

The Analysis of Cohesive Devices in Fairy Tales of Grimm's Brother:

"Snow White and the Seven Dwarfs"

(A DISCOURSE ANALYSIS)



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In English Department

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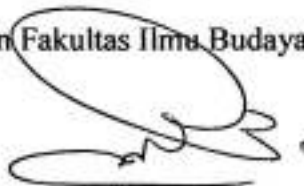
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The Analysis of Cohesive Devices in Fairy Tales of Grimm's Brother:

“Snow White and the Seven Dwarfs”







(A DISCOURSE ANALYSIS)

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ABSTRACT

Silvani Umar Ali. 2009. *The Analysis of Cohesive devices in Fairy Tales of Grimm's Brother "Snow White and the Seven Dwarfs* (supervised by Abdul Madjid Djuraid and Hamsinah Yasin)

This research aimed at investigating the function of cohesive devices used in short story "Snow White and the Seven Dwarfs by Grimm's Brother. It also aimed at explaining the dominant cohesive devices found in that short story.

To achieve the above objective the data were collected. The data resources were collected from internet (www.world-english.org). These data were collected by using note taking technique, the researcher noted down all the appropriate data to be disclosed. The samples of this research are 50 sentences selected from 81 sentences. Random sampling technique was used by the researcher to collect the data. The researcher selected sentences that contain many cohesive devices. Next, those cohesive devices were analyzed by using descriptive qualitative method. This method was carried out by using five steps of work procedures

After analyzing the data, the researches finds five types cohesive devices and those cohesive devices are reference which is used to avoid; noun repetition; substitution which is used to change one word to another word, or one clause to another other clause; conjunction which is used to connect one sentence or one clause to another; ellipsis which used to omit a word without changing the meaning of sentence and lexical cohesion used to repeat noun which is same in meaning or contrary in meaning. It can be concluded that the most dominant cohesive devices used in that short story is reference.

ABSTRAK

Silvani Umar Ali. 2009. Analisis Piranti Kohesif Dalam Dongeng "Snow White and the Seven Dwarfs", yang dikaraang oleh Grimm's Brother (Dibimbing oleh Abd. Madjid Djuraid dan Ayub Khan).

Penelitian ini bertujuan untuk menginvestigasi fungsi piranti kohesif yang dipergunakan dalam teks cerita pendek "Snow White and the Seven Dwarfs". Penelitian ini juga bertujuan muntuk mengetahui piranti kohesif apa yang paling dominan dalam teks tersebut sehingga teks memnjadi koheren dan lebih mudah di mengerti oleh pembaca.

Untuk mencapai tujuan-tujuan teresbut diatas, data dikumpulkan. Data dikumpulkan dengan menggunakan teknik catat, peneliti mencatat semua data yang cocok, kemudian data tersebut dipaparkan. Data yang diamabil dalam cerita pendek ini adalah 50 kalimat yang telah dipilih dari 81 kalimat. Penulis menggunakan teknik purposive sampling dalam pengambilan data tersebut, penulis menyeleksi kalimat-kalimat yang banyak mengandung piranti kohesif. Selanjutnya penulis menanalisis alat kohesif teersebut denagn menggunakan metode deskriptif kualiatatif. Metode ini dilaksanakan dengan menggunakan lima prosedur kerja.

Setelah menganalisis data, ditemukan lima jenis piranti kohesif seperi reference, yang digunakan untuk menghindari pengulangan kata benda; ellipsis yang gunakan untuk menghilangkan sebuah kata tanpa mengubah makna kalimat; subsitusi yang digunakan untuk mengganti kata dengan yang lain; konjugasi yang digunakan untuk menghubungkan kalimat yang satu dengan yang lain atau klausa yang satu dengan yand lain; dan kohesi leksikal yang digunakan untuk mengulangi kata benda yang memiliki makna /arti yang serupa, sama atau bahkan berlawanan dalam teks cerita pendek tersebut. Dapat disimpilkan bahwa alat-alat bahasa yang paling banyak digunakan dalam teks cerita pendek tesebut adalah reference.



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CHAPTER I

INTRODUCTION

1.1. Background

Human being is a social creature who always makes an interaction with the other by using language. Language plays important roles in human life because through the language people can make communication to convey their feelings, emotions, thoughts, ideas, and so on. There are many ways of communication which can be used by people. Reading is one way of interactive communication by writer and reader via the text. The writer conveys his ideas or messages by text and the reader can get the meaning of messages by reading it entirely. The text has no meaning if the content cannot be understood by the reader. The reader's incomprehension is caused by the incoherence of sentences in the text. Therefore, cohesion is very important aspect that must be concerned in order to produce a good discourse.

To understand the text needs seriousness in order to avoid misunderstanding what the writer means in the text. For this reason, the readers have to pay attention to the rules in understanding it. Cohesion is one part of the rules that can make the discourse be meaningful and unified. The clauses and sentences are linked using the cohesive devices that can unite them and create particular meaning. According to According to Halliday and Hasan (1976:4) cohesion refers to relation of meaning that exist within the text, and that defines it as a text. This relationship implies continuity between part of a text and the textual

component in the discourse. If the relationship of those meanings exists in the text, the text becomes coherent.

Cohesive devices in a discourse determine the relation of one utterance to another. It is also defined as formal links that consist of two main types: grammatical cohesion and lexical cohesion. Those are the elements that unite each utterance and make it connected to other utterance.

The writer chooses cohesive devices as the title of this thesis because it is really interesting to see how sentences and clauses can link together and create good understanding and particular meanings in the discourse. The writer is interested to identify and to analyze the functions and the types of cohesive devices because by the existence of cohesive devices, the text becomes cohesive and coherent and it will lead us to understand whether the text can be clearly understood or not.

The writer chooses the short story "*Snow White and the Seven Dwarfs by Grimm's Brother*" as the object of this research because it is interested and famous short story not only for children but also for the adults. In this story, there are many sentences and utterances that contain many types of both grammatical cohesions and lexical cohesions.

1.2. Identification of Problem

The writer analyzes the utterances that occur in the text or conversation and links together the clauses and sentences which are uttered by each of the characters in the novel.



The problems related to the cohesion are identified as follows:

1. It is difficult to understand the content of the story without knowing cohesive devices because the use of cohesive devices in the text is related to the achievement of unity and cohesiveness in the text.
2. It is hard to determine the types of devices in a text because there is a lack of reader's knowledge about cohesive devices.

1.3. Scope of Problem

Based on the identification problem, the writer takes the problem of cohesion as the main target of this research. Cohesion has many aspects in systemic arrangement of cohesion. They are: grammatical cohesions which consist of reference, substitution, conjunction, and lexical cohesions which are divided into repetition, synonym, super ordinate, general word, and collocation. The writer will analyze sentences in short story "*Snow White and the Seven Dwarfs by Grimm's Brother*" which contain types of cohesive devices.

1.4. Research Questions

Based on the previous explanation, the writer limits her discussion to the following points:

1. What are the functions of cohesive devices found in the short story "*Snow White and the Seven Dwarfs by Grimm's Brother*"?
2. What are the dominant cohesive devices found in short story "*Snow White and the seven Dwarfs by Grimm's Brother*"?

1.5. Objectives of Writing

The objectives of writing of this thesis are:

1. To disclose the function of cohesive devices which are used in the short story "*Snow White and the Seven Dwarfs by Grimm's Brother*"
2. To describe the dominant cohesive devices which are found in the short story "*Snow White and the Seven Dwarfs by Grimm's Brother*"

1.6. Significance of Writing

The significance of this writing is for the writer and the reader of this thesis in order to be aware of cohesion analysis in the short story "*Snow White and the seven Dwarfs by Grimm's Brother*". It is useful to understand the information of the drama because the use of cohesion in the text is related to the achievement of unity and cohesiveness in the drama. If the understanding has been achieved, the text can be clearly understood by the reader.

1.7. Methodology of Writing

1.7.1. Library Research

The writer did the library search to collect the information and the data of the topic discussed in this research. The data were collected from the short story "*Snow White and the Seven Dwarfs by Grimm's Brother*" as the main data. The writer also collected the other book on the theory of cohesive devices to support the analysis of this thesis. These printed materials play a significant role in the writer's interpretation and explanation about the meaning of the researched data in order to make the analysis more reliable and scientific.

1.7.2. Method of Collecting Data

The purpose of this research is to analyze the functions of each type of cohesive devices in the short story "*Snow White and the Seven Dwarfs by Grimm's Brother*". Therefore, in collecting the data the writer uses note-taking technique. To get the data needed, the writer writes down each sentence in the short story "*Snow white and the Seven Dwarfs*" which contains grammatical cohesions and lexical cohesions in some pieces of paper. Having noted down of the data, then the writer categorizes them in accordance of their types.

1.7.3. Method of Analyzing Data

In analyzing the data, the writer uses the descriptive method which describes the fact and the phenomena as the way they are. This is meant to find several descriptions about cohesive devices in the short story "*Snow White and the seven Dwarfs*" based on the data that have been collected.

The following steps in analyzing the data that the writer will use:

1. Reading and observing the relation among the sentences in the text of the short story "*Snow White and the Seven Dwarfs*". The taken samples were read on the whole as the first step before identifying the relation among the sentences or utterances.
2. Identifying all cohesive devices in the short story and listing them. The writer identifies all cohesive devices of the taken sample in sentences of the short story according to the types. After that, the writer removes them into specific notes.

3. Analyzing the types of cohesive devices. The writer analyzes the types and found out the forms of cohesive devices from the specific notes.
4. Analyzing data qualitatively and presenting it descriptively. The writer analyzes the data according to the occurrences in the sentences and the result will be presented descriptively. The writer will present the result of the data by using descriptive method that is concerned with some explanations about the finding or results in this research.
5. Making conclusion based on the result of the analysis. After analyzing the data systematically, then the writer makes the conclusion about the functions of the types of cohesive devices.

1.7.4. Population and Sample

1. Population

The population of this research is taken from the sentences in the short story "*Snow White and the seven Dwarfs by Grimm's Brother*". All sentences in this short story are taken to be the population in this research. There are 81 sentences in the short story "*Snow White and the d seven Dwarfs*".

2. Sample

The taken samples of this research are 50 sentences selected from 81 sentences. The writer uses purposive sampling in choosing the data. Purposive sampling technique is a sampling technique based on certain aim in order to fulfill the purpose of the study. The technique is done by choosing sentences that contain types of cohesive devices.

3. Data Resources

The writer finds the text of short story from internet (www.world-english.org). In addition to answer the problem of this research, the writer applied any relevant resources that related to the topic. The type of the data is secondary data in which the data has already existed before. The writer took out some data which merely concord to this research.

CHAPTER II

THEORETICAL BACKGROUND

2.1. Previous Study

There have been some researches on similar subject such as the writer is doing now before the writer proposes the present study. Those researchers are:

1. Fatira (2002) does a research under the title "Lexical Cohesion in *"The Fly in the Ointment"* by V.S. Pritchett. She focuses only the types of lexical cohesions which consist of reiteration and collocation.
2. Irmawati (2004) investigates the cohesive devices used in *Hello Magazine*. Her research aims at identifying the cohesive devices, finding out the distance of cohesion, and knowing the effectiveness of the cohesive devices that are more frequently used in the short stories of *Hello Magazines*.
3. Erick (2004) investigates the lexical cohesion in the drama *"Hedda Gabler"* by Henrick Ibsen. He limits his analysis only on the type of lexical cohesion that occurs in Henrick Ibsen's *Hedda Gabler*. Then he finds out lexical cohesion which is mostly frequent used in the drama.
4. Batara (2006) analyzes the use of cohesive devices in the novel *"The Great Gatsby"*. He focuses on the use of both grammatical and lexical cohesion in the novel *"The Great Gatsby"*
5. Makka (2007) entitles her research as *Lexical Cohesion in students' academic writing*. She limits her analysis only on the type of lexical cohesion that occurs

in students' academic writing of Six Month Program at English Language Centre Makassar.

From the previous studies, the writer notices that Fatira (2002), Erick (2004), and Makka (2007) analyze on the types of lexical cohesion elements in the text such as reiteration (the same word or repetition, synonymy, or near synonymy, super ordinate, general word) and collocation. Irmawati (2004) and Batara (2007) analyze all cohesion elements in the text such as verb forms, parallelisms, referring expressions, substitutions, ellipsis, conjunctions, and lexical cohesions.

Different from all researches above, in her research, the writer tries to analyze all types and functions of cohesive devices in the text of the short story. In this research the writer chooses the text of short story because some of the researchers of cohesive devices use journal, newspaper and magazines as the object of the research. The writer considers that short story especially the short story about fairy tales is interesting to analyze because the story is very nice to read not only for children but also for adult. Also, it consists of many sentences and utterances that contain cohesive devices.

2.2. Definition of Discourse and Discourse Analysis

Cook (1990:6-7) defines discourse as a stretch of language perceived to be meaningful, unified, and purposive. While, Cristal (1991:106) in his dictionary of linguistics and phonetics explained that a discourse is a behavioral unit which has pre-theoretical in linguistics: it is a set of utterances which constitute with recognizable speech event. Furthermore, Mc Charty (1991:5) says that discourse

analysis is concerned with the study of the relationship between language and the context in which it is used. Discourse analysis studies language in use: written text of all kinds and data spoken, from conversation to highly institutionalized forms of talk.

Discourse treats the rules of grammar as a resource, conforming to them when it needs to, but departing from them when it is not. According to Stubb (1983:1) states that discourse analysis refers to attempt to study the organization of language above the sentence or above the clause, and therefore to study larger linguistic unit, such as conversational exchanges on the written text. Discourse analysis is also concerned with language in social context, and in particular with interaction or dialogue between speakers. In addition, Cutting (2002:2) quoted from Coulthard (1986) says that discourse analysis studies how much chunk of language beyond the language level are organized, how the social transcription imposes a framework on discourse.

2.3. Definition of cohesion.

Cohesion is part of the system of language. The potential for cohesion lies in the systemic resources of references, ellipsis that is built into the language itself. It refers to relation of meaning that exist within the text, and that defines it as the text. As Haliday and Hasan (1976; 80) say: "cohesion is a semantic relation between an element in the text and some other element that is crucial to the interpretation of it. Furthermore, Haliday and Hasan (1976; 10) add that cohesion is the set of semantic resources for linking a sentence with that has gone before.

Halliday and Hasan (1976:303) divide cohesion into two types:

a. Grammatical Cohesion

Grammatical cohesion includes references, ellipsis, substitutions, and conjunctions. They involve closed system: simple option of presence or absence and system such as those of person, number, proximity, and degree of comparison.

b. Lexical Cohesion

Lexical cohesion involves a kind of a choice that is open-ended, the selection of a lexical item that is in some way related to one occurring previously.

2.4. Grammatical Cohesion

2.4.1 Referring Expression

A referring expression (RE), in linguistics, is any noun phrase, or surrogate for a noun phrase, whose function in a text (spoken, signed or written on a particular occasion) is to "pick out" an individual person, place, object, or a set of persons, places, objects, etc. It is used to state a relationship of identify which exist in grammatical units. Halliday and Hasan (1976:31) states the reference is the relationship between elements of the text and some else by reference to which it is interpreted in the given instance. What characterized reference in the specific nature of information that is signaled for retrieval. This is similar with Cook (1960:16) who states that referring expression are words whose meaning can only be discovered by referring to the other words or to the elements of the contents which are clear to both sender and receiver.



2.4.1.1 Endophoric and Exophoric Reference

In general, reference items are divided into two:

A. Endophoric Reference

Endophoric reference consists of two types: anaphoric and cataphoric reference.

1. Anaphoric reference

Fromkin and Rodman (1983:175) state that anaphora is the use of short form of performing in the place of a longer expression.

They divided anaphora into three classes, they are:

1. Pronoun anaphor

E.g. I love Rita and Jack loves her too

2. Proverb anaphor

E.g. Emily acted polite and John did also

3. Pro-phrase Anaphor

E.g. I'm sick, which makes me sad.

Another type of anaphor in English is reflexive anaphor, such as *myself*, *yourself*, and *themselves*. For example: John is talking to himself. *Himself* is interpreted as John as its antecedent.

The selective nominal demonstratives (this, these, that, those) occur extensively with anaphoric function in all varieties in English that has been said before. The use of this tends to/refer to something that the speaker has said, while that refers to something said by his interlocutor.

For example:

a. *This is my favorite color*

b. *I like that color too*

Conversely, the singular demonstrative may refer to a whole list irrespective of whether or not it contains items are themselves plural, as in:

a. *I bought turkeys, lambs, and cooked them*

b. *What are you going to do with all that food?*

But these uses follow from the general nature of anaphoric reference item that they refer to the meaning and not to the forms that have gone before.

2. Cataphoric Reference

Personal is normally cataphoric only within a structural framework, and therefore don't contribute to the cohesion of the text. The reference is within the sentence and is determined by the structure of the sentence.

There is one cataphoric use of it that is cohesive: *I can't believe it. He did not tell anybody where he was.* This happens only where it is text referring; it has more in common with demonstrative reference rather than with personal reference.

B. Exophoric Reference

Exophoric is not simply a synonym for referential meaning. An exophoric item is one which does not name anything, since it signals that reference must be made to the context of situation.

The reference is identifiable on extra linguistic grounds no matter what the situation. First, it may arise because there exists only one member of the class of object referred. For example: *the moon, the evening star, the sky.* Second, it may

arise because the reference is the whole class, as *in the stars*, or the *individual* considered as a representative of the whole class like *the child* in *the child grows*. This type of reference doesn't depend on specific situation.

2.4.1.2. Types of Reference

According to Halliday and Hasan (1976:31), Reference is classified into three kinds. Those three kinds are **personal reference**, **demonstrative reference**, and **comparative reference**.

2.4.1.2.1 Personal Reference

Personal (pronominal) reference defined as reference by means of function in the speech situation through the category of person. The category of personal reference includes personal pronouns, possessive determiners or possessive adjectives, and possessive pronouns.

