CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses the analysis of the collected data which answers the question in chapter one. It is the main purpose of the study. This chapter is the most significant part of the whole study. In data analysis, all questions are expected to be answered on the basis of lexical cohesion theory by M.A.K Halliday and Ruqaiya Hasan presented in chapter two.

4.1 Finding

This section discusses about the data from Brother Grimm's fairytales. The writer takes four data which are: the first is Hansel and Greetel, the second is Little Red Riding Hood, the third is Rapunzel, and the last is TheFrog prince. The data are analyses by using lexical cohesion theory.

4.1.1 Kind of Lexical Cohesion

Lexical cohesion are divided into two kinds: reiteration and collocation. Reiteration itself are divided into four kinds, which are repetition, synonym or near synonym, superordinate, and general word. while, collocation divided into six kinds, which are complement, antonym, converses, order series, part to whole, proximity.

4.1.1.1 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). Then, the writer finds the data of repetition. The data are explained below.

4.1.1.1.1 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). The writer finds four data of repetition which are from Hansel and Greetel, Little Red Riding Hood, Frozen, and The Frog Prince. The data is explained bellow

Data 1

Hansel and Gretel gathered *brushwood* together, as high as a little hill. The *brushwood* was lighted, and when the flames were burning very high, the woman said, "Now, children, lay yourselves down by the fire and rest, we will go into the forest and cut some wood. When we have done, we will come back and fetch you away."

The first data from Hansel and Greetel fairytale. The writer finds the repetition from data above. She finds the repetition of word **brushwood** twice, which are in first sentence and in second sentence. The **brushwood** have a meaning an area covered by such growth. The **brushwood** here is included noun. The author of this fairytale wants to identity the word brushwood as certain place in fairytale, then the reader will imagine from it clearly. The second data that finds by the writer come from Little Red Riding Hood fairytale. The data is explained below

Data 2

The grandmother lived out in the *wood*, half a league from the village, and just as Little Red Riding Hood entered the *wood*, a wolf met her. Red Riding Hood did not know what a wicked creature he was, and was not at all afraid of him.

From the data above, the writer finds the repetition word. The word **wood** appears twice in one sentence. The word **wood** here becomes a noun. It

has a meaning like a dense growth of threes or underbrush covering a relatively small or confined area and also has other meaning like the forest. The author writes the word wood in many times, because he wants make the reader know that most of activities is happened in the wood. Now, we see to the next data from Frozen fairytale, it is explained below.

Data 3:

Rapunzel grew into the most beautiful child under the sun. When she was twelve years old, the *enchantress* shut her into a tower in the middle of a forest. The tower had neither stairs nor door, but near the top was a little window. When the *enchantress* wanted to go in, she placed herself beneath it and cried: Rapunzel, Rapunzel, Let down your hair to me.

In data above, the word **Enchantress** appears twice but in other sentence. The word **Enchantress** often appears in Frozen fairytale, but the writer takes just the data when the complication begin. **Enchantress** here as a main character in Frozen fairytale but she has bad attitude. **Enchantress** is one of the names from the character in this fairytale, so it become of noun. The author writes the word Enchantress frequently, because the Enchantress itself becomes important character in the story as the enemy of main character, and the author wants make the reader interest to that character. The word **Enchantress** has a meaning like a

woman who practices magic. The writer also finds repetition in fourth data, and it is explained below.

Data 4:

There is a nasty frog,' said she, 'at the door, that lifted my ball for me out of *the spring* this morning. I told him that he should live with me here, thinking that he could never get out of *the spring*; but there he is at the door, and he wants to come in.

This data is from the Frog Prince Fairytale, the word **spring** appears twice but in different sentence. The word **spring** in data above becomes adverb of place and has a meaning a small stream of water flowing naturally from the earth. The author here repeats the word spring to remind the reader that the spring is the first place meet for the frog and princess. The writer also finds other kind of reiteration, which is synonym and antonym device. It is explained below.

4.1.1.1.2 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). The writer discovers four

sentences that contains of synonym or near synonym. The data of synonym or near synonym explained below.

