



**THE ANALYSIS OF LEXICAL COHESION IN CHILDREN'D
BOOK: THREE STORYBOOKS BY DR. SEUSS**

THESIS

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ENGLISH STUDIES

FACULTY OF SOCIAL SCIENCES AND HUMANITIES

BUDDHI DHARMA UNIVERSITY

TANGERANG

2024



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Presented as a partial fulfilment of the requirement for the Bachelor Degree

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FINAL PROJECT APPROVAL

Final Project Title : The Analysis of Lexical Cohesion in Children's Book:
Three Storybooks by Dr. Seuss

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STATEMENT OF AUTHENTICITY

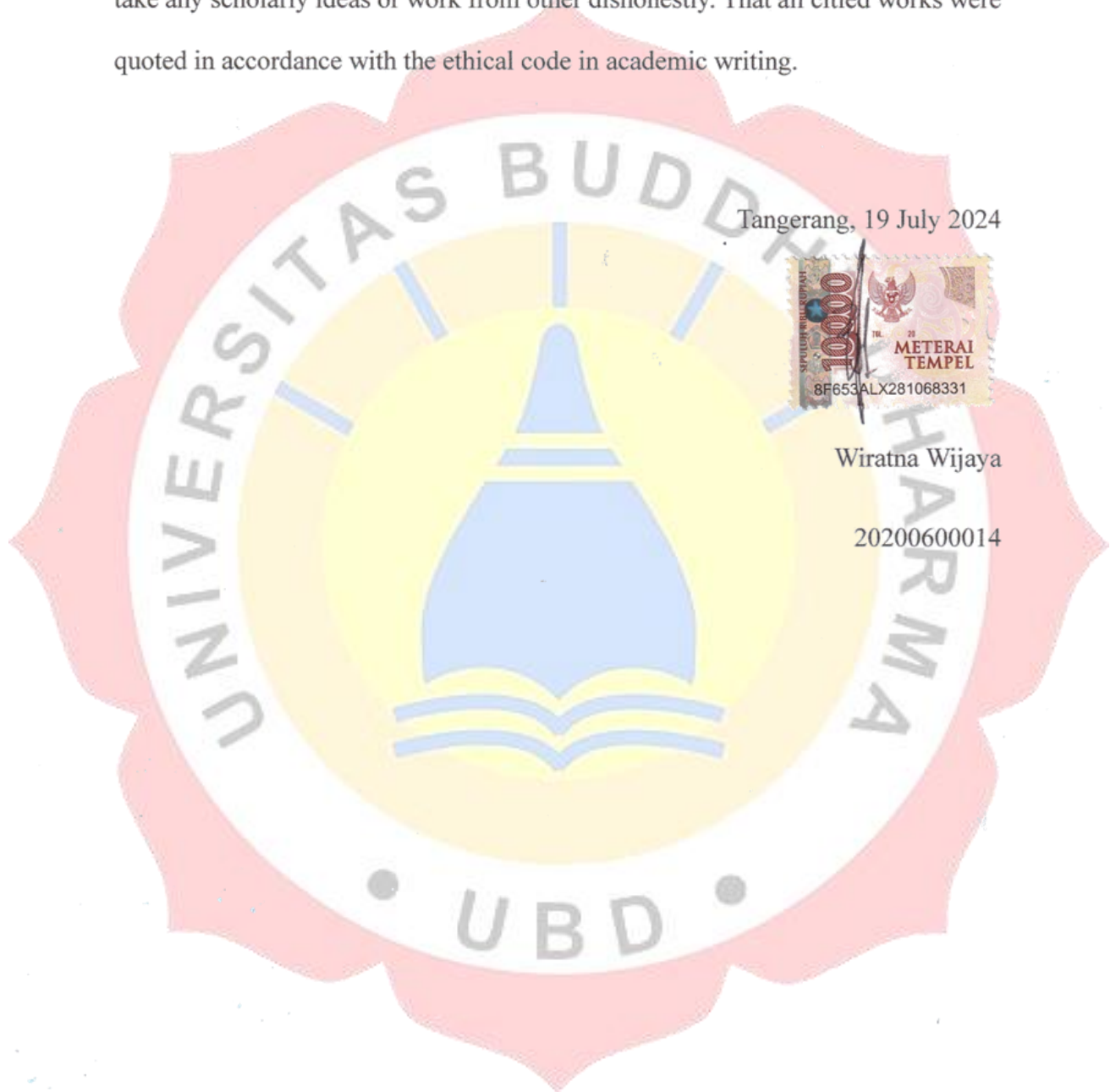
I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from other dishonestly. That all cited works were quoted in accordance with the ethical code in academic writing.

