CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some theories, definitions, principles and some examples which are related to the research of this study, so those are presented in order to avoid some ambiguous explanation in the study afterwards.

2.1 Theoretical Framework.

2.1.1 Fairytale

The definition of fairytale is a story for a child that tells about something imaginary and not really happens. Fairytale or usually called by fairy story is

aliteraryformthattells the story ofaremarkable eventfilledimaginary(fiction) is consideredbythe publicthatdoes notreallyhappen in the world (Rozak, 2004 : 206).

The fairytale stories are about witches, giants, or talking animal and thing, etc. A fairy tale is a type of short story that typically features European folkloricfantasy characters, such as dwarves, elves, fairies, giants, gnomes, goblins, mermaids, trolls, or witches, and usually magic or enchantments. Fairy tales may be distinguished from other folk narratives such as legends which generally involve belief in the veracity of the events described (Thompson, 1955: 58).

2.1.2 Cohesion.

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The most important thing in discussing cohesion device is text. A text is any pieces of language that is operational, functioning as a unity in some context of situation. It may be spoken or writer in any style or genre, and in involving any number of active participants (Hallyday and Hasan, 1976:293).

According to Hallyday and Hasan (1976:293), cohesion refers to the linguistic means whereby texture is achieved. In other word, cohesion in a text is used as a mean to connect or relate one sentence to the next semantically so that it is understood. Cohesion helps the reader to understand the meaning of the context. In this study, the writer applies the theory of cohesion by Hallyday and Hasan who divided cohesion into grammatical cohesion and lexical cohesion.

2.1.2.1 Grammatical Cohesion

Hallyday and Hasan (1976:6) said that grammatical cohesion means that some forms are realized through the grammar. There are four parts in grammatical cohesion which is going to explain, that are: *reference, ellipsis, substitution, and conjunction*.

Reference is a specific nature of the information that is signaled for retrieval. In the case of reference, the information to be retrieved is the referential meaning. The identity of the particular thing of class that is being referred to and the cohesion lies in the continuity of reference (Halliday and Hasan, 1976: 31).

While *ellipsis* is a series of dots that usually indicates an intentional omission of a word, sentence, or whole section from a text without altering its original meaning. Depending on their context and placement in a sentence, ellipses can also indicate an unfinished thought, a leading statement, a slight pause, a mysterious, echoing voice, or a nervous or awkward silence (Mc.Cartthy, 1991: 43). For example in "Would you like to hear another verse? I know twelve (verses)." The entity (verses) has been named but it is then deleted in the second clause.

Substitution is the replacement of one item with another (Halliday and Hasan, 1976: 88). For example: (A) "My axe is too blunt. I must get a sharper one."

(B) "You think Joan already knows? I think everybody does." *One* and *does* are both substitutes: *one* substitutes to for *axe*, and *does* for *knows*.

Conjunction is a relationship which indicates how the subsequent sentence or clause should be linked to the preceding or the following part of the sentence (Halliday and Hasan, 1976 : 226).

2.1.2.2 Lexical Cohesion

Lexical cohesion is related vocabulary items occur across clause and sentence boundaries in written text and across act, move and turn boundaries in speech and are a major characteristic of coherent discourse (Mc.Carthy 1991:65). There are two principal kinds of lexical cohesion: reiteration and collocation.

1. **Reiteration**

   Reiteration is a form of lexical cohesion which involves the repetition of a lexical item, at one end of the scale: the use of general word to refer back to a lexical item, at the other end of the scale: and a number of things in between – the use of a synonym, near synonym, or superordinate (Halliday and Hasan, 1976: 278). Reiteration is divided into: repetition, synonym or near synonym, superordinate, and general word.

   (a) Repetition

A lexical item may exactly repeat an earlier item. The item of the previous sentence is repeated or is used again in the preceding sentence (Halliday and Hasan, 1976: 278). For example:

- Sue is in the *race* on Saturday. Everyone believes that Smith will win the *race*.

    Here there is a repetition of the word *race.*

(b) Synonym or near synonym

An item may be in a relation of synonym or near synonym with an earlier item. The preceding lexical items have same meaning or nearly same with the previous lexical item (Halliday and Hasan, 1976:279). For example:

- Accordingly….. I took leave, and turned to the *ascent* of the peak. The *climb* is perfectly easy

    In the word *climb* refer back to *ascent*, of which it is synonym

(c) Superordinate

The category of superordinate refers to any item whose meaning includes the part of the items that dominates in the lexical taxonomy (Halliday and Hasan 1976:279). For example:

- She'll win a *trophy*. The *prize* won't mean as much to her as a new PR.

In the sentence above, *prize* refer back to *trophy*, and *prize* superordinate of *trophy* – that is name for a more general class. *Prize* is part or kind of *trophy*.

