CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the result of related literature which covers the definition of corpus, the kinds of corpus, the principal of corpus, definition of fairy tales, characteristics of fairy tales, kinds of fairy tales, history of fairy tales, definition of verb, kind of verb, category of verb, and previous study.

A.   Corpus

This subchapter discuss about definition of corpus, kinds of corpus, and principal of corpus.

1.   Definition of Corpus

Corpus has origin from *Latin*, and means "body". Literally, corpus is a collection of text that compiled for study, Zufferey (2020:1). Further, Hunston (2006:234) explains that corpus is a collection of text that represents a certain language, and it presents the information about the text itself such as part of speech tag and parsing information. Furthermore, Bennett (2010:2) says corpus is a large collection of naturally occurring language stored electronically. While, McEnery and Hardie (2012:2) define that in general, corpus is a collection of digitally stored text in the form of written and spoken. In line, Prasetya et. al. (2018:76) say that the corpus is a group of original texts, both written and transcripts of large size of conversations that are saved electronically. Therefore, corpus is a collection of texts in digital media that represent certain language.

Corpus develops over the time until now. In 1960s, the idea about corpus appeared for the first time, in time with computer became powerful in this world, Lindquist (2009:3). Further, he mentions that in 1961, there is a first corpus, called Brown corpus. W. Nelson Francis and Henry Kucˇera is the first person who is compiled English text in digital form at Brown University. Further, Kida (2013:134) states that in 1980s, corpus study started to be famous. This fame grows over the time until this study became a mature methodology in research. Furthermore, Summers (1991) in Grigaliuniene (2013:30) "presents several possible approaches to text selection: an 'elitist' approach based on literary and academic merit or 'influentialness', random selection; 'currency', or the extent to which the text is read, subjective judgment of 'typicalness'; availability of text in archives; demographic sampling of reading habits, etc". Moreover, Nesselhauf (2011) in Kida (2013:135) divides corpora into some kinds, as follows: historical corpora, regional corpora, learner corpora, multilingual corpora, and spoken corpora. Thus, corpora develop rapidly until now, so it is seen as something new in linguistic field.

From those statements, corpus is a group of texts that is saved in electronic media. In this case, the text can be found in form of .pdf, .txt, .doc, and other extensions or formats that consist of text. That format is a computerized form of regular text. Because of that phenomenon, there is invented a new methodology in language research, namely corpus analysis.

2.   Kinds of Corpus

Evans (2007) says that there are six kinds of corpus, namely general corpora, specialized corpora, comparable corpora, parallel corpora, historical corpora, and monitor corpora. Those kinds of corpus are explained as follows. The first, it called General corpora. The size of the corpus is very large and contains a stability of different texts from various spoken and written languages, Evan (2007). Further, Vaughan (2015:4) defines that general corpus as corpora that usually monolingual that have purpose to catch the language feature variety.

Secondly, it is specialized corpora. It contains texts from a genre, register, context, or a particular time, Evans (2007). Furthermore, Blecha (2012:16) defines that specialized corpora is opposite of general corpora, for this kind of corpora is not wide in size.

The third, it called comparable corpora. Evans (2007) says that comparable corpora is corpora that consist of texts that have different languages but have same structure. In line, Maia (2003:27) comparable corpora is corpus that consists of some text that is written in a different language.

The fourth, is parallel corpora. Evans (2007) explains those parallel corpora almost same as comparable corpora because they consist of various languages. The difference is that in parallel corpora lies a translation to other languages. Further, Blecha (2012:17) states parallel corpora is contains text that is produced concurrently in multiple languages or a translation equivalent set of texts.

After that, it is called historical corpora. It is corpora that consist of text that is written from a different era, Evans (2007). It presents the collection of history or

something that tell about the past events. Moreover, Vaughan (2015:4) says that is collection of the text from different periods, which is used to identify and track changes in language usage over time.

The last, is monitor corpora. It is a kind of corpora that most up to date because it consists of new text, since the text of certain languages develops rapidly every day, Evans (2007). In line, Blecha (2012:15) defines Monitor corpora is a corpus into which texts that rate of flow changes constantly and is new texts.

Based on the statements above, corpora have several variation. The variations of corpora is listed as follows; general corpora, specialized corpora, comparable corpora, parallel corpora, historical corpora, and monitor corpora.

3. Principal of Corpus

There are some principles of a good corpus according to Dash and Arulmozi (2018:10). They are it ought to reliably speak both common and uncommon linguistic languages from whatever source, it ought to wide enough to represent the whole language in any field, it ought to an original text that is familiar found out in written or spoken language, it ought to consist in using the symbol of language, especially for corpus in written form. It ought to deputize the various variations of linguistic language usage to give a common impression, the corpus text must be original and have extensive references for verification and validation in the future, it ought to be available in a computerized form that will make it easier for general users to access and reference, it ought to be friendly for language users to use data in various works such as linguistic description to language analysis, analysis statistic, etc. The sample of the text must be stored in the corpus either annotated

or not annotated form, if the text sample is stored in annotated form so there must be a mechanism that can convert it into unannotated if required by the corpus user. Linguistic, and extra-linguistic information is stored in metadata form with the texts on a computer that can be accessible for reference and data validation in future.