Tangerang, 19 July 2024



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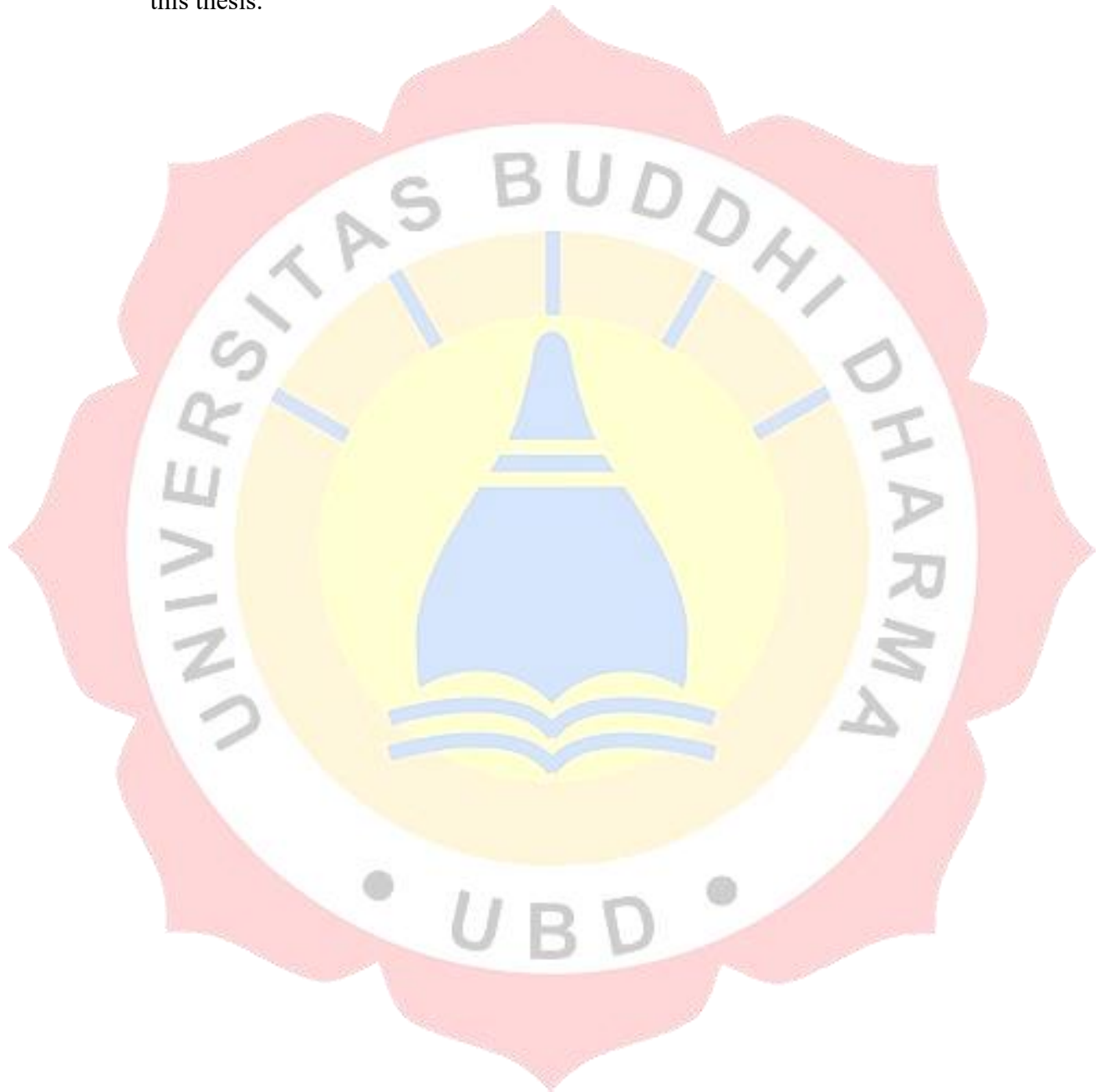
First of all, I want to express my gratitude to God for His unending love, grace, and blessings during my academic career. I would not have been able to finish this thesis without His power and guidance. For the guidance and motivation He has given me during difficult times, I am extremely grateful. I have been able to endure and accomplish my goals because of his unwavering presence, which has been a source of comfort and drive.

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ABSTRACT

Lexical cohesion is a key aspect of learning semantics that explains a text as a collection of words that make up a lexical text and implies the relationship between meanings that emerge from it. The writer analyze the types of lexical cohesion found in the text of children's book written by Dr. Seuss. The writers used descriptive-qualitative method to explore the types of lexical cohesion on the data mention. The technique of collecting data was library research. The writer downloaded the book from the internet (archieve.org). The text of children's books are *The Cat in the Hat*, *Green Eggs and Ham* and *How the Grinch Stole the Christmas!* The writer employed the theory of Cohesion in English proposed by Halliday and Hasan. As mention, lexical cohesion divided into two categories grammatical and lexical cohesion. However, in doing this research, the writer limited the discussion only for lexical cohesion which are reiteration (repetition, synonymy, antonymy, superordinate, general words) and collocation. The research findings show there are 23 cases of repetition, 12 cases of synonymy, 8 cases of antonymy, 4 cases of superordinate and 5 cases of collocation. So, the conclusion is the most used of lexical cohesion in the text of children's book written by dr. Seuss was repetition.

Keywords: *semantics, lexical cohesion, children's book*

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Language is the instrument used by human beings to communicate and express their feelings or thoughts. Without language, human civilization would remain an impossibility. According to Kreidler (1998:55), language is complex and subtle in expressing whatever the speaker needs to express and the changing needs of the speaker, which means that without language, human civilization would be impossible. As human beings, they can express their feelings or thoughts in verbal and non-verbal ways. Non-verbal communication can be found in the literature.