Data 1:

He had little *to bit*e and *to break*, and once, when great dearth fell on the land, he could no longer procure even daily bread.

The writer finds some words from the data above that has similar meaning in one sentence, which are **to bite** and **to break.To bite** has a definition as to cut, grip, or tear with or as if with the teeth. While **to break** here has a definition as to divide into pieces as by bending or cutting. So, **to bite** and **to break** have same meaning to destroy that becomes verb in the sentence. The author writes the word to bite and to break in one sentence aims for emphasize that the actor of fairytale really wants to destroy other actor. The first data has relation with the second data as synonym and near synonym device, it can see below.

Data 2:

One day her mother said to her: 'Come, Little Red Riding Hood, here is a piece of cake and a bottle of wine; take them to your grandmother, she is *ill* and *weak*, and they will do her good.

In second data that from Little Red Riding Hood Fairytale, the writer finds some words in similar meaning that becomes an adjective. Its

words are **ill** and **weak** that replace in one sentence. **Ill** here has a definition as not healthy or sick, while the word **weak** has a definition as lack of strength. So, the writer takes the point that the word **ill** and **weak** has a meaning not normal condition of body. The author in this fairytale wants to illustrate the condition from the character that she really in bad condition. The writer also finds the item of synonym and near synonym in next data. The next data is from Frozen fairytale that explained below.

Data 3:

One day the woman was standing by this window and looking down into the garden, when she saw a bed which was planted with the most beautiful rampion, and it looked so fresh and green that she longed for it. She quite *pined away*, and began to look pale and *miserable*.

The next data is from Frozen fairytale. In this data, the writers finds out of two words that has similar meaning in one sentence, which are pine away and miserable. The word pine away has a meaning as to wither or waste away from longing or grief. While miserable has a meaning very uncomfortable and unhappy. So, the writer concludes that pine away and miserable can has a meaning like unhappy condition. Although the words are replacing in one sentence and has similar meaning, but the words are has different function. The author of this fairytale wants makes the reader feel deeply what the character feels, then

he writes the different word but in same meaning. The word **pine away** is become verb and **miserable** itself become adjective. The writer continuous to the next data that from The Frog Prince Fairytale. The data is explained below.

Data 4:

Then the princess ran to the door and opened it, and there she *saw* the frog, whom she had quite forgotten. At this *sight* she was sadly frightened, and shutting the door as fast as she could came back to her seat

There are some words in this data that has similar meaning but different function, which are **saw** and **sight**. The word **saw** here is replaced as verb two from see and has a meaning to perceive with the eye. While **sight** is replaced as the ability to see. The author writes different word but has same meaning, it aims for the reader to understands well about the condition while the activities happen. The writer takes the point that **saw** and **sight** is included near synonym in lexical cohesion device. After analyzing the data from synonym or near synonym, the writer finds other kind of reiteration which is explained below.

4.1.1.1.3 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). In this superordinate device, the writer finds one data only. The data is from Hansel and Greetel fairytale that explained below.

Data 1:

Hansel and Gretel gathered brushwood together, as high as a little hill. The brushwood was *lighted*, and when the *flames* were burning very high, the woman said, "Now, children, lay yourselves down by the fire and rest, we will go into the forest and cut some wood. When we have done, we will come back and fetch you away.

In analyzing superordinate here, the writer finds the vocabularies that are included superordinate in fist data only. The word **lighted** and **flames** are included superordinate device. **The flame** refers to the **light**, and **theflame** superordinate to **the light** that is more general class. The writer itself illustrates the condition of the story while it happen by writing two words in different meaning but has relation in each other, and one of it refers back to the dominant word. The other kind of reiteration

4.1.1.1.4 General Word

According to Halliday and Hasan (1976:280), The possibility of writer or speaker is 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. In this device, the writer finds three data for her analyzing which are from Hansel and Greetel, Little Red Riding Hood, and Frozen. The writer tries to analyze the data clearly, which are explained below:

Data 1:

Hard by a great forest dwelt a poor wood-cutter with his wife and his *two* children. The boy was called Hansel and the girl Gretel.

