

A LEXICAL COHESION ANALYSIS ON OSCAR WILDE'S SHORT STORY THE SELFISH GIANT

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Abstract

This article aims to discuss what lexical cohesive devices are applied to a short story The selfish Giant written by Oscar Wilde. Since the data of this article have been collected by reading some books in the library, it is called the library research. Since the data in this article are lexical cohesive devices found in the short story The Selfish Giant, they are called qualitative data. This article uses descriptive method to analyze the data. Through the analysis and the discussion, it is found that there are many lexical items in the short story The Selfish Giant that can be categorized as lexical cohesive devices. The lexical cohesive devices establish the cohesion and coherence in the short story. Repetition plays an important role in making the text coherent and unified. That is why the lexical cohesive device of repetition is frequently used in The Selfish Giant. This repetition creates the relation of meaning in the clauses, so it can build continuity in the text. The continuity that is demonstrated by the repetition shows that there is cohesion in the text. The synonym is the second type of reiteration that is found in The Selfish Giant. The use of the synonym shows two lexical items or more that are similar in meaning. The use of synonym in the text is very helpful to build cohesion because synonym holds the sentences together and gives cohesive effect to the text. The application of lexical cohesive devices makes the text coherent and unified because it links the sentences and helps the readers understand the text. Moreover, the analysis shows that the lexical cohesive device that is most often used to relate sentences in The Selfish Giant is repetition. Therefore, the repetition is claimed as the simplest way of connecting sentences, and of course the repetition plays an important role in making the text coherent and unified.

Keywords : Discourse Analysis, Short Story, Lexical Cohesion.

INTRODUCTION

Language is very useful in our daily life. It is the principle means used by human to interact with one another. Humans need to interact with one another since they are social creatures. Certainly, as the social creatures, humans can not live individually without making an interaction with others. An interaction between human beings needs a tool or a means to establish it. One of tools in making an interaction is communication. In other words, it can be simplified that human beings as social creatures need an interaction by communication. While in communicating

something, they need a medium to exchange their thoughts through the use of language. Language is perceived to be meaningful since it communicates and is recognized by its receivers. The way in examining language which is used in communication is discourse analysis. In line with this, Brown and Yule (1983:ix) state that discourse analysis examines how human use language to communicate, and particular addressers construct linguistic messages in order to interpret them and forms of language are used in communication.

Cook defines discourse as the stretches of language perceived to be meaningful, unified, and purposive (1989:156). Discourse is meaningful since it is constructed in a correct way. It means that the discourse must have coherence. Coherence is a sequence of sentences or utterances in a text that seem to 'hang together' (Nunan, 1993:21). The way in holding clauses or sentences in the text together is by using cohesive devices.

Analyzing the cohesive devices in a text is important. Through the analysis, cohesion in a text will be achieved. Cohesion is an important contribution in making a text coherent. In line with this, Halliday and Hasan (1985:48) argue that an important contribution to coherence comes from cohesion. Cohesion is expressed partly through grammar and partly through vocabulary (Halliday and Hasan, 1976:5). Moreover, Halliday and Hasan (1976:5) add that cohesion includes grammatical cohesion and lexical cohesion. Thus, grammatical cohesion is used in terms of grammar while lexical cohesion analyzes a text through its vocabulary.

The discussion in this study is an attempt to apply lexical cohesion analysis which focuses on the literary form that is a short story. Short story is one of some literary forms, it is simple and easy to understand by its readers. Reading a short story will not waste a lot of time and it can be found easily in our daily life.

This thesis will analyze an Oscar Wilde's short story *The Selfish Giant*. The short story generally contains a moral message, therefore it is interesting to analyze, especially the application of lexical cohesive devices and the role of lexical cohesion in the text. That is why this thesis is entitled *A Lexical Cohesion Analysis On Oscar Wilde's Short Story The Selfish Giant*.

The background of the study above has given a short description about language, discourse, cohesion and short story. Based on the descriptions this thesis will explain lexical cohesion and its lexical cohesive devices applied in a short story *The Selfish Giant*. The cohesive devices that will be discussed are lexical cohesive devices, such as reiteration (includes repetition, synonym, antonym, hyponym, cohyponym, meronym and comonym) and it also concerns collocation. Therefore, this thesis produces some problems to discuss, and they are arranged as follows:

- (1) What lexical cohesive devices are applied to a short story?

Theoretical Review

Context

Context is an important thing in the discussion of discourse analysis. This definition is supported by Lyons (1995:258), utterance meaning crucially depends on context. It means that context is an important part which influences the content or the meaning of a discourse. Context refers to the situation giving rise to the discourse, and within which the discourse is embedded (Nunan, 1993:7).

The word context had meant 'con-text'. According to Halliday and Hasan, there is text and there is other text that accompanies it: text that is "with": namely con-text (1985:5). Context refers to the words and the sentences that go before and come after particular words and sentences that one is looking at (Halliday and Hasan, 1985:6). Regarding to the explanation in the previous part,

it is reasonable to say that text and context cannot be separated one to another. In fact, we cannot interpret a sentence in isolation. It means a collection of sentences as the context is needed in interpreting a sentence.

There are two kinds of context in discourse analysis. The first is called the linguistic context in which the language surrounds and accompanies the piece of a discourse. The linguistic context covers the grammatical analysis of a piece of the discourse. The second type of context is the non linguistic context in which the discourse takes place. The non linguistic context includes the type of communicative event (e.g. a joke, lecture, story, greeting, conversation, etc.), the topic, the setting (including the location, time and seasons of the year), the physical aspect of the situation (for instance: the size of the room), and the last is the background of knowledge.

Text

The term text means, any passage of language spoken or written, functions as a unit in context of situation (Halliday and Hasan, 1976:293). Moreover, Halliday and Hasan add that text is realized by a set of related sentences (1976:293). The passage that is defined as a text is the passage of language that forms unity and has continuity between one sentence with other sentences. While the passage that is just a collection of unrelated sentences cannot be defined as a text.

Further, a text is unit of language in use; it is not grammatical unit, like a clause or a sentence; it is not defined by its size (Halliday and Hasan, 1976:1). A text is best regarded as a semantic unit: a unit not of form but a unit of meaning (Halliday and Hasan, 1976:2). Any passage that contains a meaningful message and plays a functional role is called as a text. The term functional means utterance that is doing some jobs in some context. A text does not depend on its structure of grammar or size. An utterance can be called as a text although it consists of one word. For example: *Stop! Go!*, they are considered as a text since they convey a message and form of a meaningful whole when it is put in appropriate context. Thus, any instance of living language or utterance that is playing some parts in a context of situation, it is called a text.

Discourse

Some linguists have different concepts of discourse. Firstly, discourse is a stretch of language larger than a sentence, often constituting a coherence unit such as sermon, agreement, joke, narrative (Crystal, 1992:25). Further, Cook claims discourse as the stretches of language perceived to be meaningful, unified, and purposive (1989:156). Finally, discourse refers to the interpretation of the communicative event in context (Nunan, 1993:6). Alternatively, the quotations above can be deduced into a meaning-that is, communicative act, communicative event and communicative function are interchangeable and refer to a spoken or written text or discourse.

Based on those statements, it is concluded that discourse can be spoken or written language in communication, and constituting a coherent unit between its elements. Spoken discourse is expressed through the set of sounds or voices while written discourse is expressed through the set of writings.

Coherence

Coherence means hanging together and it displays the context of situation. It means that when clauses or sentences in the text hang together, they react to coherence. Moreover, Nunan states that coherence is a sequence of sentences or utterances in text that seem to hang together (1993:21). According to Oshima and Hogue (1993:39), the word coherence means “hold together”. To achieve coherence, there are four ways, such as repeating nouns, using pronouns, employing

transition signals and applying logical orders (order of time, order of division and order of importance). In short, coherence means holding clauses or sentences in the text together by using cohesive devices. In fact, coherence can be used to distinguish whether a passage is a text or non-text.

Cohesion

According to Halliday and Hasan, cohesion refers to relations of meaning within a text. Cohesion occurs where some elements in the discourse is dependent on another (1976:4). It means if the related elements of a discourse are able to establish a meaning, the discourse is then called a text. The discourse is called a text since its elements are related to another; the relation of its elements is called as cohesion. In other words, a discourse should have cohesion to be called as a text.

In addition, cohesion is expressed through the stratal organization of language that is meanings, forms and expressions. Meanings are realized as forms and forms are realized as expression. In everyday terminology, it is simplified: meaning is put into wording and wording into sound or writing (Halliday and Hasan, 1976:5).

Meanwhile, cohesion is the connectedness of items or elements in the text (Halliday and Hasan, 1985:8, Halliday and Hasan, 1976:8). Moreover, cohesion is defined as the set of possibilities that exist for making text hang together (Halliday and Hasan, 1976:18). Finally, cohesion expresses the continuity between one part and another in the text (Halliday and Hasan, 1976:298).

The cohesion of any text can be divided into two schools; they are grammatical and lexical cohesion. Halliday and Hasan note that some forms of cohesion are realized through the grammar and the other through vocabulary (1976:6). It means, grammatical cohesion establishes relation in the text by using the structure of grammar while lexical cohesion builds relation by using the structure of vocabularies.

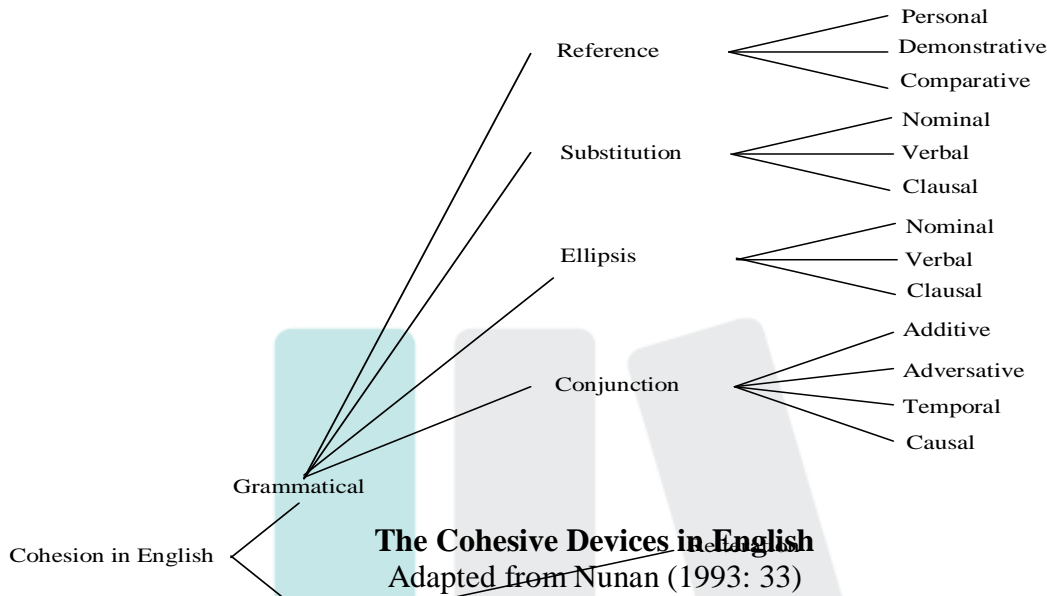
Cohesive Devices

The linguistic cohesive devices are recognized as cohesive devices. The application of cohesive devices in the text is important, since it functions to connect sentences and parts of text. The connection between sentences and parts of text establishes the coherence and unity in the text. Consequently, cohesive devices are divided into two parts: lexical cohesive devices and grammatical cohesive devices.

Lexical cohesive devices include reiteration and collocation. Reiteration is the repetition of a lexical item, or the occurrence of synonym of some kind, in the context of reference, that is, where two occurrences have the same referent (Halliday and Hasan, 1976:318). While collocation refers to a word that is in some way associated with another word in the preceding text because it is a direct repetition of it or it is in some synonymous with it, or tends to occur in the same lexical environment (Halliday and Hasan, 1976:319).

Grammatical cohesive devices include reference, substitution, ellipsis and conjunction. Reference is the specific nature of the information that is signaled for retrieval. In this case of reference, the information to be retrieved is the referential meaning, the identity of the particular thing or class of things that is being referred to, and the cohesion lies in the continuity of reference, where the same thing enters into discourse a second time (Halliday and Hasan, 1976:31). Substitution signals that the actual item required, the particular word, group or clause is recoverable from the environment; the substitute preserve the class of the presupposed item, which

may therefore be replaced in the “slot” created by it (Halliday and Hasan, 1976:45). Ellipsis occurs when something that is structurally necessary is unsaid; there is an incompleteness associated with it. (Halliday and Hasan, 1976:44). Finally, conjunction is not primarily a device for reaching out into preceding (or following) text, but it expresses certain meaning which presupposes the presence of other components in the discourse (Halliday and Hasan, 1976:226).