According to Henry Van Dyke's *The Spirit of America* (2013), literary works are the combination of life experiences or the imagination of the author, touched with the personality of the author in the artistic forms of permanent issues. Literature works are made to be enjoyed by all people, including children. Excellent and appropriate literature for young readers is children's literature. The children's book is an essential tool for the development of young learners' language and cognitive growth. In addition to that, they may also be one of the entertainment learning patterns and structures for young readers. Poetry, fiction or non-fiction stories, arguments, and biographies can be found in children's literature (Scheeder, 2016). The main purpose of children's literature is to entertain the readers, especially the young readers, and usually it contains the moral of the story.

The condition in which words are semantically related to one another is known as lexical cohesion. For that explanation, a sentence needs cohesion to be formed. Lexical cohesion is a key aspect of learning semantics that explains a text as a collection of words that make up a lexical text and implies the relationship between meanings that emerge from it. By adding dimension to the word, lexical cohesion can assist the writer in creating it. The use of lexical cohesion can be found in the children's book.

As explained by Halliday and Hasan, *Cohesion in English*, 1976, lexical cohesion has two different functions in a text: first, it links words or phrases together, allowing a text to indicate general words, synonyms, antonyms, superordinate, and

repetition. In the same context, the second function indicates the relevant circumstances. They also asserted the division of lexical cohesion into two categories: grammatical cohesion and lexical cohesion. Grammatical cohesion refers to the usage of grammatical elements in the text that include references, substitutions, ellipses, and conjunctions. On the other hand, lexical cohesion refers to the application of related words that are chosen to link in the text, which includes reiteration (repetition, synonym or near-synonym, antonym, superordinate, general word) and collocation.

Based on the previous explanation, the author decided to conduct a study that focuses on the lexical cohesion used in Dr. Seuss's children's novels. American writer and cartoonist of children's books, Theodor Seuss Geisel, widely known by the stage name Dr. Seuss, who authored more than 60 books. Under the pen name "Dr. Seuss", he published his first children's book, *And to Think That I Saw It on Mulberry Street*, in 1937. The story began with a boy named Marco. On his way to school, he remembered his father telling him, "Marco, keep your eyelids up. And see what you can see." But during his stroll around Mulberry Street, Marco has only seen a horse pulling a wagon. Marco imagines a scene that gets more and more detailed in order to add interest to his story. But he becomes upset when his dad confronts him about what he observed on the way home and replies, "Nothing... just a plain horse and wagon on Mulberry Street." The chapter ends with no indication of how his father would respond to the limited amount of what Marco saw. He was admired for his strange characters, wacky rhymes, and odd vocabulary. A series of best-selling books followed, such as *Green Eggs and Ham* and *The Cat in the Hat*.

Halliday and Hasan's (1976) theory will be used as guidance for this research paper. The aim of this study is to analyse the usage of lexical cohesion in Dr. Seuss's children's book. The series of children's storybooks titled *The Cat in the Hat*, *Green Eggs and Ham*, and *How the Grinch Stole Christmas!* have been chosen as the object for this paper research. The author is interested in conducting this research because the children's storybook by Dr. Seuss always has his own unique style of writing, and by that, it also offers insightful information about the use of language, the development of literacy, instruction, cognitive processes, and literary analysis in relation to children's literature

1.2.Statement of the Problem

Dr. Seuss is recognized for having a unique linguistic writing style, creating imagined narrative texts in his books that are simple enough for young readers to understand thanks to his use of humorous language. The writer would want to identify and analyze the lexical coherence in Dr. Seuss's children's books in order to better understand how these lexical cohesions contribute to his work through Halliday and Hasan's theories. This is because the majority of his writing is defined by lexical cohesion. The writer chose to analyzed on three Dr. Seuss classics: *How the Grinch Stole Christmas!*, *Green Eggs and Ham*, and *The Cat in the Hat*.

1.3.Research Question

Relying on the information mentioned above the writer would like to put up this question:

- What are the types and the analysis of lexical cohesion is used by Dr. Seuss in his book entitled *How the Grinch Stole Christmas!*, *Green Eggs and Ham*, and *The Cat in the Hat*?

1.4.Goals and Functions

The writer has goals and functions in examining the lexical cohesion used in the Dr. Seuss children's book. The goal is to provide answers to the research question mentioned earlier, and the function is to support future writers who are interested in lexical cohesion.

1.4.1.Goals of the Study

As previously mentioned, the goal of this research is to identify and analyze the kinds of lexical cohesion used by Dr. Seuss in his book entitled *How the Grinch Stole Christmas!*, *Green Eggs and Ham*, and *The Cat in the Hat*.

1.4.2.Functions of the Study

The functions of the study, as explained above, are:

1. The result of this study can be tools to helps educators to understand how the cohesive devices can help children to read.
2. To make a contribution to a linguistic study, especially in semantics.

3. To serve as a reference for other writers in the future with different data.

1.5.Scope and Limitation

The scope of this study is linguistics, especially semantic studies that focus on lexical cohesion. As explained above, lexical cohesion stands for two categorizes: grammatical cohesion and lexical cohesion. For the limitation of the study, the writer limits the theory of Halliday and Hasan (1976), which states that lexical cohesion referring to the usage of similar words that are chosen to link in the text, they are reiteration (repetition, synonym or near-synonym, superordinate, general word) and collocation.

