

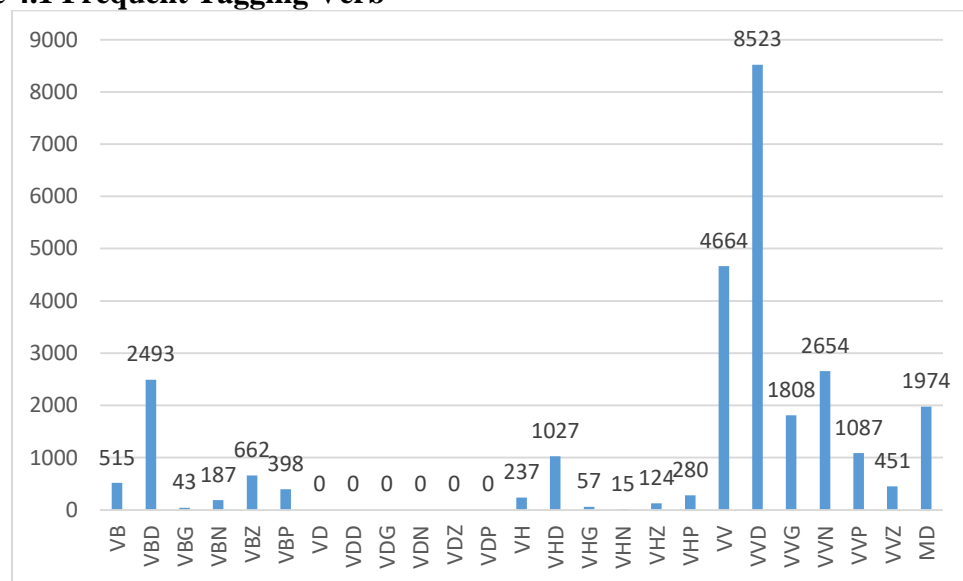
CHAPTER IV

RESEARCH FINDINGS

This chapter discuss about the findings of the research based on the gathered data during the study. It presents the research findings of the most frequent verb and their role in fairy tales. The finding of this research will be elaborated as bellow:

A. Word Frequency of the Verbs in Fairy Tales

The result of the analysis of fairy tales corpus in this research found that there are 27.199 verbs used in the fairy tales corpus with the total of all token in the corpus is 272.407 words. In other words, in a number of around 10% from the total of whole tokens in the fairy tales corpus were found in the form of verbs. In addition, from the result of tagged data it shows that the verbs are divided into nineteen word forms according to the tenses, namely verb be in base form (VB), verb be in past form (VBD), verb be in gerund/participle (VBG), verb be in past participle (VBN), verb be in present and 3rd person singular (VBZ), verb be present and non-3rd person (VBP), verb have in base form (VH), verb have in past form (VHD), verb have in gerund/participle (VHG), verb have in past participle (VHN), verb have in present and 3rd person singular (VBZ), verb have in present and non-3rd person plural (VBP), verb in base form (VV), verb in past form (VVD), verb in gerund/participle (VVG), past participle of verb (VVN), present form of non-third person of verb (VVP), present form of third person of verb (VVZ) , and modal auxiliary (MD) . For more detailed, the data is presented as follow:

Figure 4.1 Frequent Tagging Verb

However, researchers only focused on analyzing the 130 most frequent verbs from the entire list of verb types which are shown in the table below:

Table 4.2 Word Frequency Lists of Verbs in the Fairy Tales

Rank	Frequency	Word Type	Rank	Frequency	Word Type
1	1940	was	66	68	done
2	1042	had	67	68	gone
3	971	said	68	68	think
4	718	s	69	66	going
5	611	is	70	66	want
6	555	were	71	66	wanted
7	517	be	72	65	brought
8	510	have	73	65	sing
9	500	out	74	63	started
10	429	could	75	61	eat
11	403	would	76	59	open
12	385	will	77	59	work
13	359	do	78	57	may
14	331	came	79	57	reached
15	318	went	80	56	flew

