

REITERATION IN STORYBOOK “THE THING IN THE DUNGEON” BY EMMA LAYBOURN

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Abstract

This study aims to see which types of reiteration are commonly occurred in the storybook entitled "The Thing in the Dungeon" by Emma Lay bourn. This study used descriptive qualitative research and used document analysis as a research instrument. The storybook is a book containing stories for children. The authors chose the storybook as research material because it has its structure that is intended specifically for children, and has a high number of viewers and ratings. The objectives of the research are to analyze the types of reiteration that mostly used in that storybook. From this research, the data presented sequentially 115 (93.4%) for repetition, 7 (5, 6) % for a synonym, and 1 (1%) for antonym. The writers didn't found types of reiteration superordination which cover hyponym and metonym. After conducting research the researchers concluded that repetition is the most types of reiteration that are used in the storybook because they attract special attention to a certain message. The synonym is at the second and the last position is the antonym.

Keywords: Reiteration, Lexical Cohesion, Storybook

INTRODUCTION

English is considered the first language for the majority of the population in several countries and the second language for others. An English native speaker can easily identify whether a set of sentences are unrelated or form a unified whole. The unity between those sentences is achieved through the use of cohesive devices. The concept of cohesion those are: text and texture, cohesion, grammatical cohesion include (reference, substitution, ellipsis, and conjunction), lexical cohesion which consists of reiteration and collocation. Reiteration is repetition, synonymy, antonym, and superordination (hyponymy and meronymy).

According to Tanskanen (2006) which refers to Halliday & Hasan (1976) cited in Astiari et al (2019), there are three types of lexical cohesion devices; reiteration, collocation, and lexical chains. Reiteration is divided into six devices. They are simple repetition, complex repetition, substitution, equivalence, generalization, specification, co-specification, and contrast. The types of collocation, activity-related collocation, and elaborative collocation. There are two types of lexical chains namely identity chain and similarity chain.

In line with this Halliday and Hasan (1976) cited in Bahaziq (2016) define reiteration as two items that share the same referent and could either be repeated or have similar meanings in a text. The forms of reiteration are repetition, synonymy, antonymy, and superordination (hyponymy and meronymy). Repetition is the restatement of the same lexical item this is illustrated by the following: A girl wearing a green dress. The green dress that she gets from her father. Synonymy is used to refer to items of similar meaning just as, smart and clever. Antonym is the relation between items of opposite meanings such as anxiety and calmness.

Hyponymy refers to items of general specific or an example of a relationship (Paltridge 2012:119) cited in Bahaziq (2016). For example, blue, red, and yellow are co-hyponym of color. Meronymy is a whole part relationship between items. For instance: the finger is a metonym of hand because a finger is part of a hand.

In addition, Halliday and Hasan (1976) state that cohesion is regarded as one of the fundamental elements of texture to determine the connectedness and unity of sentences in a text. The understanding of how the content of sentences is linked helps to identify the central information in texts. This allows judgments on what text is about (Hasiana). Lexical Cohesion is important to link the elements to a meaning transfer. Lexical cohesion focus on the use of lexical items or vocabularies within the text. It refers to the cohesive effect achieved by the selection of vocabulary Haliday and Hasan (1976). It indicates relationship and continuity in meaning between lexical items in a text and in particular, content words and the relationship between them (Paltridge 2008) cited in (Sari, Ermanto, & Agustina, 2018). Lexical cohesion is the stable semantic relationships that exist between words (McCarthy, 1992)

In this study, the authors focus on theory by Halliday-Hasan (1976) which described two principal kinds of lexical cohesion, that are 1) reiteration, and 2) collocation. Cohesion is an essential feature that helps the reader to achieve the quality of texts (Renkema 2004) cited in (Fajriyah, 2018). In textual element, lexical cohesion signals discourse relation through selection through of vocabulary to achieve unity of texts (Halliday and Hasan 1976) cited in (Fajriyah, 2018). Reiteration means restating an item in a later part of the discourse by direct repetition. It is a form of lexical cohesion that involves repetition, synonymy, s antonymy, and superordination: hyponymy and meronymy.

Repetition is restating words with the exactly same word. A synonym is a word or phrase that means exactly or nearly the same as another word or phrase in the same language. And antonymy is the relation between items of opposite meanings. Superordinate is a name for a more general class (Halliday and Hasan, 1976) cited in (Ulya, 2017). While superordination divided into two namely hyponymy and meronymy. Hyponymy refers to items of general specific or an example of a relationship. While meronymy is a whole part relationship between items. In this study, the authors specified the research in reiteration part of lexical cohesion, to make the research article has the deepest information.