The first data is from Hansel and Greetel fairytale, the writer finds some vocabularies that can be analyze by using general word device. The writer finds the word **boy** and **girl** which refer back to **children** that more general vocabulary in the sentence before. The author of this fairytale wants to make the reader flow of the plot well. So he explains the general word to be specifically. The writer continues to the next data for analyze with the same device, it is explained below.

Data 2:

A good quarter of a league farther on in *the wood*; her house stands under the three large *oak-trees*, the *nut-trees* are just below; you surely must know it,' replied Little Red Riding Hood.

The next data is from Little Red Riding Hood Fairytale. The writer tries to looking for the vocabularies that include general word. So, the writer finds out the word wood that has general term. The wood has a meaning of forest. So, the writer finds out the word oak-tress and nuttress which has the function for explain kind of the wood. The author of this fairytale explains more of the word wood aim for the reader can imagine the condition of it. The writer sill finds the item of general word device, and it is explained below.

Data 3:

These people had a little window at the back of their house from which a splendid *garden* could be seen, which was full of the most beautiful *flowers* and *herbs*.

In the third data, the writer finds out the word that has general meaning. The word **garden** in this sentence is still general, because the **garden** has several kinds. The writer finds the word **flowers** and **herbs** that refer back to the **garden** and make it more clearly. The author draws of the garden more specific aim at the reader knows about kind of garden. After finding the kinds of reiteration, so, the writer finds other kind of lexical cohesion, which is collocation. The collocation device is explained below.

4.1.1.2 Collocation

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. The writer tries to analyze each kind of collocation. Then, the first device that the writer analyzes is complementary.

4.1.1.2.1 Complementary

Complementary is an identical lexical item through occurrence of a different lexical item that is systematically related to the first one, as a synonym or superordinate of it (Halliday and Hasan, 1976 : 284). The writer finds two data which has relation with complementary device, the data is explained below.

Data 1:

however, stretched out a little bone to her, and the old woman, who had *dim eyes*, *could not see* it, and thought it was Hansel's finger, and was astonished that there was no way of fattening him.

The first data is from Hansel and Greetel fairytale. The writer analyzes some vocabularies in first data by using complementary device.

She finds the word **could not see** which related to the word **dim eyes** that replaced in the sentence before. There is systematic relationship between a pair of word **dim eyes** and **could not see**, they are particular type of synonym and called by complementary. The author writes the item by using complementary device aim for the reader gets deeper imagination. The writer also finds other data that relate with complementary device. The next data is explained below.

Data 2:

And scarcely had the wolf said this, than with one bound he was out of bed and swallowed up Red Riding Hood. When the wolf had appeared his appetite, he *lay down* again in the bed, fell *asleep* and began to snore very loud.

From the data above, the word **asleep** comes after the word **lay down**. The word asleep and lay down have related meaning in each other and become a synonym, so it can be called by complementary device. The author writes the word lay down is before asleep it aim at the reader knows one of human habits. After finding one of the kinds from collocation, the writer finds other kind of collocation, which is Antonym device. The device is explained below.

4.1.1.2.2 Antonym

In this section, the writer begins to discuss about antonym in the text. Antonym is a word having a meaning opposite to that of another word. The writer finds three data for analyzing, in each data is from Hansel and Gretel, Frozen, and The Frog Prince. The data is explained below.

Data 1:

"I'll tell you what, husband," answered the woman, "early tomorrow morning we will *take* the children out into the forest to where it is the thickest. There we will light a fire for them, and *give* each of them one more piece of bread, and then we will go to our work and leave them alone.

In first data which comes from Hansel and Greetel Fairytale, the writer tries to find out the antonym from the data. The word **take** as a verb in first sentence has opposite meaning with the word in second sentence which is **give** as a verb also. Even though **take** and **give** have different meaning in different sentence, but it still has related ties in each other. The author illustrates the reciprocal relationship by using the word take and give that relates in each other. The writer finds some data which has some relation with the first data. The next data is from Frozen fairytale. The data is explained below.

Data 3:

She said: 'I will willingly *go away* with you, but I do not know how to get down. Bring with you a skein of silk every time that you *come*, and I will weave a ladder with it, and when that is ready I will descend, and you will take me on your horse.

