

**"A STUDY ON THE LEXICAL COHESION IN
BROTHERS GRIMM'S FAIRYTALES"**



THESIS

**Submitted as Partical Fulfillment of The Requirements for The Sarjana Degree
of English Department Faculty of Humanity UIN Sunan Ampel Surabaya**

PERPUSTAKAAN UIN SUNAN AMPEL SURABAYA	
No. KLAS K	No. REG : A.2015/BSI/075
A.2015	ASBI
075	TANGGAL :
BSI	

By:

**Elok Pertiwi
Reg. Number: A03211046**

**DEPARTMENT OF ENGLISH
FACULTY OF LETTERS AND HUMANITIES
STATE ISLAMIC UNIVERSITY OF SUNAN AMPEL
SURABAYA
2015**

APPROVAL SHEET

Thesis Entitled

**A STUDY ON LEXICAL COHESION IN BROTERS GRIMM'S
FAIRYTALE**

**This thesis has been approved by the Advisor and could be proposed to fulfill the
requirement of Sarjana I Degree of English Department Faculty
State Islamic University of SunanAmpel Surabaya**

By:

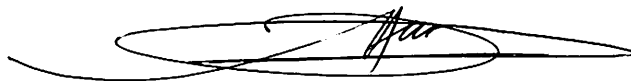
**Elok Pertiwi
NIM. A03211046**

The Advisor



**Murni Fidiyanti, M.A
NIP. 198305302011012011**

**Acknowledged by:
Head of English Department**



**Dr. Mohammad Kurjum, M.Ag
NIP:196909251994031002**

EXAMINER SHEET

This thesis has been approved and accepted by the board of examiner of English
Department Faculty of Adab and Humanities, UIN Sunan Ampel Surabaya.

Surabaya, August 5, 2015

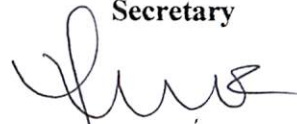
The Board of Examiner

Head Examiner



Murni Fidiyanti, M.A
NIP. 198305302011012011

Secretary



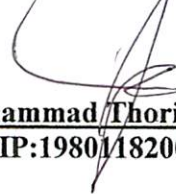
Dr. Asep Abbas Abdullah, M.Pd
NIP:196307291998031001

Examiner I,



Dr. Mohammad Kurjum, M.Ag
NIP:196909251994031002

Examiner II,



Muhammad Thorigussu'ud, M.Pd
NIP:19801182009121002

Dean of Faculty Arts and Humanities



Dr. H. Imam Ghazali, M.A
NIP.196002121990031002

DECLARATION

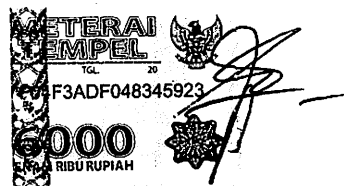
Name : Elok Pertiwi

NIM : A03211046

This thesis contains materials which have been accepted for the award of Sarjana degree of English Department Faculty of Letters and Humanities UIN Sunan Ampel Surabaya. And to the best of my knowledge and belief, it contains no material previously published or written by other person except where due reference is made in the text of the thesis.

Surabaya, August 10TH2015

Writer,



(Elok Periw)

A03211046

TABLE OF CONTENT

Inside Cover Page	i
Inside Title Page	ii
Thesis Advisor's Approval Page	iii
Thesis Examiners's Approval Page	iv
Declaration Page	v
Motto	vi
Dedication Page	vii
Acknowledgements	viii
Table of Content	x
Abstract	xii
Intisari	xiii
CHAPTER 1 INTRODUCTION	1
Background of the Study	1
1.1 Statement of the Problem	4
1.2 Research Purpose	4
1.3 Significant of the Study	5
1.4 Scope and Limitation	5
1.5 Definition of Key Terms	6
CHAPTER 2 REVIEW OF RELATED LITERATURE	7
2.1 Theoretical Framework	7
2.1.1 Fairytale	7
2.1.2 Cohesion	8
2.1.2.1 Grammatical cohesion	8
2.1.2.2 Lexical Cohesion	9
2.2 Related Studies	13
CHAPTER 3 RESEARCH METHODS	15
3.1 Research Approach	15
3.2 Technique of data collection	15
3.6 Data Analysis	16
CHAPTER 4 FINDINGS AND DISCUSSIONS	18
4.1 Findings	18
4.1.1 Kinds of Lexical Cohesion	18
4.1.2 The Function of Lexical Cohesion	39
4.2 Discussion	52

CHAPTER 5 CONCLUSION 54

BIBLIOGRAPHY 56

APPENDICES 58

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

ABSTRACT

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id
Pertiwi, Elok. 2015. *A Study on Lexical Cohesion in Brothers Grimm's Fairytale.*

Advisor : Murni Fidiyanti M.A

Key Word: Lexical cohesion, Children's literature, Fairytale.