While, McEnry and Gabrielatos (2006:34) said that the main characteristic of corpus is computer, for it is developed side by side with the development of computer. Further, Hunston (2006:234) mentions that modern corpus consists at least 1 million word and complex text in large size. Further, he also says that corpus usually presents text that represents the whole language of a certain language, and it is consists of the information of the text, such as part of speech tag, and other information. Those statements prove that Hunston views corpus as a big thing that has complexities.

B.   Fairy Tales

This subchapter discuss about definition of fairy tales, characteristics of fairy tales, kinds of fairy tales, and history of fairy tales.

1.   Definition of Fairy Tales

Fairy tales fictional story that aimed at entertainment purpose. Fairy tales is a group of narratives about magic or fairies, quests, and transformation which is usually intended for reading materials and oral entertainment for adults as well as children, The Oxford Dictionary of English Folklore (2003:117). Further, Gates, Steffel, and Molson (2003:27) state that fairy tales is sort story that is composed, written, or told narratively in form of prose. In line, Haase (2008:323) defines a fairy tale as a narrative story, whose structure consists of a fictional genre, unlimited

arrangement/plot, repetition of characters, and formulaic language. Furthermore, Lepin (2012:6) says fairy tale is a story that includes folkloric features such as fairies, goblins, princesses and princesses. In addition, a fairy tale is a story that attracts listeners, readers and viewers. Therefore fairy tales are not only consumed by children but also consumed by all ages, Zipes (2012:97). Then, Teverson (2013:6) says that fairy tales has multi significances, which rich of potential meaning. While, Savaşkan (2017:161) defines fairy tales are a narrative text type derived from anonymous folk literature. In addition, Wangid, Mustadi, and Putri (2018:163) says that fairy tales is part of children literature that has educational value. Further, Vucovic (2018:313) explains that the only thing that differ fairy tales with myth are the ritualized and desacralized. It make readers accept the unusual phenomenon that usually occur in fairy tales, such as something magical.

Thus, fairy tales is fictional story that aimed for all ages. Some experts, say that fairy tales only for children, but other say that fairy tales also for all ages. In deeper understanding, fairy tale must have an educational value. Those understanding make fairy tale is important on human life.

2.   Characteristics of Fairy Tales

Savaşkan (2017:162) mentions that there are some factor that became the characteristic of fairy tales, as follow. First, fairy tales are imaginary; people, events and other elements. This means that anything that present in fairy tale is not more than a fiction story. Second, fairy tales use supernatural setting or phenomenon which were include fantastic creatures like a fairy, witch, angel, giant, etc. Nikolajeva (2003) states that fairy tales come from ancient culture. The factor of

ages make story of fairy tale follows the custom of people. Third, the authors are unknown; they are narrated by mouth to mouth that is appears from a tradition of oral literature, and subsequently written by collectors of fairy tales. Fourth, they definitely have a narrator. The narrator in a story helps the reader to understand the character, setting, and other important elements in story. When the conversation is difficult to understand, narrator is the only one who can clears the story to reader. Fifth, they start with an introduction in nursery rhyme. It is happen as know that in now days, fairy tales is aim at children. Sixth, the difference between myths and legends is their have time and the place. Even, it is only fiction, but fairy tales have clear setting. Seventh, fairy tales have moral messages and the good characters definite win in the end.

Further, there are some elements of fairy tale, as follow: (Ashliman, 2004; Hallett & Karasek, 2009; Kready 1916; Chinen, 1989) in Lepin (2012: 8). The first, it starts and finishes by using "special" words such as "Once upon a time...", "In a far-far away land… ", "Like days long ago…", "There once was…", "Long, long time ago…", "They lived happily ever after", "They lived for many, many joyous years…". The second, in fairy tales, the settings are fictional. The example of setting in fairy tale are castles, kingdoms, far-faraway lands and enchanted forests. The third, fairy tales usually consist of princes and princesses, heroes and heroines as well as poor farmers, youngest sons, wise old women, beggars and soldier. The fifth, the protagonist usually wants to make a life better. The sixth, Fairy tales usually present good character and bad character. The moral value comes from the good that defeat the bad in the end. The seventh, fairy tales involves magical stuffs.

Magic may be both positive and negative. The eighth, the plot of fairy tales focuses on a problem or a conflict which need to be solved. Further, the conclusion or the problem of the conflict is the way to present the moral value of the story or the lesson to be learn for the reader. The content of the stories contained is used to convey life lessons to many people in many different cultures (VanGundy, 2005:184).

In other hand, Gates, Steffel, and Molson (2005:28) fairy tales is placeless and timeless. Generally, it starts with "once upon a time". Then, they also says that the protagonists are come from all social classes, and the last is that the protagonist have challenge to his/her goal.

3.   **Kinds of Fairy Tales**

Based on Maula (2016:29) there are four types of fairy tale, as follow. Firstly, it is animal tales. This kind of fairy tale tells about the animal. The kind of this story personify animal, so it makes animal can talk, and do activities as well as human. Animal characters are symbols of abstract ideas used to convey moral value. These include stories such as Cat and Mouse in Partnership, The Billy Goats Gruff, The Fox Steals the Basket, etc.

Secondly, it is called tales of magic. Magic is the most common thing that appears in this kind of fairy tale. Almost all fairy tales present magical or fantastic elements, but in this fairy tale the narrative centered on magical elements such as Rumpelstiltskin, The Helper Overcome, The Princess and the Frog, etc. In the story, almost every main problem is solved by using magic.