The next data comes from Frozen fairytale. The writer finds the antonym word from that text. The words **go away** in first sentence has opposite meaning with the word **come** in second sentence but in one relation ties. The author of this fairytale combines the word come and go away it aim to get the variety of word but still has relationship in each other. The word **come** stands for describing the word **go away**. So, the writer tries to explain the last data that relate with antonym device. It is explained below.

Data 4:

And when the princess opened the door the frog came in, and *slept* upon her pillow as before, till the morning broke. And the third night he did the same. But when the princess *awoke* on the following morning she was astonished to see, instead of the frog, a handsome prince, gazing on her

with the most beautiful eyes she had ever seen and standing at the head of her bed.

From data above, the writer finds the word **slept** that has opposite meaning with the word **awoke**. While the word **slept** and **awoke** has different meaning, but it was in related ties which is the process in sleeping condition. The author draws of human habit in this story by using the word slept and awoke. The word **slept** always stands with the word **awoke**. After analyzing the data from antonym device. The writer finds other kind from collocation which is converse device. It is explained below.

4.1.1.2.3. Converse

The next section is about converse advice. Converses or relational antonyms are pairs of words that refer to a relationship from opposite points of view. The writer finds a data in converse device, the data is explained below.

Data 1:

They walked the whole night and all the next day too from *morning* till *evening*, but they did not get out of the forest, and were very hungry, for they had nothing to eat but two or three berries, which grew on the ground.

The writer only finds the converse device in this data. The writer finds out the word **morning** that has opposite meaning with the word **evening** and it still in one pair of the time. The author writes this vocabularies aim to explain the time duration while the activities happen. After analyzing the data of converse devise, the writer also finds other kind in collocation while analyze the data. She finds order series device, and it is explained below.

4.1.1.2.4. Order Series

The next section is order series. Order series in semantics has a meaning pair of word. The writer bundles up the words that appear in the sentence into certain series. The writer finds four data of order series from Brothers Grimm's fairytale. The data is explained below.

Data 1:

It was now three *mornings* since they had left their father's house. They began to walk again, but they always came deeper into the forest, and if help did not come soon, they must die of hunger and weariness. When it was *mid-day*, they saw a beautiful snow-white bird sitting on a bough, which sang so delightfully that they stood still and listened to it.

In first data, the writer begins to look for the word that includes in one pair but has different meaning. So, the writer finds out the word morning and mid-day in different sentence, but these words include one pair as adverb of time. From the sentence above, the author wants to explain the time specifically by writes the word morning and mid day. The writer finds other data that relate with order series device. The data is explained below.

Data 2:

'Oh! grandmother,' she said, 'what big *ears* you have!'
'All the better to hear you with, my child,' was the reply.
'But, grandmother, what big *eyes* you have!' she said.
'All the better to see you with, my dear.'
'But, grandmother, what large *hands* you have!'
'All the better to hug you with.'
'Oh! but, grandmother, what a terrible big *mouth* you have!'
'All the better to eat you with!'

The next data is from Little Red Riding Hood, the writer finds some words in different sentence but has related series. The words ears, eyes, hands, and mouth are included part of body series, although has different meaning and function. All that words are stand as noun. The writer tries to get other data of order series, so, she finds the data from Frozen fairytale. Then, we can see the explanation below.

Data 3:

The tower had neither *stairs* nor *door*, but near the top was a little *window*.

The next data is from Frozen fairytale. The word **stairs**, **door**, and **window** in the sentence above are included part of building series and stand as noun. The author writes the word stairs, door, and window it aims to describe the characteristic of the tower. The same data also appears in The Frog Prince fairytale. So, the writer wants to analyze it. The next data is explained below.

4.1.1.2.5. Part to Whole.

Part to whole in this section has definition as a word often stands in some recognizable semantic relation to one another. The data of part to whole device is explained below.

Data 1:

When day dawned, but before *the sun* had *risen*, the woman came and awoke the two children, saying, "Get up, you sluggards".