Table 1:

| Personal Pronouns | Possessive determiners | Possessive Pronoun |
|-------------------|------------------------|--------------------|
| I | My | Mine |
| You | Your | Yours |
| He | His | His |
| She | Her | Her |
| It | Its | Its |
| We | Our | Ours |
| They | Their | Theirs |

Table 2:*Semantic Category**Grammatical Functional Class**Speaker only**Address (S) with/without**Other person (S)**Speaker and other person (S)**Other person, female**Other person object**Object, passage of the text**Generalized person*

| Existential | | Possessive | |
|--------------|------|------------|-------|
| Head | | Deictic | |
| Noun/Pronoun | | Determiner | |
| I | Me | Mine | My |
| You | | Yours | Your |
| We | Us | Ours | Our |
| He | Him | His | His |
| She | Her | Hers | Her |
| They | Them | Theirs | Their |
| It | It | Its | Its |
| one | | | One's |

2.4.1.2.2 Demonstrative Reference

Demonstrative reference is reference by means of location, on a scale of proximity. Demonstrative reference includes: this, these, that, those, and definite article "the", and also adverb such as here, there, now, and then.

Demonstratives are also cohesive ties and either cataphoric or anaphoric. In the following constructed example, the demonstrative "this" refers to "Magic Motor's Special Sale is 14 February": *if you are buying a car, you should know about this*. If the author continues about something that is related to the sale, the tie is cataphoric, and we expect that "this" will not refer to the noun "sale". In the

example “*this is why you are the leader in dance competition*”. We assume that the referent has already been established for “this” therefore, is anaphoric.

Table 3:

| <i>Semantic category</i> <i>Grammatical function</i> <i>Class</i> | Selective | | Non-selective |
|---|--------------------------|--------------------------|---------------|
| | Modifier/Head | Adjunct | Modifier |
| | Modifier | Adverb | Determiner |
| <i>Proximity:</i> <i>Near</i> <i>Far</i> <i>Neutral</i> | This these that those | Here [now] There then | the |

2.4.1.2.3. Comparative Reference

The category of this referent includes general comparison, which means that comparison that is simply in terms of likeness and unlikeness such as: such, same, similar, likewise, and particular comparison, which means a comparison that is in respect of quantity or quality such as better, more, as.

Most comparatives are used for anaphoric reference; for example “I’d like more”. It is more common for a comparative to be used for cataphoric reference (i.e. to tie the comparative to a noun in the following clause or sentence), but here is an example “*I demand the best. Your services leave much to be desired.*”

CHAPTER II

THEORETICAL BACKGROUND

2.1. Previous Study

There have been some researches on similar subject such as the writer is doing now before the writer proposes the present study. Those researchers are:

1. Fatira (2002) does a research under the title "Lexical Cohesion in *"The Fly in the Ointment"* by V.S. Pritchett. She focuses only the types of lexical cohesions which consist of reiteration and collocation.
2. Irmawati (2004) investigates the cohesive devices used in *Hello Magazine*. Her research aims at identifying the cohesive devices, finding out the distance of cohesion, and knowing the effectiveness of the cohesive devices that are more frequently used in the short stories of *Hello Magazines*.
3. Erick (2004) investigates the lexical cohesion in the drama *"Hedda Gabler"* by Henrick Ibsen. He limits his analysis only on the type of lexical cohesion that occurs in Henrick Ibsen's *Hedda Gabler*. Then he finds out lexical cohesion which is mostly frequent used in the drama.
4. Batara (2006) analyzes the use of cohesive devices in the novel *"The Great Gatsby"*. He focuses on the use of both grammatical and lexical cohesion in the novel *"The Great Gatsby"*
5. Makka (2007) entitles her research as *Lexical Cohesion in students' academic writing*. She limits her analysis only on the type of lexical cohesion that occurs

in students' academic writing of Six Month Program at English Language Centre Makassar.

From the previous studies, the writer notices that Fatira (2002), Erick (2004), and Makka (2007) analyze on the types of lexical cohesion elements in the text such as reiteration (the same word or repetition, synonymy, or near synonymy, super ordinate, general word) and collocation. Irmawati (2004) and Batara (2007) analyze all cohesion elements in the text such as verb forms, parallelisms, referring expressions, substitutions, ellipsis, conjunctions, and lexical cohesions.

Different from all researches above, in her research, the writer tries to analyze all types and functions of cohesive devices in the text of the short story. In this research the writer chooses the text of short story because some of the researchers of cohesive devices use journal, newspaper and magazines as the object of the research. The writer considers that short story especially the short story about fairy tales is interesting to analyze because the story is very nice to read not only for children but also for adult. Also, it consists of many sentences and utterances that contain cohesive devices.

2.2. Definition of Discourse and Discourse Analysis

Cook (1990:6-7) defines discourse as a stretch of language perceived to be meaningful, unified, and purposive. While, Cristal (1991:106) in his dictionary of linguistics and phonetics explained that a discourse is a behavioral unit which has pre-theoretical in linguistics: it is a set of utterances which constitute with recognizable speech event. Furthermore, Mc Charty (1991:5) says that discourse

analysis is concerned with the study of the relationship between language and the context in which it is used. Discourse analysis studies language in use: written text of all kinds and data spoken, from conversation to highly institutionalized forms of talk.

Discourse treats the rules of grammar as a resource, conforming to them when it needs to, but departing from them when it is not. According to Stubb (1983:1) states that discourse analysis refers to attempt to study the organization of language above the sentence or above the clause, and therefore to study larger linguistic unit, such as conversational exchanges on the written text. Discourse analysis is also concerned with language in social context, and in particular with interaction or dialogue between speakers. In addition, Cutting (2002:2) quoted from Coulthard (1986) says that discourse analysis studies how much chunk of language beyond the language level are organized, how the social transcription imposes a framework on discourse.

2.3. Definition of cohesion.

Cohesion is part of the system of language. The potential for cohesion lies in the systemic resources of references, ellipsis that is built into the language itself. It refers to relation of meaning that exist within the text, and that defines it as the text. As haliday and Hasan (1976; 80 say: "cohesion is a semantic relation between an element in the text and some other element that is crucial to the interpretation of it. Furthermore, Haliday and Hasan (1976; 10) add that cohesion is the set of semantic resources for linking a sentence with that has gone before.

Halliday and Hasan (1976:303) divide cohesion into two types:

a. Grammatical Cohesion

Grammatical cohesion includes references, ellipsis, substitutions, and conjunctions. They involve closed system: simple option of presence or absence and system such as those of person, number, proximity, and degree of comparison.

b. Lexical Cohesion

Lexical cohesion involves a kind of a choice that is open-ended, the selection of a lexical item that is in some way related to one occurring previously.

2.4. Grammatical Cohesion

2.4.1 Referring Expression

A referring expression (RE), in linguistics, is any noun phrase, or surrogate for a noun phrase, whose function in a text (spoken, signed or written on a particular occasion) is to "pick out" an individual person, place, object, or a set of persons, places, objects, etc. It is used to state a relationship of identify which exist in grammatical units. Halliday and Hasan (1976:31) states the reference is the relationship between elements of the text and some else by reference to which it is interpreted in the given instance. What characterized reference in the specific nature of information that is signaled for retrieval. This is similar with Cook (1960:16) who states that referring expression are words whose meaning can only be discovered by referring to the other words or to the elements of the contents which are clear to both sender and receiver.



2.4.1.1 Endophoric and Exophoric Reference

In general, reference items are divided into two:

A. Endophoric Reference

Endophoric reference consists of two types: anaphoric and cataphoric reference.

1. Anaphoric reference

Fromkin and Rodman (1983:175) state that anaphora is the use of short form of performing in the place of a longer expression.

They divided anaphora into three classes, they are:

1. Pronoun anaphor

E.g. I love Rita and Jack loves her too

2. Proverb anaphor

E.g. Emily acted polite and John did also

3. Pro-phrase Anaphor

E.g. I'm sick, which makes me sad.

Another type of anaphor in English is reflexive anaphor, such as *myself*, *yourself*, and *themselves*. For example: John is talking to himself. *Himself* is interpreted as John as its antecedent.

The selective nominal demonstratives (this, these, that, those) occur extensively with anaphoric function in all varieties in English that has been said before. The use of this tends to/refers to something that the speaker has said, while that refers to something said by his interlocutor.

For example:

a. *This is my favorite color*

b. *I like that color too*

Conversely, the singular demonstrative may refer to a whole list irrespective of whether or not it contains items are themselves plural, as in:

a. *I bought turkeys, lambs, and cooked them*

b. *What are you going to do with all that food?*

But these uses follow from the general nature of anaphoric reference item that they refer to the meaning and not to the forms that have gone before.

2. Cataphoric Reference

Personal is normally cataphoric only within a structural framework, and therefore don't contribute to the cohesion of the text. The reference is within the sentence and is determined by the structure of the sentence.

There is one cataphoric use of it that is cohesive: *I can't believe it. He did not tell anybody where he was.* This happens only where it is text referring; it has more in common with demonstrative reference rather than with personal reference.

B. Exophoric Reference

Exophoric is not simply a synonym for referential meaning. An exophoric item is one which does not name anything, since it signals that reference must be made to the context of situation.

The reference is identifiable on extra linguistic grounds no matter what the situation. First, it may arise because there exists only one member of the class of object referred. For example: *the moon, the evening star, the sky.* Second, it may

arise because the reference is the whole class, as *in the stars*, or the *individual* considered as a representative of the whole class like *the child* in the *child grows*. This type of reference doesn't depend on specific situation.

2.4.1.2. Types of Reference

According to Halliday and Hasan (1976:31), Reference is classified into three kinds. Those three kinds are **personal reference**, **demonstrative reference**, and **comparative reference**.

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| Noun/Pronoun | | Determiner | |
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| She | Her | Hers | Her |
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| one | | | One's |

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| <i>Proximity:</i> <i>Near</i> <i>Far</i> <i>Neutral</i> | <i>Semantic category</i> <i>Grammatical function</i> <i>Class</i> | Selective | | Non-selective |
|--|---|--------------------------|--------------------------|---------------|
| | | Modifier/Head | Adjunct | Modifier |
| | | Modifier | Adverb | Determiner |
| | | This these that those | Here [now] There then | the |

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Most comparatives are used for anaphoric reference; for example “I’d like more”. It is more common for a comparative to be used for cataphoric reference (i.e. to tie the comparative to a noun in the following clause or sentence), but here is an example “*I demand the best. Your services leave much to be desired.*”

Table 4:

| | | |
|--|---|--|
| <i>Grammatical function</i> | Modifier: Deictic/Epithet (see below) | Sub modifier/Adjunct |
| <i>Class</i> | adjective | adverb |
| <i>General comparison:</i> <i>Identity</i> <i>General similarity</i> | same identical equal similar additional | identically similarly likewise so such |
| <i>Difference (i.e. non- Identity or similarity)</i> | Other different else | differently otherwise |
| <i>Particular comparison:</i> | Better, more etc [comparative adjective and quantifiers] | So more less equally |

2.4.2. Substitution

The process or result of replacing one item by another at a particular place in a structure is called substitution (Crystal. 1991:335). In similar way, a relation between linguistic items such as words, phrases, and function are the replacement by one another, (Halliday and hasan, 1976:90).

Substitution is very similar to ellipsis in the effect it has on the text, and occurs when instead of leaving a word or phrase out, as in ellipsis, it is substituted for another, more general word. For example, "Which ice-cream would you like?" - "I would like the pink one" where "one" is used instead of repeating "ice-cream." This works in a similar way to pronouns, which replace the noun. For example, 'Ice-cream' is a noun, and its pronoun could be 'It'. 'I dropped the ice-cream; it was dirty replacing the noun for a pronoun. 'I dropped the green ice-cream, it was the



only one I had'. - The second sentence contains the pronoun (It), and the substitution (One). Don't mix up the two because they both serve different purposes: one to link back and one to replace.

2.4.2.1 Types of Substitution

Halliday and Hasan (1976:90) defines that substitution may function as a noun, as a verb, or as a clause. It is classified into three types: nominal substitution, verbal substitution, and clausal substitution.

2.4.2.1.1 Nominal Substitution

Nominal substitution, it involves the substitution of a noun as a head of nominal group, and can substitute only for an item which is itself head of nominal group by "one/ones", and the same, (Halliday and Hasan, 1976:91)

For example: Joan Cutting (2002:12)

The polar bear is unaware

Of cold that cuts me through

For why? He has a coat of hair

I wish I had one too

(Beloc: 1986)

Here the readers know the co-text that in "I wish I had one too", "the" one" replaces a coat of hair.

2.4.2.1.2. Verbal Substitution

Verbal Substitution operates as a head of verbal group, in the place that is occupied by lexical verb; and its position always final in group. The verbal do will appear in the non-finite form (do, doing, done), (Halliday and Hasan, 1976:112).

For example: *Did you sing? Yes I did*

Here "did" substitutes for "sang"

2.4.2.1.3. Clausal Substitution

Halliday and Hasan (1976:130) say that clausal substitution is substitution in which what is presupposed is not an element within a clause but an entire clause.

For example:

Self confidence should be not a gender issue. Boys are not born more confident than girls. Society make them so because it traditionally values their skills and aptitudes above those of woman. (Winterson, the Gardion, 14 April 2001)

We understand "make them so" to mean "makes them more confident than girls".

2.4.3. Ellipsis

Ellipsis is another cohesive device. It happens when, after a more specific mention, words are omitted when the phrase needs to be repeated. Halliday and Hasan (1976:142) state that the starting point of the discussion of ellipsis can be the familiar notion that it is "something left unsaid".

For example: *"He is afraid of you" Yossarian said. "He is afraid you are going to die of pneumonia." "He'd better be afraid," Chef White Halfoat said. A deep low laugh rumbled through his massive chest. "I will, too, the first chance I get. You just wait and see".*

"I will, too" is an example of ellipsis: Chef White Halfoat misses out a piece of text. He means, 'I will die of pneumonia' but he omits "die of pneumonia" because it is not necessary.

2.4.3.1. Types of Ellipsis

Ellipsis is classified into three types and those three types are nominal ellipsis, verbal ellipsis, and clausal ellipsis.

2.4.3.1.1. Nominal Ellipsis

Nominal ellipsis means ellipsis within the nominal group. An elliptical group clearly requires that there should be available from some source or other information necessary for filling it out. On the logical dimension the structure is that of a Head with optional modification; the modifying element includes some which follow it, refer to here as premodifier and post modifier respectively, (Halliday and Hasan: 1976:147).

The elements occur in nominal ellipsis are:

1. The Deictic

Words functioning as deictic are mostly the class of determiner. Deictic also includes the article (Halliday and Hasan, 1976:155). For example: the guinea-pig cheered and was suppressed. *The* is an article and it is call as deictic. Other is an adjectives; it is post-deictic. The words *the* and *other* in the second clause are omitted.

Within the deictic proper, the major distinction, and which is not relevant to ellipsis are specific deictic (possessives, determiners, demonstrative, and the) and non-specific deictic (each, every, all, both, any, some, either, no,

neither, a). Possessives include both nominal (mother's, July's, etc) and the demonstratives (this, that, these, those, which).

The word *the* does not separate elliptically since its function is to signal that the thing designated is fully defined. That is required by another item with it, as in the two small (one), the one that got away.

Deictic elements regularly function as a head of an elliptical nominal group. For example: *Take these pills three times daily, and you'd better have some more of these too.* In this example, the demonstrative functioning as head is those from pills. In the second clause those is elliptical for those pills.

2. The Numeratives

The numerative element in the nominal group is expressed by numerals or other quantifying words, which forms three subcategories:

a. The Ordinals (First, Next, Last, Third)

These words are often used elliptically, generally with *the* or possessive as deictic. For example:

A: Have another chocolate?

B: No, thanks, that was my third.

My third means I have eaten three chocolates. My is possessive pronominal and third is the ordinal.

b. The Cardinal (One, Two, Three)

Cardinal numerals are also frequent in ellipsis, and may be preceded by any deictic that is appropriate in number and also by post-deictic adjective. For example: *The three, any three, all three, the usual*

three, the same three (Halliday, 1976:161). *The, these, any, all,* are deictic; *usual and some* are post-deictic, and *three* is cardinal.

c. The Indefinite quantifier (Much, Many, More, Most, Few, Lost, Hundred, etc)

These words include numerous transient and more or less slang expression especially used of children. For example:

A: Can all cats climb trees?

B: They all can and most do

This sentence, the head of ellipsis is *most*. *Most do* is an elliptical from all the cats can climbs tree.

Many of indefinite quantifiers derive from measure noun (Lost amount) and the larger number (hundred and thousands).

3. The Epithet

The function of epithet is typically fulfilled by an adjective. Colors as an adjective are perhaps the most usual, except in their comparative and superlative forms.

The superlative adjective (.....+est) precedes other epithets (comparative adjective) and other like ordinal numeral is usually accompanied by the or a possessive deictic. For example: Orange is the cheapest in dry season. Superlative adjective is *dry season*, and *the* is article.

Comparatives are rather different from superlative. There are two specified sets involved, whereas with the superlatives there is only one. If the

comparative functions as head it is elliptical. For example: *Diva is the cleverer.*

The true comparative, however, doesn't take *the*.

4. The Classifier

The classifier is usually a noun. Classifier is rarely left to function as head.

For example:

A: Did you win a first prize?

B: No, I only got the third one

One as head, and *the* is the substitution that leaving an elliptical group ending in a classifier. *One* is a substitute of a prize.

5. The Qualifiers

The qualifier is normally a relative clause or propositional phrase. The partitive qualifier may itself contain an elliptical nominal group. For example: *One of the three.* *One of the three* is partitive qualifier.

The partitive is possible only under certain condition (subset, fraction, quantity or collective). The head noun in the partitive expression will be singular or plural.

2.4.3.1.2. Verbal Ellipsis

Verbal ellipsis means ellipsis within verbal group. It is defined as a verbal group whose structured do not fully express its systemic features, all the choice that is being made within the verbal group system.

For example:

A: What are you doing?

B: Swimming

Verbal group is the answer the expression of B. It could be interpreted as she is swimming, but since as in the type of ellipsis, the full form is impossible.

According to Halliday and Hasan (1976:170) there are two types of verbal ellipsis, they are lexical ellipsis and operator ellipsis.