Thirdly, it is monster stories. In stories about monsters, there is a protagonist role who meets a ghoul, ogre, witch, or troll. These monsters always play an antagonistic role and always create obstacles that will be solved by heroes such as in the stories Jack and the Beanstalk and Hansel and Gretel. If the monsters do not comply with the procedure they will be punished, because the story is published generally. Usually, the ending of the story is the victory of the protagonist against the monsters.

Fourthly, it is princess stories. In various fairy tales about princesses and nobles look so prominent. These stories have been the subject of a few film and television adaptations and have frequently been sanitized. For example in Cinderella's story, which involves her stepsisters cutting off their heels to fit in with Cinderella's sandals. Collections of stories like this often play out in children's fantasies such as royalty, commoners marrying royalty, etc. Usually, the setting for the main plot is in the kingdom, or around the kingdom.

Further, Gates, Steffel, and Molson (2003:51) divides fairy tales into two kind, namely art fairy tales, and folk fairy tales. Art fairy tales is kind of fairy tales that is created individually. Then, folk fairy tales is fairy tales that is told by generation to generation, so the creator is unknown.

4. History of Fairy Tales

Lepin (2012:7) narrates that fairy tales mostly in spread orally than written. On the early appearance, fairy tales is ended with sad story. 19th century was the golden era for folklore such as fairy tales. In the late 19th and 20th centuries, fairy tales became an inseparable part of children's literature. Fairy tales are a type of text

that can be adapted to the age of children. However, fairy tales cannot be classified as children's stories only but also for all ages, because fairy tales themselves have a special quality that can entertain the readers. Originally fairy tales were watched by adults. However, Vucovic (2018:313) says that fairy tales banned on 17th. Then, by the end of the same era, a fairy tale was considered as literary refreshment by realizing the aesthetic distance in a slightly petrified horizon of the expectations of the public at this time, the public loyal to the cult of heroism and classical tragic. After that, he tells that in early of 18th and 19th, research about fairy tales was started. Thus, the development of fairy tales is interesting to follow. It becomes the subject to study, indeed.

C.   Verb

This sub-chapter discusses about verb that have relation with fairy tales. Since the fairy tales is part of narrative text, this sub-chapter elaborates verb, especially simple past.

1.   Definition of verb

Verb is a part of speech that show the action of subject and always placed as predicate of a sentence. Further, Putra (2008:20) says that verb is any word that has main role as predicate, and this word show the activity of someone or something. However, Arief (2016:15) defines that verb is a part that must have by sentence besides subject. Further, he also states that verb in English is divided into two kinds, called irregular and regular verb.

Furthermore, there is a kind of verb namely simple past. It is kind of verb that show activity done in the past time, and used in past tense. Collis (2012:52)

states the simple past tense show action or states of subject in the past time. In line, according to Riyanto (2011:165) to tell or talk about various kinds of past activity, speaker uses past tense. Further, Susanti (2017:18) says that one of the narrative's language feature is using simple past. Thus, simple past is tense that used to tell past activity and narrative story.

2.   Kind of verb

The verb is divided into several kinds. Herring (2016) according to role in predicate, verb divided into two kind namely finite and non-finite verb. Finite verb is verb that expressing an action that is related to the subject directly. While, non-finite verbs do not express that relationship directly. Further, he also divides verb into transitive and intransitive. The transitive is verb that need object. While the intransitive does not need object. Furthermore, verb also divided into regular and irregular. Regular is verb that is ended with –d or –ed. While the irregular have random form.

While, fairy tales uses simple past form. Which means it uses regular or irregular verb. The list of irregular and regular form of verb are presented as bellow:

Table 2.1 The List of Irregular Verb Form

Base Form	Past Simple (V2)	Base Form	Past Simple (V2)
Arise	Arose	Tear	Tore
Awake	Awoke	Tell	Told
Be	Was/Were	Think	Thought
Bear	Bore	Throw	Threw
Beat	Beat	Understand	Understood
Become	Became	Wake	Woke
Begin	Began	Wear	Wore
Bend	Bent	Weep	Wept
Bet	Bet	Will	Would
Bind	Bound	Win	Won

Bite	Bit	Wind	Wound
Bleed	Bled	Write	Wrote
Blow	Blew	Steal	Steal
Break	Broke	Stole	Stole
Breed	Bred	Stick	Stick
Bring	Brought	Stuck	Stuck
Broadcast	Broadcast	Sting	Sting
Build	Built	Stung	Stung
Burn	Burnt/Burned	Stink	Stink
Burst	Burst	Stank	Stank
Buy	Bought	Strike	Strike
Can	Could	Struck	Struck
Catch	Caught	Swear	Swear
Choose	Chose	Swore	Swore
Cling	Clung	Sit	Sat
Come	Came	Sleep	Slept
Cost	Cost	Slide	Slid
Creep	Crept	Smell	Smelt
Cut	Cut	Sow	Sowed
Deal	Dealt	Speak	Spoke
Dig	Dug	Spell	Spelt/Spelled
Do	Did	Spend	Spent
Draw	Drew	Spill	Spilt/Spilled
Dream	Dreamt/Dreamed	Spit	Spat
Drink	Drank	Spread	Spread
Drive	Drove	Stand	Stood
Eat	Ate	Set	Set
Fall	Fell	Sew	Sewed
Feed	Fed	Shake	Shook
Feel	Felt	Shall	Should
Fight	Fought	Shed	Shed
Find	Found	Shine	Shone
Fly	Flew	Shoot	Shot
Forbid	Forbade	Show	Showed
Forget	Forgot	Shrink	Shrank
Forgive	Forgave	Shut	Shut
Freeze	Froze	Sing	Sang
Get	Got	Sink	Sank
Give	Gave	Pay	Paid
Go	Went	Put	Put
Grind	Ground	Read	Read
Grow	Grew	Ride	Rode
Hang	Hung	Ring	Rang
Have	Had	Rise	Rose
Hear	Heard	Run	Ran
Hide	Hid	Saw	Sawed
Hit	Hit	Say	Said
Hold	Held	See	Saw