Most of people in this world can receive information by reading. The entire books that have been read by human is a literary work. Literary work is divided into two kinds, adult literature and children literature. The writer chooses children literature which is fairytale to be her object. This research focuses on the study of Lexical Cohesion which is used in Brothers Grimm's fairytale. Lexical cohesion is one of the ways to analyze the story in fairytale, because lexical cohesion is study for analyze the relation between vocabulary and meaning.

In this thesis, the writer proposes what the kind of lexical cohesion and the function that used in Brothers Grimm's fairytale. The writer takes the data from Brother Grimm's fairytale which are Hansel and Greetel, Little Red Riding Hood, Rapunzel, And The Frog Prince.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id
In this thesis, the writer uses qualitative descriptive approach because the data collected are in the form of words. The writer use theory from Halliday and Hasan (1976) for analyze the kind and function in the data. The data are taken in the form of a sentence in the plot. The discussion in this analysis includes reiteration and collocation. Reiteration itself divided into: repetition, synonym or near synonym, superordinate, and general word. And in collocation itself are divided into: complementaries, antonym, proximity, converse, order series, and part to whole.

Finally, The writer finds the item of reiteration is balanced with the item of collocation. It means that there is no specific differences in lexical cohesion item that used by the author while he write his literary work. So, the writer also finds many functions in each kind of reiteration and collocation, such as to develop the imagination for the reader, to stimulate the understanding, to explain the ambiguous item become clearly, and to give the concrete meaning.

INTISARI

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id
Pertiwi, Elok. 2015. *A Study on The Lexical Cohesion in Brothers Grimm's Fairytale.*

Advisor : Murni Fidiyanti M.A

Kata Kunci: Lexical cohesion, Children's literature, Fairytale.

Sebagian besar orang di dunia ini dapat menerima informasi dengan membaca. Seluruh buku yang telah dibaca oleh manusia adalah karya sastra. Karya sastra dibagi menjadi dua jenis, sastra dewasa dan sastra anak-anak. Penulis memilih anak-anak sastra dan mengambil dongeng sebagai objek penelitiannya. Penelitian ini berfokus pada *A Study On The Lexical Cohesion In Brothers Grimm's Fairytale*. Lexical Cohesion adalah salah satu cara untuk menganalisis cerita dalam dongeng, karena Lexical Cohesion adalah studi untuk menganalisis hubungan antara kosakata dan makna.

Dalam skripsi ini, penulis mengangkat macam-macam lexical cohesion dan fungsi yang digunakan dalam *Brothers Grimm's Fairytale*. Penulis mengambil data dari dongeng yang ditulis oleh Brothers Grimm yaitu Hansel and Gretel, Little Red Riding Hood, Rapunzel, and The Frog Prince

Dalam tesis ini, penulis menggunakan pendekatan deskriptif kualitatif karena data yang dikumpulkan dalam bentuk kata-kata. Penulis menggunakan teori dari Halliday dan Hasan (1976) untuk menganalisis jenis dan fungsi dalam data. Data yang diambil adalah dalam bentuk kalimat dalam plot. Pembahasan dalam analisis ini meliputi reiteration and collocation. Reiteration itu sendiri dibagi menjadi: Repetition, General word, Synonym, dan Superordinate. Dan pada Collocation sendiri dibagi menjadi: Complementaries, Antonym, Converse, Pair of word, Part to whole, dan Proximity.

Akhirnya, Penulis menemukan kata dari reiteration seimbang dengan kata pada Collocation. Ini berarti bahwa tidak ada perbedaan spesifik dalam kata lexical cohesion yang digunakan oleh penulis ketika ia menulis karya sastra. Jadi, penulis juga menemukan banyak fungsi dalam setiap jenis reiteration dan collocation, yaitu untuk mengembangkan imajinasi bagi pembaca, untuk merangsang pemahaman, menjelaskan kata yang ambigu menjadi jelas, dan memberi makna konkrit.