1. Lexical Ellipsis

Lexical ellipsis is the type of ellipsis in which the lexical verb is missing from the verbal group. Halliday, 1976:173, say that lexical ellipsis is the ellipsis from the right; it always involves the omission of the last word, which is lexical verb and may extend leftward, and to leave only the first word intact. For example: *Should anyone have been called?* The answer could be given as *Joe should have been;* *Joe should have;* or simply *Joe should.* A very clear example of lexical ellipsis is provided by question tags. For example: *Any had watched that film, hadn't she?* The place of elliptical ellipsis in this sentence is after the subject at the end of sentence. The words omitted are *watched that film.*

2. Operator Ellipsis

Operator ellipsis is ellipsis from the left. In operator ellipsis the subject is always omitted from the clause. For example:

A: What have you been doing?

B: Jogging

The operator ellipsis is *I have been jogging,* and *jogging* is lexical verb. In this case, the words from left had been omitted.

2.4.3.1.3. Clausal Ellipsis

Clausal ellipsis is closely related to modal and prepositional. The clause in English considered as the expression of the various speech function, such as statement, question, response, and so on, has two parts structure consisting of modal element plus prepositional element. For example: *Mary is going to buy a new car*. This sentence has two parts of structure, which consist of modal and proportional element. The modal element is *Mary* and the proportional element is *going to buy a new car*, (Halliday and Hasan, 1976:197).

a. Modal Element

Modal element that include the speech function of the class, consist in turn of the subject plus finite element. For example:

A: What is she doing?

B: Washing the dishes

The modal element is omitted in B, the subject (she) and the finite (is). Modal ellipsis the realization of speech function and is expressed by the modal element.

b. Proportional Ellipsis

The proportional element consists of any complement of adjunct. For example:

A: Who taught you to spell?

B: Grandmother did

The example above, the expression of B is elliptical. In this example, Proportional element, *taught me to spell* has been omitted. So, *taught me to spell* is the complement of modal element (Grandmother did). Clausal ellipsis is related to the question-answer in dialogue, and this determines that there are two kinds:

a. Yes/ No ellipsis

b. W-H ellipsis

Each of these also allows the substitution, though not all in the context.

a. Yes/No Ellipsis

- i. The whole clause in yes/ no question-answer may involve ellipsis of the whole clause.

For example: *Are you swimming?*

Yes (I am swimming)

- ii. If the clause as the alternative to the ellipsis of the whole clause, there may be ellipsis of just one part it, the residue.

For example: *Must a name mean something?*

Of course it must (mean something)

b. W-H Ellipsis

- i. The whole. In WH- sequence the entire clause is usually omitted except for the WH- element itself or the item that is respond to the WH-element.

For example: *They are at it again*

Who? (Are eat again)

- ii. Part of the clause-something in WH-clause, the mood element is left in and only the residue is ellipsis.

For example: *They are at it again*

Who are? (At it again)

2.4.4. Conjunction

Another, larger class of ties is referred to as conjunction. Halliday and Hasan define these as linkers which serve to connect sentences to each other, and in their description exclude the use of conjunctions within the sentence. Conjunction creates cohesion by relating sentences and paragraphs to each other by using words from the class of conjunction, or numerals.

2.4.4.1. Types of Conjunction

Conjunction is classified into four categories: additive, adversative, causal, and temporal (Halliday and Hasan, 1976:230).

2.4.4.1.1. Additive Conjunction

Additive conjunction shows a succession of two independent elements, the second of which happen to be tied on to the first (Halliday and Hasan, 1976:245). Here is the summary of the conjunctive relation of the additive type with each example:

A. Simple additive relation (external and internal)

- Additive : *and; and also, and...too*
- Negative : *nor; and...not, not...either, neither*
- Alternative : *or; or else*

B. Complex additive relation (internal): emphatic

- Additive : *further (more), moreover, additionally, besides that, add to this, in addition, and another thing*
- Alternative : *alternatively*

C. Complex additive relation (internal) :de-emphatic

- After through : *incidentally, by the way*

D. Comparative relation (internal)

- Similar : *likewise, similarly, in the same way, in (just) this way*
- Dissimilar : *on the other hand, by contrast, conversely*

E. Appositive relation (internal)

- Expository : *that is, I mean, in other words, to put it another way*
- Exemplificatory : *for instance, for example, this*

2.4.4.1.2. Adversative Conjunction

Halliday and Hasan state that the basic meaning of adversative relation is “contrary to expectation”. The expectation may be derived from the content of being said, or from the communication process, the speaker-hearer situation. It draws a contrast between the new sentence and the previous one.



Here is the summary of adversative conjunction type:

A. Adversative relation “proper” (in spite of) (external and internal)

- Simple : *yet; though, only*
- Contained ‘and’ : *but*
- Emphatic : *however, nevertheless, despite this, all the same*

B. Contrastive relation (“as against”) (external)

- Simple : *but, and*
- Emphatic : *however, by the other hand, at the same Time, as against that*

C. Contrastive relation (“as against”) (internal)

- Avowal : *in fact, as a matter of fact, to tell the truth, actually, in the point of the fact*

D. Corrective relation (“not...but”) (internal)

- Correction of meaning : *instead, rather, on the contrary*
- corrective of wording : *at least, rather, I mean*

E. Dismissive (generalized adversative) relation (“no matter...,still) (external and internal)

- Dismissal, closed : *in any/ether case/event, any/either way, whichever*
- Dismissal open-ended : *anyhow, at any rate, in any case, however that may be*

E. Respective relation ('whit respect to') (internal)

- Direct : *in this respect/ connection, whit regard to;*
This
- Reserved Polarity : *otherwise, in other respect; a side part*
From this

2.4.4.1.4 Temporal Conjunction

Temporal conjunction is conjunctive relation that makes time link between clauses or sentences.

These are the example of temporal conjunctive type:

A. Simple temporal relation (external)

- Sequential : *(and) then, next, afterwards, after that,*
subsequently
- Simultaneous : *(just) then, at the same time, simultaneously*
- Preceding : *earlier, before then/ that, previously*

B. Complex temporal relation (external)

- Immediate : *at once, thereupon, on which; just before*
- Interrupted : *soon, presently, later, after a time; some*
me earlier, formerly
- Repetitive : *next time, on another occasion; this time,*
on this occasion, the last time, on the
previous occasion.

- Specific : *next does, five minutes later, five minutes earlier*
- Durative : *meanwhile, at this time.*
- Terminal : *by this time; up till the time, until then*
- Punctiliar : *next moment, at this point/moment, : the previous moment*

C. Conclusive Relation

- Simple : *finally, at last, in the end, eventually*

D. Sequential and conclusive relation (external): correlative forms

- Sequential : *first...then, first...next, first....second*
- Conclusive : *at first...finally, at fist...in the end*

E. Temporal relation

- Sequential : *first...next, first...next, first...secondly...in the first place; to begin with*
- Conclusive : *.....finally;.....to conclude with*

F. "here and now" relation (external)

- Past : *up to now, up to this point*
- Present : *at this point, here*
- Future : *from now on, henceforward*

G. Summary relation internal

- Culminative : *to sum up, to short, briefly*
- Resumptive : *to resume, to get back to the point, any way*

2.5. Lexical Cohesion

Lexical cohesion is the cohesive effect achieved by the selection of vocabulary. It occurs when the words in the text are related in terms of their meanings (Halliday and Hasan, 1976:274). It is classified into two classes: reiteration, collocation. Lexical cohesion can also form relational patterns in text in a way that links sentences to create an overall feature of coherence with the audience, sometimes overlapping with other cohesion features. The understanding of how the content of sentences is linked helps to identify the central information in texts by means of a possible summary.

2.5.1. Reiteration

Reiteration is a form a lexical cohesion which involves the repetition of 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 synonym, near-synonym, or super ordinate, or a general word; and in most cases it is accompanied by a reference item, typically the, (Halliday and Hasan, 1976:278).

2.5.1.1. Types of Reiteration

2.5.1.1.1. Repetition

Of all lexical cohesive devices, the most common form is repetition. It repeats words or word phrases threading through the text. Repetition of words can create the same sort of chain as pronoun, and there are sometimes good reasons for referring it.

2.5.1.1.2. General Words

General words can be general nouns as in “thing”, “stuff”, “place”, “woman”, and “man”, or general verb as in “do” and “happen”. In a way, general word is a higher level super ordinate. According to Cutting, 2002: 11, it is an umbrella term that can cover almost everything. General noun and verb don't carry much information, in themselves, the mostly depend on co-text for their meaning, so it is used when readers can identify what is being referred to from the rest of the text.

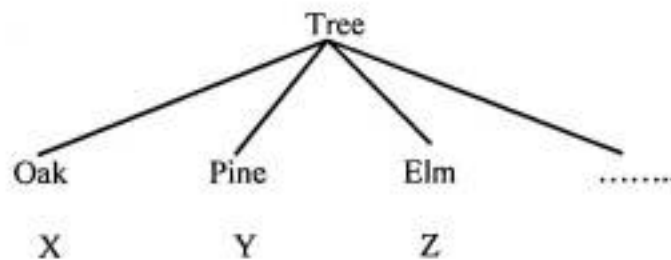
2.5.1.1.3. Synonyms

Hurford and Heasley (1987:1020) explain that synonymy is the relationship between two predicates that have the same sense. The examples such as *purchase with buy conceal with hide, profound with deep, wide with broad*. We can use words that have same sense for the continuity of discourse. It is resulted from the choice of a lexical item that is in some sense synonym with a preceding one. For example: *sound with noise, cavalry with horse in*.



2.5.1.1.4. Hyponymy

Hyponymy (specific-general) is one of particular variants of synonymy. Its description can be seen in the figure below:



X, Y, and Z, are all kind of tree. The occurrence of such relation in the text will create its cohesiveness.

2.5.1.1.5. Antonymy

A traditional view of an antonym is that it is simply oppositeness of meaning (Hurford and Heasley, 1987: 114). Such kind of relation creating cohesion in the discourse is lexical item which is opposite in meaning.

For example: *She is the most beautiful girl in her class but her sister is ugliest lady.*

From the sentence above we can see that *beautiful* and *ugly* are opposite in meaning.

2.5.1.1.6. Super Ordinates

Super ordinate means that a word may be replaced in the following sentences by another, which is semantically super ordinate it.

For example:

- a. I turned the ascent of the park. The task is perfectly easy.
- b. She is bought herself a new jaguar. She is perfectly lives in the car.

Task is super ordinate of *ascent*. *Car* is super ordinate of *jaguar*.

2.5.2. Collocation

Lexical item are also tied together simply by collocation. That is when we think of a flower; we also think about the stem, the petal, the leaf, an even the vase that might contains the flowers. When we think of a grocery store, we think of all to produce, canned goods and other item that makes up grocery store (Hatch, 1992:226).

For example: *Great time! A new PR! For a minute I couldn't believe the race clock.* *I couldn't correct anything. My red pencil was dull.*

Pencil is collocated to *correct* because there is a correlation between *pencils and correct* where pencil is used to correcting something.

CHAPTER III

DATA PRESENTATION AND ANALYSIS

In this chapter, the writer analyzes cohesion in the text of a short story "*Snow White and Seven Dwarfs by Grimm's Brother*". In order to get enough data, the writer selects 50 sentences that have been collected as sample for this analysis. Halliday and Hasan's theory from their book *Cohesion in English* (1976) is used to support and guide the writer in analyzing the data.

3.1 Presentation of Data

The data are encoded into sentence by sentence. Here is the copy of the short story "*Snow White and the Seven Dwarfs by Grimm's Brother*".

Snow White and the Seven Dwarfs

Once upon a time in a great castle, a Prince's daughter grew up happy and contented, in spite of a jealous stepmother, Queen Feared. (1). She was very pretty, with blue eyes and long black hair (2). Her skin was delicate and fair, so she was called Snow White (3). Everyone was quite sure she would become very beautiful (4). Though her stepmother was a wicked woman, she too was very beautiful, and the magic mirror told her this every day, whenever she asked it (5).

"Mirror, mirror on the wall, who is the loveliest lady in the land?" The reply was always; "You are, your Majesty," until the dreadful day when she heard it say, "Snow White is the loveliest in the land (6)." The stepmother was furious and, wild with jealousy, began plotting to get rid of her rival (7). Calling one of her trusty servants, she bribed him with a rich reward to take Snow White into the



forest, far away from the Castle (8). Then, unseen, he was to put her to death (9). The greedy servant, attracted to the reward, agreed to do this deed, and he led the innocent little girl away (10). However, when they came to the fatal spot, the man's courage failed him and, leaving Snow White sitting beside a tree, he mumbled an excuse and ran off (11). Snow White was all alone in the forest (12).

Night came, but the servant did not return (13). Snow White, alone in the dark forest, began to cry bitterly (14). She thought she could feel terrible eyes spying on her, and she heard strange sounds and rustlings that made her heart thump (15). At last, overcome by tiredness, she fell asleep curled under a tree (16).

Snow White slept fitfully, waking from time to time with a start and staring into the darkness round her (17). Several times, she thought she felt something, or somebody touch her as she slept. (18)

At last, dawn woke the forest to the song of the birds, and Snow White too, awoke (19). A whole world was stirring to life and the little girl was glad to see how silly her fears had been (20). However, the thick trees were like a wall round her, and as she tried to find out where she was, she came upon a path (21). She walked along it, hopefully (22). On she walked till she came to a clearing (23). There stood a strange cottage, with a tiny door, tiny windows and a tiny chimney pot (24). Everything about the cottage was much tinier than it ought to be (25). Snow White pushed the door open (26).

"I wonder who lives here?" she said to herself, peeping round the kitchen (27). "What tiny plates! And spoons! There must be seven of them; the table's laid for seven people" (28). Upstairs was a bedroom with seven neat little beds (29). Going back to the kitchen, Snow White had an idea (30). "I'll make them something to eat (31).

When they come home, they'll be glad to find a meal ready (32). Towards dusk, seven tiny men marched homewards singing (33). But when they opened the door, to their surprise they found a bowl of hot steaming soup on the table, and the whole house spick and span (34). Snow White was upstairs, fast asleep on one of the beds (35). The chief dwarf prodded her gently (36).

"Who are you?" he asked (37). Snow White told them her sad story, and tears sprang to the dwarfs' eyes (38). Then one of them said, as he noisily blew his nose: "Stay here with us!" (39). "Hooray! Hooray!" they cheered and danced joyfully round the little girl (40). The dwarfs said to Snow White: "You can live here and tend to the house while we're down the mine (41). Don't worry about your stepmother leaving you in the forest (42). We love you and take care of you!" Snow White gratefully accepted their hospitality, and next morning the dwarfs set off for work (43). But they warned Snow White not to open the door to strangers (44).

Meanwhile, the servant had returned to the castle, with the heart of a roe deer (45). He gave it to the cruel stepmother, and told her it belonged to Snow White, so that he could claim the reward (46). Highly pleased, the stepmother turned again to the magic mirror (47). But her hopes were dashed, for the mirror

replied: "The loveliest in the land is still Snow White, who lives in the seven dwarfs' cottage, down in the forest" (48). The stepmother was beside herself with rage (49). "She must die! She must die!" she screamed (50)

3.2 Data Analysis

3.2.1 Analysis of Referring Expressions

1. I

Analysis:

The word "I" used in this short story only appears in sentence 27 and sentence 31. It is classified as existential personal reference. Existential means referring to human or person in existence. It falls into class of noun (pronoun), subject, singular, and head. The reference I used in these two sentences is called **anaphoric reference** which is for the identity of someone that has been mentioned before (sentence 26) and refers back to **Snow White**.

1. It

Analysis:

The word "it" in this short story is used six times which are once in 5th sentence, 6th sentence, 22nd sentence, 25th sentence and twice in sentence 46. It in the fifth sentence is used to refer to the demonstrative reference **this** which is put before the referring expression **it**, so **it** is employed as an **anaphoric reference**. The referring expression **it** is categorized as existential personal reference,



object, specific, non- human, singular pronoun since **it** functions as the object fourth clause in the fifth sentence.

It in the sixth sentence and 25th sentence is categorized as existential personal reference. **It** in sixth sentence is used to refer to **magic mirror** and **it** in 25th sentence refers to **cottage of seven dwarfs**. **It** in these two sentences has the other role, the role as the subject, non human, singular pronoun. As can be seen **it** in the sixth sentence is the subject of fourth clause and **it** in 25th sentence is the subject of second clause, so **it** has function as a subject. It refers to specific, non-human because it is used in the place of certain thing, in this case the **magic mirror of wicked stepmother** in sixth sentence and **cottage** in 25th sentence. **It** as a singular pronoun refers to something singular, i.e. **the magic mirror** and **cottage** which are placed before the referring expression **it**; therefore, **it** in sixth sentence and 25th sentence is called as **anaphoric reference**.

The word **it** in 22nd is used to refer to **a path** (in the previous sentence, 21st sentence) which is put before the referring expression **it**, so **it** is employed as an **anaphoric reference**. The referring expression **it** is categorized as existential personal reference, object, specific, non- human, singular pronoun since **it** functions as the object of fifth sentence.

The word "**it**" that occurs two times in sentence 46 is used to refer to heart of a roe deer. **It** in the first and second clause of

sentence 46 is called as object, singular, specific because it refers to place of certain thing, in this case heart of a roe deer. The **heart of a roe deer** is place before the referring expression **it**, therefore the use **it** in sentence 46 is called as **anaphoric reference** because **it** refers to **heart of a roe deer** that have mentioned in the previous sentence (sentence45).

2. You

Analysis:

The word "**you**" used in this short story appears six times. It appears once in sentence 6, 37, 41, 42, and occurs twice in sentence 43. The reference **you** is categorized into existential personal reference. Existential means referring to human or person in existence. It falls into class of noun (pronoun), subject, singular, and head. The use of **you** in all sentences above is called as anaphoric which is for the identity of someone that has been mentioned before and refers back to **Snow White**.

3. They

Analysis:

The word "**they**" used in this short story appears five times which are in sentence 11, 32, 40, 43, and 44. **They** can be categorized as existential personal reference. Existential means referring to human or person in existence. It falls into class of noun (pronoun), subject, plural, and head. The use of **they** in all sentences above is called

anaphoric which is for the identity of someone that has been mentioned before. *They* in sentence 11 refers to **Snow White and trusty servant of wicked mother**, *they* in sentence 32, 43, and 44 refers to **seven dwarfs** and *they* used in sentence 40 refers to **Snow White and the seven dwarfs**.