This table shows the relation between text and cohesion adapted from Eggins (1994: 122, 133, 311), Halliday (1993: 63, 128, 143,144), and Halliday and Hasan (1976: 6,303,304,318,322)

| Context | Situation | Field Subject Matter | | Tenor Role Relation | Mode Rhetoric |
|-----------|---------------|-------------------------|---------------------------|--------------------------|-----------------------------|
| | Text | Discourse | Structural Conjunction | ** Lexical Cohesion | Conversational Structure |
| Semantics | | # Logical Meaning | Experiential Meaning | Interpersonal Meaning | Textual Meaning |
| Clause | Lexicogrammar | Complexing | Transitivity | *** Mood | Theme |

- Note: # Logical Meaning + Experiential Meaning = Ideational Meaning
* Including Reference, Substitution, Ellipsis and Cohesive Conjunction
** Including Reiteration and Collocation
*** Including Polarity and Modality

Lexical Cohesion

Lexical cohesion occurs when two words in a text are semantically related in some way-in other words, they are related in terms of their meaning (Nunan, 1993:28). While, Halliday and Hasan point that lexical cohesion is cohesion that is established through the structure or the lexis or vocabulary (1976:318). Lexical cohesion is formed through the selection of items that is related in some way to those that have gone before. Thus, the continuity in a text may be established by the choice of words. Lexical cohesion embraces two distinct though related aspects which are referred to as reiteration and collocation (Halliday and Hasan, 1976:318). Reiteration includes repetition, synonym, antonym, hyponym, cohyponym, meronym and comeronym (Halliday, 1994:310-312).

METHOD

Type of Research

Since the data of this thesis have been collected by reading some books in the library, it is called the library research. Library research is a research done in the library to find out concept, principle, reference or theory that is relevant to the topic of research (McMillan, 1992:7). In this thesis, (for example, Sociolinguistics, Psycholinguistics, Pragmatics, etc.) it is used as the theoretical framework of research. In addition, the theory is taken from books, because books as the theory resources are very helpful to the elaboration of theoretical reviews and problems (Djajasudarma, 1993:7). Actually, the theory of this thesis is taken from some books such as *Cohesion in English* (Halliday and Hasan:1976), *Language, Context and Text* (Halliday and Hasan:1985), *Introducing Discourse Analysis* (Nunan, D.:1993), and *An Introduction to Systemic Functional Linguistics* (Eggins, Suzanne:1994).

Type of Data

Since the data in this thesis are lexical cohesive devices found in the short story *The Selfish Giant*, they are called qualitative data. McMillan (1992:9) points that qualitative data are based on research that focuses on understanding and meaning through verbal descriptions and observations rather than through numbers. Djajasudarma (1993:15) explains that qualitative data are those which are described by words, sentences and paragraphs. Unlike the quantitative data that use number, measurement and calculation in describing the data, the qualitative data have different kind of description. In addition, qualitative data are stated in the form of words, sentences, texts and written materials (Nawawi, 1998:85). In other words, the data include books, magazines, newspapers, journals, printed documents, verbal descriptions and narratives observations (Nawawi, 1998:97). The data of this thesis are written texts such as Oscar Wilde's short story *The Selfish Giant*.

Data Collection

The technique of data collection that is applied to this thesis is documentary (bibliographical) study. Documentary (bibliographical) study proceeds by abstracting, from each document, those elements which we consider to be important or relevant, by grouping together

those findings or setting them alongside others which we believe to be related (Blaxter et al, 1997:187). Furthermore, documentary (bibliographical) study is a way of study through categorization, classification, verification and discussion or analysis on books, magazines, newspapers, journals, printed documents, verbal description and narrative observations (Nawawi, 1998:97). In other words, the data are categorized, classified, verified and discussed (analyzed). Firstly, linguistics is categorized into some disciplines such as Phonology, Morphology, Grammar (Syntax), Semantics, Pragmatics, Stylistics, Sociolinguistics, Psycholinguistics, Systemic-Functional Linguistics, Traditional-Formal Linguistics, Discourse Analysis and Translation. After categorization, Discourse Analysis is chosen as the domain of this thesis. Then, text is divided into two forms: spoken and written. After classification, written text is taken as the scope of this thesis. Later, written text is verified into recipe, letter, short story, novel, poem, newspaper, magazine, etc. After verification, short story is selected as the topic of this thesis. Finally, short story is discussed (analyzed) with regard to lexical cohesive devices.

Data Analysis

This thesis uses descriptive method to analyze the data. Descriptive method can be considered as the procedure to solve problems of the research by using current facts and phenomena, and this method describes the facts and explains the phenomena (McMillan, 1992:12). Descriptive method is a method to make description, illustration or depiction accurately and systematically (Djajasudarma, 1993:8). Firstly, this thesis describes lexical cohesive devices (includes repetition, synonym, antonym, hyponym, cohyponym, meronym, comeronym and collocation). Secondly, this thesis explains that lexical cohesive devices make the short story unified, coherent, meaningful and purposive.

DISCUSSION

The Analysis and Discussion of Lexical Cohesive Devices

The Selfish Giant

- | | | | | | | | |
|----|-------|------------|--------------|---------------|----------------|--------------|------|
| 1. | Every | afternoon, | as they were | coming | from school, | the children | used |
| | L:R | L:R | | L:R/L:S | L:R | L:R | |
| | every | afternoon | | coming/ | school | children | |
| 2. | to | go | and | play | in the Giant's | garden. | |
| | | L:R/L:S | | L:R/L:S | L:R | L:R | |
| | | go/going, | | play/playing, | Giant's | garden | |
| | | went,gone | | played | | | |

The short story begins with the word *every*, in which the word *every* here indicates repetition. In other words, the word *every* is repeated in other lines in the short story, it can be found in lines 39, 47, 64 and 106. Another lexical item of repetition is also found in line 1, the word *afternoon*. It is repeated 3 times, it is found in lines 106 and 138. Afterward, the word *coming* in line 1 indicates the same meaning as *coming* in lines 43 and 87, so it can be regarded as repetition.

Coming is also called as synonym of the words *come* and *came* in lines 10, 26, 36, 39, 46, 58, 59, 78, 89, 92, 93, 98, 103, 106, 125, 126, and 136. The noun *school* in line 1 refers to the same *school* in line 106. The noun *children* is repeated in many times in the text of *The Selfish Giant*. The noun *children* indicates repetition in lines 7, 14, 16, 21, 29, 31, 63, 65, 84, 91, 93, 96, 102, 104, 106, 108, 113, 114 and 138.

While in line 2, it is also found repetition. The lexical items that indicate the repetition are *go*, *play*, *Giant's* and *garden*. The verb *go* is repeated in line 42. The verb *play* is repeated in lines 18, 21, 112, 135. The word *Giant's* also indicates repetition, it is repeated in lines 47, 77, 91. The last is the noun *garden* that refers back to the same *garden* in lines 3, 14, 17, 24, 27, 33, 37, 41, 45, 47, 55, 70, 80, 84, 85, 93, 96, 113, 120, 124, 136. It is also found another lexical item beside repetition, it is synonym. There are two verbs that can be regarded as synonym, they are *play* and *go*. The verb *go* is the synonym of the verb *going*, *went* and *gone* in lines 32, 84, 95, 102, 111. While, *play* is the synonym of the verb *playing* and *played* in lines 14, 96, 98, 107.

- | | | | | | | | |
|----|----------------|---------|-------------------|------------|----------|-------------|-----------------------|
| 3. | It was a large | lovely | garden, with soft | green | grass. | Here and | there |
| | | L:R/L:S | L:R | L:R/L:S | L:R | L:R | L:R/L:A |
| | | lovely/ | garden | softly, | green | grass | here/ |
| | | | | | | | there/ |
| 4. | over the | grass | stood | beautiful | flowers | (1) like | stars, and there were |
| | | L:R | L:R/L:S | L:R/L:S | L:R/L:S | L:R | L:Ch |
| | | grass | stood/ | beautiful/ | flowers/ | like | world |

In line 3, there are many lexical items of repetition, but sometimes it is also found synonym and antonym. Firstly, the adverb *lovely* is the repetition of *lovely* in lines 52, 69, 121 and the synonym of *beautiful* in lines 4, 24, 29, 56, 96, 114. Then, the noun *garden* is repeated in lines 2, 14, 17, 24, 27, 33, 37, 41, 45, 47, 55, 70, 80, 84, 85, 93, 96, 113, 120, 124, 136. The adjective *soft* is the synonym of *softly* and *gently* in lines 67, 83, 88. The word *green* is repeated in line 69. *Here* is repeated in lines 8, 15, 34, 78, 103 and the antonym of *there* in lines 3, 25, 48. The last is the word *there* is the repetition of *there* in lines 25, 48 and the antonym of *here* in lines 3, 8, 15, 34, 78, 103.

In line 4, *grass* is the repetition of *grass* in lines 3, 30, 34, 69, 125. The verb *stood* is the repetition of *stood* in line 123 and it can be called as the synonym of *standing* in line 71. The adjective *beautiful* is repeated in lines 24, 29, 56, 96, 114 and it also can be regarded as the synonym of *lovely* in lines 3, 52, 69, 121. The noun *flowers* is the repetition of *flowers* in lines 68, 114, 115, 118 and synonym of *flower* in line 29. The word *like* (1) is repeated in line 42. Finally, *stars* is the cohyponym of *world* in line 56.

5. twelve peach - trees that in the spring-time broke out into delicate
 L:R L:H L:R/L:S L:S/L:H L:R L:S
 twelve fruit trees/tree spring/weathe broke into delicious

6. blossoms of pink and pearl, and in the autumn bore rich fruit. The
 L:R/L:S L:Ch L:Ch L:R L:R/L:H
 blossoms/ pearl pink autumn fruit/
 blossom peach

In line 5, repetition still dominated than any other types of lexical cohesive devices. The word *twelve* is repeated in line 95. The noun *peach* is the hyponym of *fruit* in lines 6, 47, 122. The noun *trees* is also repeated in lines 7, 29, 35, 50, 64, 65 and synonym of *tree* in lines 64, 72, 73, 75, 79, 88, 101, 121, 139. The noun *spring-time* is the synonym of *spring* in lines 26, 33, 43, 46, 58, 78, 93, 118 and it is the hyponym of *weather* in line 45. *Broke into* is repeated in line 89. *Delicate* is the synonym of *delicious* in line 57. In line 6, *blossoms* is repeated in lines 27, 66, 121, 139 and the synonym of *blossom* in lines 29, 89. *Pink* is the cohyponym of *pearl* in line 6. Vice versa, *pearl* is also the cohyponym of *pink* in line 6. The noun *autumn* is repeated in line 46. The noun *fruit* is repeated in lines 47, 122 and it is the hyponym of *peach* in line 5.

7. birds sat on the trees and sang so sweetly that the children used to
 L:R/L:S L:R/L:S/L:C L:S/L:H/L:C L:S/L:H L:R L:S L:R
 birds/ sat/ trees/ sang/sing, so sweet children
 bird sitting/ tree/cat singing,

8. stop their games in order to listen to them. 'How happy we are here !'
 L:S L:R/L:S L:R L:S/L:H L:R/L:A
 stopped games/ How happy/ here/
 playground glad/sad there

The noun *birds* is the first lexical item which is found in line 7, in which it refers to the same birds in lines 27, 28, 67,89 and it is the synonym of *bird* in line 55. The verb *sat* is repeated in line 44 and synonym of *sitting* in line 63 and it is also the collocation of *trees*. *Trees* is repeated in lines 5, 29, 35, 50, 64, 65 and the synonym of *tree* in lines 64, 72, 73, 75, 79, 88, 101, 121, 139 and it is also regarded as the collocation of *sat*. The verb *sang* is repeated in line 89 and it is the synonym of *sing*, *singing* and *twittering* in lines 28, 54, 55, 68, 89. The word *so* is the repetition of *so* in lines 31, 43, 52, 54, 71, 85, 86. In line 7, *sweetly* is defined as the synonym of *sweet* in line 52. Again, it is found the noun *children* which is also repeated in lines 1, 14, 16, 21, 29, 31, 63, 65, 84, 91, 93, 96, 102, 104, 106, 108, 113, 114, 138.

In line 8, *stop* is regarded as the synonym of *stopped* in line 56. The noun *games* is also found in line 113 and it is the synonym of *playground* in line 81. The word *how* is repeated in lines 25, 77, 109. The adjective *happy* is repeated in line 25 and it is the synonym of *glad* in line 65 and it is also defined as the antonym of *sad* in line 105. The word *here* is repeated in lines 8, 15, 34, 78, 103 and it is the antonym of *there* in lines 3, 25, 48.