CHAPTER I

INTRODUCTION

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

1.1 Background of the study

Most of people in this world can receive information from reading, whether it is from books, encyclopedias, magazines, newspapers, etc. Leitch (2001: 28) said that all the books that have been read by humans is a literary work, literature as a term indicated all books and 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.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

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 comic books, joke books, cartoon books, 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 a literary form that tells the story of a remarkable 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 and words 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 a variety of sentence structure and clarify 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:

1. 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:

1. **Lexical Cohesion:** The relation between vocabulary items in text (Halliday and Hasan 1976 : 274).
2. **Children Literature:** children literature defines as "all books written for children, excluding works such as comic books, joke books,

cartoon books, 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).

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

- 3. Fairytale :** Fairytale or usually called by fairy story is a literary form that tells the story of a remarkable event filled imaginary (fiction) is considered by the public that does not really happen in the world (Rozak, 2004 : 206).

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

CHAPTER II

REVIEW OF RELATED LITERATURE

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

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 a literary form that tells the story of a remarkable event filled imaginary (fiction) is considered by the public that does not really happen 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 folkloric fantasy 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.

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 (McCarthy, 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 (McCarthy 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 (McCarthy. 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 >< clever
- 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 – receive) (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 discussed cohesive 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 second 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 Liediwati (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.

CHAPTER III

RESEARCH METHOD

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

In this section, the writer discussed the research approach, the instrument of the research, the source of the data, procedure and data analysis.

3.1 Research Approach

This research used descriptive qualitative method which refers to a research procedure that produced descriptive data. Descriptive research meant that the research concerned with collecting data in attempt to describe a subject as accurately as possible. According to Bogdan and Biklen (1982:28) , qualitative research was descriptive for the reason that the data collected are in the form of words or pictures rather than numbers. The written resulted of the research contained quotation from the data to illustrate and substantiate the presentation

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

3.2 Technique of Data Collection

3.2.1 Source of Data

The writer took the data from four stories of Brothers Grimm's Fairy tales. The fairy tales which was analyzed are Hansel and Gretel, Little Red Riding Hood, Rapunzel, The Frog Prince. The data that she analyzed were in the form of words in sentences. The writer analyzed each sentence of the plot from the stories.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

3.2.2 Instrument

The instrument of this research was the writer herself as a main participant. The observer was the research instrument, and hence great sensitivity and personal skills are necessary for worthwhile data. In doing her research, the writer also selected exact tools in elaborating her study in order to make the reader understand the topic when she was presenting. The tools mean here are the books, data, and theories that used as source of reference in the process of the analysis.

3.2.3 Procedure

The writer collected the data from Brothers Grimm's Fairytales, so read them then identified the lexical cohesion in each sentence and put it on the note which is lexical string of each data. Next, the writer classified into part of plot (exposition, complication, crisis, climax, resolution). And then put it on the table of each data and computed the occurrence of the lexical items. Finally, she analyzed the data as accurately as possible.

3.5 Data Analysis

After collecting all data that needed, the writer begun to analyze them by some step:

1. The writer identified the lexical cohesion in the stories and after reading the data, the writer recognized and identified the lexical cohesion in each sentence.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

2. The writer put the lexical items on the lexical string.

3. The writer classified the sentences into part of plot (exposition, complication, crisis, climax, resolution).

4. The writer identified the plot elements structure on each data.

5. The writer put it on the table on each data and combined with the plot elements structure.

6. The writer computed the re-occurrence of lexical cohesion either reiteration or collocation. Then she computed the re-occurrence of lexical cohesion from the whole data.

7. She analyzed the functions of lexical cohesion in plot elements structure in the fairytales. The last step, the writer analyzed what functions of lexical cohesion has in the fairy texts.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

CHAPTER IV

FINDINGS AND DISCUSSIONS

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

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.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

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.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

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 identify 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 trees 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.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

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 :

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

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 bite* 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.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id
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 Gretel 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 **the flame** 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

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

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 digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id 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.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

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 **nut-tress** 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.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

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 appeased 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. Converse 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. 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 one

sentence, 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.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

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

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

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 *Enchantrèss* 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 bite* 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.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id
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.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id
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.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id
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.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

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.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id
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.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

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.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

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!'

