

## The Analysis of Lexical Cohesion in Children's Book: Three Storybook by Dr. Seuss

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### Abstract

This research is aimed to analyzed the lexical cohesion found in the children's book written by dr. Seuss. The purpose of this study is to analyze the finding lexical cohesion. Using library research method as the technique of collecting data, the data is downloaded and classifying each of the word into the right lexical cohesion types. A qualitative-descriptive method is use in this thesis to identify the types of lexical cohesion. The theory of Cohesion in English proposed by Halliday and Hasan (1976). In this research the writer analyze three children's book by dr. Seuss: *The Cat in The Hat*, *Green Eggs and Ham*, and *How the Grinch Stole the Christmas!*. In the findings, there are 23 cases of repetition, 23 cases of synonym, 8 cases of antonymy, 4 cases of superordinate and 5 cases of collocation.

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## I. INTRODUCTION

Semantics is important aspects in everyday discourse because as the human beings are the meaning-givers. Learning semantics may gain knowledge to understand what the speaker saying and vice versa. Based on Charles W. Kreidler (1998), the study of meaning focuses of three disciplines: psychology, philosophy and linguistics meaning that although language philosophy investigate fact-related links linguistics aims to understand language functioning and is the last branch of science concerned with meaning, and psychology is responsible for studying learning, memory and retention processes. The condition in which words are semantically related to one another is known as lexical cohesion.

Lexical cohesion known as the key aspect of learning semantics that explains a text as a collection of words that make up a lexical text and implies the relationship between the meaning that emerge from it. In addition, a sentence needs a cohesion to be formed. According to Halliday and Hasan (1976), lexical cohesion has two functions in a text: first is to link words or phrases together, allowing a text to indicate general words, synonymy, antonymy, superordinate and collocation.

Second function is to indicates the relevant circumstances. Lexical cohesion can be found often used in children's books.

According to Rukayah (2012), children's literature is any written work, whether is theater, poetry of prose, the intention is for the young readers to understand and acknowledge the aspects of the everyday world. The children's literature can contain the art from global literature, picture books, fairy tales, fables, lullabies and even oral legends. Children literature is a useful tool for characters education since is imparts a variety of concepts and ideals (Tarigan and Tyra, 2011).

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Many writers of children's books are using lexical cohesion, but the writer chooses the Dr. Seuss as her object because the writer grown up reading his books and he always has his own unique style of writing and his books also help to develop the literacy of young readers and the cognitive processes. As the goal of this study is to analyze the finding of lexical cohesion words found in the chosen children's books by Dr. Seuss. The choosen books are *The Cat in The Hat*, *Eggs Green and Ham*, and *How the Grinch Stole the Christmas*.

Based on the theory of Cohesion in English proposed by Halliday and Hasan in 1976, the cohesion is categorized into two forms: the lexical cohesion and grammatical cohesion.

### **The Definition of Lexical Cohesion**

The concept of "lexical cohesion" describes the relationships between words and phrases in a text that produce unity and coherence, which are influenced by vocabulary and occur when words in a text have meaning that connected to one another (Halliday and Hasan, 1976). In addition, lexical cohesion is the study of words meanings (Cruse, 2002).

According to the theory of Cohesion in English proposed by Halliday and Hasan (1976), the lexical cohesion is divided into two kinds: reiteration (repetition, synonym, antonymy, superordinate and general word) and collocation.

#### **a. Reiteration**

Reiteration is a form of language used to establish consistency and establish connection between various concepts in a text by repeating words or phrases.

#### **b. Collocation**

Collocation is a fundamental aspect of lexical cohesion, involving the frequent use of words in real language. It can be grammatical or semantic, with grammatical collocations involving common words and semantic collocations involving closely related terms. Collocations are essential for maintaining language coherence, fluency, naturalness, and clarity, and aiding learners in creating idiomatic phrases. For instance, a flower can include its stem, leaf, root, petal, or surrounding environment. (Hatch, 1992).

## **II. METHODS**

According to (Creswell, 2009), "Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. In this research the writer used a qualitative method to analyzed the lexical cohesion found in the text of the children's books by Dr. Seuss. The data source, essential for credibility, includes primary data derived from Dr. Seuss's children's books: *The Cat in the Hat* (1957), *Green Eggs and Ham* (1960), and *How the Grinch Stole Christmas!* (1957), which were downloaded from a website. The data collection process involves downloading the books, reducing unnecessary data, classifying the data, and analyzing the data using descriptive analysis. The findings will be explained using descriptive analysis to provide a comprehensive understanding of the lexical cohesion in the books.

## **III. RESULTS**

According to the analysis result towards the children's books by Dr. Seuss using the theory of Cohesion in English (1976), the findings are repetition, synonymy, antonymy, superordinate and collocation.