16	285	like	81	55	play
17	283	see	82	54	opened
18	240	go	83	52	keep
19	228	did	84	51	grew
20	217	can	85	49	cut
21	209	saw	86	49	looking
22	193	made	87	49	walked
23	189	been	88	48	replied
24	173	thought	89	47	seemed
25	173	took	90	46	being
26	169	come	91	46	love
27	165	get	92	46	stopped
28	159	got	93	45	happened
29	157	asked	94	45	held
30	150	know	95	45	read
31	148	must	96	45	threw
32	146	put	97	44	answered
33	131	take	98	42	bring
34	128	looked	99	41	ask
35	126	give	100	40	passed
36	126	heard	101	39	hear
37	125	let	102	39	live
38	121	told	103	38	loved
39	119	has	104	38	saying
40	116	make	105	36	met
41	115	should	106	36	run
42	110	gave	107	36	says
43	109	tell	108	35	sitting
44	103	turned	109	35	sleep
45	102	knew	110	35	stop
46	102	say	111	34	jumped
47	101	help	112	34	tried
48	100	began	113	34	turn
49	99	shall	114	34	used
50	95	look	115	33	speak
51	92	ran	116	33	wished
52	90	find	117	32	returned
53	88	fell	118	32	taken
54	88	found	119	31	feel
55	85	left	120	31	given
56	84	sat	121	31	break

57	81	lived	122	31	talk
58	80	cried	123	31	waiting
59	77	might	124	30	crying
60	76	lay	125	30	guess
61	76	stood	126	30	laughed
62	71	seen	127	30	leave
63	71	set	128	30	pleased
64	70	became	129	29	coming
65	69	called	130	29	spell

Based on the result of the table above, it shows that there are many types of verbs found in the fairy tales corpus that have been ranked based on frequency.

B. The Roles of the Classes of Verbs in Fairy Tales

The roles of the classes of verbs will be explain according to Beth Levin (1993) English verb classes. In this study, they are twenty-four roles of verb classes categories were found in the top 130 verbs list. However, of the 130 words list of verb, there are several verbs that are excluded or not counted because they was excluded into Levin's category, that is to be and auxiliary verb. The results of the roles of verb classes within the total and the percentage of frequency are present in the table below:

Table 4.3 Verb Classes Found in Top 130 Verb List (According to Levin's English Verb Classes)

No	Verb Class	Words Type	Frequency	Percentage
1	Verbs of Communication	said, asked, told, tell, say, called, replied, read, answered, ask, saying, says, speak, talk, spell	1874	18,05%

2	Verbs of Motion	went, go, come, going, walked, ran, flew, jumped, coming, leave, fell, out, left, gone	1824	17,57%
3	Verbs of Creation and Transformation	grew, turned, turn, make, made, play, sing, do, done, tried	1078	10,38%
4	Verbs of Perception	saw, hear, heard, see, look, looked, looking, seen, seemed, feel	1074	10,34%
5	Verbs with Predicative Complements	want, wanted, know, take, used, find, think, guess, knew, thought	910	8,76%
6	Verbs of Change of Possession	give, gave, given, passed, returned, get, got, threw, reached, found	853	8,21%
7	Psych-Verbs (Verbs of Psychological State)	like, love, loved, crying, cried, pleased	509	4,90%
8	Verbs of Sending and Carrying	bring, take, took, taken, brought	443	4,27%
9	Verbs of Cutting	saw, cut	258	2,48%
10	Aspectual Verbs	began, started, stopped, stop	244	2,35%
11	Verbs of Putting	put, fell	234	2,25%
12	Engender Verbs	became, let	195	1,88%
13	Verbs of Appearance, Disappearance, and Occurrence	opened, open, happened	158	1,52%
14	Lodge verbs	lived, live	120	1,16%
15	Verbs of Contact: Touch Verbs	help	101	0,97%
16	Hold and Keep Verbs	keep, held	97	0,93%
17	Measure Verbs	read, used	79	0,76%
18	Verbs of Assuming a Position	lay, sat, sitting, stood, set	76	0,73%
19	Verbs Involving the Body	sleep, laughed	65	0,63%
20	Verbs of Ingesting	eat	61	0,59%
21	Verbs of Social Interaction	met	36	0,35%
22	Verbs of Desire	wished	33	0,32%
23	Verbs of Existence	waiting	31	0,30%
24	Verbs of Change of State	break	31	0,30%

