether it is from books, encyclopedias, magazines, newspapers, etc. Leitch (2001: 28) said that all thebooks that have beenread byhumansis aliterary work, literatureasatermIndicatedall booksand writing. When we read some literary work, we will know about the genre from it, so, we can match our age with the genre of literary work. There are two types of literature here, Adult literature and Children literature (Eagleton, 2008: 4). The first type of literature is adult literature. When the reader read some adult literature, there are some genre that the reader can find, such as: Novel, poetry, short story, and etc. According to Cambell (2010:12) Young Adult Literature has become a genre which covers various types of text including: novels, graphic novels, short stories, and poetry.

The second type of literature is children literature. Children literature can be dividing into several genres, such as: comic, short story, joke book, fairytale etc. According to Anderson (2006:2) children literature can be defined as "all books written for children, excluding works such as <u>comic books</u>, joke books, <u>cartoon books</u>, fairytale, and non-fiction works that are not intended to be read from front to

back, such as dictionaries, encyclopedias, and other reference materials. There are two kind of children literature, such as traditional and modern literature. The traditional literatures include folktale, fable, myth, legend, etc. while the modern literatures are all kinds of stories which have an identifiable author (Norton, 1983: 6).

By reading children literature such folktale or fairytale, it can make the children more imaginative with the role of the story that did not really happens in the world. Fairytale or usually called by fairy story is aliteraryformthattells the story of aremarkable event filled imaginary (fiction) is considered by the public that does not really happen in the world (Rozak, 2004: 206). The stories of fairytale are about witches, giants, or talking animal and thing, etc. A fairy tale is a type of short story that typically features European folkloric fantasy characters, such as: dwarves, elves, fairies, giants, gnomes, goblins, mermaids, trolls, or witches, and usually magic or enchantments. According to Thompson (1955: 58) Fairy tales may be distinguished from other folk narratives such as legends which generally involve belief in the veracity of the events described. From the theory of Thompson above, the writer concludes that the names of fairytale are given to all stories with wonderful thing that happens through magic.

The fairy tale has a function to stimulate the children imagination that creates a dream of what children hope in the future. The fairy tale teaches to the student of good and bad behavior impact, and it can be called as a moral lesson. It is very important to stimulate children imagination in order to develop their creativity,

capability of thinking and also the feeling of happiness (Norton, 1983: 17). Children often imitate anything in the story after they read it for instance, they do something like in the story, they talk like a princess and dance like an elf, and etc.

From the description above, Children literature is an interesting topic to discuss, because it contains of moral value that related with the culture of nation which is different from one country and others. As character education concepts are taught within the context of literature, students realize traits such as respect, honesty, courage, and kindness are real and interesting aspects of the world around them (Almerico, 2014: 2).

To stimulate children imagination well, the reader must understand the language from the story. The language of fairytale are simple and uncomplicated. It should helps the children understand and flow of the plot from story well. In order to understand the story easily, there are several ways to identify a story, such as identify the grammatical andwords that relate in each other.

An analysis of grammatical has several important functions in arranging the sentence, which are to epitomize an idea or though and to establish variety ofsentencestructureandclarify the meaning of an idea (Widjono, 2007: 131). One of the ways is identifying the cohesion in fairytale. The concept of cohesion is semantic one, it refers to relation of meaning that exist within the text, and that define it as a text (Halliday and Hasan, 1976: 4). Cohesion is divided into two types, which are

grammatical cohesion and lexical cohesion. There are two main types of cohesion: grammatical cohesion which is based on structural content, and lexical cohesion which is based on lexical content and background knowledge (Halliday and Hasan, 1976: 4).

The writer uses lexical cohesion to analyze the data. Lexical cohesion is a part of cohesion device. Lexical cohesion is one of the way to understand the meaning from the story. By using lexical cohesion for discussing the data, the reader will understand well the story of fairytale, because it gives the knowledge about the relation in each vocabulary with the sentence. Lexical cohesion is the relation between vocabulary items in text (Halliday and Hasan 1976: 274). Thus, the points which the writer wants to analyze are the kinds of lexical cohesion that used in fairy tale and the function of lexical cohesion in the tale.

1.2 Statement of the problem

Based on the background of the study above, the writer formulates the problem as follows:

- 1. What are kinds of lexical cohesion used in Brothers Grimm's Fairytales?
- 2. What are functions of lexical cohesion in Brothers Grimm's Fairytales?

1.3 Research Purpose

This study is to answer the research question. The objectives are formulates as follows:

- To find the kinds of lexical cohesion which is used in Brothers Grimm's Fairytales.
- 2. To find the functions of lexical cohesion in Brothers Grimm's fairytales.

1.4 Significance of the study

The study of lexical cohesion gives some significant contributions to the readers in some aspects. The reader will be able to know about lexical cohesion and the function text that used in Brothers Grimm's fairytale. From this point, the writer expects that her study is able to help the reader to understand the meaning and use lexical cohesion in order to convey the message or idea. The writer hopes that this study encourages the reader to have deeper study about language.

1.5 Scope and limitation

The study is limited on the kinds of lexical cohesion and the function of lexical cohesion in Brothers Grimm's fairytales. The data are taken from 4 fairytales written by Brothers Grimm, which are Hansel and Gretel, Little Red Riding hood, Rapunzel, and The Frog Prince.

1.6 Definition of Key Terms.

To give better information, the writer gives some operational definition of key terms as the following:

- Lexical Cohesion: The relation between vocabulary items in text (Halliday and Hasan 1976: 274).
- 2. ChildrenLiterature:children literature defines as "all books written for children, excluding works such as <u>comic books</u>, joke books, <u>cartoon books</u>, fairytale, and non-fiction works that are not intended to be read from front to back, such as dictionaries, encyclopedias, and other reference materials (Anderson, 2006 : 2).
- **3.** Fairytale :Fairytale or usually called by fairy story is aliteraryformthattells the story of aremarkable eventfilled imaginary (fiction) is considered by the public that does not really happen in the world (Rozak, 2004 : 206).