9. they cried to each other.
 L:R/L:S L:R
 cried/crying each other

10. One day the Giant came back. He had been to visit his friend the
 L:R L:R L:R L:R/L:S L:R L:S/L:H
 one day Giant came/ visit friend/

In line 9, *cried* is repeated in lines 15, 33, 130 and the synonym of *crying* in line 72. The word *each other* is also repeated in line 25. The word *one* in line 10 is also can be called as the repetition in lines 51, 69, 116. The word *day* is the repetition of *day* in lines 37, 39, 98. The noun *giant* is repeated in lines 17, 20, 27, 44, 51, 59, 87, 92, 94, 96, 98, 101, 104, 105, 107, 108, 111, 124, 130, 133, 135, 138. The verb *came* is repeated in lines 26, 36, 39, 46, 58, 89, 92, 93, 98, 106, 125, 126 and it is the synonym of *come* and *coming* in lines 43, 78, 87, 103, 136. The word *visit* is repeated in line 39. The noun *friend* is the repetition of *friend* in line 109 and the synonym of *companion* in line 100.

11. Cornish ogre, and had stayed with him for seven years. After the
L:S L:S L:R L:R/L:S L:A
 giant stay seven years/ before

12. seven years were over he had said all that he had to say, for his
L:R L:R/L:S L:R/L:S L:R L:R/L:S
 seven years/ said/ all say/

In line 11, the word *ogre* has the same meaning as the word *giant* in lines 10. The verb *stayed* is the synonym of *stay* in line 36. *Seven* can be called as repetition of *seven* in line 12. The word *years* is repeated in lines 12, 111 and synonym of *year* in line 34. *After* is the antonym of *before* in line 105. *Seven* has the same meaning as *seven* in line 11. *Years* is also the repetition of *years* in lines 11, 111 and the synonym of *year* in line 34. The word *over* is repeated in lines 24, 106. The verb *said* is repeated in lines 17, 25, 38, 43, 48, 59, 75, 78, 94, 100, 103, 104, 114, 126, 133, 135 and it is the synonym of *say* in lines 12, 110. In line 12, *all* is also repeated in lines 19, 26, 34, 35, 37, 72, 85, 98, 108, 115, 122, 139. The last word is *say* is repeated in line 110 and the synonym of *said* in lines 17, 25, 38, 43, 48, 59, 75, 78, 94, 100, 103, 104, 114, 126, 133, 135.

13. conversation was limited, and he determined to return to his own
L:S L:R
 slipped back own

14. castle. When he arrived he saw the children playing in the garden.
L:R L:R/L:S L:R L:R/L:S L:R
 castle saw/ children playing/ garden

The word *return* in line 13 is the synonym of *slipped back* in line 31. The word *own* is repeated in line 17. The noun *castle* is repeated in line 40. The verb *saw* is repeated in lines 30, 62, 84, 92 and it is the synonym of *see* and *seen* in lines 61, 64, 87, 105, 108, 110. The noun *children* is repeated in lines 1, 7, 16, 21, 29, 31, 63, 65, 84, 91, 93, 96, 102, 104, 106, 108, 113, 114, 138. *Playing* is repeated in line 96 and the synonym of *play* and *played* in lines 18, 21, 98, 107, 112, 135. The noun *garden* is repeated in lines 2, 3, 17, 24, 27, 33, 37, 41, 45, 47, 55, 70, 80, 84, 85, 93, 96, 113, 120, 124, 136.

15. 'What are you doing here?' he cried in a very gruff voice, and the
L:S L:R/L:A L:R/L:S L:R L:S
 done here/ cried/1 very hard
 there crying

16. children ran away.

| | |
|----------|----------|
| L:R | L:R |
| children | ran away |

The word *doing* in line 15 is regarded as the synonym of *done* in line 82. *Here* is repeated in lines 3, 8, 34, 78, 103 and it is the antonym of *there* in lines 3, 25, 48. *Cried* is repeated in lines 9, 33, 130 and the synonym of *crying* in line 72. The word *very* repeated in lines 20, 22, 81, 105, 108. The word *gruff* has the same meaning as the word *hard* in line 22. The noun *children* is repeated in lines 1, 7, 14, 21, 29, 31, 63, 65, 84, 91, 93, 96, 102, 104, 106, 108, 113, 114, 138. *Ran away* is the repetition of *ran away* in line 85.

17. 'My own garden is my own garden,' said the Giant; 'any one can

| | | | | | |
|-----|--------|-----|--------|----------|-------|
| L:R | L:R | L:R | L:R | L:R/L:S | L:R |
| own | garden | own | garden | say/said | Giant |

18. understand that, and I will allow nobody to play in it but myself.' So

| | |
|--------------------------|-------------------------|
| L:R/L:S | L:R/L:S |
| understand/ know,knew | play/ playing,played |

The word *own* harks back to *own* in line 13. The noun *garden* is repeated in lines 2, 3, 14, 24, 27, 33, 37, 41, 45, 47, 55, 70, 80, 84, 85, 93, 96, 113, 120, 124, 136. The verb *said* is repeated in lines 12, 25, 38, 43, 48, 59, 75, 78, 94, 100, 103, 104, 114, 126, 133, 135 and it is the synonym of *say* in lines 12, 110. The pronoun *Giant* is repeated in lines 10, 20, 27, 44, 51, 59, 87, 92, 94, 96, 98, 101, 104, 105, 107, 108, 111, 124, 130, 133, 135, 138. The verb *understand* is the repetition of *understand* in line 43 and the synonym of the verbs *know* and *knew* in lines 78, 102, 104, 117. In line 18, *play* is repeated in lines 2, 21, 112, 135 and it is the synonym of *playing* and *played* in lines 14, 96, 98, 107.

19. he built a high wall all round it, and put up a notice-board.

| | | | | | |
|------|------|-----|-------|-----|--------------|
| L:R | L:R | L:R | L:R | L:R | L:R |
| high | wall | all | round | put | notice-board |

TRESPASSERS
WILL BE
PROSECUTED

20. He was a very selfish Giant.
L:R L:R L:R
very selfish Giant

The adjective *high* is repeated in line 23. The noun *wall* is repeated in lines 23, 62, 80, 94. The word *all* is repeated in lines 12, 26, 34, 35, 37, 72, 85, 98, 108, 115, 122, 139. *Round* is repeated in lines 23, 34, 41, 72, 90. The verb *put* is also repeated in lines 29, 79, 88, 100. The word *notice-board* is repeated in line 30. The word *very* is repeated in lines 15, 22, 81, 105, 108. *Selfish* is repeated in lines 27, 44, 48, 77. The pronoun *Giant* is repeated in lines 10, 17, 27, 44, 51, 59, 87, 92, 94, 96, 98, 101, 104, 105, 107, 108, 111, 124, 130, 133, 135, 138.

- ≤ 2 ≥
21. The poor children had now nowhere to play. They tried to play on
L:R L:R L:R L:R/L:S L:R/L:S
poor children now play/ play/
playing,played playing,played
22. the road, but the road was very dusty and full of hard stones, and
L:R L:R L:R L:R L:S
road road very full gruff

In line 21, *poor* is repeated in lines 73, 79. The pronoun *children* is repeated in lines 1, 7, 14, 16, 29, 31, 63, 65, 84, 91, 93, 96, 102, 104, 106, 108, 113, 114, 138. The word *now* is repeated in lines 78, 93, 117. The verb *play* is repeated in lines 2, 18, 21, 112, 135 and the synonym of *playing* and *played* in lines 14, 96, 98, 107. Again, the word *play* is also repeated in lines 2, 18, 21, 112, 135 and it is the synonym of *playing* and *played* in lines 14, 96, 98, 107. The noun *road* is repeated in line 22. The word *road* is also repeated in line 22. *Very* is repeated in lines 15, 20, 81, 105, 108. Afterward, the word *full* is the repetition of *full* in line 86. The last is *hard* is the synonym of *gruff* in line 15.

- (2)
23. they did not like it. They used to wander round the high wall when
L:R L:S L:R L:R L:R
like wandering round high wall
(2)

27. blossoms and little birds. Only in the garden of the Selfish Giant it was
 L:R/L:S L:R L:R/L:S L:R/L:S L:R L:R L:R
 blossoms/ little birds/ only/ garden Selfish Giant
 blossom bird merely

28. still Winter. The birds did not care to sing in it as there were no
 L:R L:R L:R/L:S L:A L:R/L:S
 still Winter birds/ hate sing/singing,
 bird sang, twittering

Blossoms is the first lexical item which is found in line 27, it can be called as the repetition of *blossoms* in lines 6, 66, 121, 139 and it is the synonym of *blossom* in lines 29, 89. The word *little* is repeated in lines 26, 53, 62, 64, 71, 74, 76, 79, 86, 90, 93, 100, 107, 109, 123, 129, 134. The word *birds* is repeated in lines 27, 28, 67, 89 and it also can be regarded as the synonym of *bird* in line 55. The word *only* is repeated in lines 32, 53, 69, 86 and it is the synonym of *merely* in line 118. The noun *garden* is repeated in lines 2, 3, 14, 17, 24, 33, 37, 41, 45, 47, 55, 70, 80, 84, 85, 93, 96, 113, 120, 124, 136. *Selfish* is repeated in lines 20, 44, 48, 77. The pronoun *Giant* is repeated in lines 10, 17, 20, 44, 51, 59, 87, 92, 94, 96, 98, 101, 104, 105, 107, 108, 111, 124, 130, 133, 135, 138. The word *still* is the repetition of *still* in lines 70, 73. *Winter* is repeated in lines 48, 70, 85, 116, 117. The noun *birds* is repeated in lines 27, 28, 67, 89 and it is the synonym of *bird* in line 55. *Care* is the antonym of *hate* in line 117. The verb *sing* is repeated in line 55 and it is the synonym of *singing*, *sang* and *twittering* in lines 7, 54, 68, 89. The word *no* is the synonym of *nay* in line 132.

29. children, and the trees forgot to blossom. Once a beautiful flower put
 L:R L:R/L:S L:S L:R/L:S L:R L:R/L:S L:R/L:S L:R
 children trees/ forgotten blossom/ once beautiful/ flower/ put

30. its head out from the grass, blossoms when it saw lovely flowers it was
 L:R/L:S L:R/L:S L:R L:R/L:S L:R
 head/ out/ grass saw/ notice-board
 heads outside see, seen

Again, it is found the pronoun *children* that is repeated in lines 1, 7, 14, 16, 21, 31, 63, 65, 84, 91, 93, 96, 102, 104, 106, 108, 113, 114, 138. The noun *trees* is also repeated in lines 5, 7, 35, 50, 64, 65 and the synonym of *tree* in lines 64, 72, 73, 75, 79, 88, 101, 121, 139. The verb *forgot* is the synonym of *forgotten* in line 33. *Blossom* is repeated in line 89 and the synonym of *blossoms* in lines 6, 27, 66, 121, 139. *Once* is also repeated in lines 89, 136. The adjective *beautiful* is repeated

in lines 24, 29, 56, 96, 114 and the synonym of *lovely* in lines 3, 52, 69, 121. The noun *flower* is the synonym of *flowers* in lines 4, 68, 114, 115, 118. The verb *put* is repeated in lines 19, 79, 88, 100.

In line 30, *head* is the repetition of *head* in line 57 and it is the synonym of *heads* in line 67. *Grass* is repeated in lines 3, 4, 34, 69, 125. The verb *saw* is repeated in lines 14, 62, 84, 92 and the synonym of *see* and *seen* in lines 61, 64, 87, 105, 108, 110. The word *notice-board* is the repetition of *notice-board* in line 19.

31. so sorry for the children that it slipped back into the ground again,

L:R L:R L:R L:S L:R/L:A L:R
 so sorry children return into/ again

out

32. and went off to sleep. The only people who were pleased were the

L:R/L:S L:R/L:S L:R L:S
 went/ only/ people delightful
 go,going merely

The word *so* is the repetition of *so* in lines 7, 43, 52, 54, 71, 85, 86. The adjective *sorry* is repeated in line 81. The pronoun *children* is repeated in lines 1, 7, 14, 16, 21, 29, 63, 65, 84, 91, 93, 96, 102, 104, 106, 108, 113, 114, 138. The verb *slipped back* is the synonym of *return* in line 13. *Into* is repeated in lines 84, 88, 100, 124. The word *again* is repeated in lines 65, 86, 108. In line 32, the verb *went* is repeated in lines 84, 111 and it is the synonym of *go*, *going* and *gone* in lines 2, 42, 95, 102. The word *only* is repeated in lines 27, 53, 69, 86 and the synonym of *merely* in line 118. *People* is the repetition of *people* in line 95. The word *pleased* is the synonym of *delightful* in lines 38, 68.