4. She

Analysis:

The word "**She**" used in this short story appears 20 times where once in sentence 2, 3, 4, 6, 8, 16, 22, 27, twice in sentence 5, 15, 18, 21, and three times in sentence 50. **She** can be categorized as existential personal reference. Existential means referring to human or person in existence. It falls into class of noun (pronoun), subject, singular, female, and head. All of *She* in sentences above are classified as **anaphoric reference** which is for the identity of someone that has been mentioned before. *She* in sentence 2, 3, 4, 5 (1), 6, 15, 16, 18, 21, 22, 23, 27, refers to **Snow White** and *she* in sentence 5 (2), 8, and 50 refers to **wicked stepmother, Queen Feared**.

5. He

Analysis:

The word "**he**" used in this short story appears 7 times where once in sentence 9, 10, 11, 37, 39, and twice in sentence 46. **He** can be categorized as existential personal reference. Existential means referring to human or person in existence. It falls into class of noun

(pronoun), subject, singular, male, and head. All of *He* in sentences above are classified as **anaphoric reference** which is for the identity of someone that has been mentioned before. *He* in sentence 9, 10, 11, 46 refers to **trusty servant of wicked stepmother** and *He* in sentence 37 and 39 refers to **the chief dwarf**.

6. There

Analysis:

The word "**there**" in this short story is used only two times which are in sentence 24 and sentence 28. **There** can be classified as pronominal demonstrative reference functioning as adverbial place. Grammatically, **there** functions as subject and refers to location of some person or object that is participating in the text. **There** in sentence 24 is called **anaphoric reference** which is for the identity of someone/something that has been mentioned before and refers back to **Forest**.

7. We

Analysis:

The word "**we**" used in this short story only appears once which is in sentence 43. **We** is classified as existential personal reference. Existential means referring to human or person in existence. It falls into class of noun (pronoun). Grammatically it functions as subject, plural, and human. **We** is called as **anaphoric reference** which

is for the identity of someone that has been mentioned before and it refers back to **seven dwarfs**.

8. Her

Analysis:

The word "**her**" is used 18 times in this short story where once in sentence 3, 7, 8, 9, 17, 18, 20, 21, 27, 36, 38, 46, 48, 49, and twice in sentence 5 and sentence 15. **Her** which is used in sentence 3, 5 (1), 9, 15, 17, 18, 20, 21, 27, 36, 38, refers to **Snow White** and her in sentence 5 (2), 7, 8, 46, 48, and 49 refers to **wicked stepmother**. As can be seen, **her** in all sentences above is categorized as existential personal reference. Existential means referring to human or person in existence. It falls into class of noun (pronoun), head, object, determiner, singular, and female. **Her** is called as **anaphoric reference** which is for the identity of someone that has been mentioned before and it refers back to **Snow White** and **wicked stepmother** who still exist in the context of the text. Grammatically, The reference **her** functions as modifier which modifies **skin** in sentence 3, **stepmother** in sentence 5, **rival** in sentence 7, **trusty servant** in sentence 8, **heart** in sentence 15, **fears** in sentence 20, **self** in sentence 27 and 49, **sad story** in sentence 38, and **hopes** in sentence 48.

9. His

Analysis:

The word "**his**" in this short story is only used once which is in sentence 39. His is categorized as existential personal reference.

Existential means referring to human or person in existence. It falls into class of noun (pronoun), determiner, object, singular, head, and male. **His** is called as **anaphoric reference** which is for the identity of someone that has been mentioned before and it refers back to **trusty servant of wicked stepmother**. **His** also called as modifier because it modifies **nose** in this sentence.

10. Him

Analysis:

The word "**him**" in this short story is used only two times in this short story which are in sentence 8 and sentence 11. **Him** can be categorized as existential personal reference. It has the other roles and the roles as the object, specific, singular, human, and masculine. Both **him** in sentence 8 and sentence 11 are called **anaphoric reference** which is for the identity of someone that has been mentioned before and it refers back to **trusty servant of wicked stepmother**.

11. Them

Analysis:

The use **them** appears four times and they can be seen in sentence 31, 38, and 39. **Them** in sentence 28 refers to **tiny plates** and **spoons**. It can be categorized existential personal reference. It has other roles and the roles are object, plural, and non-human. It is called as non-human because it is used in the place of certain thing, in this case **plates and spoons**. The plates and spoons are placed before the reference



them, so it is called as **anaphoric reference**. The reference **them** in sentence 31, 38, and 39 refer to **seven dwarfs**. **Them** classified as existential personal reference. It has other roles and the roles are object, plural, and human. **Them** is called as **anaphoric reference** which is for the identity of someone that has been mentioned before and it refers back to **seven dwarfs**.

12. Their

Analysis:

The word "**their**" in this short story is used only two times which are in sentence 34 and sentence 43. **Their** can be categorized as existential personal reference. It has other roles and the roles are head, determiner, object, plural, and human. Grammatically, it functions as modifier where *their* in sentence 34 modifies surprised and *their* in sentence 43 modifies hospitality. There is called as **anaphoric reference** which is for the identity of someone that has been mentioned before and it refers to **seven dwarfs**.

13. Your

Analysis:

The word "**Your**" used in this short story can be seen in sentence 6 and sentence 42. **Your** can be categorized as existential personal reference. It has other roles and the roles are head, determiner, object, plural, and human. Grammatically, it functions as modifier where *your* in sentence 6 modifies **Majesty** and *your* in sentence 42

modifies **stepmother**. **Your** can be said as **anaphoric reference** which is for the identity of someone that has been mentioned before and refers back to **Snow White**.

14. Us

Analysis:

The word "**us**" used in this short story only appear once which is in sentence 39. **Us** can be categorized as existential personal reference. Existential means referring to human or person in existence. It falls into class of noun (pronoun). Grammatically it functions as object, plural, and human. **Us** is called as **anaphoric reference** which is for the identity of someone that has been mentioned before and it refers back to **seven dwarfs**.

15. This

Analysis:

The word "**this**" used in this short story only appears two times which are in sentence 5 and sentence 10. **This** can be categorized as demonstrative reference, selective, near, and deictic. **This** used in sentence 5 regularly refers anaphorically to something that has been mentioned before. It refers to the second clause of fifth sentence "**she was too very beautiful**", so that **this** is called as **anaphoric reference**. While, **this** used in sentence 10 is called as **cataphoric reference** because the reference is shown after **this**.

16. Here

Analysis:

The word "**here**" used in this short story appears two times which are in sentence 39 and sentence 40. Here can be classified as demonstrative personal reference. It is selective, adjunct, and adverb of place. **Here** in sentence 39 and sentence 40 is called as **anaphoric reference** which is for the identity of someone that has been mentioned before and it refers to the **tiny house of seven dwarfs**.

17. Prince's, Man's, and Dwarf's

Analysis:

The words *Prince's*, *Man's*, and *Dwarf's* can be categorized as existential personal reference. Existential means referring to human or person in existence. It falls into class of noun (pronoun), determiner, object, singular, and head. These two words function as modifier where *Prince's* modifies **daughter**, *Man's* modifies **courage**, and *Dwarf's* modifies **cottage**. *Prince's* is called as **exophoric reference** because there is no specific information who is the prince that is meant in this short story. *Man's* is called as **anaphoric reference** which is for the identity of someone that has been mentioned before and it refers back to **greedy servant of wicked stepmother**. *Dwarf's* is also **anaphoric reference** because it has been mentioned before.

18. One

Analysis:

The word “**one**” used in this short story appears two three which are in sentence 4, sentence 35 and sentence 39. **One** is type of reference that can be categorized as personal reference. **One** has functions to generalized person or thing. In sentence 35, **one** is singular, non-human and refers to **bad**. **One** in sentence 39 is also singular but it generalizes human and refers to **dwarf**. Both of **one** in sentence 35 and sentence 39 are called as **anaphoric reference** because they have been mentioned in the previous sentence. **One** in sentence 4 is called as **exophoric reference** because there is no specific information that who t is meant by *everyone*. The word *everyone* is used to generalize human.

19. The

Analysis:

The word “**the**” is used 51 times in this short story. It appears in sentence 5 (*the magic mirror*), sentence 6 (*the wall, the loveliest lady, the reply, the dreadful day, and the land*), sentence 7 (*the stepmother*), sentence 8(*the forest, and the castle*), sentence 10 (*the greedy servant, and the reward*), sentence 11 (*the fatal spot, the man’s courage*), sentence 12 (*the forest*), sentence 13 (*the servant*), sentence 14 (*the dark forest*), sentence 17 (*the darkness*), sentence 19 (*the forest, The song, and the birds*), sentence 20 (*the little girl*), sentence 21 (*the thick trees*), sentence 25 (*the cottage*), sentence 26

18. One

Analysis:

The word "one" used in this short story appears two three which are in sentence 4, sentence 35 and sentence 39. **One** is type of reference that can be categorized as personal reference. **One** has functions to generalized person or thing. In sentence 35, **one** is singular, non-human and refers to **bad**. **One** in sentence 39 is also singular but it generalizes human and refers to **dwarf**. Both of **one** in sentence 35 and sentence 39 are called as **anaphoric reference** because they have been mentioned in the previous sentence. **One** in sentence 4 is called as **exophoric reference** because there is no specific information that who t is meant by *everyone*. The word *everyone* is used to generalize human.

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Analysis:

The word "the" is used 51 times in this short story. It appears in sentence 5 (*the magic mirror*), sentence 6 (*the wall, the loveliest lady, the reply, the dreadful day, and the land*), sentence 7 (*the stepmother*), sentence 8(*the forest, and the castle*), sentence 10 (*the greedy servant, and the reward*), sentence 11 (*the fatal spot, the man's courage*), sentence 12 (*the forest*), sentence 13 (*the servant*), sentence 14 (*the dark forest*), sentence 17 (*the darkness*), sentence 19 (*the forest, The song, and the birds*), sentence 20 (*the little girl*), sentence 21 (*the thick trees*), sentence 25 (*the cottage*), sentence 26



(*the door*), sentence 27 (*the kitchen*), sentence 28 (*the table*), sentence 30 (*the kitchen*), sentence 34 (*the door, the table, and the house*), sentence 35 (*the beds*), sentence 36 (*the chief*), sentence 38 (*the dwarf's eyes*), sentence 40 (*the little girl*), sentence 41 (*the dwarf, the house, and the mine*), sentence 42 (*the forest*), sentence 43 (*the dwarfs*), sentence 44 (*the door*), sentence 45 (*the servant, the castle, the heart of a roe deer*), sentence 46 (*the stepmother and the reward*), sentence 47 (*the stepmother and the magic mirror*), sentence 48 (*the loveliest, the land, the seven dwarfs, and the forest*), and sentence 49 (*the stepmother*).

All of **the** used in the sentences above can be categorized as demonstrative personal reference, definite article, non selective, deictic, and neutral. It is originally a reduced form of that, functioning only as a modifier. The items that are modified by the can be seen in the explanation below:

- In sentence 5, **the** is used to modify *magic mirror* and it is called as **anaphoric reference** which is for the identity of something that has been mentioned before.
- **The** in sentence 6 is used to modify five items which are *wall, loveliest lady, land, reply* and *dreadful day*. **The** in *the dreadful day* and **the** in *the land* are called as **exophoric reference** because there is no specific information where the location of land and which dreadful day which are meant in this short story.

The in *loveliest lady* and **the** in *the reply* are called as **cataphoric reference** because the referent is shown after it. *The loveliest* defines the *lady* and *the reply* defines "you are, your majesty". **The** in *the wall* is called as **exophoric reference** because its referent is whole class which doesn't depend on specific situation. **The** in sentence 7 modifies *stepmother* and it is called as **anaphoric reference** which is for the identity of someone that has been mentioned before and it refers back to *the stepmother*. It is clear and exists in the context of the text, so that it is called anaphoric.

- **The** in sentence 8 modifies forest and castle. The use of article *the* in these two phrases is classified as **exophoric reference** because there is no specific information where are forest and castle located meant in this story.
- **The** in sentence 10 modifies *greedy servant* and *reward*. **The** in *the greedy servant* is called as **anaphoric reference** because from the beginning of the story, it has been explained that *greedy servant* is the trusty servant of wicked stepmother. **The** in *the reward* is called as **exophoric reference** because we don't know what kind of reward given by stepmother for her trusty servant.
- **The** in sentence 10 modifies *fatal spot* and *man's courage*. **The** in *fatal spot* is called **cataphoric** and **anaphoric**: **cataphoric**

showing that *fatal* defines *spot* and anaphoric because *fatal spot* which is meant in this short story is *forest*. While, **the** in *the man's courage* is called as **anaphoric** because we know that *the man* is meant in this short story is *trusty servant of wicked stepmother*.

- **The** in sentence 12 modifies *forest* and it is called as **exophoric reference** because we don't know which forest meant in this story.
- **The** in sentence 13 modifies *servant* and it is **anaphoric reference** because we know who is the servant meant in this sentence and it has been mentioned in the previous sentence.
- **The** in sentence 14 modifies *dark forest* and it is **cataphoric reference** because the reference is shown after it.
- The use of **the** in sentence 17 modifies *darkness* and it is **exophoric reference** because its referent is whole class which doesn't depend on specific situation.
- **The** in sentence 19 modifies *forest, song, and birds*. All of the in these three phrases are called as **exophoric reference** because there are no specific information about them.
- **The** in sentence 20 and 40 modifies *little girl* and it is called as **anaphoric reference** because *little girl* is *Snow White* who has been mentioned in the previous sentence.

- **The** in sentence 21 modifies *thick trees* and it is called as **cataphoric** because it shows that *thick* defines *trees* and it has been mentioned before.
- **The** in sentence 25 modifies the cottage and it is called as **anaphoric reference** because it has been mentioned before that the *cottage* meant here is the *cottage of seven dwarfs*.
- **The** in sentence 27 and 30 modifies *kitchen*, **the** in sentence 28 modifies *table*, **the** in sentence 34 modifies *door*, *table*, and *house*, and **the** in sentence 35 modifies *beds*. **The** in the *kitchen*, *table*, *door*, *beds*, and *house* are called **anaphoric reference** because those things belong to seven dwarfs. They are still in the context and have mentioned in the preceding sentence, so that they are anaphoric.
- **The** in sentence 36 modifies *chief dwarf* and in sentence 38 modifies *dwarf's eyes*. They are called as **cataphoric reference** because in sentence 36 the word *chief* defines the *dwarf* and in sentence 38 the word *dwarf's* defines *eyes*.
- **The** in *heart of a roe deer* (sentence 45), **the** in the *magic mirror* (sentence 47), and **the** in *seven dwarfs* (sentence 48) are called as **cataphoric reference**: because in sentence 45, the word *heart* defines *a roe deer*, in sentence 47 *magic* defines *mirror*, and in sentence 48 *seven* defines *dwarfs*.

3.2.2 Analysis of Conjunctions

1. And

Analysis:

The conjunction **and** is used many times in this short story which are in sentence 1, 2, 3, 5, 7, 10, 11, 15, 17, 20, 21, 24, 28, 34, 38, 40, 41, 43, and 46. The use of coordinating conjunction **and** functions to connect two words, phrases, clauses, and sentences. **And** functions to add more information to what has already been said, and it is known as the simple additive relation because it consists only one word to show that the new information is added to the old information to form unity. **And** has the another function and the function is matching relation, especially equivalence relation in which it connects two parallel forms such as verb with verb, noun with noun, adjective with adjective, clause with clause, phrase with phrase, and sentence with sentence.

The function of **and** in each sentence can be seen in the explanation below:

a) 1st Sentence

Once upon a time in a great castle, a Prince's daughter grew up happy and contented, in spite of a jealous stepmother, Queen Feared.

Analysis:

The function of **and** in the first sentence is to connect two words which are **happy and contented**. *Happy* is the old

information whereas *contented* is the new information. These two words become parallel by using the conjunction **and** because both of them are class of adjectives.

b) 2nd Sentence

She was very pretty, with blue eyes and long black hair

Analysis:

The use of coordinating conjunction **and** in the second sentence functions to connect two noun phrases; they are **blue eyes** and **long black hair**. The new information is *blue eyes* while the old information is *long black hair*. Both of them are in parallel form because they are same in form which is noun phrase.

c) 3rd Sentence

Her skin was delicate and fair, so she was called Snow White

Analysis:

The function of **and** in this sentence is same with the function of **and** in the first sentence. It is used to connect two words which are **delicate** and **fair**. *Delicate* is the old information whereas *fair* is the new information. These two words become parallel by using the conjunction **and** because both of them are class of adjectives.

d) 5th Sentence

*Though her stepmother was a wicked woman, she too was very beautiful, **and**, the magic mirror told her this every day, whenever she asked it*

Analysis:

The use of conjunction **and** in this sentence has function to connect two clauses; they are *she too was very beautiful* and *the magic mirror told her this every day*. We can see that *she too was very beautiful* is the old information whereas *the magic mirror told her this every day* is the new information. They are in parallel form because they are same in form which is clause form.

e) 7th Sentence

*The stepmother was furious **and**, wild with jealousy, began plotting to get rid of her rival*

Analysis:

The function of **and** in this sentence is same with the function of and in the first and third sentence. It is used to connect two words which are **furious** and **wild**. *Furious* is the old information whereas *wild* is the new information. These two words become parallel by using the conjunction and because both of them are class of adjectives.

f) 10th Sentence

The greedy servant, attracted to the reward, agreed to do this deed, and he led the innocent little girl away

Analysis:

The use of conjunction **and** in this sentence has function to connect two clauses; they are *the greedy servant, attracted to the reward, agreed to do this deed* and *he led the innocent little girl away*. We can see that *the greedy servant, attracted to the reward, agreed to do this deed* is the old information whereas *he led the innocent little girl away* is the new information. They are in parallel form because they are same in form which is clause form.

g) 11th Sentence

However, when they came to the fatal spot, the man's courage failed him and, leaving Snow White sitting beside a tree, he mumbled an excuse and ran off

Analysis:

The use of coordinating **and** in this sentence occurs two times. **The first and** is used to connect two clauses, they are *the man's courage failed him* and *leaving Snow White sitting beside a tree*. The second **and** has functions to relate verb phrase, they are: **mumbled an excuse** and **ran off**. They are parallel in forms because the word **and** here has function matching relation, especially equivalence relation.

h) 15th Sentence

She thought she could feel terrible eyes spying on her, and she heard strange sounds and rustlings that made her heart thump

Analysis:

The use of conjunction **and** in the sentence above occurs two times. Firstly, **and** is used to connect two clauses, they are: *she could feel terrible eyes spying on her* and *she heard strange sounds and rustlings that made her heart thump*. Secondly, the word **and** has function to relate two words which are **sound** and **rustling**. We can see the function of **and** here is to add information, and the new information is always put in the second clause, after conjunction **and**.

i) 17th Sentence

Snow White slept fitfully, waking from time to time with a start and staring into the darkness round her.