In this study, the writer focuses on three children's books authored by Dr. Seuss entitled *The Cat in the Hat* published on 12 March 1957, *Green Eggs and Ham* published on 12 August 1960, and *How the Grinch Stole Christmas!* published on 12 October 1957.

1.6.Conceptual Framework

The conceptual framework is a guidance to organize and structures this study, which is the text in the children's book authored by Dr. Seuss. In conducting this study, the writer will read the three books that are chosen to be the object of this research. Then, the writer will look for lexical cohesion and collect the data. After collecting the data, the writer will classify the data according to the theory of Halliday and Hasan (1970). Lastly, the writer will identify which lexical cohesion is mostly used. The writer will be using a qualitative approach to conduct this study because the data are observed text-by-text.

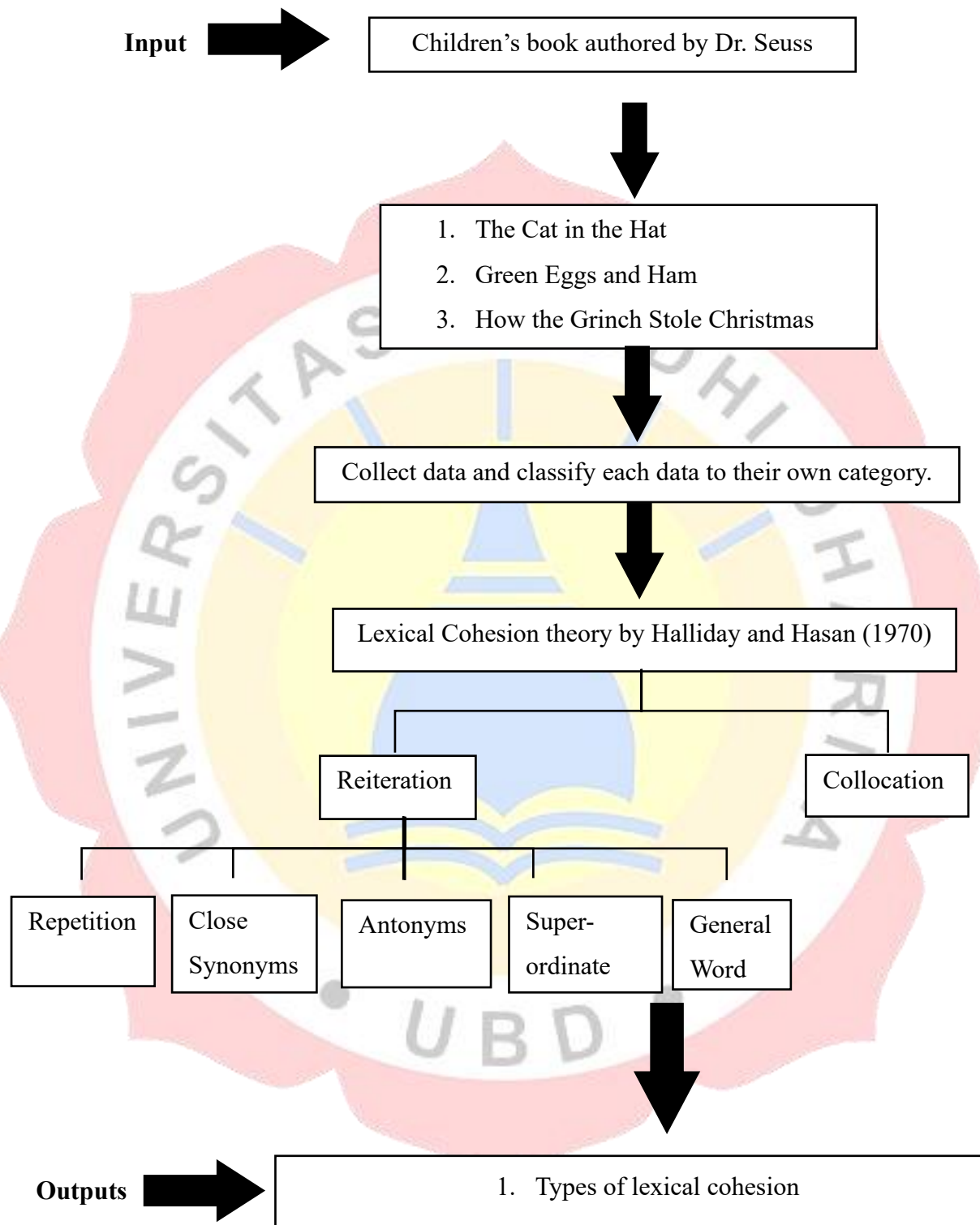


Figure 1.1 Conceptual Framework of Lexical Cohesion Analysis

The analysis of lexical cohesion in the Dr. Seuss children's book in this research is guided by the theory of Halliday and Hasan (1976). The following two kinds of lexical cohesion are employed in the text, according to Halliday and Hasan's (1976) theory: collocation and reiteration (repetition, synonym, near-synonym, supraordinate, and general terms). From the data, which is the text of a children's book by Dr. Seuss, the writer analyses the text using some steps:

1. The writer searches for the children's book by Dr. Seuss that will be analysed.
2. The writer picks the titles of books that contain lexical cohesion.
3. The writer read carefully and took note of the lexical cohesion of each word.
4. The writer classified each lexical cohesion and found its meaning in the online Cambridge dictionary.
5. The writer analysed which lexical cohesion is mostly used among the text of the children's book that is chosen as the data.