In this data, the writer gets some words include part to whole. That words are **risen** and **the sun**. Risen here stands as verb and the sun itself is stand as noun. The word **rise** often stands with **the sun** because it become

strange if the sun stand with the word appear. The writer wants to get deep analyze by using part to whole device. Then, she begins to analyze the next data is from Little Red Riding Hood. It is explained below.

Data 2:

Red Riding Hood did not know what a *wicked creature* he was, and was not at all *afraid* of him.

In second data, the writer tries to looking for the word that includes part to whole device. She finds the word wicked creature and afraid. These words are replaced in one sentence. Wicked creature stands as noun and afraid stands as adjective. These word often use in onesentence, because wicked creature has a definition like the woman or man which has terrifies face, and it makes most of people fell afraid. The same data also finds by the writer in Frozen Fairytale, we can see below

Data 4:

As soon as it was light *the frog jumped* up, hopped downstairs, and went out of the house.

The last data is from The Frog Prince Fairytale. The word **jumped up** and **the frog** was found by the writer in one sentence. **The frog** is always

standing with the word **jump up**, because it includes the habits of the frog. After explaining all data that has relation with part to whole. The writer continues her analyze by using proximity devise. Proximity devise here is the last devise of collocation. The last device is explained below.

4.1.1.2.6. Proximity

The last kind from collocation is proximity. Proximity is one of nearness relationship of one lexical item and another. The writer finds four data which has relation with proximity. The data is explained below:

Data 1:

There we will *light* a *fire* for them, and give each of them one more piece of bread, and then we will go to our work and leave them alone.

In proximity device, the writer tries to looking for the word that has near relation with other, so, the writer finds the word **light** and **fire**. **Light** here stand as verb which has a meaning to set on fire, while the **fire** itself stand as noun which has a meaning a burning mass of material, as on a hearth or in furnace. The next data has relation with proximity devise is explained below.

Data 2:

When the wolf had appeased his appetite, he lay down again in the bed, fell *asleep* and began to *snore* very loud.

In second data, the word **asleep** and **snore** has near relation. The word **asleep** is stated as adjective which has a meaning in a state of sleep. While **snore** itself stands as verb which has a meaning to breathe during sleep with hoarse or harsh sounds cause by the vibrating of the soft palate. So, the writer takes the points that snore and **asleep** are near relation because it as human habits, most of people in this word ever **snore** when **asleep**. To get deeper analysis of proximity, we can see it explain below

Data 3:

Then Rapunzel let down *the braids* of her *hair*, and the enchantress climbed up to her

The word **hair** and **the braid** in data above have near relation and both of them are stand as noun. The word **hair** has a meaning part of body with the function to covering person's head. While **the braid** itself has a meaning a braided segment or length, as of hair, fabric, of fiber. Most of woman who has long **hair** usually make **braids** from her hair to make it

look more simple and beautiful. So, the last data is from The Frog Prince fairytale. The data is explained below.

Data 4:

One fine evening a young princess put on her bonnet and clogs, and went out to take a walk by herself in a wood; and when she came to a cool *spring* of *water* with a rose in the middle of it, she sat herself down to rest a while.

The last data is from The Frog Prince. The writer gets the word **spring** and **water** to be discussed. The word **spring** has a meaning a small stream of **water** flowing naturally from the earth. So, the **spring** and **water** is near relation, because in each **spring** there is a lot of **water** there. After finding all kinds in lexical cohesion, the writer begins to gets the function in lexical cohesion. The function of lexical cohesion is explained below.

4.1.2 The Function of Lexical Cohesion

After finding the kind of lexical cohesion, the writer begins to find the function of lexical cohesion. Lexical cohesion deals with the meaning in text. This is the cohesive effect achieved by the selection of vocabulary (Hallyday and Hasan, 1976: 274). It concerns the way in which lexical items relate to each other and to other cohesive devices so that textual continuity is created. By using lexical cohesion

device for analyzing the data, the writer finds the function in each kind of lexical cohesion.

Lexical cohesion itself has two kinds, which are reiteration and collocation. Reiteration divides into several kinds, which are repetition, synonym or near synonym, superordinate, and general word. The writer finds the function of repetition which takes from the data in point 4.1.1.1.1. The function of repetition is explained below.