Cambridge Dictionary defined storybook as a book containing stories for children. In this research, the authors intended to analyze the reiteration of lexical cohesion in one part of the storybook titled "The King of Custard Castle" by Emma Laybourn. This storybook had been downloaded from freekidsbooks.org which was uploaded on December 3, 2016. This book contains 4 story titles for children, and the author analyzed the reiteration only from the first story entitled "The Thing in the Dungeon" because it has a unique structured

METHOD

This study used descriptive qualitative research because researchers intend to see which types of reiteration are commonly used in this storybook. According to Taylor (1984), as cited in (Efransyah, 2020), the qualitative method makes the researchers develop concept, insight, and understanding from a pattern in the data rather than assess preconceived models, hypotheses, or theories. The authors used document analysis as a research instrument, because as Creswell wrote in his book entitled *Research Design "Qualitative Research"* is a means for exploring and understanding the meaning individuals or groups describe to a social or human problem

(John W. Creswell, 2017). In collecting the data, the authors used several steps. The first, writer looked for the storybook “The Thing in The Dungeon” by Emma Laybourn. The second, divided the paragraph into sentences words to make the analyzed process easier. And the last, the authors analyzed reiteration based on the theory by Halliday and Hasan as mentioned above.

RESULTS AND DISCUSSION

Results

After reading the storybook entitled "The Thing in the Dungeon by Emma Laybourn", several types of reiteration are detected of some characters namely King, Queen, Princess Fifi, Jack, and Wizard. The total number types of reiteration in the storybook can be viewed in the table below, followed by the analysis of each finding.

Table The Thing in The Dungeon” By Emma Laybourn

Lexical Cohesion / Reiteration	Lexical Items	Total
1.Repetition	115	93.4 %
2.Synonymy	7	5.6 %
3.Antonymy	1	1%
4.Hyponymy	-	-
5.Meronymy	-	-

Discussion

In this section, the researchers present the discussion of the result. The discussion part showed some specific data on the reiteration part. After the writer conducted the library research related to the collecting data, the researchers found three types of data to be analyzed as follows:

Data 1.Repetition

Narrator1: *When princess Fifi **went** riding*

Narrator2: *He **went** to the treasure room and opened,*

Narrator3: *So off he **went** to Wizard Watchit’s tower, carrying the Thing’’,*

From the data above, the word **went** in the first narrator was repeated in the second narrator and the third narrator. It was categorized repetition because the word **went** was mention two or more times in other sentences. The importance of repetition is the same as the important literary device because it allows a writer or speaker to place `emphasis on things they choose as significant. It tells the reader or audience that the words being used are central enough to be something repeated, and lets the reader know when to pay special attention to the message.

Data 2. Repetition

Narrator1: *He liked that job because he **got** to hold the spanners*

Jack: *I’ve **got** a thing for you*

From the data above, the word **got** in narrator1 was repeated in Jack's statement. It was categorized repetition because it was mention two or more times in other sentences, as Jack said in the data above.

Data 3. Synonymy

Narrator 1: *The treasure room was cold and **dark***

Narrator 2: *The inside of the dungeon was as **black** as a beetle.*

A synonym is words that are similar meanings, or have a related meaning, to another word. They can be as lifesavers when the writers want to avoid repeating the same word over and over. From the data above, the word **dark** in narrator1 have the same meaning as **black** in narrator 2. It categorized as a synonym because **dark** and **black** have the same meaning although they are in a different word.

Data 4.Synonymy

Princess Fifi: *I wish Father would come riding with me," **grumbled** Princess Fifi*

Jack: "Bother!" **muttered** Jack.

In the data above, the word **grumbled** in Princess Fifi said has the same meaning as **muttered** such as Jack said. They categorized as synonyms because **grumbled** and **muttered** have the same meaning although they are different.

Data 5. Antonym

Narrator1: *He carried the Thing back down the stairs, and **plodded** through the castle.*

Narrator2: *It **scurried** into the treasure room, ran to the darkest corner, and sat down on a heap of coins.*

In the data above, the word **plodded** in narrator1 has a similar meaning such a walk doggedly and slowly with heavy steps. In narrator2 the word **scurried** means move hurriedly with short quick steps. Plodded and scurried are two words that have opposite meanings or contrary they can be called antonyms because both are different in meaning and writing.

CONCLUSION

After conducting this research, the writer found 123 namely repetition, synonym, and antonym. From this research the data presented sequentially 155 (93.4%) for repetition, 7 (5, 6%) for a synonym, and 1 (1%) for antonym. The writers didn't found types of reiteration namely superordination which covers hyponym and metonym. The researchers concluded that repetition is the most types of reiteration that are used in the storybook title 'The Thing in the Dungeon' by Emma Laybourn because they attract special attention of certain message. The synonym is at the second and the last position is the antonym.

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