In the table above, the researcher found several findings. It shows the roles of categories of the verbs that appear in the corpus of fairy tales that there are twenty-four word class categories from Levin's (1993). The researcher took one to five highest ranks in the role of the verb class in the fairy tales corpus. In addition, the researchers took the last ranking of the verb classes that were rarely used. Of all the category verbs, the one most frequently used in the corpus of fairy tales is Verbs of Communication with a total frequency of 1874 tokens. This category of verbs is the one that dominates the most by percentage (18,05%) of all the verbs that appear. Furthermore, Verbs of Motion with the total frequency 1824 tokens (17,57%), Verbs of Creation and Transformation with the total frequency 1078 tokens (10,38%), Verbs of Perception with the total frequency 1074 tokens (10,34%), Verb with Predicative Complements is verb classes that occupy a frequency with a total of 910 tokens. This verb dominates the fifth rank of 24 verb classes, with a percentage (8,76%). Meanwhile, in the list of the top 130 verbs in the fairy tales corpus, there is one word that is rarely used, namely the word "break" which is included in the last ranking verb class, that is Verbs of Change of State with a total of frequency 31 tokens or equal to (0.30%) its appearance in fairy tales corpus.

Based on table 4.3, the results show that verbs of communication is the first verb most often used in fairy tales with a percentage of (18,05%). According to Levin (1993:202) defines verbs of communication is classes of verbs related with activities of human to communication and the transfer of ideas. It contains the words of verb such as say, tell, call, write, etc. The following sentences is including the

example of the use verbs of communication in the fairy tales corpus. The first is entitled Ali Baba and the Forty Thieves by Andrew Lang:

... He returned to the house, and Morgiana led him to his chamber. She then **told** Abdallah, her fellow slave, to set on the pot to make some broth for her master, who had gone to bed. Meanwhile, her lamp went out, and she had no more oil in the house...

...“Merchant!” said she, “he is no more a merchant than I am!” and she **told** him the whole story, assuring him that it was a plot of the robbers of the forest, of whom only three were left, and that the white and red chalk marks had something to do with it....

... As night drew on Cassim’s wife grew very uneasy, and ran to her brother-in-law, and **told** him where her husband had gone....

... He **told** his son the secret of the cave, which his son handed down in his turn, so the children and grandchildren of Ali Baba were rich to the end of their lives...

Another example is found in Goldilocks and the Three Bears by Andrew Lang:

... By this time, the three bears thought their porridge would be cool enough, so they came home to breakfast.

"SOMEBODY HAS BEEN EATING MY PORRIDGE!"

said the great huge bear, in his great huge voice ...

... bedroom. "SOMEBODY HAS BEEN LYING IN MY BED!" *said* the great, huge bear, in his great, rough, gruff voice ...

... "Somebody has been at my porridge, and has eaten it all up!" *said* the little, small wee bear, in his little, small wee voice. ...

... "Somebody has been lying in my bed, and here she is!" *said* the little, small wee bear, in his little, small wee voice ...

In the next position are the verb frequency ranks that is verbs of motion. The result of this study indicate that verbs of motion is used in an amount of (17,57%). Levin (1993:264) defines that this verb includes a detail of the direction of motion, even without an overt directional complement, such as come, exit, go, etc. The sample of the use verbs of motion can be found in fairy tales entitled The Snow Bunny by Nina Adinou, as follow:

... "So you're awake little girl." my brother said as he walked in the room all dressed to *go* and picked up his gloves ...

... Before I got a chance to answer he turned his back to me and pulled his covers up. “Close the light and **go** back to sleep.” he said and I felt embarrassed by my cowardice ...