CHAPTER II

PREVIOUS STUDIES AND THEORETICAL BACKGROUND

2.1.Previous Studies

There were several studies that have the same topic as the writer is doing now. Those researchers are:

1. The study "The Analysis of Cohesion Devices in Fairy Tales Grimm's Brother: "Snow White and the Seven Dwarfs" was conducted in 2009 by Silvani Umar Ali. The author of this study aims to examine the function of lexical cohesion and the dominant cohesive device that is found in the short story. She took notes while gathering information from the internet. Using the descriptive-qualitative method, she identified five categories of cohesive devices: ellipsis, repetition, substitutes, and lexical cohesion. Reference is the dominant cohesive. This thesis employed Halliday and Hasan's (1970) theory.
2. "An Analysis of Lexical Cohesion in Narrative Text: Three Children Storybooks of "Oliver and Jumpy" by Werner Stejskal," Maria Ulfa (2016)". This thesis is aimed at identifying what lexical cohesion is commonly used and what components make up lexical cohesion in a narrative text. The author of this paper used the theory from Halliday and Hasan (1976). The result of the finding is that there are six kinds of lexical cohesion found in her data, and the most common type of lexical cohesion is repetition.
3. Nurul Ulya (2017), entitled "An Analysis of Lexical Cohesion in John Cheever's The Five-Forty-Eight.". The aim of the researcher is to find out what kinds of lexical cohesion exist and explain how lexical cohesion makes the narrative text. The researcher uses the qualitative method and the theory by Michael Halliday and Ruqaiya Hasan to guide this thesis. The result of this thesis shows there are six types of lexical cohesion: repetition, synonymy, antonymy, meronymy, hyponymy, and collocation.
4. Juwita Yulianto (2020), entitled "The Semantical Analysis of Lexical Relations in the song Lyrics written by Alan Menken." This researcher limited the discussion to six types of lexical relations: homonymy, polysemy,

meronymy, member collection, and portion mass. The researcher also concluded that the dominant type of lexical relation used in her data was a synonym with 26 cases. This research paper employed Saeed's (2000) theory about lexical cohesion.

5. Luluk Farikhah (2020) entitled “Lexical Cohesion in Children’s Novel: Laura Green and The Screaming Maze”. This writer analyzed the types and functions of lexical cohesion used in the children’s novel “Laura Green and the Screaming Maze” The lexical cohesion found by this writer are repetition, synonym or near-synonymy, superordinate, general word and collocation. The writer used Halliday and Hasan theory. The most frequent types of lexical cohesion found in the novel were repetition.

From the previous studies explained above, the writer observed that the previous study and this thesis have the same research topic which is to analyze the lexical items. As for Silvani (2009), Maria (2016), Nurul (2017), and Luluk (2020) they used Halliday and Hasan theory to analyze the data, which is from the book story, while Juwita (2020) used Saeed (2000) theory to analyze the data taken from Song Lyrics. The difference from all the research above is that in this thesis, the writer tries to find the types of lexical cohesion used in the Dr. Seuss children’s book text, while the previous studies use the song lyrics and novel as their data. The consideration of using Dr. Seuss's children’s book text as the data is because of its unique style of writing and also because it offers insightful information on language use.

2.2.Semantics

Semantics is important in everyday discourse because, since humans are meaning-givers, all conversations have some sort of significance. Semantics is the study of meaning in language, involving the meaning of words, phrases, sentences, and more complex units. It is the way speakers express particular words or phrases and how context influences meaning that the listeners are meant to understand. Semantics is the systematic study of meaning, according to Charles W. Kreidler (1998), and it focuses on three disciplines: psychology, philosophy, and linguistics. This means that although language philosophy investigates fact-related links,

linguistics aims to understand language functioning and is the last branch of science concerned with meaning, and psychology is responsible for studying learning, memory, and retention processes.

People may gain knowledge from understanding semantics since it helps them understand what the speaker is saying and vice versa. People are aware of the fact that language is a means of conveying meanings to others, implying that meaning exists in people's brains and that meaning may be expressed or communicated through verbal or nonverbal discourse. Palmer, 1981.

2.3.Cohesion Devices

Cohesion devices are phrases and sentences that illustrate connections between thoughts and pieces, including addition, time, cause and effect, or comparison and contrast. As stated by Halliday & Hasan (1976), the idea of coherence has a semantic element that refers to the meaning relations that define a text as a text. Additionally, they demonstrate the fact that cohesiveness happens when certain discourse elements are interpreted in relation to one another.

According to Halliday and Hasan, vocabulary and grammar represent cohesion, and for that, cohesion is categorized into two forms: lexical cohesion (repetition, synonyms, general words, superordinate, and collocation) and grammatical cohesion (reference, substitution, ellipsis, and conjunction).

2.3.1. Grammatical Cohesion

The term "grammatical cohesion" describes the various forms of cohesion that grammar can express. Helping the reader comprehend the items mentioned, those that have been substituted, and even the ones that have been left out is the goal (Harmer, 2004). The focus of grammatical cohesion is divided into four types of categories: reference, substitution, ellipsis, and conjunction. Among the four forms of grammatical cohesion, reference conjunctions are more commonly found in written texts, whereas ellipses and substitutions are more commonly encountered in everyday speech. (de Beaugrande and Dressier, 1981; Witte and Faigley, 1981).