Analysis:

The function of conjunction **and** in this sentence is to connect two phrases which are *waking from time to time with a start* and *staring into the darkness round her*. We can see that the new information here connected by **and** is in the second phrase: *staring into the darkness round her*. It connects parallel form because it relates the two phrases.

j) 20th Sentence

A whole world was stirring to life and the little girl was glad to see how silly her fears had been

Analysis:

The function of conjunction **and** in this sentence is to connect two phrases which are *whole worlds was stirring to life* and *the little girl was glad to see how silly her fears had been*. We can see that the new information here connected by **and** is in the second phrase: *the little girl was glad to see how silly her fears had been*.

k) 21st Sentence

However, the thick trees were like a wall round her, and as she tried to find out where she was, she came upon a path

Analysis:

The use of conjunction **and** in this sentence has function to connect two clauses; they are *the thick trees were like a wall round her* and *as she tried to find out where she was, she came upon a path*. We can see that *the thick trees were like a wall round her* is the old information whereas *as she tried to find out where she was, she came upon a path* is the new information. They are in parallel form because they are same in form which connects two clauses.

l) 24th Sentence

There stood a strange cottage, with a tiny door, tiny windows and a tiny chimney pot



Analysis:

The function of **and** in the sentence above is to connect three noun phrase, they are: *door*, *tiny windows* and *a tiny chimney pot*. These three phrases are parallel in form. The new information added here is *tiny chimney pot*.

m) 28th Sentence

"What tiny plates and spoons! There must be seven of them; the table's laid for seven people"

Analysis:

The function of **and** in the sentence above is to connect two words, they are: *plates* and *spoons*. These three phrases are parallel in form. The new information added here is *spoons*.

n) 34th Sentence

But when they opened the door, to their surprise they found a bowl of hot steaming soup on the table, and the whole house spick and span

Analysis:

The use of conjunction **and** in this sentence occurs two times. Firstly, it has function to connect two clauses; they are *they found a bowl of hot steaming soup on the table*, and *the whole house spick and span*. We can see that *they found a bowl of hot steaming soup on the table* is the old information and *the whole house spick and span* is the new information. They are in parallel form because

they are same in form which is clause form. Secondly, it relates the word **spick** and **span**. Both of these words are adjective form so that they are parallel in form.

o) 38th Sentence

*Snow White told them her sad story **and** tears sprang to the dwarfs' eyes*

Analysis:

The function of conjunction **and** has same function with some sentences above which is to connect two clauses. The clauses are connected by conjunction and can be seen in the underlined clauses above.

p) 40th Sentence

*Hooray! Hooray!" they cheered **and** danced joyfully rounds the little girl*

Analysis:

The use of coordinating conjunction **and** in this sentence functions to connect two verbs which are *cheered* and *danced*. Both of them are parallel in form because they are in form of simple past tense.

q) 41st Sentence

The dwarfs said to Snow White: "You can live here and tend to the house while we're down the mine

Analysis:

The use of coordinating conjunction **and** in this sentence functions to connect two verb phrases, they are: **can live here** and **tend to the house**. The new information added is **tend to the house**.

r) 43rd Sentence

We love you and take care of you!" Snow White gratefully accepted their hospitality, and next morning the dwarfs set off for work

Analysis:

The use of coordinating conjunction **and** in this sentence occurs two times. Firstly, **and** is used to connect verb phrases, they are love you and **take care of you**. Secondly, **and** functions to relates the clauses *Snow White gratefully accepted their hospitality* with *next morning the dwarfs set off for work*.

s) 46th Sentence

He gave it to the cruel stepmother, and told her it belonged to Snow White, so that he could claim the reward

Analysis:

The function of conjunction **and** has same function with some sentences above which is to connect two clauses. The clauses are connected by conjunction and can be seen in the underlined clauses above.

2. In spite of

The conjunction *in spite of* in this short story is used only once which is in sentence 1 (*Once upon a time in a great castle, a Prince's daughter grew up happy and contented, in spite of a jealous stepmother, Queen Feared*). **In spite of** is a kind of conjunction that can be categorized as emphatic, contrastive, adversative conjunction because it is against what has been said. This conjunction is used to introduce clauses of contrast. The main clauses are always accompanied by main clauses of unexpected result. In other word, **in spite of** is used to combine two opposing or contrasting clauses or phrases. The clause "*once upon a time in a great castle, a Prince's daughter grew up happy and contented*" is contrast with "*a jealous stepmother*".

3. But

The conjunction **but** in this sentence is used four times which are in sentence 13, 34, 44, and, 48. **But** can be categorized as simple contrastive adversative conjunction. It shows contrastive relation between the sentence and the previous sentence. It is called as adversative conjunction because it is contrary to expectation. The expectation may be derived from the content of what is being said, or from the communication process, the speaker-hearer situation.

The sentence 13 (*Night came, but the servant did not return*) is called complex sentence because it contains two clauses where the first clause "*Night came*" is independent and the second

clause "but the servant did not return" is dependent. These two clauses have different ideas; the first clause is contrast to the second clause.

The sentence number 34 (*But when they opened the door, to their surprise they found a bowl of hot steaming soup on the table, and the whole house spick and span*) consists of two clauses, the first clause is dependent and the second clause is independent clause, so that it is called complex sentence. This sentence is contrast to the previous sentence (sentence 33).

The sentence number 44 (*But they warned Snow White not to open the door to strangers*) shows the contrary expectation to the previous sentence which is sentence 43 (*We love you and we'll take care of you!*" Snow White gratefully accepted their hospitality, and next morning the dwarfs set off for work). The conjunction "but" expresses that when dwarfs set off for work next morning, they warned Snow White not to open the door to strangers.

The sentence number 48 (*But her hopes were dashed, for the mirror replied: "The loveliest in the land is still Snow White, who lives in the seven dwarfs' cottage, down in the forest"*) shows a contrast with sentence number 47 (*Highly pleased, the stepmother turned again to the magic mirror*). The contrastive thing in this sentence is the stepmother's hopes were dashed for the mirror's reply because firstly, she highly pleased turned again to the magic mirror.

4. Then

The conjunction **then** used in this short story appears in sentence 9 and sentence 39. Then can be categorized as simple sequential temporal conjunction that makes a link between the sentence and the previous one. The temporal relation may be made more specific by the presence of an additional component in the meaning, as well as that of succession of time. It is called temporal because it indicates a time.

The sentence number 9 (*Then, unseen, he was to put her to death*) is the next action of its previous sentence which is sentence 8 (*Calling one of her trusty servants, she bribed him with a rich reward to take Snow White into the forest, far away from the Castle*). Also, the sentence number 39 (*Then one of them said, as he noisily blew his nose: "Stay here with us!"*) uses conjunction "**then**" is the next action of its previous sentence which is sentence 38 (*Snow White told them her sad story, and tears sprang to the dwarfs' eyes*). It means that after Snow White told to seven dwarfs about her story and then one of them said something to her.

5. However

The conjunction **however** used in this short story appears in sentence 11 and sentence 21. **However** is a kind of conjunction that can be categorized as emphatic, contrastive, adversative conjunction because it is against what has been said. This conjunction is used to

introduce clauses of contrast. The main clauses are always accompanied by main clauses of unexpected result. In other word, **however** is used to combine two opposing or contrasting clauses or phrases.

The sentence number 11 (*However, when they came to the fatal spot, the man's courage failed him and, leaving Snow White sitting beside a tree, he mumbled an excuse and ran off*) consists of two clauses where the first clause (*However, when they came to the fatal spot, the man's courage failed him and, leaving Snow White sitting beside a tree*) is dependent and the second clause (*he mumbled an excuse and ran off*) is independent clause. We can see that the function of conjunction "however" states contrary fact or an argument against the idea of the previous sentence which is sentence 10.

The sentence number 21 (*However, the thick trees were like a wall round her, and as she tried to find out where she was, she came upon a path*) consists of three clauses; the first and second clause are *However, (the thick trees were like a wall round her, and as she tried to find out where she was)* dependent clause and the third clause (*she came upon a path*) is independent. It used to show the unexpected result or contrary thing with the sentence number 20 (*A whole world was stirring to life and the little girl was glad to see how silly her fears had been*)

6. **Though**

The conjunction **though** in this short story is only used once which is in sentence five. **Though** is a kind of conjunction that can

be categorized as emphatic, contrastive, adversative conjunction because it is against what has been said. This conjunction is used to introduce clauses of contrast. The main clauses are always accompanied by main clauses of unexpected result. In other word, **though** is used to combine two opposing or contrasting clauses or phrases. The use of this conjunction is informal in use. The conjunctions *although*, *in spite of* are more formal than *though*.

The sentence number five (*Though her stepmother was a wicked woman, she too was very beautiful, and the magic mirror told her this every day, whenever she asked it*) is called compound complex sentence which consists of four clauses that are first clause (*Though her stepmother was a wicked woman*), second clause (*she too was very beautiful*), the third clause (*and the magic mirror told her this every day*), and the fourth clause (*whenever she asked it*). The main clause is in the first clause which is called dependent clause. The function of the word "**though**" in this sentence is to state a contrary fact or an argument against the idea of the independent clause.

7. As

The coordinating conjunction **as** used in this short story appears three times, they are in sentence 18, sentence 21, and sentence 39. The word "**as**" is a type of conjunction that can be categorized as complex durative temporal conjunction that makes a link between the sentence and the previous one. The temporal relation may be made

more specific by the presence of an additional component in the meaning, as well as that of succession of time. It is called temporal because it indicates a time.

The sentence number 18 (*Several times, she thought she felt something, or somebody touch her as she slept*) consists of three clause; the first clause is *Several times, she thought she felt something*, second clause is *somebody touch her*, and the third clause is *as she slept*. The first and second clauses are dependent clause and the third clause is independent clause. The independent clause and dependent clause in this sentence contain two actions that occur at the same time. The action of *Several times, she thought she felt something, or somebody touch her* occur during the time *she slept*. The word **as** is same with the conjunction "**when**" that means **during the time**. It states the action of depend and independent clause occurs at the same time, so the function of **as** is to show time of the clause.

The sentence number 21 (*However, the thick trees were like a wall round her, and as she tried to find out where she was, she came upon a path*) consists of three clauses. The first clause is *However, the thick trees were like a wall round her*, the second clause is *and as she tried to find out where she was*, the third clause is *she came upon a path*. The first and second clauses are dependent clause and the third clause is independent clause. The independent clause and dependent clause in this sentence contain two actions that occur at the same time.

The action of *she came upon a path* occur during the time *she tried to find out where she was*. The word **as** is same with the conjunction **“when”** that means **during the time**. It states the action of depend and independent clause occurs at the same time, so the function of **as** is to show time of the clause.

The sentence number 39 (*Then one of them said, as he noisily blew his nose: “Stay here with us!”*) consists of two clauses which are *Then one of them said* is the first clause and *as he noisily blew his nose: “Stay here with us!”* is the second clause. The first and second clauses are dependent clause and the third clause is independent clause. The independent clause and dependent clause in this sentence contain two actions that occur at the same time. The action of *then one of them said* occur during the time *he noisily blew his nose*. The word **as** is same with the conjunction **“when”** that means **during the time**. It states the action of depend and independent clause occurs at the same time, so the function of **as** is to show time of the clause.

8. Or

The coordinating conjunction **or** used in this short story appears only once which is in the 18th sentence. This conjunction is categorized as simple additive conjunction because it is used to make an alternative between two clauses. The use of coordinating conjunction **or** functions to connect two words, phrases, clauses, and sentences. The conjunction **or** has the other function and the function are matching

relation, especially equivalence relation in which it connects two parallel forms such as verb with verb, noun with noun, adjective with adjective, clause with clause, phrase with phrase, and sentence with sentence.

The sentence 18 (*Several times, she thought she felt something, or somebody touched her as she slept*) consists of two things that is choice things. The alternative is *felt something or touch her*. The conjunction **or** is used to relate one clauses and the other clauses. This sentence is also parallel in form because the word **or** connect three clauses.

9. At last

The conjunction **at last** used in this short story appears two times and they are in sentence 16 and sentence 19. **At last** is categorized as simple conclusive temporal conjunction that makes a link between the sentence and the previous one. The temporal relation may be made more specific by the presence of an additional component in the meaning, as well as that of succession of time. It is called temporal because it indicates a time. This conjunction is used to conclude the point in the previous sentence. This sentence may be temporally cohesive not because it stands in some particular time relation to the presupposed sentence but because it marks the end of some process or series of process.



10. When

The conjunction **when** used in this short story appears three times and they are in sentence six, sentence 11, and sentence 32. **When** is categorized as complex durative temporal conjunction that makes a link between the sentence and the previous one. The temporal relation may be made more specific by the presence of an additional component in the meaning, as well as that of succession of time. It is called temporal because it indicates a time

The sentence number 6 (*"mirror, mirror on the wall, who is the loveliest lady in the land?" The reply was always; "You are, your Majesty," until the dreadful day when she heard it say, "Snow White is the loveliest in the land"*) consists of three clauses. The first clause is *"mirror, mirror on the wall, who is the loveliest lady in the land?"*, the second clause is *The reply was always; "You are, your Majesty," until the dreadful day*, and the third clause is *when she heard it say, "Snow White is the loveliest in the land"*. The first and second clauses are independent clause and the third clause is dependent clause. The independent clause and dependent clause in this sentence contain two actions that occur at the same time. The action that is (*"mirror, mirror on the wall, who is the loveliest lady in the land?" The reply was always; "You are, your Majesty," until the dreadful day* occurs during the time *she heard it say, "Snow White is the loveliest in the land"*. The word **when** means **during the time**. It states the action of dependent

and independent clause occurs at the same time, so the function of *as* is to show time of the clause.

The sentence number 11 (*However, when they came to the fatal spot, the man's courage failed him and, leaving Snow White sitting beside a tree, he mumbled an excuse and ran off*) is called a compound complex sentence that consists of three clauses. The first clause is *however, when they came to the fatal spot*, the second clause is *the man's courage failed him and, leaving Snow White sitting beside a tree*, and the third clause is *he mumbled an excuse and ran off*. The action *the man's courage failed him and, leaving Snow White sitting beside a tree, he mumbled an excuse and ran off* occurs during the time *they came to the fatal spot*.

The sentence number 32 (*When they come home, they'll be glad to find a meal ready*) is called as complex sentence that consists of two clauses. The first clause *when they come home* is dependent clause, and the second clause *they'll be glad to find a meal ready* is independent clause. The action *they'll be glad to find a meal ready* occurs during the time *they come home*. The word **when** means **during the time**. It states the action of dependent and independent clause occurs at the same time, so the function of *as* is to show time of the clause.

11. So

The conjunction **so** used in this short story only appears once and it is in sentence three. **So** is classified as simple general causal

conjunction because it shows causal relation. It is used to make causal relation between one clause to another.

The third sentence (*Her skin was delicate and fair, so she was called Snow White*) consists of two clauses. The first clause *her skin was delicate and fair* is called independent clause and the second clause *so she was called Snow White* is called dependent clause, so that they are complex sentence. We can see from the sentence above that *she was called Snow White is the causal of her skin was delicate and fair*.

12. Whenever

The conjunction **whenever** used in this short story only appears once and it is in sentence five. **Whenever** is categorized as complex temporal conjunction because it makes a link between the sentence and the previous one. The temporal relation may be made more specific by the presence of an additional component in the meaning, as well as that of succession of time. It is called temporal because it indicates a time.

The sentence number five (*Though her stepmother was a wicked woman, she too was very beautiful, and the magic mirror told her this every day, whenever she asked it*) shows that there is a specific time by using conjunction "**whenever**". The action *the magic mirror told her this every day* occurs in the time *she asked it*.

13. Until

The conjunction **until** used in this short story only appears once which is in sentence six. **Until** is called as terminal complex temporal conjunction because it makes a link between the sentence and the previous one. The temporal relation may be made more specific by the presence of an additional component in the meaning, as well as that of succession of time. It is called temporal because it indicates a time.

14. So that

The conjunction **so that** used in this short story only appears once which is in sentence 46. **So that** is classified as simple causal conjunction because it shows causal relation. It makes causal link between two clauses or sentences.

The sentence number 46 (*He gave it to the cruel stepmother, telling her it belonged to Snow White, so that he could claim the reward*) consists of three clauses. The first clause is *he gave it to the cruel stepmother*, the second clause is *telling her it belonged to Snow White*, and the third clause is *so that he could claim the reward*. The first and the second clause are called independent clause, and the third clause is called dependent clause. The function of the word *so that* in this sentence is to states causal relation between clauses. The clause *he could claim the reward* is the cause of *He gave it to the cruel stepmother, telling her it belonged to Snow White*.

15. Meanwhile

The conjunction **meanwhile** used in this short story only appears once which is in sentence 45. **Meanwhile** is classified complex durative temporal conjunction that makes a link between the sentence and the previous one. The temporal relation may be made more specific by the presence of an additional component in the meaning, as well as that of succession of time. It is called temporal because it indicates a time.

The sentence 45 (*Meanwhile, the servant had returned to the castle, with the heart of a roe deer*) uses the conjunction meanwhile that functions to indicate a time which is *the servant had returned to the castle, with the heart of a roe deer*.

16. Till

The conjunction **till used** in this short story only appears once which is in sentence 23. **Till** can be categorized as terminal complex temporal conjunction because it makes a link between the sentence and the previous one. The temporal relation may be made more specific by the presence of an additional component in the meaning, as well as that of succession of time. It is called temporal because it indicates a time.