33. Snow and the Frost. 'Spring has forgotten this garden,' they cried, 'so

L:R L:R L:R/L:S L:S L:R L:R/L:S
 Snow Frost Spring/ forgot garden cried/
 spring-time crying

34. we will live here all the year round.' The Snow covered up the grass

L:S L:R/L:A L:R L:S L:R L:R L:R L:R
 lived here/ all years round Snow covered grass
 there

The word *white* is repeated in lines 35, 121, 139. The noun *garden* is repeated in lines 2, 3, 14, 17, 24, 27, 33, 37, 41, 47, 55, 70, 80, 84, 85, 93, 96, 113, 120, 124, 136. *Weather* can be called as the hyponym of *spring-time* in line 5. *Spring* is repeated in lines 26, 33, 43, 58, 78, 93, 118 and the synonym of *spring-time* in line 5. *Never* is repeated in lines 105, 108 and it has the opposite meaning with *ever* in lines 81, 97. The verb *came* is repeated in lines 10, 26, 36, 39, 58, 89, 92, 93, 98, 106, 125, 126 and it is the synonym of *come* and *coming* in lines 43, 78, 87, 103, 136. The word *summer* is repeated in lines 48, 70, 85, 116, 117. *Autumn* is also repeated in line 6. The verb *gave* is also found in line 47.

47. golden fruit to every garden, but to the Giant's garden she gave
 L:R L:R/L:H L:R L:R L:R L:R L:R
 golden fruit/peach every garden Giant's garden gave
48. none. 'He is too selfish,' she said. So it was always Winter there, and
 L:R L:R L:R/L:S L:S L:R/L:Ch L:R/L:A
 too selfish said/ often Winter/ there/
 say Summer here

The word *golden* is repeated in line 122. *Fruit* is the repetition of *fruit* in lines 6, 122 and it is the hyponym of *peach* in line 5. *Every* is repeated in lines 1, 39, 64, 106. Both nouns *garden* are repeated in lines 2, 3, 14, 17, 24, 27, 33, 37, 41, 45, 55, 70, 80, 84, 85, 93, 96, 113, 120, 124, 136. *Giant's* is repeated in lines 47, 77, 91. The verb *gave* is repeated in line 46. In line 48, *too* is the repetition of *too* in line 76. *Selfish* is repeated in lines 20, 27, 44, 77. The verb *said* is repeated in lines 12, 17, 25, 38, 43, 59, 75, 78, 94, 100, 103, 104, 114, 126, 133, 135 and the synonym of *say* in lines 12, 110. *Always* is the synonym of *often* in line 108. *Winter* is repeated in lines 28, 70, 85, 116, 117 and the cohyponym of *summer* in line 46. *There* is repeated in lines 3, 25 and the antonym of *here* in lines 3, 8, 15, 34, 78, 103.

49. the North Wind, and the Hail, and the Frost, and the Snow danced
 L:R L:R L:R L:R L:S
 North Wind Hail Frost Snow dancing
50. about through the trees.
 L:R L:R/L:S
 through trees/tree

In line 49, *north wind* is repeated in lines 36, 57, 74. *Hail* is also found in lines 39, 56. *Frost* is the repetition of *frost* in lines 33, 35, 73. *Snow* is also regarded as repetition in lines 33, 34, 73. The verb *danced* is the synonym of *dancing* in line 56. The word *through* is repeated in lines 58, 62, 68. The noun *trees* is repeated in lines 5, 7, 29, 35, 64, 65 and it is the synonym of *tree* in lines 64, 72, 73, 75, 79, 88, 101, 121, 139.

≤ 3 ≥

51. One morning the Giant was lying awake in bed when he heard
 L:R L:R/L:A L:R L:R L:R/L:C
 one morning/ Giant bed heard/
 evening music

52. some lovely music. It sounded so sweet to his ears that he thought it
 L:A L:R/L:S L:R/L:S/L:C L:R L:S L:M
 many said/ music/ so sweetly heads
 say musicians/heard

The word *one* is the repetition of *one* in lines 10, 69, 116. *Morning* is repeated in line 116 and the antonym of *evening* in line 98. The pronoun *Giant* also can be found in lines 10, 17, 20, 27, 44, 59, 87, 92, 94, 96, 98, 101, 104, 105, 107, 108, 111, 124, 130, 133, 135, 138. The noun *bed* is repeated in line 59. The verb *heard* is repeated in line 55 and it is also the collocation of *music* in line 52. *Some* is the antonym of *many* in line 113. *Lovely* is the repetition of *lovely* in lines 3, 69, 121 and the synonym of *beautiful* in lines 4, 24, 29, 56, 96, 114. The word *music* is repeated in line 56 and the synonym of *musicians* in line 53 and it is also the collocation of *heard* in line 51. The word *so* is repeated in lines 7, 31, 43, 54, 71, 85, 86. *Sweet* is the synonym of *sweetly* in line 7. The noun *ears* is the meronym of *heads* in line 67.

53. must be the King's musicians passing by. It was really only a little
 L:S L:R L:R/L:S L:R
 music repetition only/merely little

54. linnet singing outside his window, but it was so long since he had
 L:H L:S L:S/L:A L:R L:R
 bird sing,sang, out/ window so
 twittering inside

In line 53, *musicians* is the synonym of *music* in lines 52, 56. *Really* is the repetition of *really* in line 81. The word *only* is repeated in lines 27, 32, 69, 86 and it is the synonym of *merely* in line 118. *Little* is repeated in lines 26, 27, 62, 64, 71, 74, 76, 79, 86, 90, 93, 100, 107, 109, 123, 129, 134. *Linnet* is the hyponym of *bird* in line 55. *Singing* is the synonym of *sing*, *sang* and *twittering* in lines 7, 28, 55, 68, 89. The word *outside* is the antonym of *inside* in line 24. The noun *window* is repeated in lines 44, 116. The word *so* is repeated in lines 7, 31, 43, 52, 71, 85, 86. *Long* is the repetition of *long* in line 98.

55. heard a bird sing in his garden that it seemed to him to be the most
 L:R L:S/L:H L:R/L:S L:R L:R
 heard birds/ sing/ garden the most
 linnet singing,

56. beautiful music in the world. Then the Hail stopped dancing over his
 L:R/L:S L:R/L:S L:Ch L:R L:S L:S
 beautiful/ music/ stars Hail stop/ danced
 lovely musicians ceased

The verb *heard* is repeated in line 51. The noun *bird* can be called as the hyponym of *linnet* in line 54. The verb *sing* is repeated in line 28 and the synonym of *singing*, *sang* and *twittering* in lines 7, 54, 68, 89. The noun *garden* is repeated in lines 2, 3, 14, 17, 24, 27, 33, 37, 41, 45, 47, 70, 80, 84, 85, 93, 96, 113, 120, 124, 136. *The most* is the repetition of *the most* in lines 96, 114. The adjective *beautiful* is repeated in lines 4, 24, 29, 96, 114 and the synonym of *lovely* in lines 3, 52, 69, 121. *Music* is repeated in line 52 and the synonym of *musicians* in line 53. *World* is the cohyponym of *stars* in line 4. *Hail* is repeated in lines 39, 49. *Stopped* is the synonym of *stop* and *ceased* in lines 8, 57. *Dancing* is the synonym of *danced* in line 49.

57. head, and the North Wind ceased roaring, and a delicious perfume
 L:R/L:S L:R L:S L:R/L:S L:S
 head/ North Wind stop, roaring/ delicate
 heads stopped roared

58. came to him through the open casement. 'I believe the Spring has
 L:R/L:S L:R L:S L:R/L:S
 came/ through hole Spring/
 come,coming spring-time

Firstly, the word *head* is the repetition of *head* in line 30 and it is the synonym of *heads* in line 67. Then, *North wind* is repeated in lines 36, 49, 74. *Ceased* is the synonym of *stop* and *stopped* in lines 8, 56. *Roaring* is repeated in line 74 and the synonym of *roared* in line 37. *Delicious* is the synonym of *delicate* in line 5. The verb *came* is repeated in lines 10, 26, 36, 39, 46, 89, 92, 93, 98, 106, 125, 126. *Through* is repeated in lines 50, 62, 68 and the synonym of *come* and *coming* in lines 43, 78, 103, 138. *Open casement* is the synonym of *hole* in line 62. *Spring* is repeated in lines 26, 33, 43, 46, 78, 93, 118 and it is the synonym of *spring-time* in line 5.

59. come at last,' said the Giant; and he jumped out of bed and looked
 L:R/L:S L:R/L:S L:R L:R L
 come/ said/ Giant bed looked
 coming,came say
 60. out.
 :R
 61. outWhat did he see?
 L:R/L:S
 see/saw,seen

In line 59, *come* is repeated in lines 78, 103, 136 and the synonym of *coming* and *came* in lines 10, 26, 36, 39, 46, 87, 89, 92, 93, 98, 106, 125, 126. The verb *said* is repeated in lines 12, 17, 25, 38, 43, 48, 75, 78, 94, 100, 103, 104, 114, 126, 133, 135 and the synonym of *say* 12,110. The pronoun *Giant* is repeated in lines 10, 17, 20, 27, 44, 51, 87, 92, 94, 96, 98, 101, 104, 105, 107, 108, 111, 124, 130, 133, 135, 138. The noun *bed* is repeated in line 51. *Looked out* is repeated in lines 44, 77, 116. The verb *see* is repeated in lines 64, 87, 110 and the synonym of *saw* and *seen* in lines 14, 30, 62, 84, 92, 105, 108.

62. He saw a most wonderful sight. Through a little hole in the wall the
 L:R/L:S L:R L:S L:R/L:S L:R L:R L:S L:R
 saw/ most marvelous sight/scene through little open wall
 see, seen casement
 63. children had crept in, and they were sitting in the branches of the
 L:R L:R L:S/L:C L:R/L:C
 children crept sat/branches branches/sat

The verb *saw* in line 62 is repeated in lines 14, 30, 84, 92 and the synonym of *see* and *seen* in lines 61, 64, 87, 105, 108, 110. *Most* is repeated in line 40. *Wonderful* is the synonym of *marvelous* in

line 120. *Sight* is repeated in line 120 and the synonym of *scene* in line 69. *Through* is repeated in lines 50, 58, 68. The word *little* is repeated in lines 26, 27, 53, 64, 71, 74, 76, 79, 86, 90, 93, 100, 107, 109, 123, 129, 134. *Hole* is the synonym of *open casement* in line 58. *Wall* is repeated in lines 19, 23, 80, 94. The pronoun *children* is repeated in lines 1, 7, 14, 16, 21, 29, 31, 65, 84, 91, 93, 96, 102, 104, 106, 108, 113, 114, 138. The verb *crept* is repeated in line 82. *Sitting* is the synonym of *sat* in lines 7, 44, 112 and it is the collocation of *branches* in line 63. The noun *branches* is repeated in lines 72, 75, 121, 112 and it is the collocation of *sitting* in line 63.

64. trees. In every tree that he could see there was a little child. And the
 L:R/L:S L:R L:R/L:S L:R/L:S L:R L:R
 trees/tree every tree/trees see/saw,seen little child

65. trees were so glad to have the children back again that they had
 L:R/L:S L:R L:S/L:A L:R L:R
 trees/tree so happy, children again
 laughing/sad

Trees is repeated in lines 5, 7, 29, 35, 50, 65 and the synonym of *tree* in lines 64, 72, 73, 75, 79, 88, 101, 121, 139. *Every* is repeated in lines 1, 39, 47, 106. *Tree* is repeated in lines 72, 73, 75, 79, 88, 101, 121, 139 and the synonym of *trees* in line 5, 7, 29, 35, 50, 64, 65. The verb *see* is repeated in lines 61, 87, 110 and it is the synonym of *see* in line 14, 30, 62, 61, 84, 92, 105, 108. *Little* is repeated in lines 26, 27, 53, 62, 71, 74, 76, 79, 86, 90, 93, 100, 107, 109, 123, 129, 134. *Child* is repeated in lines 125, 132, 134, 135. *Trees* is repeated in lines 5, 7, 29, 35, 50, 64 and it is the synonym of *trees* in line 64, 72, 73, 75, 79, 88, 101, 121, 139. *Glad* is the synonym of *happy* and *laughing* in lines 8, 25, 69 and it is the antonym of *sad* in line 105. *Children* is repeated in lines 1, 7, 14, 16, 21, 29, 31, 63, 84, 91, 93, 96, 102, 104, 106, 108, 113, 114, 138. In line 65, *again* is the repetition of *again* in lines 31, 86, 108

66. covered themselves with blossoms, and were waving their arms
 L:R L:R/L:S L:C L:R/L:C
 covered blossoms/ arms arms/
 blossom waving

67. gently above the children's heads. The birds were flying about and
 L:R/L:S L:R L:R L:S/L:M L:R/L:S/L:C L:C
 gently/ above children's head/ears birds/ birds
 softly,soft bird/flying

Covered is repeated in lines 34, 73, 121, 139. *Blossoms* is the repetition of *blossoms* in lines 6, 27, 121, 139 and it is the synonym of *blossom* in lines 29, 89. *waving* has strong collocational bond with *arms* in line 66. *Arms* is repeated in line 90 and in vice versa, the word *arms* is the collocation of *waving* in line 66. *Gently* is the synonym of *gently* and *softly* in lines 88, 83. The word *above* is repeated in line 74. *Children's* is repeated in line 80. *Heads* is the synonym of *head* in lines 30, 57 and it is the meronym of *ears* in line 52. The noun *birds* is repeated in lines 7, 27, 28, 89 and the synonym of *bird* in line 55 and it is also the collocation of *flying* in line 67. *Flying* is the collocation of *birds* in line 67.