(d) General Word

According to Halliday and Hasan (1976:280), The possibility of a writer or speaker to refer back to an earlier item in more general terms. General words correspond to the major noun clause, those such as human noun, place noun, fact noun, etc. The example is: Human noun: people, man, woman, child, boy, girl.

The example of general word is:

- I've just read *John Smith's essay*. The *whole thing* is very well throughout. From the example above, *whole thing* refer back to *John Smith's essay* in which the more general term.

2.Collocation

Collocation is cohesion that is achieved through the association of a lexical item that regularly co-occurs (Mc.Carthy. 1991:65). It means that collocation is achieved through the relationship between one lexical item with others which exist many times not only in the previous but also in the preceding passage.

According to Halliday and Hasan (1976:286) The collocation is analyzed through the lexical relation (the relationship of a lexical item) or lexical environment. The lexical environment of any item includes not only the words that are in some way or other related to it but also all other words in the preceding passage. In other term collocation is analyzed by connecting one lexical item with others or lexical environment or lexical relationship. The relatedness of a lexical item includes:

- Complementaries, such as ; - boy : girl, - stand up : sit down

- Antonyms are when an item opposed in meaning with other. Such as : Like >< hate, wet >< dry, stupid >< cleaver

- Converses predominantly associated with reciprocal social roles (employer – employee), kinship relations (sister – brother), location intimate and pace (before – after), and a number of processes are also related in this way (learn – teach, give – recive) (Martin 1992: 302).

- Pair of words drawn from the same ordered series, such as : - Tuesday : Thursday, -Dollar : Cent

- Related as part to whole, such as : - Car : brake, - box : lid

- Proximity is the nearness relationship of one lexical item with other, such as : -laugh : joke, - doctor : ill, -knife : cut

2.2 Related Studies.

In review of related studies, the writer found out a previous study about lexical cohesion. First of all, the thesis belongs to Amelia Permata Sari (2000) entitled "*A Study of cohesion in lateral-quarterly PBE magazine*''. She discussed the cohesive devices types in terms of grammatical cohesion and lexical cohesion. The writer discussedcohesive devices which are occurred in Quarterly Business Magazine of PBE -LATERAL- from the first edition until the latest edition. The problems which the writer analyzed are the frequency of cohesive types which are often used and how well the cohesive devices are used in the selected articles. The data was taken from Quarterly Business Magazine of PBE –LATERAL edition 1-4. The data are obtained by collecting the sentence in the articles she analyzed. After that, the writer was categorizes each sentence into its own cohesive types to be analyzed further. In analyzing the data, the writer used Halliday and Hasan's theory in "Cohesion in English" about Cohesive Devices, the theory of Brown and Yule, and Lottman about Text.

The seccond review was from Tonny Hidayat (2002) entitled *"An Analysis of cohesion in Asian Soups*". He found out the quality of either its text or its sentences. In other words, he wanted to know whether the recipes in Asian Soups as texts are cohesive or not. Therefore, he tried to examine what cohesive ties are used in Asian Soups and the highest occurrence found in it. In this study, he applied the theory of cohesion by M.A.K. Halliday and Ruqaiya Hasan. It is divided into two main parts, grammatical and lexical cohesion. Grammatical cohesion is divided into four parts: reference, substitution, ellipsis and conjunction. Lexical cohesion is

divided into two parts: reiteration and collocation. He used qualitative approach to analyze the cohesive ties used in Asian Soups. The data was taken from a cookery book entitled, Asian Soups. For the purpose of analysis, he takes 23 recipes found it.

While the third studies was from Liediawati (2000) entitled *"An Analysis of cohesion in "National News" taken from The Jakarta Post"*. Since The Jakarta Post is a daily English newspaper and it gives complete information to its readers, she is curious to found out the quality of either its text or its sentences. In other words, she wanted to know whether the text of the "National News" in The Jakarta Post was cohesive or not. Therefore, she tried to examine carefully the cohesive devices and the violations in the text. She applied M.A.K. Halliday and Ruqaiya Hasan's cohesion theory. They divided cohesion into two major points that are the grammatical cohesion and lexical cohesion. In terms of grammatical cohesion, it is divided into reference, substitution, ellipsis, and conjunction, while in the terms of lexical cohesion; it is divided into reiteration and collocation.

Based on previous study above, the writer took lexical cohesion for her research, because she assumed that cohesion was still general, so she wanted to focus in lexical cohesion only and in different case. The writer took Brother Grimm's fairytale to be analyzed by using lexical cohesion device. She took the theory from Hallyday and Hasan for analyzing the data. The writer did not found about the research that took the data from fairytale by using lexical cohesion before.