3.2.3 Analysis of Ellipsis:

This short story uses ellipsis in some of its sentences and it can be seen in the explanation below:

1. 6th Sentence

"Mirror, mirror on the wall, who is the loveliest lady in the land?" The reply was always; "You are, your Majesty" until the dreadful day when she heard it say, "Snow White is the loveliest in the land"

Analysis:

(Ellipsis)

There are two **Ellipsis** that can be seen in the utterance **"you are,** and the word **loveliest**. It is categorized as **nominal ellipsis** because the item that omitted is in noun form. The clause **"you are** the response from the question *who is the loveliest lady in the land?* The omitted response is *you are the loveliest lady in the land*. It is omitted because of to avoiding the repetition phrase that has been mentioned in the previous clause of this sentence and to make the sentence more effective. If there is ellipsis in this sentence, the sentence becomes *"Mirror, mirror on the wall, who is the loveliest lady in the land?" The reply was always; "You are the loveliest lady in the land until the dreadful day when she heard it say, "Snow White is the loveliest in the land.*

We can also see the ellipsis in *Snow White is the loveliest in the land*. The **loveliest** is an elliptical group presupposing the item **lady**. The word **lady** here is omitted because of to avoiding the repetition, and

it is called **superlative ellipsis**. The word **lady** is omitted because without putting the **lady** we can know who is referred by the **loveliest** from the previous clause. If there is no ellipsis form here, the clause would be *Snow White is the loveliest lady in the land*. This kind of ellipsis is categorized as **nominal ellipsis** because the elliptical item is a noun.

2. 7th Sentence

The stepmother was furious and, wild with jealousy, began plotting to get rid of her rival

↓
(Ellipsis)

Analysis:

Ellipsis appears in *began plotting to get rid of her rival*. It is categorized as nominal ellipsis because the noun **stepmother** is omitted. The noun **stepmother** is omitted because of to avoiding the repetition and making the sentence more effective. If there is no ellipsis in this sentence, the sentence would be "*The stepmother was furious and wild with jealousy; the stepmother began plotting to get rid of her rival*".

3. 8th Sentence

Calling one of her trusty servants, she bribed him with a rich reward to take Snow White into the forest, far away from the Castle

↓
(Ellipsis)

Analysis:

(Ellipsis)

The **ellipsis** form appears in "*he mumbled an excuse and ran off*" where the subject is omitted because the two clauses have a same subject, so the second subject is omitted to avoid the repetition and to make the clause be effective. If there is no ellipsis in this sentence, so it would be *however, when they came to the fatal spot, the man's courage failed him and, leaving Snow White sitting beside a tree, he mumbled an excuse and he ran off*. It is very clear that the subject "**he**" that refers to greedy servant is omitted. This kind of ellipsis is called **nominal ellipsis**.

6. 17th Sentence

Snow White slept fitfully wakening from time to time with a start and staring



(Ellipsis)

into the darkness round her

Analysis:

The **ellipsis** in this sentence appears in the subject, Snow White. It is categorized as nominal ellipsis because the elliptical item is in noun form. The omitted thing is the subject of this sentence, **Snow White**. If there is no ellipsis in this sentence, so the complex would be *Snow White slept fitfully, Snow White is wakening from time to time with a start and staring into the darkness round her.*

a tiny door, there stood a strange cottage with tiny windows and there stood a strange cottage with a tiny chimney pot".

9. 25th Sentence

Everything about the cottage was much tinier than it ought to be
↓
(Ellipsis)

Analysis:

The nominal ellipsis in this case occurs after the *tinier*. The elliptical item the loveliest consists of the article *the* and the comparative form of *tiny*. *Tinnier* is an element of epithet and functions as head of noun group. So, in full form, the sentence will be *everything about the cottage was much tinier thing than it ought to be.*

10. 35th Sentence

Snow White was upstairs, fast asleep on one of the beds
↓
(Ellipsis)

Analysis:

Ellipsis in this sentence is called **nominal ellipsis** where the second subject is omitted because two of the clauses have the same subject. The proper name, **Snow White** is omitted in the second clause. If there is no ellipsis here, so the sentence would be *Snow White was upstairs, Snow White fast asleep on one of the beds.*



3.2.4 Analysis of Substitution

The substitution that appears in this short story can be seen in sentences and its explanation below:

1. 4th Sentence

Everyone was quite sure she would become very beautiful

Analysis:

Substitution can be seen in the word **everyone**. It can be categorized as nominal substitution because it substitutes the word **person**. It consists of two words: *every* and *one* where *every* can be categorized as non specific deictic and *one* is cardinal numeral that is preceded by a deictic or post-deictic. Substitution is a relation in the wording rather than in the meaning. Nominal substitution is always accompanied by some modifying elements which function as defining. The substitution *one/ones* always functions as head of nominal group and can substitute only for an item.

2. 5th Sentence

Though her stepmother was a wicked woman, she too was very beautiful, and the magic mirror told her this every day, whenever she asked it

Analysis:

We can see **substitution** in this sentence that is found in the word **this**. The kind of substitution here is **nominal substitution** because it involves the substitution of noun as a head of nominal

group and can be substituted only for an item. In this sentence, this substitutes the clause *she too was very beautiful* in this sentence. If there is no substitution here, so the complex sentence should be "*Though her stepmother was a wicked woman, she too was very beautiful, and the magic mirror told her she too was very beautiful every day, whenever she asked it*". Substitution is a relation in the wording rather than in the meaning. Nominal substitution is always accompanied by some modifying elements which function as defining. The substitution one/ones always functions as head of nominal group and can substitute only for an item.

3. 10th Sentence

The greedy servant, attracted to the reward, agreed to do this deed, and he led the innocent little girl away

Analysis:

The substitution can be seen in **do** this deed. It is called as verbal substitution because it operates as a head of verbal group in the place that is occupied by lexical verb; and its position always in final group. **Do** this deed substitutes **put her to death** in sentence *he was to put her to death* (in sentence 9). If there is substitution, the complex sentence would be "*The greedy servant, attracted to the reward, agreed to put her to death, and he led the innocent little girl away*".

4. 18th Sentence

Several times, she thought she felt something, or somebody touch her as she slept

Analysis:

The substitution also appears is in the word **somebody** where **somebody** substitutes **person**. Because it changes a noun so it is called as nominal substitution. Substitution is a relation in the wording rather than in the meaning. Nominal substitution is always accompanied by some modifying elements which function as defining. The substitution one/ones always functions as head of nominal group and can substitute only for an item.

3.2.5 Analysis of Lexical Cohesions

1. Reiteration

a) Synonymy/ Near Synonymy

Synonymy that appears in this short story can be seen in the explanation below:

1. 1st Sentence

Once upon a time in a great castle, a Prince's daughter grew up happy and contented, in spite of a jealous stepmother, Queen Feared

Analysis:

The near synonymy in this sentence appears in the word **happy** and **contented**. They have same basic meaning that is expressing of pleasure or satisfied with something.

2. 3rd Sentence

Her skin was delicate and fair, so she was called Snow White

Analysis:

The near synonymy can be found in the words *fair*, *delicate*, and *pretty* in the sentence number 2. They are called **near synonymy** because they have same basic meaning which is something that is attractive and pleasure.

3. 6th Sentence

"Mirror, mirror on the wall, who is the loveliest lady in the land?" The reply was always; "You are, your Majesty," until the dreadful day when she heard it say, "Snow White is the loveliest in the land"

Analysis:

This sentence also contains **synonymy**. The word **loveliest** is synonym with the word **Pretty** in the sentence 2, **fair** in the sentence 3, **beautiful** in the sentence 4 and 5. All of them have the same meaning and their meaning is something that attractive or pleasing

4. 10th Sentence

The greedy servant, attracted to the reward, agreed to do this deed, and he led the innocent little girl away

Analysis:

We can also see synonymy in the word **girl** with **lady** in 6th sentence. **Girl** and **lady** have same meaning that refers to **woman**, so that they are called synonymy

5. 15th Sentence

She thought she could feel terrible eyes spying on her, and she heard strange sounds and rustlings that made her heart thump

Analysis:

The synonymy appears in the word **terrible** that has same meaning with **dreadful** in sentence 6 and **fatal** in sentence 11. **Terrible**, **dreadful**, and **fatal** are almost same in meaning which is causing something fears. so that they are called synonymy.

6. 20th Sentence

A whole world was stirring to life and the little girl was glad to see how silly her fears had been

Analysis:

The lexical cohesion in the sentence above is synonymy which found in the word **girl** with **lady** and **glad** with **happy**. **Girl** is synonym with **lady** in sentence 6. Both of them refer to a **woman**. Because they are same in meaning so they are called

as synonymy. **Glad** is also synonymy with **happy** and **contented** in sentence one. **Glad**, **happy**, and **contented** can be defined as the expressing of pleasure.

7. 27th Sentence

"I wonder who lives here?" she said to herself, peeping round the kitchen

Analysis:

We can see the near synonymy in the words **peeping** and **spying** in sentence 15. **Peeping** is the near synonymy of **spying** because both of them have

b) Antonym

The antonym that appears in this short story can be seen in the explanation below:

1. 11th Sentence

However, when they came to the fatal spot, the man's courage failed him and, leaving Snow White sitting beside a tree, he mumbled an excuse and ran off

Analysis:

Antonym can be seen in the word **man** and **woman** in 5th sentence. These two words are called as antonym because they are contrary to the meaning. Man and woman have different sex type.

2. 17th Sentence

Snow White slept fitfully, waking from time to time with a start and staring into the darkness round her

Analysis:

The words called antonym in the sentence above are **slept** with **wakening**. **Slept** derived from basic word **sleep** is the antonym of **wake**. **Sleep** is condition when the body air at rest with the eyes closed. Conversely, the meaning of **wake** is to stop sleeping.

3. 38th Sentence

Snow White told them her sad story and tears sprang to the dwarfs' eyes

Analysis:

We can see antonym in the word **sad** and **happy** in first sentence. **Sad** is the antonym of **happy**. **Sad** is something that makes sorrow but **happy** is the expressing of pleasure.

4. 48th Sentence

But her hopes were dashed, for the mirror replied: "The loveliest in the land is still Snow White, who lives in the seven dwarfs' cottage, down in the forest"

Analysis:

The antonym appears in the word **reply** and **asks** in sentence 37. **Reply** is the antonym of **ask**. The word **reply**

means give something as an answer and the word **ask** means put question in order to get information

c) **Hyponymy/ Co- Hyponymy**

The hyponymy or co-hyponymy that appears in this short story can be seen in the explanation below:

1. **2nd Sentence**

She was very pretty, with blue eyes and long black hair

Analysis:

The co-hyponymy can be seen in the word **blue** with **black** and **eyes** and **hair**. **Blue** is co-hyponymy to **black** because both of them are kind of color, so, their hyponymy is **color**. It is also same with **eyes** and **hair** where **eyes** are the co-hyponymy of **hair** because both of them are parts of human body, and so their hyponymy is **parts of human body**.

2. **24th Sentence**

There stood a strange cottage, with a tiny door, tiny windows and a tiny chimney pot

Analysis:

The words **door**, **window**, and **chimney pot** can be said as the hyponymy of things in **cottage** or **house** in sentence 40.

Things of cottage or house can be **door, window, chimney pot, chair, table, etc.**

3. 28th Sentence

"What tiny plates and spoons! There must be seven of them; the table's laid for seven people"

Analysis:

Co- hyponymy appears in the word **seven** and **one** in sentence 8. **One** and **seven** are co-hyponymy of number because they are kinds of number, so their hyponymy is **number**

4. 29th Sentence

Upstairs was a bedroom with seven neat little beds

Analysis:

Hyponymy is in the words **bedroom** and **bed**. **Bedroom** is the hyponymy of **beds** because **bed** is thing that is put in **bedroom**.

5. 39th Sentence

Then one of them said, as he noisily blew his nose: "Stay here with us!"

Analysis:

The lexical cohesion used in this sentence is **hyponymy**. It is appeared in the word **nose**. **Nose** is the co-hyponymy of **eyes** in sentence 2 because they are **sense of human** where **eyes** is the sense of smell and **eyes** is the sense of seeing, so the

hyponymy of **nose** and **eyes** are **sense of human**. It also occurs in the words **one** and **seven** in sentence 38. **One** is the **co-hyponymy** of **seven** because they are kinds of number called as ordinary number, so the **hyponymy** of the words one and seven is **number**.

6. 45th Sentence

Meanwhile, the servant had returned to the castle, with the heart of a roe deer

Analysis:

The co-hyponymy also appears in the words **deer** in this sentence and **bird** in sentence 19. **Deer** is the co-hyponymy of **bird** because both of them are kinds of animals. So, the hyponymy of these two words is **animal**.

d) Super Ordinate

The super ordinates that appear in this short story can be seen in the explanation below:

1. 11th Sentence

However, when they came to the fatal spot, the man's courage failed him and, leaving Snow White sitting beside a tree, he mumbled an excuse and ran off

Analysis:

Super ordinate found in the word **spot** with **forest** in 8th sentence and **land** in 6th sentence. The words **Forest** and **land** are the super ordinate of **spot** where spot itself is the same with the word place but spot is more specific than place.

2. 13th Sentence

Night came, but the servant did not return

Analysis:

Super ordinate can be found in the word **night** and **day** in sentence 5. **Day** is super ordinate of **night** because night is kind of days. Day can be morning, noon, and night.

3. 15th Sentence

She thought she could feel terrible eyes spying on her, and she heard strange sounds and rustlings that made her heart thump

Analysis:

The super ordinate found in the word **eyes** with **heart**. **Eyes** and **heart** are parts human body, so their super ordinate is **parts of human body**. Super ordinate is one of lexical cohesions which can be defined as the cohesive effect achieved by the selection of vocabulary.

4. 29th Sentence

Upstairs was a bedroom with seven neat little beds

Analysis:

Super ordinate is in the words **bedroom** and **kitchen** in sentence 27. Kitchen and bedroom are kinds of room, so **room** is the super ordinate of **bedroom** and **kitchen**. Super ordinate is one of lexical cohesions which can be defined as the cohesive effect achieved by the selection of vocabulary.

5. 34th Sentence

But when they opened the door, to their surprise they found a bowl of hot steaming soup on the table, and the whole house spick and span

Analysis:

The super ordinate is found in the words **soup** and **meal** in sentence 32. **Meal** is the super ordinate of **soup** because **soup** is a kind of **meal**. **Meal** can be **soup, rice, fish, fruits, bread,** and so on. Super ordinate is one of lexical cohesions which can be defined as the cohesive effect achieved by the selection of vocabulary.

6. 43rd Sentence

We love you and we'll take care of you!" Snow White gratefully accepted their hospitality, and next morning the dwarfs set off for work

Analysis:

The super ordinate is found in the word "morning" and night in sentence 13. **Morning** is the co- super ordinate of **night** because both of them refer to **time**, so the super ordinate of these two words is **time** that is found in sentence 17.

e) General Word

The general words that appear in his short story can be seen in the explanation above:

1. 5th Sentence

Though her stepmother was a wicked woman, she too was very beautiful, and the magic mirror told her this every day, whenever she asked it

Analysis:

The general word used in this sentence is **woman** which can be categorized as **general noun**. It is an umbrella of noun that can cover other noun such as **lady** in sentence 6, **girl** in sentence 10, and **stepmother** and **daughter** in sentence 1. General word is one of lexical cohesion that is the cohesive effect achieved by the selection of vocabulary.

2. 11th Sentence

However, when they came to the fatal spot, the man's courage failed him and, leaving Snow White sitting beside a tree, he mumbled an excuse and ran off

Analysis:

The general word is in the word **man**. **Man** is called as **general noun** because it can cover almost everything in noun form such as *father, grandfather, uncle, son, and the other that relates to man*. It does not carry much information, in itself, the mostly on co-text for its meaning, so it is used when readers can identify what is being referred to from the rest of the text.

3. 17th Sentence

Snow White slept fitfully, waking from time to time with a start and staring into the darkness round her

Analysis:

The general word can be seen in the word **time** because time can be **days** (in sentence 5), **night** (in sentence 13), and **morning** (in sentence 43), time also can be evening, night, spring, summer, and so on which are out of the text. General word is one of lexical cohesion that is the cohesive effect achieved by the selection of vocabulary.

4. 25th Sentence

Everything about the cottage was much tinier than it ought to be

Analysis:

The general word can be seen in the word “**everything**”. It is general word for **cottage** because cottage is kind of thing. Thing can be *cottage, forest, door, table, house,* and so on. General word can be defined as one of lexical cohesion that is the cohesive effect achieved by the selection of vocabulary.

5. 33rd Sentence

*Towards dusk, seven tiny **men** marched homewards singing*

Analysis:

The general word used in this sentence is **men** which are called as general noun. It can cover almost everything that refers to **men** such as **father, uncle, grandfather, son,** and etc. general word can be defined as one of lexical cohesions that is the cohesive effect achieved by the selection of vocabulary.

f) Repetition

The repetition occurs in this short story can be seen in the explanation below:

1. Noun Repetition

The noun repetitions used in this short story can be seen in the words, *stepmother, mirror, servant, reward, forest, eyes, tree, door, land, seven, dwarfs, time, kitchen, day, girl, cottage, one* and the proper name, *Snow White*. First of all, the word “**stepmother**” is repeated seven times and it repeats in sentence 1, 5, 7, 42, 46, 47, and 49. They have same meaning which is a result of father marrying again. This word is called as repetition because there is a same repeated word in successive sentence. Secondly, the word “**mirror**” is repeated in sentence 5, 6 (2x), 47, and 48. Mirror in these four sentences has same meaning and their meaning is a piece of glass that you can look in and see yourself. Thirdly, servant is used four times which are in sentence 8, 10, 13, and 45. Servant in these four sentences has same meaning in person who works in somebody's house

Next, the word “**reward**” is mentioned three times in this short story and it can be seen in sentence 8, 10, and 46. Reward in these three sentences has same in meaning which is something given in turn for work and service. Then, the word

"forest" is used four times in sentence 8, 14, 19, and 42. They are also similar in meaning which is a large area of land which is covered by tree and a place where animals live. Also, the words eyes, tree, door, and land are mentioned many times in this short store. **Eyes** is repeated in sentence 2, 15, and 38, **tree** in sentence 11, 16, and 21, **door** in sentence 24, 26, and 34 and 44, and **land** is repeated in sentence 6 (2x), 48. Those four sentences are used more than once but they are still same in meaning. The last, the words *seven*, *dwarfs*, *time*, and proper name, *Snow White* are used many times. **Seven** is mentioned sentence 28, 29, 33, and 47, **dwarfs** is repeated in sentence 24, 26, 34, and 43, **time** is used in sentence 1, 17 (2x), 18 and the proper name, **Snow White** is repeated in sentence 3, 6, 8, 11, 12, 14, 17, 19, 26, 30, 35, 38, 41, 43, 46, and 48. The meaning of **time** in those sentences is *a tool to measure minutes, hours, day, year, etc.*

Last, the nouns *kitchen*, *day*, *girl*, *cottage*, and *one* are used many times in this short story. The word "**kitchen**" can be seen in sentence 27 and 29 and both of them are still same in meaning which is *a room where meals are cooked*. The word **day** appears in sentence 5 and 6. **Day** in those two sentences can be defined as *time between sunrise and sunset*. **Girl** is mentioned in sentence 20 and 10, **cottage** is in sentence

24, 25, and 48, and the word "one" is used in sentence 35 and 39. All of them are used in same meaning.