2.3.2. Lexical Cohesion

The concept of "lexical cohesion" describes the relationships between words and phrases in a text that produce unity and coherence, which are influenced by vocabulary and occur when words in a text have meanings that are connected to one another (Halliday and Hasan, 1976). Lexical cohesion is concerned with the semantic words between words and phrases, as opposed to grammatical cohesion, which is more concerned with the structural relationships between various textual elements (such as those formed by reference, substitution, ellipsis, and conjunction). Lexical relations are the study of word meanings (Cruse, 2000).

The lexical words can consist of nouns, verbs, adjectives and adverbs. Words need to be chosen wisely to help the readers to get what exactly are the topics they read. The word like oncology, nutrition, doctors would more likely to occur in a passage of health care system. The more familiar a reader is with a given field of the written word, the faster they become at predicting. The more the readers experience it, the more the readers can predict. Unlike the less experienced readers, they tend to be unable to predict and find it hard to read.

Lexical coherence is divided into two kinds, based on Halliday and Hasan (1976):

2.3.2.1. Reiteration

Reiteration is a form of language used to establish consistency and establish connections between various concepts in a text by repeating words or phrases. It keeps things consistent, highlights ideas, and restates important notions. Reiteration improves text flow and aids in the comprehension of discourse linkages by readers. According to Halliday & Hasan (1976), reiteration is categorized into four categories: repetition, synonym or near-synonym, superordinate, and general word.

a. Repetition or the same word

Repetition is the repeating of a phrase in a different sentence as a component of lexical coherence in a text. It can be either simple or complex; simple repetition is the use of the same forms or easy grammatical modifications, whereas complex repetition is the use of more complex modifications with distinct grammatical purposes. Furthermore, repetition is defined by Sidabutar (2021) as the repeating of

words or phrases in a text, both of which have been altered to indicate stress or tension (reflecting variations in tension and emotions).

Since repetition can help to highlight a point and make a speech simpler to follow, it is a favourite technique among writers. An example is shown in the sentence below:

“Hatred was spreading everywhere, blood was being spilled everywhere, wars were breaking out everywhere.” – Shusaku Endo, [Deep River](#).

The writer, Shusaku Endo, provides structure and rhythm to the entire sentence by repeating it everywhere three times.

There are two kinds of repetition in a story: structural repetition or repetition of sound, which highlights underlying themes using the same picture or symbol. while the line-level repetition or repetition of the same words or clause, which emphasizes a point again using the same word or phrase. There are types of repetition in a story: anaphora, epistrophe, epizeuxis (words or clauses repetition), and alliteration, assonance, and consonance (sounds repetition).

- **Anaphora**

Anaphora, which comes from the Greek words "ana" (which means "repeat") and "pherein" (which means "carry"), is the repetition of words or phrases in a group, allowing the sounds and meanings to be carried with us. (Malewitz, 2020). The example of anaphora can be seen at the speech of Dr. Martin Luther King Jr.'s "I Have a Dream"

I have a dream that one day on the red hills of Georgia sons of former slaves and the sons of former slave-owners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream . . . I have a dream that one day in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification, one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today . . .

having a better future of America, build an emotional impact on the audience. Because of the repetition in the speech he made, this speech is still remain as the most iconic speech in history.

- **Epistrophe**

The word epistrophe comes from Greek, which means ‘turning back upon’. Epistrophe is known as a type of repetition in which the words repeat at the conclusion of phrases, clauses, or sentences. It is frequently employed in speeches, songs, and literature to highlight concepts and express urgency or emotion. The President of the United States, Abraham Lincoln, stated in his Gettysburg Address that “a government of **the people**, for **the people**, by **the people**, shall not perish from this earth.” The repetition of “the people” is an example of epistrophe

- **Epizeuxis**

Epizeuxis is a form of speech in which a word or phrase is quickly repeated without interruption. It is frequently employed passionately and angrily, and it can act as a rallying cry. An example of epizeuxis repetition can be found in the play The Wizard of Oz (1939) “**It’s a twister! It’s a twister!**” said Zeke.

b. **Synonym or near-synonym**

A synonym or near-synonym, is when two or more words have the same meaning or a meaning that is closely related. Salkie (1995) stated that "a synonym is a word with the same meaning as another word." Any part of speech, such as a noun, verb, adjective, adverb, or preposition, can be a synonym as long as both elements of the pair belong to the same classification. For example:

- a) Student and pupil (noun)
- b) Delicious and tasty (adj.)
- c) Large and big (adj.)
- d) Ask and beg (verb)
- e) Towards and for (preposition)

Based on Cambridge Advanced Learner, Synonyms are terms or expressions that are nearly identical to another word or phrase in the same language and have the identical meaning. As defined by Lyons (1968), the term "synonym"

refers to the possibility of two or more meanings being connected to the same form or to one meaning being connected to several forms.

Although it doesn't imply complete sameness, synonymy allows words with similar meanings to be substituted in phrases. Adjectives, adverbs, verbs, and nouns are among the speech parts that contain it. There are two types of synonyms:

- **Absolute synonym**

Absolute synonyms are rarely used to replace two words since they have the same meaning and function.