4.1.2.1 Repetition

Data 1

Hansel and Gretel gathered *brushwood* together, as high as a little hill. The *brushwood* was lighted, and when the flames were burning very high, the woman said, "Now, children, lay yourselves down by the fire and rest, we will go into the forest and cut some wood. When we have done, we will come back and fetch you away."

From the sentence above, the writer knows about repetition has a function to signal that the word is prominent. The writer concludes that the brushwood in the sentence is showing the important place in the story. Most of the activities in the story happen in the brushwood. The next function of data is explained below

Data 2

The grandmother lived out in the *wood*, half a league from the village, and just as Little Red Riding Hood entered the *wood*, a wolf met her. Red Riding Hood did not know what a wicked creature he was, and was not at all afraid of him.

From data above, the writer finds the function as to emphasize the condition. The wood in the sentence is repeat twice which shows that the wood in becomes main place in the story. The repetition of word wood here makes the reader easy to understand the plot of this story. The writer finds another function of next data, it is explained below.

Data 3.

Rapunzel grew into the most beautiful child under the sun. When she was twelve years old, the *enchantress* shut her into a tower in the middle of a forest. The tower had neither stairs nor door, but near the top was a little window. When the *enchantress wanted* to go in, she placed herself beneath it and cried:'Rapunzel, Rapunzel, Let down your hair to me.

The third data has a function to remember the character. The enchantress in the data above as the enemy of main character, the word Enchantress is repeat in several time, then the reader will remember it as important character in the story. The reader finds other reason in next data, it is explained below.

Data 4.

There is a nasty frog,' said she, 'at the door, that lifted my ball for me out of *the spring* this morning. I told him that he should live with me here, thinking that he could never get out of *the spring*; but there he is at the door, and he wants to come in.

The next data has the function to remind the situation of the story. By repeating the word spring, the reader will remind of the place that become the first place which the frog and princess meet. The next function is from synonym or near synonym which has the point 4.1.1.1.2. The function is explained below

4.1.2.2. Synonym or near synonym.

Data 1.

He had little *to bit*e and *to break*, and once, when great dearth fell on the land, he could no longer procure even daily bread.

The data above has a function to emphasize the condition in the story. The reader will understand what the character wants in the story. The word to bite and to break has same meaning which emphasize the desire of the character in the story. The next function of synonym or near synonym is explained below.

Data 2:

One day her mother said to her: 'Come, Little Red Riding Hood, here is a piece of cake and a bottle of wine; take them to your grandmother, she is *ill* and *weak*, and they will do her good

The data above is including synonym or near synonym which has a function to show the feeling deeply. The word ill and weak are has same meaning but in different word. The reader will know that the character in the story is very miserable by the word ill and weak there. The writer finds another function of synonym and near synonym, it is explained below.

Data 3.

One day the woman was standing by this window and looking down into the garden, when she saw a bed which was planted with the most beautiful rampion, and it looked so fresh and green that she longed for it. She quite *pined away*, and began to look pale and *miserable*.

The third data gives the function to stimulate the imagination of character feels. After reading the sentence above, the reader will imagine the feel of character. The word pine away gives the meaning as sick, and then the second word miserable gives deep meaning more sick. So, the reader will get stimulation of her imagination. The next data of the function is explained below.

Data 4.

Then the princess ran to the door and opened it, and there she *saw* the frog, whom she had quite forgotten. At this *sight* she was sadly frightened, and shutting the door as fast as she could came back to her seat

The fourth data gives the function to distinguish the word that has near meaning. The word saw and sight has near meaning, because it uses the eyes contact, but both of word has different function. The saw is to perceive with the eye, and the word sight is the ability to see. Then, the reader will unconfused while follow the plot of story. The next function is from superordinate that has a point of 4.1.1.1.3. it is explained below.

4.1.2.1.3. Superordinate

Data 1.

Hansel and Gretel gathered brushwood together, as high as a little hill. The brushwood was *lighted*, and when the *flames* were burning very high, the woman said, "Now, children, lay yourselves down by the fire and rest, we will go into the forest and cut some wood. When we have done, we will come back and fetch you away.