As we can see above the most dominant noun repetition used in this short story is the proper name, **Snow White**, which is repeated 16 times.

2. Verbal repetition

The verbal repetition means the word that is repeated is in the form of verb. It occurs in this short story and can be seen in words *come, find, walk, feel, sleep, open, began, live, reply, return, tell, say, awake and die*. These 13 verbs are used many times in three forms: *simple present tense, to infinitive and simple past tense*. Firstly, **come** appears in sentence 11 and 13, and 21. In sentence 11, 13, and 21 come is in simple past tense form (*came*). They are same in meaning which is *arriving at or reach a place*. This word is called as repetition because there is a same repeated word in successive sentence. Secondly, **walk** is used in sentence 22 and 23, and they are in simple past form (*walked*). They are same in meaning which is *move or go somewhere by putting one foot in front of the other on the ground without running*. Thirdly, the word "find" is found in sentence 21, 32, and 34. *Find* in sentence 21 and 32 are in form to infinitive (*to find*) whereas *find* in sentence 34 is in the form of simple past tense (*found*).

Find in these three sentences has same meaning in *discover something or someone unexpectedly*. Next, the word "**feel**" can be seen in sentence 15 and 18 where the word **feel** in sentence 15 is used in form simple present tense and **feel** in sentence 18 is used in simple past tense (*felt*). **Feel** in those two sentence means *having particular physical quality which you discover by touching*.

Then, the words "**sleep**", "**open**", and "**begin**" are mentioned more than once where **sleep** is used in sentence 16, 17, 18 and 35, and they still have same meaning in *condition when the body is at rest with the eyes closed, mostly at night*. **Open** is repeated in sentence 26, 34 and 44, and they are also same in meaning which is *move something so that it is no longer closed*. The word **begin** appears in sentence 7 and 14 and both of them are used in the form of simple past tense (*began*)

Last, the repeated verbs used in this short story are *live, reply, return, tell, say, awake, and die*. The word "**live**" appears three times which are in sentence 27, 41, and 48, and they are in simple present tense form. **Live** in those three sentences has same meaning in *occupy a place, for example house*. **Reply** is used twice and it appears in sentence 6 and 48. Both of them are in simple past tense form (*replied*) and can be

defined as *give something as an answer to somebody*. **Return** appears in sentence 13 and 45. Return in sentence 13 is in the form of simple past tense (*returned*) and in sentence 45 is in the form of present perfect tense (*had returned*). They are also same in meaning which is *come or go back*. **Tell** is mentioned twice and it can be seen in sentence 38 and 46 and both of them are in the form of simple past tense (*told*). **Say** can be found in sentence 39 and 41. Both of them are in the form of simple past tense (*said*) and have same meaning in *speak or tell something to somebody by using words*.

Awake appears in sentence 17 and 19 (2x) where awake in sentence 17 is in present participle form (*awakening*) and awake in sentence 19 is used in simple past tense form (*awoke*). The word **awake** used means *not asleep*. **Die** is also repeated in this short story and it can be seen in sentence 50 that is mentioned twice. It is in the form of simple present tense and has same meaning in *stop living*.

From all repeated verbs above, the most dominant verb that appears many times is **sleep** which is mentioned four times in the text.

3. Adjective Repetition

The adjective repetition means the repeated word is in the form of adjective and it occurs in this short story that can

be seen in the words: *beautiful, tiny, alone, magic, glad, loveliest strange, round, and away*. The word **beautiful** appears in sentence 4 and 5. Both of the words **beautiful** in sentence 4 and 5 have same meaning in *very pretty or attractive*. **Tiny** is repeated in sentence 24 (3x), 25, and 28. They still have same meaning in *extremely small*. **Alone** is used twice and it can be seen in sentence 12 and 14. The word "**Alone**" in those two sentences means *without other people*. **Magic** is found in sentence 5 and 47 and they mean *secret power of appearing to make impossible things happen by saying special words*. **Glad** is repeated in sentence 20 and 32 and they have same meaning in *condition where people feel happy or pleased*.

Loveliest is mentioned three times; twice in sentence 6 and once in sentence 48. The word "**loveliest**" is the synonym of *beautiful and pretty* and these three words are used in this short story. **Strange** is also repeated twice that can be seen in sentence 15 and 24. Both of words "**strange**" in sentence 15 and 24 can be defined as *not familiar*. **Away** is an adjective that is used more than once in this short story and it can be seen in sentence 8 and 10. The use of **away** has same meaning in *very far*. The word **round** can be seen in sentence 17, 21, 27, and 40. It is an adjective form that has meaning in

on all sides of something or somebody. From all repeated adjectives above, the most dominant adjective that appears many times is **loveliest** which is mentioned five times in the text.

Those words above are called as **repetition** because there is a same repeated word in successive sentence. Repetition is used for knowing that there is a relation between the previous sentence with the next sentence, and for approving that repeated word has the same meaning and same item.

2. Collocation

There are many collocations that are found in this short story and it can be seen in the explanation below:

1. 1st Sentence

Once upon a time in a great castle, a Prince's daughter grew up happy and contented, in spite of a jealous stepmother, Queen Feared.

Analysis:

There are three collocations that are found in the word **castle with prince**, **stepmother with daughter** and **prince with queen**; and **synonymy** in the word **happy and contented**. **Castle** collocates to **prince** because castle is a place where a prince lives. So, it is called collocation. Collocation is one of cohesive devices

items that are achieved through the association of lexical items that regularly co-occur. **Stepmother** collocates to **daughter** because both of them are parts of family. **Prince** collocates to **queen** because prince is the companion of queen and both of them live in one place namely castle.

2. 2nd Sentence

She was very pretty, with blue eyes and long black hair

Analysis:

There are two Collocations appear in the word **blue** with **eyes** and **black** with **hair**. **Eyes** collocate to **blue** because eyes of human being have various colors and the beautiful one is blue. It is also same with the words **black** and **hair** where hair collocates to black because the hair is various in colors; and one hair colors is black. Also, the word **hair** collocates to **long** because if talk about hair many people will think that it is long or short hair.

3. 3rd Sentence

Her skin was delicate and fair, so she was called Snow White

Collocation appears in the words *skin* with *fair*. **Skin** collocates to **fair** because fair is the condition of skin that is light and snow.

4. 5th Sentence

Though her stepmother was a wicked woman, she too was very beautiful, and the magic mirror told her this every day, whenever she asked it

Analysis:

The collocation can be found in the words **stepmother** with **woman**. **Stepmother** collocates to **woman** because stepmother is a woman. Collocation is one of cohesive device item that is achieved through the association of lexical item that regularly co-occur.

5. 11th Sentence

However, when they came to the fatal spot, the man's courage failed him and, leaving Snow White sitting beside a tree, he mumbled an excuse and ran off

Analysis:

Collocation appears in the word **tree** with **forest** in sentence number 8. **Tree** collocates to **forest** because **forest** is a place where grows many **trees**. These two words have relation in this text so that the text becomes unified and understandable.

6. 14th Sentence

*Snow White, alone in the **dark forest**, began to cry bitterly*

Analysis:

Collocation appears in the word **dark** with **night** in sentence 13. **Dark** collocates to **night** because when night comes the world becomes dark. Collocation is one of cohesive device item that is achieved through the association of lexical item that regularly co-occur.

7. 15th Sentence

She thought she could feel terrible eyes spying on her, and she heard strange sounds and rustlings that made her heart thump

Analysis:

Collocation appears in the words **heard** with **sound**, **heart** with **rustling**, and **spy** with **eyes**. **Heard** collocates to **sound** because **sound** is something that is heard by creature. And, the sound can be sound people, animals, wind, thunder, etc. **Heart** collocates to **thump** because when we are in fear of terrible something our heart will thump. **Spy** collocates to **eyes** because when people spy someone/something they will see something by using the sense "eyes". Collocation is one of cohesive device item that is achieved through the association of lexical item that regularly co-occur.

8. 18th Sentence

Several times, she thought she felt something, or somebody touch her as she slept

Analysis:

Collocation is in the word **time** with **one** in the sentence 8 and **felt** with **touch**. **One** collocates to **time** because one is a number that refers to time. **Touch** is the collocation of **felt**. The collocation is bound when people touch something they will feel something. Collocation is one of cohesive device item that is achieved through the association of lexical item that regularly co-occur.

9. 19th Sentence

At last, dawn woke the forest to the song of the birds, and Snow White too, awoke

Analysis:

The collocation appears in the word **forest** with **birds** and **birds** and with **song**. **Birds** collocate to **forest** because **forest** is a place where many **birds** live. **Song** collocates to **birds** because one daily activity of birds is singing a song when dawn wakes in the morning. Collocation is one of cohesive device item that is achieved through the association of lexical item that regularly co-occur.

10. 24th Sentence

There stood a strange cottage, with a tiny door, tiny windows and a tiny chimney pot

Analysis:

Collocation found in words **door**, **window**, and **chimney pot**. These three things collocate to **cottage** because they are things that can be found in cottage. We can also see the collocation in the words **stood** with **walked** in sentence 23 and **cottage** with **tiny**. **Stood** collocates to **walked** because when people is walking they are in stand position. **Cottage** collocates to **tiny** because cottage is a resident of people that is extremely tiny. The collocation between cottage and tiny also appears in sentence 25. Collocation is one of cohesive device item that is achieved through the association of lexical item that regularly co-occur.

11. 28th Sentence

"What tiny plates and spoons! There must be seven of them; the table's laid for seven people"

Analysis:

Collocation appears in the words **plates**, **spoons**, and **table**. They collocate to **kitchen** in sentence 27 because **plates**, **spoons**, and **table** are eating instrumental which can be found in the kitchen. Collocation also appears in the word **seven** with **time** in sentence 17 and **table** and **cottage** in sentence 24. **Seven** collocates to **time** because **seven** is one of ordinal numbers that is used to refer the **time**. **Table** collocates to **cottage** because table is things that can be



found in cottage. Collocation is one of cohesive device item that is achieved through the association of lexical item that regularly co-occur.

12. 29th Sentence

Upstairs was a bedroom with seven neat little beds

Analysis:

We can see collocation in the word **bedroom** with **beds**. Beds collocate to bedroom because we can find beds in bedroom. Collocation is one of cohesive device item that is achieved through the association of lexical item that regularly co-occur.

13. 30th Sentence

Going back to the kitchen, Snow White had an idea

Analysis:

We can see collocation in the word **kitchen** with **spoon** and **plates** in sentence 28. *Spoon* and *plates* collocates to *kitchen* because spoon and plates are things that are put in kitchen. The word **kitchen** also collocates to **cottage** in sentence 24 because kitchen is a room that can be found in a cottage. Collocation is one of cohesive device item that is achieved through the association of lexical item that regularly co-occur.

14. 31st Sentence

"I'll make them something to eat

Analysis:

The collocation is found in the word **eat** with **plates and spoons** in sentence 28. **Eat** collocates to **spoons and spoons** because spoons and plates are used when we are eating. Also, **eat** collocates to **kitchen** because the meals or food that we eat is cooked in the kitchen.

15. 32nd Sentence

When they come home, they'll be glad to find a meal ready

Analysis:

Collocation can be found in the word **meal** and **eat** in sentence 31 because meal is something to eat. Collocation is one of cohesive device item that is achieved through the association of lexical item that regularly co-occur.

16. 33rd Sentence

Towards dusk, seven tiny men marched homewards singing

Analysis:

The collocation appears in the word **singing** with **song** in sentence 19. **Singing** collocates to **song** because **singing** is to make musical sounds with the voice in the form of **song**. Collocation is one of cohesive device item that is achieved through the association of lexical item that regularly co-occur.

17. 34th Sentence

But when they opened the door, to their surprise they found a bowl of hot steaming soup on the table, and the whole house spick and span

Analysis:

The collocation can be found in the words **doors** with **house**, **hot** with **steaming**, and **house** with **table**. **Door** collocates to **house** because house has many doors in its each room. **Hot** collocates to **steaming** because when something especially food and beverage are steaming it means they are in hot condition. **House** collocates to **table** because one of furniture in house is table that is very useful for a place to put something. Collocation is one of cohesive device item that is achieved through the association of lexical item that regularly co-occur.

18. 35th Sentence

Upstairs was Snow White, fast asleep on one of the beds

Analysis:

Collocation is in the words **asleep** and **bed**. **Asleep** collocates to **bed** because bed is a place to sleep. Collocation is one of cohesive device item that is achieved through the association of lexical item that regularly co-occur.

19. 36th Sentence

The chief dwarf prodded her gently

Analysis:

The type lexical cohesion in this sentence is collocation which is found in the word **dwarfs** with **tiny** in sentence 33. **Dwarf** collocates to **tiny** because dwarfs are the creature which is very tiny in size. Collocation is one of cohesive device item that is achieved through the association of lexical item that regularly co-occur.

20. 38th Sentence

Snow White told them her sad story and tears sprang to the dwarfs' eyes

Analysis:

The collocation in this sentence is appeared in the words **tears** with **eyes** and **sad** with **tears**. **Tears** collocate to **eyes** because when tears spring from the eyes. Also, **sad** collocates to **tears** because if someone feels sad he/she will cry and spring tears. Collocation is one of cohesive device item that is achieved through the association of lexical item that regularly co-occur.

21. 40th Sentence

"Hooray! Hooray!" they cheered, dancing joyfully rounds the little girl

Analysis:

We can see collocation in the word **cheered** and **danced**. The word "**cheer**" collocates to "**dance**" because when people cheered, they usually express it by dancing. Collocation is one of cohesive device item that is achieved through the association of lexical item that regularly co-occur.

22. 43rd Sentence

We love you and we'll take care of you!" Snow White gratefully accepted their hospitality, and next morning the dwarfs set off for work

Analysis:

We can see collocation in the word **love** with **take care**. The word "**love**" collocates to "**take care**" because if someone loves the other person, so he/she will take care of that person. For example mother to her daughter, because mother loves to her daughter, she will take care her sincerely.

23. 45th Sentence

Meanwhile, the servant had returned to the castle, with the heart of a roe deer

Analysis:

We can see collocation in the word **deer** and **forest** in sentence 11. The word **deer** collocates to **forest** because forest is a place where deer live. Collocation is one of cohesive device item

that is achieved through the association of lexical item that regularly co-occur.

24. 50th Sentence

"She must die! She must die!" she screamed

Analysis:

The collocation appears in the word *scream* and *rage* in sentence 49. **Scream** collocates to **rage** because if someone is in rage condition he/she will scream to express his/her furiousness. Collocation is one of cohesive device item that is achieved through the association of lexical item that regularly co-occur

3.3. Table of Number of Cohesive Devices

As a result of analyzing the short story *"Snow White and Seven Dwarfs by Grimm's Brother"*, the writer found number of cohesive devices and presented them by using a table below:

| Number of sentence | Number of Cohesive | | | | | | | | | | |
|--------------------|-----------------------|---------|-------|-------|-------------------|-----------|-----------|-------|------|------|-------|
| | Grammatical Cohesions | | | | Lexical Cohesions | | | | | | |
| | Ref. | Ellips. | Conj. | Subs. | Rep. | Gen. word | Sup. Ord. | Coll. | Syn. | Ant. | Hypo. |
| Sentence 1 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 0 |
| Sentence 2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| Sentence 3 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 |
| Sentence 4 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 0 |
| Sentence 5 | 5 | 0 | 3 | 1 | 2 | 1 | 0 | 1 | 0 | 0 | 0 |
| Sentence 6 | 5 | 2 | 2 | 0 | 5 | 0 | 0 | 0 | 1 | 0 | 0 |
| Sentence 7 | 2 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sentence 8 | 5 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sentence 9 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sentence 10 | 3 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 1 | 0 | 0 |
| Sentence 11 | 5 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 |
| Sentence 12 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sentence 13 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
| Sentence 14 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 0 |
| Sentence 15 | 2 | 0 | 1 | 0 | 1 | 0 | 1 | 3 | 1 | 0 | 0 |

| | | | | | | | | | | | |
|-------------|---|---|---|---|---|---|---|---|---|---|---|
| Sentence 16 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sentence 17 | 2 | 1 | 1 | 0 | 3 | 1 | 0 | 0 | 0 | 1 | 0 |
| Sentence 18 | 2 | 1 | 2 | 1 | 3 | 0 | 0 | 2 | 0 | 0 | 0 |
| Sentence 19 | 1 | 0 | 2 | 0 | 3 | 0 | 0 | 2 | 0 | 0 | 0 |
| Sentence 20 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 |
| Sentence 21 | 3 | 0 | 1 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sentence 22 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sentence 23 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sentence 24 | 1 | 1 | 1 | 0 | 2 | 0 | 0 | 2 | 0 | 0 | 1 |
| Sentence 25 | 2 | 1 | 0 | 0 | 2 | 1 | 0 | 1 | 0 | 0 | 0 |
| Sentence 26 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sentence 27 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Sentence 28 | 3 | 0 | 1 | 0 | 2 | 0 | 0 | 2 | 0 | 0 | 1 |
| Sentence 29 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 |
| Sentence 30 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 0 |
| Sentence 31 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 |
| Sentence 32 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |

| | | | | | | | | | | | |
|-------------|---|---|---|---|---|---|---|---|---|---|---|
| Sentence 33 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 1 | 0 | 0 | 0 |
| Sentence 34 | 3 | 0 | 3 | 0 | 4 | 0 | 1 | 3 | 1 | 0 | 0 |
| Sentence 35 | 1 | 1 | 0 | 0 | 4 | 0 | 0 | 1 | 0 | 0 | 0 |
| Sentence 36 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Sentence 37 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sentence 38 | 4 | 0 | 1 | 0 | 3 | 0 | 0 | 2 | 0 | 1 | 0 |
| Sentence 39 | 4 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 2 |
| Sentence 40 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Sentence 41 | 5 | 0 | 2 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sentence 42 | 3 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sentence 43 | 4 | 1 | 1 | 0 | 2 | 0 | 1 | 1 | 0 | 0 | 0 |
| Sentence 44 | 2 | 0 | 1 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sentence 45 | 1 | 0 | 1 | 0 | 3 | 0 | 0 | 1 | 0 | 0 | 1 |
| Sentence 46 | 4 | 1 | 1 | 0 | 4 | 0 | 0 | 0 | 1 | 0 | 0 |
| Sentence 47 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 0 |
| Sentence 48 | 2 | 1 | 1 | 0 | 6 | 0 | 0 | 0 | 0 | 1 | 0 |
| Sentence 49 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |

| | | | | | | | | | | | |
|-------------------|------------|-----------|-----------|----------|-----------|----------|----------|-----------|-----------|----------|----------|
| Sentence 50 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 0 |
| Total item | 108 | 15 | 42 | 4 | 88 | 5 | 6 | 38 | 15 | 4 | 8 |

From the table above, the writer finds that there are 333 cohesive devices which consist of 108 items of **references**, 15 items of **ellipsis**, 42 items of **conjunctions**, 4 items of substitutions, 88 items of **repetitions**, 5 items of **general words**, 6 items of **super ordinates**, 38 items of **collocations**, 14 items of **synonymy**, 4 items of **antonym**, and 8 items of **hyponymy**.