For example: she *buys* a house. She *purchases* a house. The use of *buys* and *purchases* is a synonym word, but how they are used in a sentence is based on a situation. "Buy" is more prevalent in ordinary speech, whereas "purchase" is favored in formal or business contexts.

- **Partial Synonym**

On the other hand, a partial synonym occurs when there are two words that have quite similar meanings. Though not precisely the same—just somewhat so—the definitions are similar enough to convey the same idea. While there is a slight shift in meaning when a term is substituted with a partial synonym, the underlying concept stays unchanged.

For Example: The show starts at 10 AM. = The show begins at 10 AM. The words starts and begins are considered partial synonyms because they share a similar meaning and are related in action or process.

Although they are uncommon because of minor usage changes, absolute synonyms are words that may be used interchangeably without changing the content or tone of a phrase. On the other hand, partial synonyms have comparable meanings but are not the same in terms of usage, formality, intensity, or connotation.

c. **Antonym**

In 1985, Halliday proposed new lexical cohesion known as antonyms. According to Paltridge (2006), an antonym is defined as the opposite or contrastive meaning of a word. The word "antonym" is derived from the Greek word "anti,"

means opposite, and "-onym," taken from "onoma," means "name." So, the definition of an antonym is a semantic phrase that has the opposite meaning of another word. It is the opposite of a synonym. According to Zhuanglin (2011), there are three main categories of antonyms:

- **Gradable Antonymy**

The gradable antonyms are mainly adjectives. The features of gradable antonymy consist of scale and degrees, comparatives and superlatives, intermediate states, and contextual relativity. They characterize qualities that fluctuate in intensity or degree. For example:

- small≠big (size);

It is considered as gradable antonym because in between small and big there are various of size. It can be categorized as bigger, biggest, smaller, and smallest. Things can be considered big or small based on the context.

- near≠far (distance)

The word near and far is an example of gradable antonym because what is considered far may be considered near by another and vice versa.

- **Complementary Antonymy**

Complimentary antonymy is often referred to as binary or contradictory antonymy because the word is stated differently; anything can be either one or the other, but not both. For example:

- alive≠dead. (life)

There is nothing in between; if something is not dead, it's alive, and vice versa.

- on≠off

The existence of these words implies one and another. There is no intermediate state between those words.

- **Converse Antonymy**

Egan (1968) stated that converse antonymy is known as a pair that cannot exist without the other one, also referred to as a reversal relationship. For example,

- Husband and wife.

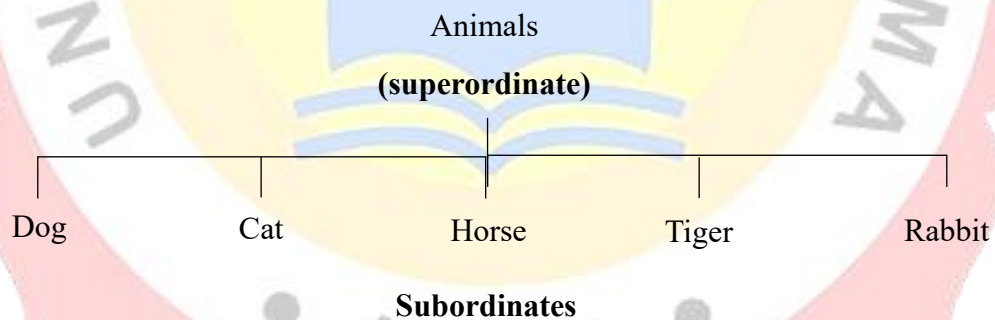
The word husband and wife is classified as the example of converse antonymy because they refers two the roles of two individuals in the same relationship yet different perspective.

- Buy and sell

This word classified as converse antonymy because both of they describe the same action which is transaction from each other point of view.

d. Superordinate

The term "superordinate" in the Cambridge Dictionary describes a kind, label, or category that contains a collection of items that fall under or inside it. According to Yule (2010), it is the highest term, or more broadly described as the conceptual knowledge organization's structure. A superordinate phrase is also used to connect the words in the text. According to Fromkin (2003), there exists a relationship between the meaning of a more specialized phrase and a more broad one. Another name for superordinate is a hyponym. As an illustration, the hyponyms for the superordinate animals are dogs, cats, and tigers.



e. General Word

According to Cutting (2002), "general words" are an umbrella phrase that may refer to nearly everything. Terms such as "person," "stuff," "thing," or general verbs like "happen" and "do" In the words of Halliday and Hasan (1976), a general word is present when it is followed by a reference item and shares the same referent as whatever is suggested. For example, he buys *fries* and *chicken* for his dinner. He puts those *foods* in the refrigerator to maintain their condition. The terms "*fries*"

and "*chicken*" are used in different contexts, and the word "*food*" also reiterates them. The general term for "*food*" includes "*chicken*" and "*fries*."