68. twittering with delight, and the flowers were looking up through the

| | | | |
|---------------|----------------|----------|---------|
| L:S | L:S | L:R/L:S | L:R |
| sing,singing, | delightful/joy | flowers/ | through |
| sang | | flower | |

69. green grass and laughing. It was a lovely scene, only in one corner it

| | | | | | | | |
|-------|-------|----------|-----------|-------|---------|-----|--------|
| L:R | L:R | L:S/L:A | L:R/L:S | L:S | L:R/L:S | L:R | L:R |
| green | grass | happy, | lovely/ | sight | only/ | one | corner |
| | | glad/sad | beautiful | | merely | | |

Twittering is the synonym of *sing*, *singing* and *sang* in lines 7, 28, 54, 55, 89. *Delight* is also can be regarded as the synonym of *delightful* and *joy* in lines 32, 38. *Flowers* is repeated in lines 4, 114, 115, 118 and the synonym of *flower* in line 29. *through* is repeated in lines 50, 58, 62. The word *green* is repeated in line 3. The noun *grass* is repeated in lines 3, 4, 30, 34, 125. *Laughing* is the synonym of *happy* and *glad* in lines 8, 25, 65 and it is the antonym of *sad* in line 105. *Lovely* is repeated in lines 3, 52, 121 and it is the synonym of *beautiful* in lines 4, 24, 29, 56, 96, 114. The noun *scene* is the synonym of *sight* in lines 62, 120. The word *only* is repeated in lines 27, 32, 53, 86 and the synonym of *merely* in line 118. *One* is repeated in lines 10, 51, 116. *Corner* is the repetition of *corner* in lines 69, 70, 120.

70. was still Winter. It was the farthest corner of the garden, and in it

| | | | | |
|-------|--------|----------|--------|--------|
| L:R | L:R | L:R | L:R | L:R |
| still | Winter | farthest | corner | garden |

71. was standing a little boy. He was so small that he could not reach up

| | | | | |
|-------|--------|-----|-----|------|
| L:S | L:R | L:R | L:R | L:S |
| stood | little | boy | so | tiny |

In line 70, *still* is the repetition of *still* in lines 28, 73. *Winter* is repeated in lines 28, 48, 85, 116, 117. *Farthest* is repeated in line 120. *Corner* is also found in lines 69, 120. The noun *garden* also can be found in lines 2, 3, 14, 17, 24, 27, 33, 37, 41, 45, 47, 55, 80, 84, 85, 93, 96, 113, 120, 124, 136. *Standing* is defined as the synonym of *stood* in lines 4, 123. *Little* is the repetition of *little* in lines 26, 27, 53, 62, 64, 74, 76, 79, 86, 90, 93, 100, 107, 109, 123, 129, 134. The word *boy* is repeated in lines 75, 76, 79, 86, 90, 100, 107, 123. The word *so* is repeated in lines 7, 31, 43, 52, 54, 85, 86. *Small* is the synonym of *tiny* in line 76.

72. to the branches of the tree, and he was wandering all round it, crying
 L:R L:R/L:S L:S L:R L:R L:S
 branches tree/trees wander all round cried

73. bitterly. The poor tree was still quite covered with frost and snow,
 L:S L:R L:R/L:S L:R L:R L:R L:R L:R
 sad poor tree/ still quite covered frost snow

The noun *branches* is repeated in lines 63, 75, 121. The noun *tree* is the repetition of *tree* in lines 64, 73, 75, 79, 88, 101, 121, 139 and it is the synonym *trees* in line 5, 7, 29, 35, 50, 64, 65. *Wandering* is the synonym of *wander* in line 23. *All* is the repetition of *all* in lines 12, 19, 26, 34, 35, 37, 85, 98, 108, 115, 122, 139. *Round* is the repetition of *round* in lines 19, 23, 34, 41, 90. *Crying* is the synonym of *cried* in lines 15, 33, 130. The adverb *bitterly* can be regarded as the synonym of *sad* in line 105. *Poor* is repeated in lines 21, 79. The noun *tree* is the repetition of *tree* in lines 64, 72, 75, 79, 88, 101, 121, 139 and the synonymy of *trees* in line 5, 7, 29, 35, 50, 64, 65. The word *still* is the repetition of *still* in lines 28, 70. *Quite* is repeated in lines 83, 121, 126. The verb *covered* is repeated in lines 34, 66, 121, 139. *Frost* is the repetition of *frost* in lines 33, 35, 49. *Snow* is repeated in lines 33, 34, 49.

74. and the North Wind was blowing and roaring above it. 'Climb up! Little
 L:R L:S L:R/L:S L:R L:R
 North-Wind blew roaring/ above little
 rattled roared

75. boy,' said the Tree, and it bent its branches down as low as it could;
 L:R L:R/L:S L:R/L:S L:R
 boy said/say tree/trees branches

In line 74, *north wind* is repeated in lines 36, 49, 57. *Blowing* harks back to *blew* and *rattled* in lines 38, 40, so it can be regarded as synonym. *Roaring* is repeated in line 57 and the synonym of *roared* in line 37. The word *above* is repeated in line 67. *Little* is repeated in lines 26, 27, 53, 62, 64, 71, 76, 79, 86, 90, 93, 100, 107, 109, 123, 129, 134. *Boy* is repeated in lines 71, 76, 79, 86, 90, 100, 107, 123. The verb *said* is the repetition of *said* in lines 12, 17, 25, 38, 43, 48, 59, 78, 94, 100, 103, 104, 114, 126, 133, 135 and it is the synonym of *say* in lines 12, 110. The noun *tree* is repeated in lines 64, 72, 73, 79, 88, 101, 121, 139 and the synonym of *trees* in lines 5, 7, 29, 35, 50, 64, 65. In line 75, *branches* is repeated in lines 63, 72, 121.

76. but the little boy was too tiny.

| | | | |
|--------|-----|-----|-------|
| L:R | L:R | L:R | L:S |
| little | boy | too | small |

77. And the Giant's heart melted as he looked out. 'How selfish I have

| | | | | |
|---------|------|------------|-----|---------|
| L:R | L:S | L:R | L:R | L:R |
| Giant's | felt | looked out | How | selfish |

In line 76, the word *little* is repeated in lines 26, 27, 53, 62, 64, 71, 74, 79, 86, 90, 93, 100, 107, 109, 123, 129, 134. *Boy* is repeated in lines 71, 75, 79, 86, 90, 100, 107, 123. *Too* refers back to same *too* in line 48. The adjective *tiny* has the same meaning as *small* in line 71. *Giant's* is also defined as the repetition of *Giant's* in lines 47, 77, 91. *Heart* is the synonym of *felt* in line 105. *Looked out* is the repetition of *looked out* in lines 44, 59, 116. The word *how* also can be found in lines 8, 25, 109. *Selfish* is the repetition of *selfish* in lines 20, 27, 44, 48.

78. been!" he said; 'now I know why the Spring would not come here. I

| | | | | | |
|---------|-----|---------|-------------|-------------|---------|
| L:R/L:S | L:R | L:R/L:S | L:R/L:S | L:R/L:S | L:R/L:A |
| said/ | now | know/ | Spring/ | come/ | here/ |
| say | | knew | spring-time | coming,came | there |

79. will put that poor little boy on the top of the tree, and then I will

| | | | | |
|-----|------|--------|-----|------------|
| L:R | L:R | L:R | L:R | L:R/L:S |
| put | poor | little | boy | tree/trees |

Repetition and synonym are often found in line 78. The verb *said* is repeated in lines 12, 17, 25, 38, 43, 48, 59, 75, 94, 100, 103, 104, 114, 126, 133, 135 and the synonym of *say* in lines 12, 110. *Now* is also repeated in lines 21, 93, 117. The verb *know* is repeated in lines 102, 104 and it is the synonym of *knew* in line 117. *Spring* is also called the repetition of *spring* in lines 26, 33, 43, 46,

84. went out into the garden. But when the children saw him they were

L:R/L:S

saw/

see,seen

The verb *crept* is repeated in line 63. *Downstairs* refers back to the same word in line 124. The words *opened* and *door* build collocation relationship, both are in line 81. While the word *door* itself is the cohyponym of *armchair* in line 112. The word *quite* is also repeated in lines 73, 121, 126. Moreover, *softly* is also found in line 83 and the synonym of *soft* and *gently* in lines 3, 67, 88. The verb *went* is the repetition of *went* in lines 32, 111 and it is the synonym of *go*, *going* and *gone* in lines 2, 42, 95, 102. Then, *into* is also defined as repetition of *into* in lines 31, 88, 100, 124. The noun *garden* is repeated in lines 2, 3, 14, 17, 24, 27, 33, 37, 41, 45, 47, 55, 70, 80, 85, 93, 96, 113, 120, 124, 136. While the pronoun *children* is also repeated in lines 1, 7, 14, 16, 21, 29, 31, 63, 65, 91, 93, 96, 102, 104, 106, 108, 113, 114, 138. The verb *saw* is also found in lines 14, 30, 62, 92 and it is the synonym of *see* and *seen* in lines 61, 64, 87, 105, 108, 110.

85. so frightened that they all ran away, and the garden became Winter

L:R

L:R

L:R

L:R

L:R

so

all

ran away

garden

Winter

86. again. Only the little boy did not run, for his eyes were so full of tears

L:R

L:R/L:S

L:R

L:R

L:R/L:S

L:R/L:M

L:R

L:R

L:M

again

only/

little

boy

run/

eyes/

so

full

eyes

merely

running,

tears

The word *so* is regarded as repetition in lines 7, 31, 43, 52, 54, 71, 86. *All* is also the repetition of *all* in lines 12, 19, 26, 34, 35, 37, 72, 98, 108, 115, 122, 139. The verb *ran away* is repeated in line 16. The noun *garden* is repeated in lines 2, 3, 14, 17, 24, 27, 33, 37, 41, 45, 47, 55, 70, 80, 84, 93, 96, 113, 120, 124, 136. *Winter* is the repetition of *winter* in lines 28, 48, 70, 116, 117. The word *again* is also found in lines 31, 65, 108. *Only* is also called as repetition in lines 27, 32, 53, 69 and it is the synonym of *merely* in line 118. The word *little* is repeated in lines 26, 27, 53, 62, 64, 71, 74, 76, 79, 90, 93, 100, 107, 109, 123, 129, 134. The pronoun *boy* is repeated in lines 71, 75, 76, 79, 90, 100, 107, 123. *Run* is the repetition of *run* in line 92 and it is the synonym of *running* and *ran* in lines 41, 124, 138. *Eyes* is the repetition of *eyes* in line 119 and it is also called as the meronym of *tears* in line 86. *So* is repeated in lines 7, 31, 43, 52, 54, 71, 85. *Full* is the repetition of *full* in line 22. Finally, *tears* is the meronym of *eyes* in line 86.