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

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 digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id 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.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id
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.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id
 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 the understanding ability by the reader. The author writes the word hair after braid and both of the word has relationship. It makes the reader think 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 give 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.

Lexical cohesion		Fairy Tales				Total
		Hansel and Greetel	Little Red Riding Hood	Frozen	The Frog Prince	
Reiteration	Repetition	2	2	2	2	8
	Synonym/ near Synonym	2	2	2	2	8
	Superordinate	2	-	-	-	2
	General Word	3	3	3	-	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.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

CHAPTER V

CONCLUSSION AND SUGGESTION

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

5.1 Conclusion

The result of this research is to answer the problem which finds out by the writer in Brothers Grimm's Fairytales which are Hansel and Greetel, Little Red Riding Hood, Frozen, and The Frog Prince. The writer answers the kinds of lexical cohesion in Brothers Grimm's Fairytales and also the functions of it. The writer uses qualitative descriptive approach for analyzing the data.

The writer chooses the theory from Halliday and Hasan for analyzing the data. There are two kinds of lexical cohesion: reiteration and collocation (Halliday and Hasan, 1976: 277). Reiteration itself has several kinds which are repetition, synonym or near synonym, superordinate, and general word, while collocation is also divided into six kinds, which are complement, antonym, converse, order series, part to whole and proximity. The writer finds the item of reiteration is balanced with the item of collocation. It means that there is no specific differences in lexical cohesion item that used by the author while he write his literary work. So, the writer also finds many functions in each kind of reiteration and collocation, such as to develop the imagination for the reader, to stimulate the understanding, to explain the ambiguous item become clearly, and to give the concrete meaning.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

5.2 Suggestion.

After analyzing this topic, the writer hopes to the reader consider to choose the lexical cohesion device for analyzing the data. The reader should pay attention deeply in the context and meaning while analyzing the data. In order to get deeper analysis, it will be better for the next writer to analyze another object such novel, poem, or song.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

BIBLIOGRAPHI

- Almerico, Gina.M. 2014. *Building character through literacy with children's literature*. Vol.26. Florida : The University of Tampa
- Bogdan, Robert C.& Biklen, Sari Knopp. 1982. *Qualitative Research For Education: An Introduction To Theory and Methods*. Massachussets: Allynand Bacon, Inc.
- Campbell, Patty. 2010. *Reflection on Young Adult Literature*. USA : The Scarecrow Press
- Eagleton, Terry. 2008. *Literary Theory: An Introduction*. Anniversary 2nd edition. Oxford: Blackwell Publishing
- Halliday, MAK. Hasan, Rugaiya. 1976. *Cohesion In English*. London: Longman Group Limited.
- Halliday M.A.K. Matthiessen, C.M.I.M. 2004. *An Introduction to Functional Grammar 3th Edition*. London : Routledge
- Hidayat, Tony. 2002. *An Analysis of cohesion in Asian Soups*. Surabaya : Petra University
- Leitch. Vincent.B. 2001. *The Norton Antology of Theory and Criticism*. New York : W.W Norton & Company, Ltd.
- Liediawati. 2000. *An Analysis of cohesion in "National News" taken from The Jakarta Post*. Surabaya : Petra University.
- McCarthy, Michael. 1991. *Discourse Analysis For Language Teachers*. Cambridge University Press
- Norton, Donna. E. 1983. *Through The Eyes of A Child – An Introduction to Literature*. Ohio: Bell and Howell Company
- Permatasari, Amelia. 2000. *A Study of Cohesion in Lateral-quarterly PBE Magazine*. Surabaya : Petra University.
- Renkema, Jan. 1993. *Discouse Studies*. Philadhephia: John Benjamins Publishing Company.

Rozak, Abdul Zaidan. 2004. *Kamus Istilah Sastra*. Jakarta : Balai pustaka.

Thompson, Stith. 1995. *Motif Index of Folk Literature: A Classification of Narrative Elements in Folk Tales, Ballads, Myth, Fables, Medieval Romances, Exempla, Fabliaux, Jest Books, and Local Legends*. Vol.6. Revision and Enlarged Edition. Bloomington: Indiana University Press.

Widjono. 2007. *Bahasa Indonesia*. Jakarta : PT. Grasindo

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id