Moreover, the writer presents the percentage of each cohesive device below:

Grammatical Cohesions:

- **References** → $108 : 333 \times 100\% = 32,4\%$
- **Ellipsis** → $15 : 333 \times 100\% = 4,5 \%$
- **Conjunctions** → $42 : 333 \times 100\% = 12,6\%$
- **Substitution** → $4 : 333 \times 100\% = 1,2 \%$

Lexical Cohesions:

- **Repetitions** → $88 : 333 \times 100\% = 26,4\%$
- **General Words** → $5 : 333 \times 100\% = 1,5\%$
- **Super Ordinates** → $6 : 333 \times 100\% = 1,8\%$
- **Collocations** → $38 : 333 \times 100\% = 11,4\%$

| | | |
|-------------------|---|-------------------------|
| - Synonymy | → | 15 : 333 x 100% = 4,5 % |
| - Hyponymy | → | 8 : 333 x 100% = 2,4% |
| - Antonym | → | 4 : 333 x 100% = 1,2% |

Based on the percentage of each items above, it shows that the dominant grammatical cohesion is **reference** while the least is **substitution** and the dominant lexical cohesion is **repetition** while the least is **general word**. The most dominant cohesive devices is reference, so the use of reference for many times by the writer of the fairy tales "*Snow White and the Seven Dwarfs*" will help the reader in understanding the content of the text.

3.3. Table of Number of Cohesive Devices

As a result of analyzing the short story "*Snow White and Seven Dwarfs by Grimm's Brother*", the writer found number of cohesive devices and presented them by using a table below:

| Number of sentence | Number of Cohesive | | | | | | | | | | |
|--------------------|-----------------------|---------|-------|-------|-------------------|-----------|-----------|------|------|------|-------|
| | Grammatical Cohesions | | | | Lexical Cohesions | | | | | | |
| | Ref. | Ellips. | Conj. | Subs. | Rep. | Gen. word | Sup. Ord. | Coll | Syn. | Ant. | Hypo. |
| Sentence 1 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 0 |
| Sentence 2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| Sentence 3 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 |
| Sentence 4 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 0 |
| Sentence 5 | 5 | 0 | 3 | 1 | 2 | 1 | 0 | 1 | 0 | 0 | 0 |
| Sentence 6 | 5 | 2 | 2 | 0 | 5 | 0 | 0 | 0 | 1 | 0 | 0 |
| Sentence 7 | 2 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sentence 8 | 5 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sentence 9 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sentence 10 | 3 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 1 | 0 | 0 |
| Sentence 11 | 5 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 |
| Sentence 12 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sentence 13 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
| Sentence 14 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 0 |
| Sentence 15 | 2 | 0 | 1 | 0 | 1 | 0 | 1 | 3 | 1 | 0 | 0 |

| | | | | | | | | | | | |
|-------------|---|---|---|---|---|---|---|---|---|---|---|
| Sentence 16 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sentence 17 | 2 | 1 | 1 | 0 | 3 | 1 | 0 | 0 | 0 | 1 | 0 |
| Sentence 18 | 2 | 1 | 2 | 1 | 3 | 0 | 0 | 2 | 0 | 0 | 0 |
| Sentence 19 | 1 | 0 | 2 | 0 | 3 | 0 | 0 | 2 | 0 | 0 | 0 |
| Sentence 20 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 |
| Sentence 21 | 3 | 0 | 1 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sentence 22 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sentence 23 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sentence 24 | 1 | 1 | 1 | 0 | 2 | 0 | 0 | 2 | 0 | 0 | 1 |
| Sentence 25 | 2 | 1 | 0 | 0 | 2 | 1 | 0 | 1 | 0 | 0 | 0 |
| Sentence 26 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sentence 27 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Sentence 28 | 3 | 0 | 1 | 0 | 2 | 0 | 0 | 2 | 0 | 0 | 1 |
| Sentence 29 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 |
| Sentence 30 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 0 |
| Sentence 31 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 |
| Sentence 32 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |

| | | | | | | | | | | | |
|-------------|---|---|---|---|---|---|---|---|---|---|---|
| Sentence 33 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 1 | 0 | 0 | 0 |
| Sentence 34 | 3 | 0 | 3 | 0 | 4 | 0 | 1 | 3 | 1 | 0 | 0 |
| Sentence 35 | 1 | 1 | 0 | 0 | 4 | 0 | 0 | 1 | 0 | 0 | 0 |
| Sentence 36 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Sentence 37 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sentence 38 | 4 | 0 | 1 | 0 | 3 | 0 | 0 | 2 | 0 | 1 | 0 |
| Sentence 39 | 4 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 2 |
| Sentence 40 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Sentence 41 | 5 | 0 | 2 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sentence 42 | 3 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sentence 43 | 4 | 1 | 1 | 0 | 2 | 0 | 1 | 1 | 0 | 0 | 0 |
| Sentence 44 | 2 | 0 | 1 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sentence 45 | 1 | 0 | 1 | 0 | 3 | 0 | 0 | 1 | 0 | 0 | 1 |
| Sentence 46 | 4 | 1 | 1 | 0 | 4 | 0 | 0 | 0 | 1 | 0 | 0 |
| Sentence 47 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 0 |
| Sentence 48 | 2 | 1 | 1 | 0 | 6 | 0 | 0 | 0 | 0 | 1 | 0 |
| Sentence 49 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |



| | | | | | | | | | | | |
|-------------------|------------|-----------|-----------|----------|-----------|----------|----------|-----------|-----------|----------|----------|
| Sentence 50 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 0 |
| Total item | 108 | 15 | 42 | 4 | 88 | 5 | 6 | 38 | 15 | 4 | 8 |

From the table above, the writer finds that there are 333 cohesive devices which consist of 108 items of references, 15 items of ellipsis, 42 items of conjunctions, 4 items of substitutions, 88 items of repetitions, 5 items of general words, 6 items of super ordinates, 38 items of collocations, 14 items of synonymy, 4 items of antonym, and 8 items of hyponymy.

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Lexical Cohesions:

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- Collocations → $38 : 333 \times 100\% = 11,4\%$

| | | | |
|------------|---|----|----------------------|
| - Synonymy | → | 15 | : 333 x 100% = 4,5 % |
| - Hyponymy | → | 8 | : 333 x 100% = 2,4% |
| - Antonym | → | 4 | : 333 x 100% = 1,2% |

Based on the percentage of each items above, it shows that the dominant grammatical cohesion is **reference** while the least is **substitution** and the dominant lexical cohesion is **repetition** while the least is **general word**. The most dominant cohesive devices is reference, so the use of reference for many times by the writer of the fairy tales "*Snow White and the Seven Dwarfs*" will help the reader in understanding the content of the text.

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusions

Based on analysis of cohesive devices on the 50 sentences in the *fairy tales of Grimm's Brothers "Snow White and the Seven Dwarfs"*, the writer concludes that:

1. Cohesive devices used in fairy tales of Grimm's Brothers "Snow White and the Seven dwarfs" are (1) **references** that are connection between the meaning of word and sign used for representing; (2) **ellipsis** which is the omission of elements normally required by the grammar which obvious from the text; (3) **conjunction** which is the word used to indicate explicit relationship between one sentence or clause and another; (4) **substitution** which is the relation between linguistic item such as word or phrase; (5) **lexical cohesion** which is word has same meaning to word associated with other.

The percentages of cohesive devices used are (1) grammatical cohesion reference (32, 4%), ellipsis (4, 5%), conjunction (12, 6%), and substitution (1, 2%); (2) lexical cohesion: repetition (26, 4%), general words (1, 5%), super ordinate (1, 8%), collocation (11, 4%), synonymy (4, 5%), hyponymy (2, 4%), and antonym (1, 2%)

2. The most dominant cohesive devices used in short story "*Snow White and the Seven Dwarfs by Grimm's Brother*" is reference

4.2 Suggestion

1. Cohesion is very useful in helping us to interpret text, so it is suggested that we should know about the concept of cohesion to understand a text better.
2. It is also suggested that the students apply the concept of cohesion in order to make a good writing.

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**Synopsis of Fairy Tale:
"Snow White and the Seven Dwarfs"
By: Grimm's Brother**

Snow White is a character from "Snow White and the Seven Dwarfs" (originally "Schneewittchen" or "Schneeweissen"), one of the folk tales collected and published by Grimm's Brother in the early 19th century. In the story she is a king's daughter, a seven year-old whose natural beauty drives her jealous step-mother to attempted murder. The vain queen learns from a magic mirror that little Snow White outranks her as the "fairest in the land." The queen orders her huntsman to kill Snow White in the woods and return with the girl's liver and lungs (in later versions, her heart). Snow White escapes and finds refuge in the home of a group of dwarf miners. While the dwarfs are away at the mines, Snow White is visited by the evil queen in disguise. The queen tries to kill Snow White in three attempts, finally succeeding with a poisoned apple. But Snow White isn't quite dead and the dwarfs stick her in a glass coffin and hold a constant vigil...for years, apparently: when she is resurrected by a handsome prince she is old enough to marry him. At their wedding the evil queen is punished by being forced to dance to death in hot iron slippers

**Full Text of Fairy Tale:
"Snow White and the Seven Dwarfs"
By: Grimm's Brother**

Once upon a time in a great castle, a Prince's daughter grew up happy and contented, in spite of a jealous stepmother, Queen Feared. She was very pretty, with blue eyes and long black hair. Her skin was delicate and fair, so she was called Snow White. Everyone was quite sure she would become very beautiful. Though her stepmother was a wicked woman, she too was very beautiful, and the magic mirror told her this every day, whenever she asked it.

"Mirror, mirror on the wall, who is the loveliest lady in the land?" The reply was always; "You are, your Majesty," until the dreadful day when she heard it say, "Snow White is the loveliest in the land." The stepmother was furious and, wild with jealousy, began plotting to get rid of her rival. Calling one of her trusty servants, she bribed him with a rich reward to take Snow White into the forest, far away from the Castle. Then, unseen, he was to put her to death. The greedy servant, attracted to the reward, agreed to do this deed, and he led the innocent little girl away. However, when they came to the fatal spot, the man's courage failed him and, leaving Snow White sitting beside a tree, he

mumbled an excuse and ran off. Snow White was all alone in the forest.

Night came, but the servant did not return. Snow White, alone in the dark forest, began to cry bitterly. She thought she could feel terrible eyes spying on her, and she heard strange sounds and rustlings that made her heart thump. At last, overcome by tiredness, she fell asleep curled under a tree.

Snow White slept fitfully, waking from time to time with a start and staring into the darkness round her. Several times, she thought she felt something, or somebody touch her as she slept.

At last, dawn woke the forest to the song of the birds, and Snow White too, awoke. A whole world was stirring to life and the little girl was glad to see how silly her fears had been. However, the thick trees were like a wall round her, and as she tried to find out where she was, she came upon a path. She walked along it, hopefully. On she walked till she came to a clearing. There stood a strange cottage, with a tiny door, tiny windows and a tiny chimney pot. Everything about the cottage was much tinier than it ought to be. Snow White pushed the door open to hers.

"I wonder who lives here?" she said elf, peeping round the kitchen. "What tiny plates! And spoons! There must be seven of them; the table's laid for seven people". Upstairs was a bedroom

with seven neat little beds. Going back to the kitchen, Snow White had an idea. "I'll make them something to eat."

When they come home, they'll be glad to find a meal ready. Towards dusk, seven tiny men marched homewards singing. But when they opened the door, to their surprise they found a bowl of hot steaming soup on the table, and the whole house spick and span. Snow White was upstairs, fast asleep on one of the beds. The chief dwarf prodded her gently.

"Who are you?" he asked. Snow White told them her sad story, and tears sprang to the dwarfs' eyes. Then one of them said, as he noisily blew his nose: "Stay here with us!" "Hooray! Hooray!" they cheered and danced joyfully rounds the little girl. The dwarfs said to Snow White: "You can live here and tend to the house while we're down the mine. Don't worry about your stepmother leaving you in the forest. We love you and take care of you!" Snow White gratefully accepted their hospitality, and next morning the dwarfs set off for work. But they warned Snow White not to open the door to strangers.

Meanwhile, the servant had returned to the castle, with the heart of a roe deer. He gave it to the cruel stepmother, and told her it belonged to Snow White, so that he could claim the reward. Highly pleased, the stepmother turned again to the magic mirror. But her hopes were dashed, for the mirror replied: "The loveliest in

the land is still Snow White, who lives in the seven dwarfs' cottage, down in the forest".

The stepmother was beside herself with rage. "She must die! She must die!" she screamed. Disguising herself as an old peasant woman, she put a poisoned apple with the others in her basket. Then, taking the quickest way into the forest, she crossed the swamp at the edge of the trees. She reached the bank unseen, just as Snow Once upon a time in a great castle, a Prince's daughter grew up happy and contented, in spite of a jealous stepmother, Queen Feared. She was very pretty, with blue eyes and long black hair. Her skin was delicate and fair, so she was called Snow White. Everyone was quite sure she would become very beautiful. Though her stepmother was a wicked woman, she too was very beautiful, and the magic mirror told her this every day, whenever she asked it.

"Mirror, mirror on the wall, who is the loveliest lady in the land?" The reply was always; "You are, your Majesty," until the dreadful day when she heard it say, "Snow White is the loveliest in the land." The stepmother was furious and, wild with jealousy, began plotting to get rid of her rival. Calling one of her trusty servants, she bribed him with a rich reward to take Snow White into the forest, far away from the Castle. Then, unseen, he was to put her to death. The greedy servant, attracted to the reward,

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Meanwhile, the servant had returned to the castle, with the heart of a roe deer. He gave it to the cruel stepmother, and told her

it belonged to Snow White, so that he could claim the reward. Highly pleased, the stepmother turned again to the magic mirror. But her hopes were dashed, for the mirror replied: "The loveliest in the land is still Snow White, who lives in the seven dwarfs' cottage, down in the forest".

The stepmother was beside herself with rage. "She must die! She must die!" she screamed. Disguising herself as an old peasant woman, she put a poisoned apple with the others in her basket. Then, taking the quickest way into the forest, she crossed the swamp at the edge of the trees. She reached the bank unseen, just as Snow White stood waving goodbye to the seven dwarfs on their way to the mine.

Snow White was in the kitchen when she heard the sound at the door: KNOCK! KNOCK!

"Who's there?" she called suspiciously, remembering the dwarfs advice. "I'm an old peasant woman selling apples," came the reply. "I don't need any apples, thank you," she replied. "But they are beautiful apples and ever so juicy!" said the velvety voice from outside the door. "I'm not supposed to open the door to anyone," said the little girl, who was reluctant to disobey her friends. "And quite right too! Good girl! If you promised not to open up to strangers, then of course you can't buy. You are a good girl indeed!"



Then the old woman went on. "And as a reward for being good, I'm going to make you a gift of one of my apples!" Without a further thought, Snow White opened the door just a tiny crack, to take the apple.

"There! Now isn't that a nice apple?" Snow White bit into the fruit, and as she did, fell to the ground in a faint: the effect of the terrible poison left her lifeless instantly.

Now chuckling evilly, the wicked stepmother hurried off. But as she ran back across the swamp, she tripped and fell into the quicksand. No one heard her cries for help, and she disappeared without a trace.

Meanwhile, the dwarfs came out of the mine to find the sky had grown dark and stormy. Loud thunder echoed through the valleys and streaks of lightning ripped the sky. Worried about Snow White they ran as quickly as they could down the mountain to the cottage.

There they found Snow White, lying still and lifeless, the poisoned apple by her side. They did their best to bring her alive, but it was of no use. They wept and wept for a long time. Then they laid her on a bed of rose petals, carried her into the forest and put her in a crystal coffin.

Each day they laid a flower there. Then one evening, they discovered a strange young man admiring Snow White's lovely face

through the glass. After listening to the story, the Prince made a suggestion.

"If you allow me to take her to the Castle, I'll call in famous doctors to waken her from this peculiar sleep. She's so lovely I'd love to kiss her!" He did, and as though by magic, the Prince's kiss broke the spell. To everyone's astonishment, Snow White opened her eyes. She had amazingly come back to life! Now in love, the Prince asked Snow White to marry him, and the dwarfs reluctantly had to bid good bye to Snow White. .

From that day on, Snow White lived happily in a great castle. But from time to time, she was drawn back to visit the little cottage down in the forest, to her dwarf friends.