From the data above, the item of superordinate gives the function to extend the domain. The reader will understand that the word flame is explained of the word lighted. The next function is from general word device that in the point 4.1.1.1.4 it is explained below.

4.1.2.1.4. General Word

Data 1.

Hard by a great forest dwelt a poor wood-cutter with his wife and his *two children*. *The boy* was called Hansel and *the girl* Gretel.

The data above, gives the function to explain the general word to specific word. The word children become more clearly because the word boy and girl are stand after it. It is makes the reader has clearly understanding. The next data also has another function, it is explained below.

Data 2.

A good quarter of a league farther on in *the wood*; her house stands under the three large *oak-trees*, the *nut-trees* are just below; you surely must know it,' replied Little Red Riding Hood.

The sentence above gives the function of general word which is to make clearly ambiguous word. If the word wood stands without explain the kind of wood itself, it is become ambiguous word, because the reader will confuse to understand the story. The last data from general word is explained below.

Data 3

These people had a little window at the back of their house from which a splendid *garden* could be seen, which was full of the most beautiful *flowers* and *herbs*.

The last data from general word here gives the function to show a class of things. The reader will imagine the garden beautifully and did not confuse about the kind of garden itself, it happens because the word flowers and herbs are stand after the word garden.

After finding the function in each kind of reiteration, the writer begins to finds the function in each kind of collocation device which are related to the data. Collocation here has several kinds, which are: complement, antonym, converse, order series, part to whole, and proximity. The functions of collocation it explained below.

4.1.2.2.1 Complement

Data 1.

however, stretched out a little bone to her, and the old woman, who had *dim eyes*, *could not see* it, and thought it was Hansel's finger, and was astonished that there was no way of fattening him.

The first data of complement here gives the function to the reader flow easily the story by understanding the similar word. The word could not see is refer back to the word dim eyes. It stimulates better imagination for the reader. Last data of complement is explained below.

Data 2.

And scarcely had the wolf said this, than with one bound he was out of bed and swallowed up Red Riding Hood. When the wolf had appeased his appetite, he *lay down* again in the bed, fell *asleep* and began to snore very loud.

The sentence above gives the function to develop imagination. The reader will get better imagination, because the author develops the word lay down into asleep. After finding the function of complement, the writer finds the function of antonym device, it is explained below.

4.1.2.2.2. Antonym

Data 1.

"I'll tell you what, husband," answered the woman, "early tomorrow morning we will *take* the children out into the forest to where it is the thickest. There we will light a fire for them, and *give* each of them one more piece of bread, and then we will go to our work and leave them alone.

The function of data above is to concentrate the understanding of the reader. If the reader wants to get good understanding, the reader must focus to the dialog of the sentence, because the author writes the opposite word but has relation meaning. The next data is explained below.

Data 3.

She said: 'I will willingly *go away* with you, but I do not know how to get down. Bring with you a skein of silk every time that you *come*, and I will weave a ladder with it, and when that is ready I will descend, and you will take me on your horse.

From data above, the writer finds other function in antonym. The author makes the sentence above easier to understanding, because there are different word in the sentence but the writer writes it become related in each other. The next function is from converse device. it is explained below.

4.1.2.2.4. Converse.

Data 1.

They walked the whole night and all the next day too from *morning* till *evening*, but they did not get out of the forest, and were very hungry, for

they had nothing to eat but two or three berries, which grew on the ground.

The data of converse above is to develop the imagination of the reader. The author develops the time from morning till the evening. So, the reader gets the deeper imagination and feels of what the character do. The next function is from order series device, it is explained below.

4.1.2.2.5. Order Series

Data 1.

It was now three *mornings* since they had left their father's house. They began to walk again, but they always came deeper into the forest, and if help did not come soon, they must die of hunger and weariness. When it was *mid-day*, they saw a beautiful snow-white bird sitting on a bough, which sang so delightfully that they stood still and listened to it.

The data below gives the function to stimulate deeper feeling for the reader. The author here explains the time longer. Three mornings here makes the reader fell deeply with the sad plot. The next data is explained below.