Hurt	Hurt	Sell	Sold
Keep	Kept	Send	Sent
Kneel	Knelt	Lose	Lost
Know	Knew	Make	Made
Lay	Laid	May	Might
Lead	Led	Mean	Meant
Lean	Leant/Leaned	Meet	Met
Learn	Learnt/Learned	Mow	Mowed
Leave	Left	Must	Had To
Lend	Lent	Overtake	Overtook
Lie (In Bed)	Lay	Light	Lit/Lighted
Lie (To Not Tell The Truth)	Lied		

Table 2.2 The List of Regular Verb Form

BASE FORM	SIMPLE PAST	BASE FORM	SIMPLE PAST
Accept	Accepted	Help	Helped
Achieve	Achieved	Hope	Hoped
Add	Added	Identify	Identified
Admire	Admired	Interrupt	Interrupted
Admit	Admitted	Introduce	Introduced
Adopt	Adopted	Irritate	Irritated
Advise	Advised	Joke	Joked
Agree	Agreed	Jump	Jumped
Allow	Allowed	Kick	Kicked
Announce	Announced	Kill	Killed
Appreciate	Appreciated	Kiss	Kissed
Approve	Approved	Laugh	Laughed
Argue	Argued	Lie	Lied
Arrive	Arrived	Like	Liked
Ask	Asked	Listen	Listened
Assist	Assisted	Love	Loved
Attack	Attacked	Marry	Married
Bake	Baked	Measure	Measured
Beg	Begged	Move	Moved
Behave	Behaved	Murder	Murdered
Boil	Boiled	Need	Needed
Borrow	Borrowed	Obey	Obeyed
Brush	Brushed	Offend	Offended
Bury	Buried	Offer	Offered
Call	Called	Open	Opened
Challenge	Challenged	Paint	Painted
Change	Changed	Park	Parked
Chase	Chased	Phone	Phoned
Cheat	Cheated	Pick	Picked

Cheer	Cheered	Play	Played
Chew	Chewed	Pray	Prayed
Clap	Clapped	Print	Printed
Clean	Cleaned	Pull	Pulled
Collect	Collected	Punch	Punched
Compare	Compared	Punish	Punished
Complain	Complained	Purchase	Purchased
Confess	Confessed	Push	Pushed
Construct	Constructed	Question	Questioned
Control	Controlled	Race	Raced
Copy	Copied	Relax	Relaxed
Count	Counted	Remember	Remembered
Create	Created	Reply	Replied
Cry	Cried	Retire	Retired
Cycle	Cycled	Return	Returned
Damage	Damaged	Rub	Rubbed
Dance	Danced	Scold	Scolded
Deliver	Delivered	Select	Selected
Destroy	Destroyed	Smoke	Smoked
Divide	Divided	Snore	Snored
Drag	Dragged	Stare	Stared
Earn	Earned	Start	Started
Employ	Employed	Study	Studied
Encourage	Encouraged	Talk	Talked
Enjoy	Enjoyed	Thank	Thanked
Establish	Established	Travel	Travelled
Estimate	Estimated	Trouble	Troubled
Exercise	Exercised	Type	Typed
Expand	Expanded	Use	Used
Explain	Explained	Visit	Visited
Fry	Fried	Wait	Waited
Gather	Gathered	Walk	Walked
Greet	Greeted	Want	Wanted
Guess	Guessed	Warn	Warned
Harass	Harassed	Wink	Winked
Hate	Hated	Worry	Worried
		Yell	Yelled

3. Classification of Verb

According to Levin (1993) verb is classified into several classifications and sub-classes, mentioned as bellow:

Table 2.3 Classification of Verbs

Classification	Description	Sub-classes
Verb of Putting	These verbs do not have related intransitive uses.	Put Verbs
	They occur with a variety of locative prepositional phrases, but not with source or goal phrases.	Verb of Putting in a Spatial Configuration
	Show a preference for into rather than in and for onto rather than on. These verbs are not found with *to*.	Funnel Verbs
	These verbs show a preference for onto and into over on or in	Verb of Putting with a Specified Direction
	These verbs are only found in a syntactic configuration of the locative alternation that is a hallmark of the spray/load verbs.	Pour Verbs
	They are only found in a syntactic configuration that resembles the locative variant of the locative alternation.	Coil Verbs
	The subset of these verbs that take a liquid or a group of tiny particles as the typical direct object in the locative variant	Spray/Load Verbs
	These verbs are used to describe the condition of a location after something has been placed on or in it.	Fill Verbs
	These verbs all have zero-related nominals; their meaning can be paraphrased as "put X on/in (something)", where X is the noun.	Butter Verbs