2.3.2.2.Collocation

Collocation, or the frequent use of one word alongside another in real language, is a basic concept in lexical cohesion. It can be either grammatical or semantic, with grammatical collocations including words that commonly occur together as a result of grammatical rules and semantic collocations involving terms that have a close association. Collocations are crucial for preserving language's coherence and fluency, improving naturalness and clarity, and helping language learners create genuine, idiomatic phrases. According to Remkerma 195, the definition of collocation is the relationship between a basic entity and its surroundings. For example, when we think of a flower, we might also think of its stem, its leaf, its root, its petal, or even the soil or vas that could contain flowers. (Hatch, 1992)

2.4.Children's Literature

Children's literature is a category of literary works with drawings that are meant to teach or amuse young readers. It first became apparent as a separate form in the 18th century, but in the 20th century it expanded greatly and began to get the respect that any other acknowledged literary branch would receive. Children's literature, according to Rukayah (2012), is any written work, whether it theater, poetry, or prose, that is intended for young readers to fully understand and acknowledge aspects of the everyday world. It contains works of art from global literature, picture books, short stories, fairy tales, fables, folk music, lullabies, and oral legends.

Tarigan (2011) and Tyra (2011) contend that literature is a useful tool for character education since it imparts a variety of concepts, ideals, and teachings. In addition, Huck (1978) tackles significant issues in young readers' lives by emphasizing the viewpoints of primary characters.

CHAPTER III

RESEARCH METHODOLOGY

Presentations and discussions on various study methodological elements were covered in this chapter. The methodology of the study, how the data is determined, how the data source is located, how to collect the data, and how the researcher analyzes the data in this study are the five sections that make up this chapter.

3.1. Research Approach

The research approach is an important step in this study. Research approaches are usually divided into qualitative and quantitative approaches. As for this research, the writer uses qualitative method to analyzing the kinds of lexical cohesion used on the chosen data. A qualitative approach is a methodical strategy that looks at non-numerical data in order to explain complicated processes. In order to find patterns, themes, and meanings, it employs methods like observations, interviews, and document analysis. Qualitative research involves the examination and collection of a wide range of empirical materials that describe common and troublesome moments and meanings in people's lives. Case studies, personal experiences, introspective narratives, life stories, interviews, historical accounts, observational texts, interactive texts, and graphic texts are some of these resources. Denzin & Lincoln (2005:2).

3.2. Data Types

The data source is an origin data that support the writer on their research. The data origin can help to prove the credibility to support the underlying statement. Data types in research has two types: primary data and secondary data. According to the Deaken University Library, primary data are the data that is taken from the original data and it also involving things like experiments, questionnaires and interviews or even personal experiences while the secondary data are derived from other resources like journals or related articles. For this study, the data are derived from the text of children's book authored by Dr. Seuss which make this data are primary data.

3.3. Data Sources

Data source is a mandatory because it help the writer to the validity and credibility of a researcher. There are two types of data sources: primary sources and secondary sources. The primary data is an origin data that never existed nor published. Primary data collected by the writer using a lot of time and energy. While the secondary data is the data that is already existed or published before. Secondary data can be taken from anywhere, journals, websites, books, etc. Primary and secondary data both needed to be analyzed, the differences is primary data analyze the origin data while the secondary analyzed the existed data. For this study, the writer used secondary data for the object because the text of the children's book was written by Dr. Seuss and it was published. The title of his books are:

- a. *The Cat in the Hat*, published on 12 March 1957
- b. *Green Eggs and Ham*, published on 12 August 1960
- c. *How the Grinch Stole the Christmas!*, published on 12 October 1957

The three children's book above are downloaded by from a website <http://archive.org/>.

3.4. Technique of Data Collection

This research employs library research techniques as a data collection method. "Library research is research used library sources to get the data." (Zeid, 2004). Some common techniques used in data collection are document analysis, observations, interviews, surveys, personal experiences, and secondary data analysis. The techniques, materials, and research questions presented in the study serve as the foundation for the data collection procedure. In this research, the writer uses books from Dr. Seuss as her data downloaded from a website. The purpose of this research is to collect the kinds of lexical cohesion in three children's book of Dr. Seuss.

3.5. Technique of Data Analysis

Data analysis is the most fundamental component of research. Information is gathered through data analysis. It includes using logical and analytical reasoning to analyze the gathered data in order to spot trends, correlations, or patterns.

The writer will use qualitative data analysis in this study. According to Dornyei, 2004, qualitative data analysis is collecting data through the process of analyzing non-numerical data. There are several steps to follow:

1. The writer downloaded the text of children's book written by Dr. Seuss from the internet. The children's book title are *The Cat in the Hat*, *Green Eggs and Ham*, and *How the Grinch Stole Christmas!*
2. Read the whole book, reducing the unnecessary data that is not part of the lexical cohesion. From the total of three books, the writers identify 17 passages from *The Cat in the Hat* that include lexical cohesion, 7 passages from *Green Eggs and Ham*, and 28 passages that use lexical cohesion in the text from *How the Grinch Stole Christmas!*
3. After the data is collected, the writer classifying each of the data into the types of the lexical cohesion, and the writer use descriptive analysis of the highlighted words.
4. The writer put the data into the data card that contain number, the data, the word found and the lexical items.

Page	Cohesive Item	Reference
1	Wet	Appendices No.1
18	I do not like them	Appendices No.19
4	wake bright and early	Appendices No.49

Table 3.1 Example of Data Analysis

5. Then explain the findings using descriptive analysis to explain the words. In explaining the data, the writer use coding to show the position of the data

For example:

- P1, Appendices No.1

Meaning the data can be found in book page 1 or at the appendices no 1

- P18 Appendices No. 19

Meaning the data can be found in book page 18 or at the appendices no 19

- P4 Appendices No.49

Meaning the data can be found in book page 4 or at the appendices no 49