87. that he did not see the Giant coming. And the Giant stole up behind

L:R/L:S L:R L:R/L:S L:R
 see/ Giant coming/ Giant

88. him and took him gently in his hand, and put him up into the tree. And

 saw,seen come,came
 L:R/L:S L:R/L:S L:S L:R L:R/L:A L:R/L:S
 took/ gently/ hands put into/ tree/

Line 87 begins with the verb *see* which indicates the repetition in lines 59, 64, 110 and it has the synonym of *saw* and *seen* in lines 14, 30, 59, 61, 84, 92, 105, 108. Both pronouns *Giant* in line 87 is also repeated in lines 10, 17, 20, 27, 44, 51, 59, 92, 94, 96, 98, 101, 104, 105, 107, 108, 111, 124, 130, 133, 135, 138. Then, the verb *coming* is repeated in lines 1, 43 and it is also called as the synonym of *come* and *came* in lines 10, 26, 36, 39, 46, 58, 59, 78, 89, 92, 93, 98, 103, 106, 125, 126, 136. Moreover, repetition is used by the verb *took* which is also repeated in line 94 and it is the synonym of *take* in line 131. The adverb *gently* is the repetition of *gently* in line 67 and it conveys the same meaning with *soft* and *softly* in line 83. *Hand* is the synonym of *hands* in line 127. *Put* is also repeated in lines 19, 29, 79, 100. *Into* is also used in lines 31, 84, 100, 124. The noun *tree* is the repetition of *tree* in lines 64, 72, 73, 75, 79, 101, 121, 139 and it also establish the same meaning as *trees* 5, 7, 29, 35, 50, 64, 65

89. the tree broke at once into blossom, and the birds came and sang on

L:R/L:S L L:R :R L:R/L:S L:R/L:S L:R/L:S L:R/L:S
 tree/ broke once into blossom/ birds/ came/ sang/sing,
 trees blossoms bird come, singing,

90. it, and the little boy stretched out his two arms and flung them round ^{twittering}

L:R L:R L:R L:R L:R
 little boy two arms round

Tree is the repetition of *tree* in lines 64, 72, 73, 75, 79, 88, 101, 121, 139 and it is the synonym of *trees* 5, 7, 29, 35, 50, 64, 65. Then, *broke into* is repeated in line 5. *Once* is the repetition of *once* in lines 29, 136. *Blossom* is also repeated in line 29 and the synonym of *blossoms* in lines 6, 27, 66, 121, 139. The noun *birds* also can be found in lines 7, 27, 28, 67 and it is the synonym of *bird* in lines 54, 55. The verb *came* is repeated in lines 10, 26, 36, 39, 46, 58, 92, 93, 98, 106, 125, 126 and it is also defined as the synonym of *come* and *coming* in lines 43, 78, 87, 103, 136. The verb

sang refers back to these words *sing*, *singing* and *twittering* in lines 7, 28, 54, 55, 68, 89 as synonym. *Little* is also repeated in lines 26, 27, 53, 62, 64, 71, 74, 76, 79, 86, 93, 100, 107, 109, 123, 129, 134. The pronoun *boy* is the repetition of *boy* in lines 71, 75, 76, 79, 86, 100, 107, 123. *Two* will be used in line 128, either *arms*. It will be repeated in line 66. *Round* is the repetition of *round* in lines 19, 23, 34, 41, 72.

91. the Giant's neck, and kissed him. And the other children, when they

| | | | |
|---------|------|--------|----------|
| L:R | L:R | L:R | L:R |
| Giant's | face | kissed | children |

92. saw that the Giant was not wicked any longer, came running back,

| | | | | |
|----------|-------|------|------------|----------|
| L:R/L:S | L:R | L:A | L:R/L:S | L:R/L:S |
| saw/ | Giant | kind | came/come, | running/ |
| see,seen | | | coming | run,ran |

In line 91, *giant's* is the repetition of *giant's* in lines 2, 47, 77. *Neck* is the comeronym of *face* in line 126. *Kissed* is also the repetition of *kissed* in line 101. *Children* is repeated in lines 1, 7, 14, 16, 21, 29, 31, 63, 65, 84, 93, 96, 102, 104, 106, 108, 113, 114, 138. Thee verb *saw* is also repeated in lines 14, 30, 62, 84 and it is the synonym of *see* and *seen* in lines 61, 64, 87, 105, 108, 110. The Pronoun *Giant* is also used in lines 10, 17, 20, 27, 44, 51, 59, 87, 94, 96, 98, 101, 104, 105, 107, 108, 111, 124, 130, 133, 135, 138. The word *wicked* has the opposite meaning with *kind* in line 108. *Came* is also defined as the repetition of *came* in lines 10, 26, 36, 39, 46, 58, 89, 93, 98, 106, 125, 126 and it is also the synonym of *come* and *coming* 43, 78, 87, 103, 136. *Running* is repeated in line 86 and it is the synonym of *run* and *ran* in lines 41,124,138.

93. and with them came the Spring. 'It is your garden now, little children,'

| | | | | | |
|------------|---------|-------------|-----|--------|----------|
| L:R/L:S | L:R/L:S | L:R | L:R | L:R | L:R |
| came/come, | Spring/ | garden | now | little | children |
| | coming | spring-time | | | |

94. said the Giant, and he took a great axe and knocked down the wall.

| | | | | | |
|----------|-------|-----------|-------|------------|------|
| L:R/L:S | L:R | L:R/L:S | L:R | L:S | L:R |
| said/say | Giant | took/take | great | knock down | wall |

The verb *came* can be found in lines 10, 26, 36, 39, 46, 58, 89, 92, 98, 106, 125, 126 and it is the synonym of *come* and *coming* 43, 78, 87, 103, 136. *Spring* is also found in lines 26, 33, 43, 46, 58, 78, 118 and it is the synonym of *spring-time* in line 5. The noun *garden* is also used in lines 2, 3, 14, 17, 24, 27, 33, 37, 41, 45, 47, 55, 70, 80, 84, 85, 96, 113, 120, 124, 136. *Now* is also the

repetition of *now* in lines 21, 78, 117. *Little* is also regarded as the repetition of *little* in lines 26, 27, 53, 62, 64, 71, 74, 76, 79, 86, 90, 100, 107, 109, 123, 129, 134. The pronoun *children* is repeated in lines 1, 7, 14, 16, 21, 29, 31, 63, 65, 84, 91, 96, 102, 104, 106, 108, 113, 114, 138. The verb *said* is the repetition of *said* in lines 12, 17, 25, 38, 43, 48, 59, 75, 78, 100, 103, 104, 114, 126, 133, 135 and the synonym of *say* in line 12, 110. *Giant* is also repeated in lines 10, 17, 27, 44, 51, 59, 87, 92, 96, 98, 101, 104, 105, 107, 108, 111, 124, 130, 133, 135, 138. The verb *took* is also used repetition in line 88 and it is the synonym of *take* in line 131. *Great* is also the repetition of *great* in lines 35, 124. Then, *knocked down* is the synonym of *knock down* in line 80. *Wall* is also found in lines 19, 23, 62, 80.

95. And when the people were going to market at twelve o'clock they

L:R L:R/L:S L:R
 people go,went,gone twelve

96. found the Giant playing with the children in the most beautiful garden

L:R L:R L:R/L:S L:R L:R L:R/L:S L:R
 found Giant playing, children the most beautiful, garden
 play,played lovely

The word *people* in line 95 uses repetition, *people* is also used in line 32. *Going* conveys the same meaning as *go*, *going* and *gone* in lines 2, 32, 42, 84, 102, 111. The word *twelve* also uses the repetition of *twelve* in line 5. *Found* is also the repetition of *found* in line 138. The pronoun *Giant* is repeated in lines 10, 17, 20, 27, 44, 51, 59, 87, 92, 94, 98, 101, 104, 105, 107, 108, 111, 124, 130, 133, 135, 138. The word *playing* is also repeated in line 14 and it is the synonym of *play* and *played* in lines 18, 21, 98, 107, 112, 135. *Children* is also regarded as the repetition of *children* in lines 1, 7, 14, 16, 21, 29, 31, 63, 65, 84, 91, 93, 102, 104, 106, 108, 113, 114, 138. *The most* is the repetition of *the most* in lines 55, 114. The adjective *beautiful* is repeated in lines 4, 24, 29, 56, 114 and it is the synonym of *lovely* in lines 3, 52, 69, 121. The noun *garden* is the repetition of *garden* in lines 2, 3, 14, 17, 24, 27, 33, 37, 41, 45, 47, 55, 70, 80, 84, 85, 93, 113, 120, 124, 136.

97. they had ever seen.

L:R/L:A L:R/L:S
 ever/never seen/see,saw

98. All day long they played, and in the evening they came to the Giant

L:R L:R L:R L:R/L:S L:A L:R/L:S L:R
 all day long played/ morning came/come, Giant
 play,playing 32 coming

99. to bid him good-bye.

| | |
|----------|-----|
| L:C | L:C |
| good-bye | bid |

In line 97, *ever* refers back to the same word in line 81 and it is the antonym of *never* in lines 46, 105, 108. *Seen* is the repetition of *seen* in lines 105,108 and the synonym of *see* and *saw* in lines 14, 30, 61, 62, 64, 84, 87, 92, 110. *All* is also the repetition of *all* in lines 12, 19, 26, 34, 35, 37, 72, 85, 108, 115, 122, 139. The noun *day* is also the repetition of *day* in lines 10, 37, 39. *Long* is repeated in line 54. *Played* is also repeated in line 107 and it is the synonym of *play* and *playing* in lines 2, 14, 18, 21, 96, 112, 135. *Evening* has the contrast meaning with *morning* in line 51. The verb *came* is also used in lines 10, 26, 36, 39, 46, 58, 89, 92, 93, 106, 125, 126 and it is the synonym of *come* and *coming* in lines 43, 78, 87, 103, 136. The pronoun *Giant* is also used in lines 10, 17, 20, 27, 44, 51, 59, 87, 92, 94, 96, 101, 104, 105, 107, 108, 111, 124, 130, 133, 135, 138. In line 99, *bid* and *good-bye* have the collocational relationship.

100. 'But where is your little companion?' he said: 'the boy I put into the

| | | | | | |
|--------|--------|----------|-----|-----|------|
| L:R | L:S | L:R/L:S | L:R | L:R | L:R |
| little | friend | said/say | boy | put | into |

101. tree.' The Giant loved him the best because he had kissed him.

| | | |
|------------|-------|------------|
| L:R/L:S | L:R | L:R/L:S |
| tree/trees | Giant | loved/love |

The word *little* is the repetition of *little* in lines 26, 27, 53, 62, 64, 71, 74, 76, 79, 86, 90, 93, 107, 109, 123, 129, 134. The noun *companion* has the same meaning as friend in lines 10, 109. The verb *said* is also found in lines 12, 17, 25, 38, 43, 48, 59, 75, 78, 94, 103, 104, 114, 126, 133, 135 and it is also the synonym of *say* in lines 12, 110. The pronoun *boy* can also be found in lines 71, 75, 76, 79, 86, 90, 107, 123. The verb *put* is repeated in lines 19, 29, 79, 88, 100. The repetition of the word *into* is also found in lines 31, 84, 88, 124. The noun *tree* is a lexical item which indicates repetition, it also found in lines 64, 72, 73, 75, 79, 88, 121, 139 and it is called as the synonym of *trees* in lines 5, 7, 29, 35, 50, 64, 65. The pronoun *Giant* is also mentioned in lines 10, 17, 20, 27, 44, 51, 59, 87, 92, 94, 96, 98, 104, 105, 107, 108, 111, 124, 130, 133, 135, 138. *Loved* is also the

repetition of *loved* in lines 107, 123 and the synonym of *love* in line 132. Finally, the verb *kissed* is repeated in line 91.

102. 'We don't know,' answered the children; 'he has gone away.'
 L:R/L:S L:R/L:S/L:A L:R L:R/L:S
 know/ answered/ children go,going

knew tell/ask went,gone
 103. 'You must tell him to be sure and come here to-morrow,' said the
 L:S/L:A L:R/L:S L:R/L:A L:A L:R/L:S
 answered/ask come/coming, here/ to-day said/say
 came there

The application of the verb *know* in the beginning of sentence indicates repetition, in which applied in lines 78, 104 and it is also regarded as the synonym *knew* in line 117. Then, *answered* is the repetition of *answered* in line 132 and it is regarded the same meaning as *tell* in line 103, but has the opposite meaning with *ask* in line 39. The pronoun *children* is used in lines 1, 7, 14, 16, 21, 29, 31, 63, 65, 84, 91, 93, 96, 104, 106, 108, 113, 114, 138, so it can be regarded as repetition. The verb *gone* establish the same idea with *go*, *going* and *went* in lines 2, 32, 42, 84, 95, 111. The verb *tell* is the repetition of *tell* in line 130 and it is also the synonym *answered* in line 102, 132, but it is the antonym of *ask* in line 39. *Come* is repeated in lines 59, 78, 136 and it refers to the same meaning as *coming* and *came* in lines 10, 26, 36, 39, 46, 87, 89, 92, 93, 98, 106, 125, 126. *Here* harks back to the same *here* in lines 3, 8, 15, 34, 78 and it is also the antonym of *there* in lines 3, 25, 48. The word *to-morrow* conveys the contrast idea of *to-day* in line 136. The verb *said* is applied in lines 12, 17, 25, 38, 43, 48, 59, 75, 78, 94, 100, 104, 114, 126, 133, 135, therefore it is called as repetition and it shares the same opinion of *say* in lines 12, 110.