Continued

Continuation

Classification	Description	Sub-classes
	These verbs can be paraphrased as "put (something) on/in X", where X is the noun from which the verb gets its name.	Pocket Verbs
Verbs of Sending and Carrying	Send verbs can take a from phrase indicating a source.	Send Verbs
	These verbs can be employed as intransitive verbs of the manner of motion, as well as transitive verbs that cause a change of position.	Slide Verbs
	These verbs described as verbs that cause accompanying motion in a deictically determined direction.	Bring and Take
	These verbs relate to the causation of accompanied motion.	Carry Verbs
	These verbs explain the cause of accompanying motion; they naturally indicate something about the mode of motion.	Drive Verbs
Verbs of Change of Possession	Although the prepositional phrase is optional with some of these verbs, when it does appear, it must be preceded by the preposition *to*.	Give Verbs
	These verbs of change of possession do not acceptable the dative alternation.	Contribute Verbs
	These verbs relate to a change of possession that will take place in the future.	Verbs of Future Having
	• As verbs where "X gives something to Y that Y deserves, needs, or is worthy of. • These verbs specify something about what is provided rather than about the actual type of act of providing.	Verbs of Providing • Verbs of Fulfilling • Equip Verbs

Continued

Continuation

Classification	Description	Sub-classes
	• The members of this subset of the verbs of obtaining participate in the benefactive alternation. • Like the get verbs, these verbs can take a benefactive for prepositional phrase, but unlike the get verbs, they do not show the benefactive alternation.	Verbs of Obtaining • Get Verbs • Obtain Verbs
	These verbs relate to exchanging one thing for another.	Verbs of Exchange
	The verbs in this class are zero-related to nominal.	Berry Verbs
Hold and Keep Verbs	These verbs describe extended interaction with an entity but not a change of possession or location.	Hold Verbs
	These verbs related to maintaining something at some location. They do not describe the actual setting of an entity at this location.	Keep Verbs
Verbs of Contact: Touch Verbs	These verbs are pure verbs of contact, they describe surface contact with no necessary implication that the contact was caused by impact.	-
Verbs of Cutting	These verbs' meanings include concepts of motion, contact, and effect. However, it also include some information about the instrument or means used to get this result.	Cut Verbs
	These verbs include a specification of an instrument or a means (bore) or a specification of the nature of the result (dice); it is possible that these two types should be assigned separate subclasses.	Carve Verbs

Continued

Continuation

Classification	Description	Sub-classes
Verbs of Creation and Transformation	These verbs describe the creation of a product through the transformation of raw materials.	Build Verbs
	These verbs describe the change of an entity from one form to another.	Grow Verbs
	These verbs explain the process of making a product, which is generally accomplished through the transformation of basic materials.	Verbs of Preparing
	This set of verbs of creation and transformation takes an "effected object"-an NP that refers to the created object.	Create Verbs
	These verbs explain the process of causing a change in shape in an entity; this transformation may be thought of as a sort of creation.	Knead Verbs
	These verbs describe a complete transformation; most of them participate in the causative/inchoative alternation and, therefore, are found in transitive and intransitive forms.	Turn Verbs
	These verbs describe performances, broadly speaking, and these performances are themselves the effected object.	Performance Verbs
Engender Verbs	These verbs describe the two arguments' causal connection.	-
Verbs with Predicative Complements	These verbs may take two postverbal NPs or a post verbal NP followed by an *as* phrase.	Appoint Verbs
	These verbs allow only the frame 'NP V NP as NP' and not the frame involving two postverbal NPs.	Characterize Verbs

Continuation

Classification	Description	Sub-classes
	These verbs allow only the frame involving two postverbal NPs, and not the frame 'NP V NP *as* NP '.	Dub Verbs
	These verbs are found in the infinitival copular clause frame, 'NP V NP to be NP'.	Declare Verbs
	These verbs allow neither the frame involving two postverbal NPs nor the frame 'NP V NP as NP' ; however, they are found in the infinitival copular clause frame, 'NP V NP to be NP'	Conjecture Verbs
	The verbs in this class take a predicative complement predicated of their subject.	Masquerade Verbs
	These verbs can be rewritten such that the zero-related noun is the predicative complement of a verb like *make*.	Orphan Verbs
	These verbs can be paraphrased so that the zero-related noun is a predicative complement of a verb like act.	Captain Verbs
Verbs of Perception	This collection of perception verbs describes the actual perception of an entity.	See Verbs
	This subset of perception verbs uses the perceiver as the subject and what is perceived as the direct object.	Sight Verbs
	The verbs in this subset of perception verbs are not employed transitively; rather they require a prepositional phrase complement.	Peer Verbs
	The members of this collection of perception verbs are intransitive.	Stimulus Subject Perception Verbs
Psych-Verb (Verb of Psychological State)	The members of this subclass of psych-verbs express the process of bringing about a change in one's psychological or emotional condition.	Amuse Verbs