Data 2.

'Oh! grandmother,' she said, 'what big *ears* you have!'
'All the better to hear you with, my child,' was the reply.

'But, grandmother, what big eyes you have!' she said.

'All the better to see you with, my dear.'

'But, grandmother, what large hands you have!'

'All the better to hug you with.'

'Oh! but, grandmother, what a terrible big mouth you have!'

'All the better to eat you with!'

The data above gives the function to develop imagination. The author explains part of body such as big ears, big eyes, large hand, and big mouth with each the function. It can make the reader understand the plot well. The next function is from part to whole series. It is explained below.

4.1.2.2.6. Part to Whole

Data 1.

When day dawned, but before *the sun* had *risen*, the woman came and awoke the two children, saying, "Get up, you sluggards".

The data above gives the function to develop imagination while flow the plot. The reader will imagine the time while the day is gloom and the sun had risen. The next data is explained below.

Data 2.

Red Riding Hood did not know what a *wicked creature* he was, and was not at all *afraid* of him.

The second data from part to whole give the function of understand the human habit. The author writes the wicked creature and relates it with the word afraid. it is makes the reader know about the human habit if look at wicked creature. The next data is explained below.

Data 3.

Therefore, in the gloom of evening, he let himself down again; but when he had *clambered* down *the wall* he was terribly afraid, for he saw the enchantress standing before him.

The last data of part to whole gives the same function in data 2. The author writes the word clambered which relates to the word wall. It is the habit of human. When the human obstructs by the wall, then he will climb the wall to pass it. The last function is from proximity. It is explained below.

4.1.2.2.6. Proximity

Data 1.

There we will *light* a *fire* for them, and give each of them one more piece of bread, and then we will go to our work and leave them alone.

The first data of proximity gives the function to stimulate the understanding ability of the reader. The author writes the word fire after light and both of the word has relationship. It is makes the reader thinks the relation about the light and the fire. Then, the reader will understand well about it. The next data is explained below.

Data 3.

Then Rapunzel let down the braids of her hair, and the enchantress climbed up to her.

The data above also has same function like first data. It is to stimulate he understanding ability by the reader. The author writes the word hair after braid and both of the word has relationship. It is makes the reader thinks the relation about the braids and the hair. Then, the reader will understand well about it. The next last is explained below.

Data 4.

One fine evening a young princess put on her bonnet and clogs, and went out to take a walk by herself in a wood; and when she came to a cool *spring* of *water* with a rose in the middle of it, she sat herself down to rest a while.

The last data has a function to gives the reader concrete understanding. The author replaces the word spring and water. It is concrete meaning because in every spring is full of the water there. So the reader will flow of the plot easily.

From this finding, the writer concludes that a text not only has to be in good form. But also has to be meaningful. It means that lexical cohesion is guide to connect the word to the meaning.

4.2. Discussion

After finding the kind and function of lexical cohesion, the writer concludes that many items of lexical cohesion used in the Brothers Grimm's fairytale which are Hansel and Greetel, Little Red Riding Hood, Frozen, and The Frog Prince. In each kind of Reiteration items and collocation has meaningful word that gives many function of it.

Through this table, the writer shows how many item in lexical cohesion that appeared in all data.

	Fairy Tales				
Lexical cohesion	Hansel and Greetel	Little Red Riding Hood	Frozen	The Frog Prince	Total

Reiteration	Repetition	2	2	2	2	8
	Synonym/ near Synonym	2	2	2	2	8
	Superordinate	2	-	-	-	2
	General Word	3	3	3	ı	9
Collocation	Complement	2	2	-	•	4
	Antonym	2	2	2	•	6
	Converse	2	-	-	-	2
	Order Series	2	4	3	-	7
	Part to Whole	2	2	-	2	6
	Proximity	2	2	2	2	8

Based on table above, we can know the frequency of the item in lexical cohesion that often appears in the text. The frequency of general word is 9, while repetition, synonym or near synonym, proximity is 8, order series is 7, antonym and part to whole are 6, complement is 4, and the last is superordinate and converse are 2.