104. Giant. But the children said that they did not know where he lived,
 L:R L:R L:R/L:S L:R/L:S L:S
 Giant children said/say know/knew live

105. and had never seen him before; and the Giant felt very sad.
 L:R/L:A L:R/L:S L:A L:R L:S L:R L:S/L:A
 never/ seen/ after Giant heart very bitterly/
 ever see,saw happy

In line 104, it is found *Giant*, in which it is realized as the repetition of the same *Giant* in lines 10, 17, 20, 27, 44, 51, 59, 87, 92, 94, 96, 98, 101, 105, 107, 108, 111, 124, 130, 133, 135, 138. The pronoun *children* is also called as the repetition of *children* in lines 1, 7, 14, 16, 21, 29, 31, 63, 65, 84, 91, 93, 96, 102, 106, 108, 113, 114, 138. Repetition is also used by the word *said* that can also be found in lines 12, 17, 25, 38, 43, 48, 59, 75, 78, 94, 100, 103, 114, 126, 133, 135 and it is also regarded as the synonym of *say* in lines 12, 110. The verb *know* is also repeated in lines 78, 102 and it is the synonym *knew* in line 117. *Lived* refers back to *live* in line 34. The word *never* is also repeated in lines 46, 108 and it is the antonym of *ever* in lines 81, 97. *Seen* is the repetition of *seen* in lines 97, 108 and it is the synonym of *see* and *saw* in lines 14, 30, 61, 62, 64, 84, 87, 92, 110. *Before* is the opposite of *after* in line 11. The pronoun *Giant* is also can be seen in lines 10, 17, 20, 27, 44, 51, 59, 87, 92, 94, 96, 98, 101, 104, 107, 108, 111, 124, 130, 133, 135, 138. *Felt* is the synonym of *heart* in line 77. The word *very* is the repetition of *very* in lines 15, 20, 22, 81, 108. The adjective *sad* is the synonym of *bitterly* in line 73 and the antonym of *happy* in line 8.

106. Every afternoon, when school was over, the children came and
 L:R L:R L:R L:R L:R L:R/L:S
 every afternoon school over children came/
 come,coming

107. played with the Giant. But the little boy whom the Giant loved was
 L:R/L:S L:R L:R L:R L:R L:R/L:S
 played/ Giant little boy Giant loved/
 play,playing love

The word *every* is the repetition of *every* in lines 1, 39, 47, 64. The word *afternoon* is also the repetition of *afternoon* in lines 1, 138. The noun *school* is also repeated in line 1. *Over* is also defined as the repetition of *over* in lines 12, 24. The pronoun *children* is also called as repetition in lines 1, 7, 14, 16, 21, 29, 31, 63, 65, 84, 91, 93, 96, 102, 104, 108, 113, 114, 138. The verb *came* is also the repetition of *came* in lines 10, 26, 36, 39, 46, 58, 89, 92, 93, 98, 125, 126 and it is the synonym of *come* and *coming* in lines 43, 78, 87, 103, 136. In line 107, *played* has ever used before in line 98 and it is regarded as the synonym of *play* and *playing* in lines 2, 14, 18, 21, 96, 98, 112, 135. Both pronouns *Giant* in line 107 are the repetition of *Giant* in lines 10, 17, 20, 27, 44, 51, 59, 87, 92, 94, 96, 98, 101, 104, 105, 108, 111, 124, 130, 133, 135, 138. *Little* is also the repetition of *little* in lines 26, 27, 53, 62, 64, 71, 74, 76, 79, 86, 90, 93, 100, 109, 123, 129, 134. The pronoun

boy can also be found in lines 71, 75, 76, 79, 86, 90, 100, 123. *Loved* is also applied in lines 101,123 and it is the synonym of *love* in line 132.

108. never seen again. The Giant was very kind to all the children, yet he
 L:R/L:A L:R/L:S L:R L:R L:R L:A L:R L:R
 never/ seen/ again Giant very wicked all children
 ever see,saw

109. longed for his first little friend, and often spoke of him. 'How I would
 L:R L:R L:S L:R L:R
 little friend always talk about how

It can be traced back to the previous lines (46, 105) that the word *never* has ever used, so it is called repetition. It also conveys the opposite meaning with *ever* in lines 81, 97. The verb *seen* is also called as the repetition in lines 97, 105 and it is the synonym of *see* and *saw* in lines 14, 30, 61, 62, 64, 84, 87, 92, 110. *Again* is also repeated in lines 31, 65, 86. The pronoun *Giant* is repeated in lines 10, 17, 20, 27, 44, 51, 59, 87, 92, 94, 96, 98, 101, 104, 105, 107, 111, 124, 130, 133, 135, 138. *Very* can also be found in lines 15, 20, 22, 81, 105. While *kind* is the antonym of *wicked* in line 92. *All* is also defined as repetition in lines 12, 19, 26, 34, 35, 37, 72, 85, 98, 115, 122, 139. The pronoun *children* is used many times in lines 1, 7, 14, 16, 21, 29, 31, 63, 65, 84, 91, 93, 96, 102, 104, 106, 113, 114, 138. The word *little* is repeated in lines 26, 27, 53, 62, 64, 71, 74, 76, 79, 86, 90, 93, 100, 107, 123, 129, 134. *Friend* is also repeated in line 10 and it is the synonym of *companion* in line 100. The word *often* is regarded as the synonym of *always* in line 48. *Spoke of* can also be called the synonym of *talk about* in line 24. *How* harks back to *how* in lines 8, 25, 77.

(2)
 110. like to see him!' he used to say.
 L:R L:R/L:S L:R/L:S
 like see/ say/

(2) saw,seen said
 111. Years went over, and the Giant grew very old and feeble. He could
 L:R/L:S L:R/L:S L:R L:R L:R
 years/ went/go, Giant grew very
 year going,gone

The verb *like* (2) is the repetition of *like* (2) in line 23. Afterward, the verb *see* is also the repetition of *see* in lines 61, 64, 87 and it is also called as the synonym of *saw* and *seen* in lines 14, 30, 62, 84, 92, 105, 108. The verb *say* is repeated in line 12 and it is also the synonym of *said* in lines 17, 25, 38, 43, 48, 59, 75, 78, 94, 100, 103, 104, 114, 126, 133, 135. *Years* can be found in lines 11, 12 and it is the synonym of *said* in line 34. The verb *went* is also used in lines 32, 84 and it has the similar meaning with *go*, *going* and *gone* in lines 2, 42, 95, 102. The pronoun *Giant* is the repetition of *Giant* in lines 10, 17, 20, 27, 44, 51, 59, 87, 92, 94, 96, 98, 101, 104, 105, 107, 108, 124, 130, 133, 135, 138. The verb *grew* is also repeated in line 126.

112. not play about any more, so he sat in a huge armchair, and watched

| | | | | |
|---------------|--|------------------|-----|----------|
| L:R/L:S | | L:R/L:S/L:C | L:S | L:Ch/L:C |
| play/playing, | | sat/ | big | door/sat |
| played | | sitting/armchair | | |

113. the children at their games, and admired his garden. I have many

| | | | | |
|----------|------------|--------|--------|------|
| L:R | L:R/L:S | L:S | L:R | L:A |
| children | games/ | wonder | garden | some |
| | playground | | | |

The verb *play* is repeated in lines 2, 18, 21, 135 and it is the synonym of *playing* and *played* in lines 14, 96, 98, 107. *Sat* is can be found in lines 7, 44, 112 and it is a collocational bond between *sat* and *armchair*. *Huge* conveys similar meaning with *big* in line 131. While *armchair* is the cohyponym of *door* in line 83, beside its relationship with *sat*. The pronoun *children* is also repeated in lines 1, 7, 14, 16, 21, 29, 31, 63, 65, 84, 91, 93, 96, 102, 104, 106, 108, 114, 138. The noun *games* is also applied in line 8 and it is also the synonym *playground* in line 81. *Admired* establish the same idea with *wonder* in line 119. *Garden* is also used in lines 2, 3, 14, 17, 24, 27, 33, 37, 41, 45, 47, 55, 70, 80, 84, 85, 93, 96, 120, 124, 136. *Many* is the antonym of *some* in line 52.

114. beautiful flowers,' he said; 'but the children are the most beautiful

| | | | | | |
|------------|----------|---------|----------|----------|------------|
| L:R/L:S | L:R/L:S | L:R/L:S | L:R | L:R | L:R/L:S |
| beautiful/ | flowers/ | said/ | children | the most | beautiful/ |
| lovely | flower | say | | | lovely |

115. flowers of all.'

| | |
|----------------|-----|
| L:R/L:S | L:R |
| flower/flowers | all |

Both adjectives *beautiful* have ever applied before in lines 4, 24, 29, 56, 96 and they are also the synonym of *lovely* in lines 3, 52, 69, 121. The nouns *flowers* in line 114 and 115 are also applied in lines 4, 68, 115, 118 and they are the synonym of *flower* in line 29. The verb *said* is also found in lines 12, 17, 25, 38, 43, 48, 59, 75, 78, 94, 100, 103, 104, 126, 133, 135 and it is similar with *say* in lines 12, 110. The pronoun *children* is the repetition of *children* in lines 1, 7, 14, 16, 21, 29, 31, 63, 65, 84, 91, 93, 96, 102, 104, 106, 108, 113, 138. *The most* is also the repetition of *the most* in lines 55, 96. *All* is repeated in lines 12, 19, 26, 34, 35, 37, 72, 85, 98, 108, 122, 139.

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116. One winter morning he looked out of his window as he was

| | | | | |
|-----|--------|---------------------|------------|--------|
| L:R | L:R | L:R/L:A | L:R | L:R |
| one | winter | morning/ evening | looked out | window |

117. dressing. He did not hate the Winter now, for he knew that it was

| | | | | |
|------------|------|--------|-----|------|
| L:S | L:A | L:R | L:R | L:S |
| dressed in | care | winter | now | know |

The word *one* is ever seen before in lines 10, 51, 69. *Winter* in line 116 and 117 are also ever repeated before in lines 28, 48, 70, 85. *Morning* is also repeated in line 51 and it is the antonym of *evening* in line 98. The verb *looked out* is also the repetition of *looked out* in lines 44, 59, 77. The noun *window* refers to *window* in lines 44, 54. The word *dressing* shares the same idea with *dressed in* in line 42. *Hate* is the antonym of *care* in line 28. The word *now* refers back to the same *now* in lines 21, 78, 93. The verb *knew* has the similar meaning with *know* in lines 78, 102, 104.

118. merely the Spring asleep, and that the flowers were resting.

| | | | | |
|-----------------|------------------------|---------|--------------------|--------|
| L:R/L:S | L:R/L:S | L:S | L:R/L:S | L:S |
| merely/ only | spring/ spring-time | resting | flowers/ flower | asleep |

119. Suddenly he rubbed his eyes in wonder, and looked and looked. It

| | | | | |
|------|-------------|---------|--------|--------|
| L:C | L:R/L:C | L:S | L:R | L:R |
| eyes | eyes/rubbed | admired | looked | looked |

The word *merely* shares the same idea with *only* in lines 27, 32, 53, 69, 86. While *spring* is the repetition of *spring* in lines 26, 33, 43, 46, 58, 78, 93 and the synonym of *spring-time* in line 5. *Asleep* is also the synonym of *resting* in line 118. The noun *flowers* is also found in lines 4, 68, 114, 115 and it is also the synonym of *flower* in line 29. *Resting* is the synonym of *asleep* in line 118. There is a collocational bond between *rubbed* and *eyes* in line 119. *Wonder* is regarded as the synonym of *admired* in line 23. The words *looked* are called repetition since both are called twice.

120. certainly was a marvelous sight. In the farthest corner of the garden

| | | | | | |
|--|-----------|------------|----------|--------|--------|
| | L:S | L:R/L:S | L:R | L:R | L:R |
| | wonderful | eyes/scene | farthest | corner | garden |

121. was a tree quite covered with lovely white blossoms. Its branches

| | | | | | | |
|---------|-------|---------|-----------|-------|-----------|----------|
| L:R/L:S | L:R | L:R | L:R/L:S | L:R | L:R/L:S | L:R |
| tree/ | quite | covered | lovely/ | white | blossoms/ | branches |
| trees | | | beautiful | | blossom | |

The word *marvelous* in line 120 conveys the same meaning with *wonderful* in line 62. *Sight* is the repetition of *sight* in line 62 and it is the synonym of *scene* in line 69. The word *farthest* is also the repetition of *farthest* in line 70. *Corner* has ever used in lines 69, 70. The noun *garden* also rises in lines 2, 3, 14, 17, 24, 27, 33, 37, 41, 45, 47, 55, 70, 80, 84, 85, 93, 96, 113, 124, 136. *Tree* is repeated lines 64, 72, 73, 75, 79, 88, 101, 139 and it is the synonym of *trees* in lines 5, 7, 29, 35, 50, 64, 65. *Quite* is also ever used in lines 73, 83, 126. The verb *covered* is also repeated in lines 34, 66, 73, 139. *Lovely* is the repetition of *lovely* in lines 3, 52, 69 and it is the synonym of *beautiful* in lines 4, 24, 29, 56, 96, 114. *White* is the repetition of *white* in lines 35, 45, 139. *Blossoms* is repeated in lines 6, 27, 66, 139 and it is the synonym of *blossom* in lines 29, 89. At last, *branches* also refers back to the same word in lines 63, 72, 75.