Continued

Continuation

Classification	Description	Sub-classes
	The members of this subclass of the psych-verbs are transitive verbs with an experiencer subject	Admire Verbs
	Each takes an experiencer subject and conveys the stimulus/object of emotion in a prepositional phrase beginning with one of several prepositions.	Marvel Verbs
	Its members are intransitive verbs that take the stimulus as their subject and convey the experiencer in a prepositional phrase headed by one of many prepositions.	Appeal Verbs
Verb of Desire	These verbs express their second argument, the thing desired, differently according to whether they are transitive (the want verbs) or intransitive (the long verbs).	Want Verbs and Long Verbs
Verbs of Social Interaction	The members of this subset of the verbs of social interaction take a *with* phrase complement when they do not take a collective NP as subject.	Correspond Verbs
	The members of this subset of the verbs of social interaction are used transitively when they do not take a collective NP as subject.	Marry Verbs
	These verbs are also related to group activities.	Meet Verbs
Verbs of Communication	Verbs that describe the sort of communicated message	Verbs of Transfer of a Message
	Although the verb *tell* is included among the verbs of transfer of a message above, it is given a fuller treatment in this section.	Tell

Continuation

Classification	Description	Sub-classes
	This set of verbs has been referred to as "verbs of manner of speaking," they are distinguished from each other by the manner in which the sound is expressed.	Verbs of Manner of Speaking
	Set apart from other verbs of communication in manifesting the dative alternation (with some exceptions, to vary from speaker to speaker).	Verbs of Instrument of Communication
	Relate to speaking but do not involve a means or manner specification.	Talk Verbs
	To describe spoken interactions between two or more participants.	Chitchat Verbs
	These kinds of verbs are known as "verbs of communication of propositions and propositional attitudes."	Say Verbs
	These verbs specify the speaker's attitude or feelings toward what is said.	Complain Verbs
	These verbs relate to giving advice or warnings.	Advise Verbs
Verbs of Ingesting	These two verbs are the simple verbs of ingesting (solids and drink liquids)	Eat Verbs
	The meaning of these verbs involves a specification of the manner of ingesting.	Chew Verbs
	The meaning of these verbs involves the complete, and usually speedy, consumption of something	Gobble Verbs
	These verbs show a more limited set of properties than some of the other subclasses of the verbs of ingesting.	Devour Verbs

Continuation

Classification	Description	Sub-classes
	These verbs all refer to eating particular meals, and most of them are zero-related to nouns that name meals	Dine Verbs
	These verbs are used to describe what a person's diet consists of.	Gorge Verbs
	The verbs in this set describe causing someone to eat.	Verbs of Feeding
Verbs Involving the Body	• These verbs relate to involuntary bodily processes. • These verbs also relate to bodily processes • These verbs relate to emitting some substance from the body or taking some substance into the body.	Verbs of Bodily Processes • Hiccup Verbs • Breathe Verbs • Exhale Verbs
	These verbs can be described as verbs of "nonverbal expression".	Verbs of Nonverbal Expression
	• A body part possessed by the subject of the verb; this object is optionally expressed, and when it is not expressed, it is understood. • Unlike the object of the wink verbs above, this object must be obligatorily expressed. • The verbs in this class describe signs made with the entire body. • These verbs describe different types of sleeping. • These verbs describe body movements that reflect an emotional or physical reaction. • These verbs typically take animate subjects. • These verbs relate to the disruption of breathing.	Verbs of Gestures/Signs Involving Body Parts • Wink Verbs • Crane Verbs • Curtsey Verbs • Snooze Verbs • Flinch Verbs • Verbs of Body-Internal States of Existence • Suffocate Verbs

Continuation

Classification	Description	Sub-classes
	• These verbs of bodily state can be used either transitively or intransitively. • These verbs of bodily state are only used intransitively • These verbs refer to the occurrence of bodily damage caused by a process outside the control of the individual. • These verbs describe changes in the states of humans.	Verbs of Bodily State and Damage to the Body • Pain Verbs • Tingle Verbs • Hurt Verbs • Verbs of Change of Bodily State
Verbs of Change of State	The actions that bring about a change in the "material integrity" of some entity (no information about how the change of state came about)	Break Verbs
	Relate to a change in the shape of an entity that doesn't disrupt its material integrity.	Bend Verbs
	Cooking verbs describe the different ways of cooking food	Cooking Verb
	Describe changes of state that are specific to certain entities	Other Alternating Verbs of Change of State
	These verbs depict positive or negative changes along a scale. (predicated on the substance having the attribute)	Verbs of Calibratable Changes of State
Lodge Verbs	These verbs are used to describe person's living situation	-
Verbs of Existence	Relate to the existence of an entity at some location	Exist Verbs
	Describes of existence that is typical of certain entities, and concomitantly, each of them appear with a limited set of subjects.	Verbs of Entity-Specific Modes of Being
	Describe inanimate entities that involve types of motion typical of these entities.	Verbs of Modes of Being Involving Motion