### **a. Reiteration**

#### **Data 1 The Cat in The Hat**

##### **(1) Repetition or same words**

Page	Cohesive Item	Reference
1	Wet, cold	Appendices No. 1

There are two words of repetition in this sentence: wet and cold. In this sentence, **wet** is repeated twice, although it is not at the beginning of the sentences. The use of **the wet** word is related in both sentences, so **wet** is considered anaphoric repetition. Another repetition in this sentence is **cold**. The **cold** is considered an epizeuxis repetition because the word is repeated without any words in between. The repetition of the words wet and cold is to create a vivid, clear picture that the theme of the story is happening on a rainy day.

Page	Cohesive Item	Reference
13	Put me down!	Appendices No. 5

The repeated clause “**put me down!**” is classified as epizeuxis repetition because it was repeatedly said by the fish. The phrase “**put me down!**” was said by the fish twice repeatedly to show a strong emotion, which is that it was afraid to fall because it was being raised up high by the cat.

## (2) Synonymy

Page	Cohesive Item	Reference
6	Looked-saw	Appendices No. 9

**Looked** and **saw** are classified as partial synonyms in the above sentence because they have a similar meaning but are not precisely the same; they are similar enough to convey the same idea. Based on the Cambridge dictionary, **looked** past is the simple of look, meaning to direct your eyes in order to see. Meanwhile, **saw** is the past simple from see meaning perceive with the eyes, discern visually. They have a synonym in the sense that they relate to using your eyes. The text is about the character's action when someone steps on the mat, which was the cat.

Page	Cohesive Item	Reference
8	Games-tricks	Appendices No. 10

The lexical cohesion found in the text is not a direct synonymy, but they can be related. Games in this text mean activities that involve fun, while tricks are the action to entertain the characters who are bored because of the rainy day. According to the Oxford dictionary, games refer to activity that you do to have fun, while tricks refer to the activity of somebody do as jokes to have fun. Based on the explanation, the word Games and tricks are classified as partial synonyms because they share the same similar idea in the passage.

## (3) Antonymy

Page	Cohesive Item	Reference
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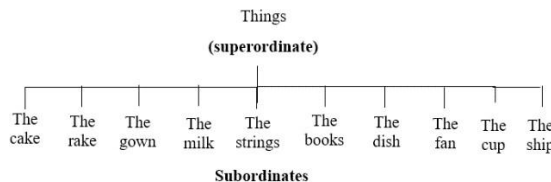
16	Up >< down	Appendices No. 13
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**Up** and **down** is the lexical cohesion that is found in the text. The definition of **up** refers to the direction toward a higher position, while the definition of **the definition of down** refers to the direction towards a lower position. The **up** and **down** are classified as complementary antonymy pairs because there are not any intermediate states in between. When something is **up**, clearly the opposite will be **down**, and vice versa; there is no in-between or overlap in their meanings. In addition, **up** and **down** are absolute antonyms because they represent a binary opposition. In the story, “I can hope up and down on the ball! It implies a movement from higher and lower positions that oppose the two directions. The story vividly describes the action that is being performed.

Page	Cohesive Item	Reference
55	Gone away >< come	Appendices No. 16

**Gone away** and **come** are classified as converse antonyms because the actions they illustrate in the relationship between leaving and arriving are related but opposite. The action of leaving (**gone away**) from a place and the action of arriving (come) are just like in the story. The cat is leaving (**gone away**), and the mother is arriving (**come**).

**(4) Superordinate**



**The cake**, and **the rake**, and **the gown**, and **the milk**, and **the strings**, and **the books**, and **the dish**, and **the fan**, and **the cup**, and **the ship**, represented a specific item from the house of the main characters. They are referring back to **things**. (on page 58, appendices No. 17).

**Data 2 Green Egg and Ham**

**(1) Repetition or same words**

Page	Cohesive Item	Reference
7	That Sam-I- am!	Appendices No. 18

Above the sentence, the writer found that there is one tie of lexical cohesion. **That Sam-I-am** in the first and second sentences is classified as anaphora repetition because it repeated at the beginning of the sentence, while the third sentence is considered epistrophe repetition since it was at the end of the sentence. The phrase of “**that Sam-I-Am**” is repeated used to create a strong impression towards the readers; the writer wants the readers to remember clearly the main character named Sam-I-Am and that the other character was frustrated because of “**that Sam-I-Am**”

Page	Cohesive Item	Reference

18	I do not like them	Appendices No. 19
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The phrase repeated in this paragraph, “I do not like them,” can be classified as anaphora repetition because it is repeated at the beginning of the sentence. The “**I do not like them**” phrase in the paragraph strongly stated that the main characters dislike the green eggs and ham dish. Each of the repeated phrases shows persistence and unwillingness to try ham with green eggs.

### Data 3 How the Grinch Stole the Christmas

#### (1) Repetition or the same word

Page	Cohesive Item	Reference
2	The Grinch Christmas	Appendices No. 25

There are two lexical cohesion words in this text, such as **the Grinch** and **Christmas**. Both of the repetitions are not classified into any types of repetition, but they are classified into lexical repetition, which means the repetition happens throughout the text to emphasize the theme of the story.