... I could not see it, I could never see the Transcendence Tree, but he could. “I kept the door open.” he said never seizing his mad, circular flight. “**Go** on then. And hurry back. I can’t keep this up forever.”...

... After a few deep breaths I decided to **go** to the window and try to see what was going on, through the shutters ...

Another example of this verb is found in The Sea-Maiden by Joseph Jacobs, as follow:

... On the morrow they **went** away, and there was no question at all but that this hero would save the king's daughter ...

... He **went** home very tired this night, but it's a wonder if the king's cattle had not milk. The whole family was delighted that they had got such a herd ...

... On the next day he **went** on further with them; and at last he came to a place exceedingly grassy, in a green glen, of which he never saw the like ...

... The herd drew back his sword, and the head was off the giant in a twinkling. He leaped on the black horse, and he *went* to look for the giant's house. ...

The third place of English verbs class found in this study is the verbs of creation and transformation. Levin (1993:172) defines that the members of these verbs classes identified as transitive or intransitive verbs that create or describe the activity transformation of an entity. The frequency of verbs of creation transformation in the top 130 covers 10,38%. It contains the verb word types such as took, take, make, turned, etc. The sample of the verbs of creation and transformation with the usage of the verb “make” can be found in fairy tales entitled The Old Woman Who Lost Her Dumpling by Lafcadio Hearn, as follow:

... But she only laughed, and ran on, still crying out: "My dumpling, my dumpling! Where is that dumpling of mine?"

And she came to a third Jizo, and asked it: "Oh dear Lord Jizo, did you see my dumpling?". But the Jizo said: "Don't talk about your dumpling now. Here is the Oni coming. Sit down here behind my sleeve, and don't *make* any noise"...

... She never stopped running until she found herself at home again. After that she was very happy; for she could *make* dumplings whenever she pleased. Besides, she had the magic paddle to make rice for her....

... Besides, she had the magic paddle to *make* rice for her. She sold her dumplings to her neighbors and travelers, and in quite a short time she became a funny, old, wealthy woman. ...

... But she felt lonely, and always wished very much to go back to her own little house, and *make* her own dumplings. And one day, when the Oni were all out somewhere, she thought she would try to run away. ...

Another example of this kind of verb are show in The Tinderbox by Hans Christian Andersen, as follow:

... When she saw them disappear into a large house, she thought to herself: "Now I know where it is" and *made* a great cross on the door with a piece of chalk. Then she went home and lay down, and the dog came back also, with the Princess...

... But the Queen was an extremely clever woman, who could do a great deal more than just drive in a coach. She took her great golden scissors, cut up a piece of silk, and *made* a pretty little bag of it. ...

... Now he lived very gaily, went to the theatre, drove in the King's garden, and gave the poor a great deal of money, which was very nice of him; he had experienced in former

times how hard it is not to have a farthing in the world. Now he was rich, wore fine clothes, and *made* many friends, who all said that he was an excellent man, a real nobleman. ...

... But as he was always spending money, and never *made* any more, at last, the day came when he had nothing left but two shillings, and he had to leave the beautiful rooms in which he had been living, and go into a little attic under the roof, and clean his own boots, and mend them with a darning-needle. ...

The fourth type of verb classification rank is verbs of perception. The result of this study indicate that verbs of perception is used in fairy tales in an amount of (10,34%). Levin (1993:186) explain that this kind of verb is part perception verb that describe the actual perception of some entity. It contains the verb word types such as see, hear, feel, etc. The example of “see” usage is shown in fairy tales entitled The Sprightly Tailor by Joseph Jacobs, as follow:

... He had no sooner got inside the gate, and shut it, than the monster came up to it; and, enraged at losing his prize, struck the wall above the gate, and left there the mark of his five great fingers. You may *see* them plainly to this day, if you'll only peer close enough ...

... And still it kept rising through the pavement, until it shook a great pair of arms in the tailor's face, and said: "Do you *see* these great arms of mine?"...