Continuation

Classification	Description	Sub-classes
	These verbs describe the existence of a sound, although they are vague as to the exact nature of the sound	Verbs of Sound Existence
	• These verbs participate in the form of the locative alternation show by intransitive verbs, especially most similar to that shown by the spray/load verbs. • Found in a syntactic frame related to the intransitive form of the locative alternation shown by the swarm verbs. • In a syntactic frame that resembles with the variant associated with the intransitive swarm form of the locative alternation.	Verbs of Group Existence • Swarm Verbs • Herd Verbs • Bulge Verbs
	The members of these verb specify the spatial configuration of an entity with respect to some location.	Verbs of Spatial Configuration
	That are being used to describe the location of a long continuous object such as a road.	Meander Verbs
	To describe a spatial relation between two entities that are contiguous in space.	Verbs of Contiguous Location
Verbs of Appearance, Disappearance, and Occurrence	• Describe the showing of an entity on the scene. • Used as verbs of appearance. The use of these verbs is obligatorily associated with the presence of a reflexive pronoun as object.	Verbs of Appearance • Appear Verbs • Reflexive Verbs of Appearance
	Describe the disappearance of existence of some entity.	Verbs of Disappearance
	Describe the occurrence of an event.	Verbs of Occurrence

Continued

Continuation

Classification	Description	Sub-classes
Verbs of Assuming a Position	Show in the sense of assume the spatial configuration specific to the verb	-
Verbs of Motion	Includes a specification of the direction of motion, even in the absence of an overt directional complement.	Verbs of Inherently Directed Motion
	These verbs show that motion away from a location has taken place.	Leave Verbs
	• Relate with the characteristic of inanimate entities • Describe the manners, although some of them may be used to describe the movement of inanimate entities.	Manner of Motion Verbs • Roll Verbs • Run Verbs
	• "go using the vehicle named by the noun." In principle, it should be possible for any vehicle name to be used as a verb of this type. • Not zero-related to vehicle names, they all describe motion employing a specific sort of vehicle	Verbs of Motion Using a Vehicle • Verbs That Are Vehicle Names • Verbs That Are Not Vehicle Names
	Describes zero-related to names of dances and mean roughly "perform the dance."	Waltz Verbs
	Show transitive, with the chaser as subject and the person being chased as object.	Chase Verbs
	These verbs relate to one individual taking a moment from one place to another.	Accompany Verbs
Measure Verbs	When these verbs are used transitively, the noun phrase specifying the measurement can't be expressed.	Register Verbs

Continued

Continuation

Classification	Description	Sub-classes
	These verbs can be used intransitively, with a postverbal noun phrase; this noun phrase does not show the properties of a direct object. These verbs can't be used transitively).	Cost Verbs
	Their use with oblique subjects that are locations to describe the capacity of the location with respect to the action.	Fit Verbs
	These verbs depict an operator measuring the value of an attribute of an entity along a scale significant to the characterization of the attribute.	Price Verbs
	Describes one person (or institution) bringing about a specific relationship between a second person (or institution) and a total of money.	Bill Verbs
Aspectual Verbs	This group of aspectual verbs all have intransitive uses, with some of them providing transitive causative uses as well.	Begin Verbs
	These verbs describe the initiation, continuation, or termination of an activity.	Complete Verbs

**D.	Previous Study**

There are some previous research that related with current research, as follow; first, *analysis of verbs in news section of the Jakarta post: How frequency is related to text characteristics* (2019), by: Oktavianti and Ardianti, they hold a research about verb in the news section of The Jakarta Post to find out the frequency of verbs and their relation to the characteristics of the news text. This study by using Scheibmann (combining Halliday's verb taxonomy and Dixon's verb types) as base of verb classification. Moreover, in calculating the frequency the researcher using the Lancsbox corpus tool. This investigate the Jakarta Post corpus consist of hard news articles from October to December 2018 with total size 21.682 words. The researcher found out that verbal type is the most frequently used, then there are verb types of material and existential. While, the most rarely used verb is corporeal and perceptional. The category of verbal type is the most frequent verbs because the function of news text is to deliver information to the reader. Further, have material verb which also have a frequent because it shows concrete action and existential verb that are imperative in building news text. Furthermore, corporeal and perceptional/relational types are rarely used because they show bodily gestures and subjectively. The conclusion of this research showed that frequency of verb consider with text characteristics.