Page	Cohesive Item	Reference
4	Noise	Appendices No. 26

The word **noise** is repeated four times in immediate succession, with no words in between, so it is classified as epizeuxis repetition. By repeating the word **noise**, it conveys a strong feeling that the Grinch dislikes the noise that is coming from the Christmas celebration.

#### (2) Synonymy

Page	Cohesive Item	Reference
3	Snarled-growled	Appendices No. 33

In the text above, the synonyms are verbs. According to Oxford dictionary Snarled is making a deep angry noise in throat, usually dogs and growled is making a low sound in throat, usually sign of angry.

Both of these words are often described as the sounds made by animals, especially dogs, to show aggression when they're angry or threatened. This means that snarled and growled are classified as partial synonyms because they both convey the same idea. The use of snarled and growled words shows the readers a vivid, clear picture of the Grinch character as someone who is not friendly and a mean person.

Page	Cohesive Item	Reference
8	Laughed-chucked	Appendices No. 34

In this text, the words "**laughed**" and "**chucked**" are partially synonyms. According to the Oxford dictionary. **Laughed** refers to the sound / movement of your face that showing when you think something funny and **chucked** means to laugh quietly, so it indicating that they both refer to the act of expressing joy through sound. The Grinch's antagonistic persona in the narrative is developed via the usage of both of these terms.

**(3) Antonymy**

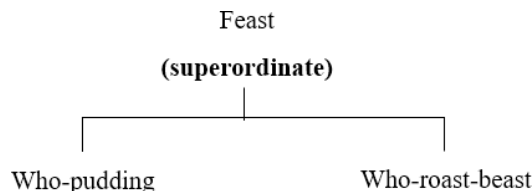
Page	Cohesive Item	Reference
4	Girls >< boys	Appendices No. 41

The words girls and boys are complementary antonyms because the pair can't be present if the other pair is absent. Girls refer to the female children, while boys refer to the male children. So, if a person is a girl, that person is not a boy, and vice versa. In the story, it is clearly stated that all the Who girls and boys mean that the children from the Whoville will celebrate Christmas by waking up early.

Page	Cohesive Item	Reference
5	Young >< old	Appendices No. 42

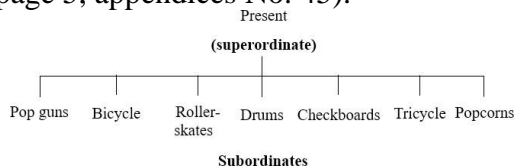
**Old** and **young** are gradable antonymy, meaning that there can be intermediate states between the antonymy pairs of words. On top of that, there are several potential life stages that fall between the categories of **young** and **old**, such as middle age and adolescence, making the terms "**young**" and "**old**" gradable antonymies. Just like the No. 1 data, young and old are the characters that are living in the Who- ville in the book How the Grinch Stole the Christmas!

**(4) Superordinate**



**Subordinates**

In the sentence above, the term feast is the superordinate of Who-pudding and Who-roast-beast. Feast is a general name for a variety of dishes, and Who-pudding and Who-roast-beast are the types of dishes that all Whos in the Who- ville will enjoy during the Christmas celebrations. (page 5, appendices No. 45).



**Subordinates**

**Present** is the superordinate for the word **pop guns! And bicycle! Roller skates! Drums! Checkerboards! Tricycle! Popcorn! And Plums!** These items are specific items or gifts during the celebration of Christmas in Who- ville. (page 12, appendices No. 46)

**B. Collocation**

**DATA 3. How the Grinch stole the Christmas**

Page	Cohesive Item	Reference
3	Christmas Warm lighted Nervously drumming	Appendices No. 48

There are three lexical cohesions found in the passage: **Christmas Eve** refers to the night before Christmas Day. The words **Christmas** and **Eve** are mostly used to describe a specific time of period, and in this passage, the night before Christmas, the Grinch's anxiety is getting high. **Warmly lit:** the words **warm** and **lit** are combined to create a warm welcome for the Who's houses. **Nervously drumming** is combined to create the anxiety or nervousness of the Grinch as he plans how to stop Christmas from coming.

Page	Cohesive Item	Reference
4	Wake bright and early	Appendices No. 49

**Wake bright and early** is identified as collocation because it is the combination of words that often appears together in a specific order of sentences. Wake bright and early refers to the idea of waking up early in the morning with a sense of readiness to start the day. The use of wake bright and early in the passage conveys an idea that all people in the Who-ville are ready and full of enthusiasm for Christmas Day to come.

#### IV. CONCLUSIONS

Based on the analysis that have been conducted, the lexical cohesion plays a crucial role in writing children books. The lexical cohesion mostly used repetition is to help the young children ability on reading fluency and language development. It also helps the young readers to understand about word connection, exploring on new vocabulary and creating a smooth conversation.

The study reveals that Dr. Seuss's children's books, including *The Cat in the Hat*, *Green Eggs and Ham*, and *How the Grinch Stole Christmas!*, use various lexical cohesions, with repetition being the most frequent with 23 cases, emphasizing key ideas and creating rhythm. Synonymy was the second most common, involving words with similar meanings.

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