... And when the head had risen above the surface, there came from it a great, great voice. And the voice said: "Do you *see* this great head of mine?"...

... "I *see* those, but I'll sew this!" answered the tailor; and he stitched hard at his trees, for he knew that he had no time to lose. ...

Another example is appeared in fairy tales entitled The Wild Man by Bertie, as follow:

... the creation of an evil wizard, but the peasants *saw* him simply as a devil. He was kept in the courtyard of the prince's castle

... At that time, a war broke out with the neighboring principedom, which happened to be where the boy had come from originally. Now he *saw* his chance to distinguish himself, and to advance his position ...

... But a boy who worked in the palace kitchens looked into the eyes of the beast and *saw* sadness there. He could not read, and therefore did not understand the sign that warned ...

... In an instant the boy **saw** that a dark horse was chomping the grass on the lawn. As he lifted his foot to walk towards it, his leg felt stiff and heavy....

The fifth role of English verbs class which found in this study is the verbs with predicative complements. It contains the verb word types such as believe, think, see, know, take, make, etc. Levin (1993:183) defines that these verbs are verbs that show the opinion of subject. The frequency of verbs with predicative complements in the top 130 covers (8,76%). The use of verbs with predicative complements can be found in fairy tales entitled The Travelling Companion by Hans Christian Andersen, as follow:

... He thought only of the beautiful princess, and believed that in some way he should have help, but how he knew not, and did not like to **think** about it; so he danced along the high-road as he went back to the inn, where he had left his fellow-traveler waiting for him ...

... The princess this time was to **think** of a glove, and he told John as if he had again heard it in a dream ...

... After there had been a little dancing, the princess told the magician that she had a new suitor, and asked him what she could **think** of for the suitor to guess when he came to the castle the next morning ...

... I will find out something for you to *think* of which he will never guess, unless he is a greater conjuror than myself. But now let us be merry ...

Another example is from The Troubles of Mrs. Tweedy by Auntie Millie, as follow:

... Their mouths fell open, and Agnes reached into her basket to retrieve a bottle of tonic, feeling that now would be a good time to *take* a large drink. “Do you mean to tell me that all this time you have been worrying about whether to get a male or female kitten to replace your lost cat?” asked Taffy ...

... The silence was unbearable as the three of them stood glaring at each other. Mrs. Tweedy cleared her throat and in a soothing voice asked, “Why do you think I am about to *take* a night walk?” Agnes spoke carefully not wanting to upset the matron any further. ...

... The old woman straightened her clothes, and, then, in a calm voice spoke. “I am dreadfully sorry I caused you such worry, but I can assure you your worries will be over soon for I have made up my mind as to what course of action I need to *take*.” Taffy gasped ...

... Taffy cleared her eyes with the ends of her sleeves in an attempt to appear in control of her emotions. “You mean the entire village is worried I’m about to *take* a night walk because you have seen me shaking my head and looking grim?” ...

The last category which have the least frequent verb found in this study were in the form of verbs of change of state and it has percentage of frequency (0,30%). Levin (1993:242) defines the actions that bring about a change in the "material integrity" of some entity, such as break, split, tear, etc. The example of the usage of verb “break” is appeared in The Little Mermaid by Hans Christian Andersen, as follow:

... The little mermaid kissed his hand and felt that her heart was beginning to *break*. For the morning after his wedding day would see her dead and turned to watery foam. ...

... "just spill a drop of this brew upon them and their tentacles will *break* in a thousand pieces." But there was no need of that

... The waves rose up like towering black mountains, as if they would *break* over the masthead, but the swan-like ship plunged into the valleys ...

... now that she was stricken dumb and was leaving her home forever. Her heart felt as if it would *break* with grief. She tip-toed into the garden ...

Another example of this verb is found in The Ugly Duckling by Hans Christian Andersen, as follow:

... "One egg is not hatched yet," said the duck, "it will not *break*. But just look at all the others, are they not the prettiest little ducklings you ever saw? ...

... "Let me see the egg that will not *break*," said the duck; "I have no doubt it is a turkey's egg....