122. were all golden, and silver fruit hung down from them, and

| | | | |
|-----|--------|--------|-------------|
| L:R | L:R | L:R | L:R/L:H |
| all | golden | silver | fruit/peach |

123. underneath it stood the little boy he had loved.

| | | | | |
|-------|----------------|--------|-----|------------|
| L:S | L:R/L:S | L:R | L:R | L:R/L:S |
| under | stood/standing | little | boy | loved/love |

Lexical items of repetition are found in many times in line 122 and 123. Repetition is also used by *all* in lines 12, 19, 26, 34, 35, 37, 72, 85, 98, 108, 115, 139. *Golden* also uses repetition in line 47. Then, *silver* is the repetition of *silver* in line 35. The noun *fruit* is also repeated in lines 6, 47 and it is the hyponym of *peach* in line 5. *Underneath* is the synonym of *under* in line 139. *Stood* is also found in line 4 and it is the synonym of *standing* in line 71. *Little* is also defined as the repetition of *little* in lines 26, 27, 53, 62, 64, 71, 74, 76, 79, 86, 90, 93, 100, 107, 109, 129, 134. The pronoun *boy* is called as the repetition of *boy* in lines 71, 75, 76, 79, 86, 90, 100, 107. *Loved* is repeated in lines 101, 107 and it is the synonym of *love* in line 132.

124. Downstairs ran the Giant in great joy, and out into the garden. He

| | | | | | | |
|------------|----------|-------|-------|---------|------|--------|
| L:R | L:R/L:S | L:R | L:R | L:S | L:R | L:R |
| downstairs | ran/run, | Giant | great | delight | into | garden |

125. hastened across the grass, and came near to the child. And when he

| | | | |
|-------------|---------|-------|-------|
| L:R | L:R/L:S | L:S | L:R |
| grass | came/ | close | child |
| come,coming | | | |

Firstly, *downstairs* is the repetition of *downstairs* in line 82. Then, *ran* is repeated in lines 41,138 and it is the synonym of *run* and *running* in line 86, 92. *Giant* is also repeated in lines 10, 17, 20, 27, 44, 51, 59, 87, 92, 94, 96, 98, 101, 104, 105, 107, 108, 111, 130, 133, 135, 138. The adjective *great* also uses repetition in lines 35, 94. *Joy* is the synonym of *delight* in line 68. The word *into* is also found in lines 31, 84, 88, 100. The noun *garden* can also be in lines 2, 3, 14, 17, 24, 27, 33, 37, 41, 45, 47, 55, 70, 80, 84, 85, 93, 96, 113, 120, 136. The noun *grass* is the repetition of *grass* in lines 3, 4, 30, 34, 69. The verb *came* is also used in lines 10, 26, 36, 39, 46, 58, 89, 92, 93, 98, 106, 126 and it is the synonym of *come* and *coming* 43, 78, 87, 103, 136. *Near* has the same meaning with *close* in line 126. *Child* is the repetition of *child* in lines 64, 132, 134, 135

126. came quite close his face grew red with anger, and he said, 'Who

| | | | | | |
|---------|-------|------|------|------|------|
| L:R/L:S | L:R | L:S | L:Cm | L:R | L:Ch |
| came/ | quite | near | neck | grew | red |

come,coming

127. hath dared to wound thee?' For on the palms of the child's hands

| | | | |
|-------|---------|-------|---------|
| L:R | L:R/L:S | L:H | L:S/L:H |
| dared | wound/ | hands | hand/ |
| | wounds | | palms |

The verb *came* is repeated in lines 10, 26, 36, 39, 46, 58, 89, 92, 93, 98, 106, 125 and it is the synonym of *come* and *coming* 43, 78, 87, 103, 136. The word *quite* is also repeated in lines 73, 83, 121. *Close* is the synonym of *near* in line 125. The noun *face* is regarded as the comeronym of *neck* in line 91. The verb *grew* is also repeated in line 111. *Red* is the cohyponym of *grey* in line 42. The verb *said* is the repetition of *said* in lines 12, 17, 25, 38, 43, 48, 59, 75, 78, 94, 100, 103, 104, 114, 133, 135 and it is the synonym of *say* in lines 12, 110. *Dared* can be found in line 130. While, *wound* is the repetition of *wound* in line 130 and it is the synonym of *love* in line 132. Then, *palms* is the hyponym of *hands* in line 126. In the end, *hands* is the synonym of *hand* in line 88 and the hyponym of *palms* in line 127.

128. were the prints of two nails, and the prints of two nails were on the
 L:R L:R L:R L:R L:R L:R
 prints two nails prints two nails

129. little feet.
 L:R L:Cm
 little hand

Repetition is still the major lexical items found in lines 129 and 129. Firstly, two words *prints* in line 128, both indicate the repetition. Then, two words *two* also use the repetition show in lines 90, 128. Repetition is also found in the words *nails*. The word *little* rises again and still indicate the repetition of the same word in lines 26, 27, 53, 62, 64, 71, 74, 76, 79, 86, 90, 93, 100, 107, 109, 123, 134. At last, the word *feet* is the comeronym of *hand* in line 88.

130. 'Who hath dared to wound thee?' cried the Giant; 'tell me, that I
 L:R L:R/L:S L:R/L:S L:R L:R/L:S/L:A
 dared wound/ cried/ Giant tell/
 wounds crying answered/ask

131. may take my big sword and slay him.'
 L:S L:S L:C L:C
 took huge slay sword

Dared in line 130 is the repetition of *dared* in line 127. *Wound* is also defined as the repetition of *wound* in line 127 and the synonym of *wounds* in line 132. The verb *cried* is repeated in lines 9,

15, 33 and it is the synonym of *crying* in line 72. The pronoun *Giant* is the repetition of *Giant* in lines 10, 17, 20, 27, 44, 51, 59, 87, 92, 94, 96, 98, 101, 104, 105, 107, 108, 111, 124, 133, 135, 138. *Tell* is repeated in line 103 and it is the synonym of *answered* in lines 102, 132 and it is also regarded as the antonym of *ask* in line 39. The verb *take* is the synonym of *take* in lines 88, 94. The adjective *big* is the synonym of *huge* in line 112. The noun *sword* has the collocational bond with *slay* in line 131.

132. 'Nay!' answered the child; 'but these are the wounds of Love.'
 L:S L:R/L:S/L:A L:R L:S L:S
 no answered/ child wound loved

tell/ask
 133. 'Who art thou?' said the Giant, and a strange awe fell on him, and
 L:R/L:S L:R
 said/say Giant

134. he knelt before the little child.
 L:R L:R
 little child

The word *nay* has the same meaning with *no* in line 28 since the word *nay* comes from the old English. The verb *answered* also can be found in line 102 and the synonym of *tell* in lines 103,130 and it also can be called as the antonym of *ask* in line 39. The pronoun *child* is repeated in lines 64, 75, 134, 135. *Wounds* is the synonym of *wound* in lines 130, 127. Afterward, *love* is the synonym of *loved* in lines 101, 107, 123. The verb *said* is also repeated in lines 12, 17, 25, 38, 43, 48, 59, 75, 78, 94, 100, 103, 104, 114, 126, 135 and it is the synonym of *say* in lines 12, 110. The pronoun *Giant* is also found in lines 10, 17, 27, 44, 51, 59, 87, 92, 94, 96, 98, 101, 104, 105, 107, 108, 111, 124, 130, 135, 138. *Little* is repeated in lines 26, 27, 53, 62, 64, 71, 74, 76, 79, 86, 90, 93, 100, 107, 109, 123, 129. *Child* is the repetition of *child* in lines 64, 125, 132, 135.

135. And the child smiled on the Giant, and said to him, 'You let me play
 L:R L:R L:R/L:S L:R/L:S
 child Giant said/say play/playing,
 played

136. once in your garden, to-day you shall come with me to my garden,
 L:R L:R L:A L:R/L:S L:R
 once garden to-morrow come/
 42 garden
 coming,came

137. which is Paradise.'

L:S
garden

Child is refers to the same *child* in lines 64, 125, 132, 134. The pronoun *Giant* is repeated in lines 10, 17, 20, 27, 44, 51, 59, 87, 92, 94, 96, 98, 101, 104, 105, 107, 108, 111, 124, 130, 133, 138. The verb *said* is also defined as the repetition of *said* in lines 12, 17, 25, 38, 43, 48, 59, 75, 78, 94, 100, 103, 104, 114, 126, 133 and the synonym of *say* in lines 12, 110. *Play* is found in lines 2, 18, 21, 112 and is regarded as the synonym of *playing* and *played* in lines 14, 96, 98, 107. *Once* is the repetition of *once* in lines 29, 89. The noun *garden* is repeated in lines 2, 3, 14, 17, 24, 27, 33, 37, 41, 45, 47, 55, 70, 80, 84, 85, 93, 96, 113, 120, 124, 136. The word *to-day* is the antonym of *tomorrow* in line 103. The verb *come* is repeated in lines 59, 78, 103 and it is the synonym of *coming* and *came* 10, 26, 36, 39, 46, 87, 89, 92, 93, 98, 106, 125, 126. The noun *garden* in line 136 here is not regarded as the repetition of the noun garden like the others, but it has a special meaning. The noun garden here means *paradise* in line 137, thus it can be defined as synonym. While *paradise* is vice versa.

138. And when the children ran in that afternoon, they found the Giant

L:R L:R/L:S L:R L:R L:R
children ran/run, afternoon found Giant

running

139. lying dead under the tree, all covered with white blossoms.

L:S L:R/L:S L:R L:R L:R L:R/L:S
underneath tree/ all covered white blossoms/

trees

blossom

The pronoun *children* refers back to *children* of the previous lines. The verb *ran* also harks back to *ran* in lines 41, 124 and the synonym of *run* and *running* in lines 86, 92. The word *afternoon* is also repeated in lines 1, 106. The verb *found* is repeated in line 96. The pronoun *Giant* is the repetition of *Giant* in the previous lines. In line 139, *under* is the synonym of *underneath* in line 123. The noun *tree* is the repetition of *tree* in lines 64, 72, 73, 75, 79, 88, 101, 121 and it is the synonym of *trees* in lines 5, 7, 29, 35, 50, 64, 65. *All* is the repetition of *all* in lines 12, 19, 26, 34, 35, 37, 72, 85, 98, 108, 115, 122. *Covered* is repeated in lines 34, 66, 73, 121.

CONCLUSION

Through the analysis and the discussion, it is found that there are many lexical items in the short story *The Selfish Giant* that can be categorized as lexical cohesive devices. The lexical cohesive devices establish the cohesion and coherence in the short story. Repetition plays an important role in making the text coherent and unified. That is why the lexical cohesive device of repetition is frequently used in *The Selfish Giant*. This repetition creates the relation of meaning in the clauses, so it can build continuity in the text. The continuity that is demonstrated by the repetition shows that there is cohesion in the text. The synonym is the second type of reiteration that is found in *The Selfish Giant*. The use of the synonym shows two lexical items or more that are similar in meaning. The use of synonym in the text is very helpful to build cohesion because synonym holds the sentences together and gives cohesive effect to the text.

The occurrence of antonym forms continuity in *The Selfish Giant* because the antonym refers to lexical items that have the opposite meaning. Thus, the use of antonym can be used to form lexical cohesion in the text and it builds coherence in the text. The analysis of hyponym also supports the understanding of the relation of the meaning in the text. This lexical cohesive device builds the relation that holds words between a general class and its subclasses. The relation built by the hyponym holds the parts into a unity and it makes the text coherent. The fourth type of lexical cohesive devices that has been analyzed in *The Selfish Giant* is cohyponym. It indicates the relation of subclasses. The contribution of cohyponym is also essential in forming the lexical cohesion in the text. Meronym as the fifth type of lexical cohesive devices is also found in the short story. It indicates part - whole relation that exactly builds the coherence and unity in the text. Afterward, comeronym is also used in the short story that helps to connect the parts relation of the lexical cohesion in the text. Collocation is the last kind of lexical cohesive devices found in the literary text of *The Selfish Giant*. The analysis of collocation is also helpful in making the text coherent.

The application of lexical cohesive devices makes the text coherent and unified because it links the sentences and helps the readers understand the text. Moreover, the analysis shows that the lexical cohesive device that is most often used to relate sentences in *The Selfish Giant* is repetition. Therefore, the repetition is claimed as the simplest way of connecting sentences, and of course the repetition plays an important role in making the text coherent and unified.

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