Second, *A Corpus-based Study of the Use of Phrasal Verbs in Korean EFL Students' Writing* (2013), by: Ryoo. He conducted a research about phrasal verbs (PV) in a corpus of Korean EFL students' writing. This research was focused in understanding of Korean students on English in general. A corpus was compiled by
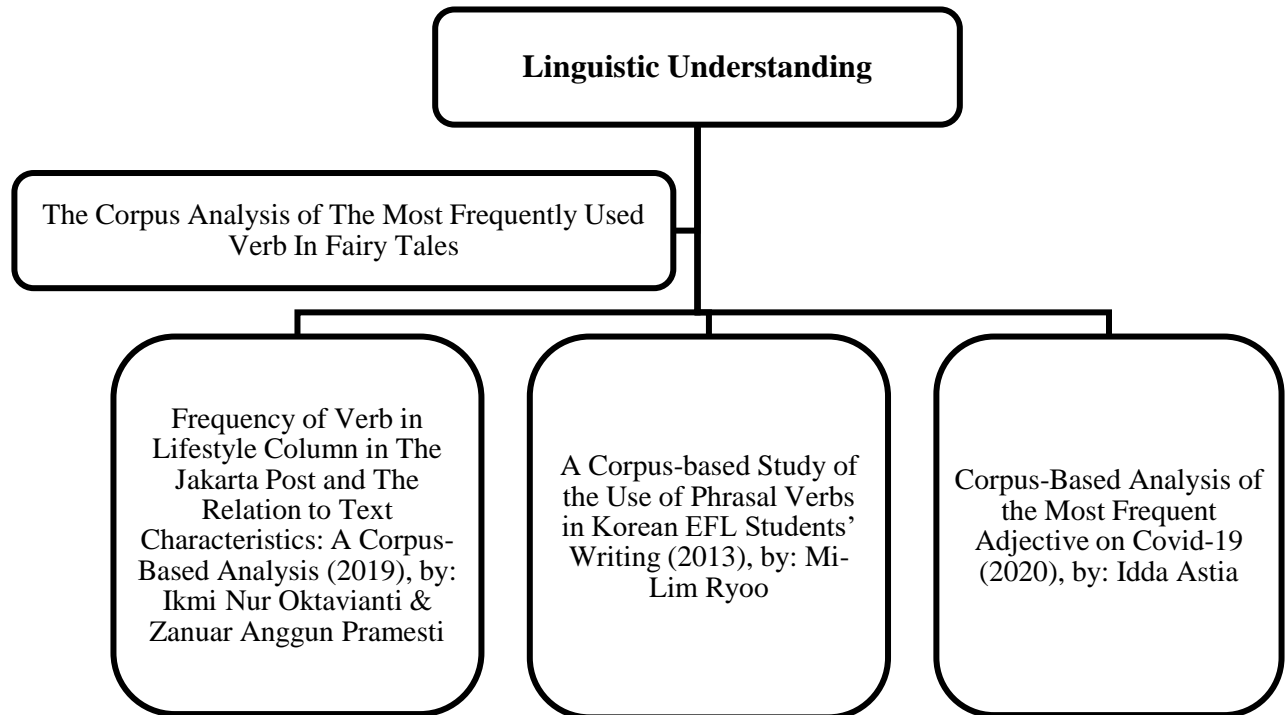
257 essay from students' essay contest. Then the researcher identified the most frequent verbs and adverbial particles in PV, and compared with British National Corpus (BNC). It was found that 4 most frequent verb and adverbial particles in both corpora were almost identical like the word go, came, and adverbial particles such as up, out. Moreover, the result more than half of 20 verbs overlapped. The researcher concluded that Korean EFL student's lack of the competence of general phrasal verb. This research also discussed about implication of the findings English language teaching and learning.

The last, *Corpus-Based Analysis of the Most Frequent Adjective on Covid-19* (2020), by: Astia & Yunianti. She conducted this research with the aim of knowing the type of most frequent adjective and the use of the function of adjectives in academic writing about covid. The corpus tool that used in this research is sketchengine. In clarifying adjectives, the researcher uses a clarification from Khamying (2007). The results of the clarification show that descriptive adjectives are the most frequently occurring adjectives that function to describe the condition, situation, and characteristic of the noun on the COVID-19 cases, with a percentage of 70%, then there are quantitative adjectives with a percentage of 20%, and there are two clarifications of adjectives with the same percentage of 5%, namely Emphasizing and Numeral.

From the explanation above, the difference between this study and the previous study above is the corpus data analyzed. The study conducted by Oktavianti and Ardianti (2019) is a news article, Ryoo (2013) is Korean EFL students' writing, Astia and Yunianti (2020) is covid-19. While in this study using

the corpus of fairy tales. The second difference is in the theory used, the first is Oktavianti and Ardianti (2019) using the theory from Scheibmann (combining Halliday's verb taxonomy and Dixon's verb types), Ryoo (2013) using the theory from Gardner and Davies, Astia and Yunianti (2020) using the theory of khamying, and in this study using the theory of Beth Levin. The next difference is the part of speech studied by Oktavianti and Ardianti (2019) examining verbs as parameters, Ryoo (2013) examining phrasal verbs, Astia and Yunianti (2020) examining adjectives. Because the researchers chose to examine the verbs in fairy tales. The similarity between previous studies and current research is used corpus analysis, and examiners about the frequency of part of speech.

Figure 2.1 The Position of Current Research Among the Related Research

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                    ┌─────────────────────────────────────┐
                    │      Linguistic Understanding        │
                    └─────────────────────────────────────┘
                                       │
┌──────────────────────────────────────────────┐
│  The Corpus Analysis of The Most Frequently   │
│  Used Verb In Fairy Tales                     │
└──────────────────────────────────────────────┘
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| Frequency of Verb in Lifestyle Column in The Jakarta Post and The Relation to Text Characteristics: A Corpus-Based Analysis (2019), by: Ikmi Nur Oktavianti & Zanuar Anggun Pramesti | A Corpus-based Study of the Use of Phrasal Verbs in Korean EFL Students' Writing (2013), by: Mi-Lim Ryoo | Corpus-Based Analysis of the Most Frequent Adjective on Covid-19 (2020), by: Idda Astia |

Based on figure above, it known that the primary purpose of corpus analysis is to complete the understanding of linguistic. Previous researches provide that the understanding of linguistic is develop well, but current research have position to complete the understanding of linguistic by a research that examine the most frequent verb that occur in fairy tales corpus, and its role. This research is used to add new knowledge about the verbs that most often appear in fairy tales.