

## **CHAPTER V**

### **DISCUSSION**

This chapter presents the discussion related to the findings of the study. This chapter focused in the finding for the most frequently used verbs and their role in the corpus of the fairy tales.

#### **A. Verb Frequency Of The Fairy Tales**

This research aimed to know the most frequent verbs and their role in fairy tales. The knowledge of the most frequently used verbs in fairy tales is certainly important for teachers, students, and readers because it can be used as additional references in selecting the most appropriate verb type based on their needs in convey ideas, information, or messages.. This study uses the AntConc corpus analysis tool, which is a tool to analyze the data used to calculate the number of tokens, the role of category the words, and frequency in fairy tales. The frequency of the verb that has been found, then classifies the role of the verb based on classification Beth Levin. Researchers use and choose this tool because according to Anthony (2004) AntConc is freeware, so it can be used for all groups of individuals, schools, colleges with limited budgets and run both using Windows and Linux / Unix-based systems. With this software, it can make it easier for researchers to analyze and find data.

After analyzing the corpus of fairy tales using the AntConc software, the researcher found 27,199 verbs with the total of all tokens in the corpus is 272,407

words. In other words, of the total tokens in the corpus of fairy tales, about 10% are found in the form of verbs. However, of all verbs, this study only focuses on analyzing the top 130 frequency verbs. These verbs are categorized into forty-nine categories based on Beth Levin's (1993) semantic class. Meanwhile, Thomson and Martinet (1986: 73) say that there are two classes of verbs in English, specifically auxiliary verbs and regular verbs. In auxiliary verbs it contains to be, to have, to do. For example, can, could, may, might, etc. Meanwhile, ordinary verbs contain all verbs except auxiliary verbs which usually express activity, state, or other predicate meaning. It is inversely proportional to the verb class by Beth Levin who did not include auxiliary verbs into the word classes' category. Therefore, although auxiliary verbs have a high frequency, the researcher does not use or pay attention to the roles of auxiliary verbs.

## **B. The Role of The Class of Verbs In Fairy Tales**

The results showed that there are twenty-four roles of verb class categories in corpus fairy tales that have been found. The first category is verbs of communication. From the total 130 lists of verbs analyzed in the study, this type of verb dominates all verbs in the corpus, for the total 1874 or equivalent (18,05%). The second category was found in verbs of motion with a total frequency of 1824 or includes (17,57%). The third category is verbs of creation and transformation with a total frequency of 1078 or includes (10,38%). The fourth category is verbs of perception with a total frequency of 1074 or equivalent (10,34%). The fifth category is found in the verbs with predicative complements with a total frequency of 910 or equivalent (8,76%). Furthermore, there is a category of verbs of change

of possession with a total frequency of 853 or including (8,21%), the category of psych verbs with a total frequency of 509 or (4,90 %), category of verbs of sending and carrying with a total frequency of 443 or (4,27%), there is a category of verbs of cutting with a total frequency of 258 or (2,48%), a category of aspectual verbs with a total frequency of 244 or (2,35%). a category of verbs of putting with a total frequency of 234 or (2,25%). Then, a category of engender verbs with a total frequency of 195 or (1,88%), category of verbs of appearance, disappearance, and occurrence with a total frequency of 158 or (1,52 %). Lodge verbs category with a total frequency of 120 or (1,16 %), category of verbs of contact: touch verbs with a total frequency of 101 or (0,97%), category of hold and keep verbs with a total frequency of 97 or (0,93%), category of measure verbs with a total frequency of 79 or (0,76%), category of verbs of assuming a position with a total frequency of 76 or (0,73%), category of verbs involving the body with a total frequency of 65 or (0,63%), category of verbs of ingesting with a total frequency 61 or includes (0,59%), Verbs of social interaction with a total frequency 36 or (0,35%), Verbs of desire with a total frequency 33 or (0,32%), The last, there are two categories with the same total frequency, of the total words 31 which is equivalent to (0,30%) include in each category i.e. verbs of existence and verbs of change of state.

Based on the results of the study, it was found that the role of the verbs of communication was the most widely used verbs with a percentage of 18,05% among all the roles of categories in fairy tales. In the verbs of communication the most widely used form of the word ask, told, tell, say, called, etc. The verbs of communication has the role as deliver information or message. In every fairy tales,

there are interactions between characters, and speaking is the easiest way to interact with each other. By speaking, it is possible to show intentions, activities, conditions, etc. In line with that, Levin (1993:8) mentions that one of the characteristics of fairy tales is that the plot is always a conflict that needs to be solved. In fact, it is impossible to make conflict and its solution, if there is no communication. So, the use of verbs of communication is the most frequent one because it describes the interactions between characters that show the intensity of the activity and the condition of the storyline to the reader.

From the explanation above, there is an example of verbs of communication with the use of the word *told* in the sentence "... 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 ... "in the fairy tale Ali Baba and the Forty Thieves. The word is used to describe how a message is sent from the sender to the receiver which contains the command to make broth.

In addition, the use of verbs of communication is often found as a quote given by subject (sender) involved in a fairy tales. For example, the use of the verb *say* in the sentence "... 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..." this fairy tale contained in the Goldilocks and the Three Bears fairy tale. The sentence shows that the subject (sender) was conveying the information.

From the explanation above can be concluded that from this present study, the researcher found that the verbs of communication were frequently used in fairy tales. This is because it is used to communicate information, ideas, or messages from the sender to the receiver as in the example above by using the word "told". Furthermore, verbs of communication usually also use a quote sentence which shows that the sender is giving an information. The quote sentence is intended to liven up the scene in the story. In other words, cultivating the reader's imagination by describing the event in a fairy tale, such as the example above by using the word "said". In other words, they both describe the delivery of information and messages.

The findings in this study are almost the same as the findings of Oktavianti and Ardianti (2019) regarding the analysis of verbs in the news section of the Jakarta post. In his study, she found that the most frequent verb type is *verbal*, which consisted of say, tell, ask and a total of 43.4% corpus size. It is the same as the results of this study, where the role of verb classification appears that the most frequent is verbs of communication with a total of 18,05%, which consists of words say, asked, told, tell, say, cried, called, etc. Here the difference between his research and this research is the mention of the category name or the classification of the verbs because the research uses different experts from this research.

In addition, these finding from this study was extremely different from the findings of Ryoo study (2013) of verbs and adverbial particles in PV (Phrasal Verbs) and compared to the British National Corpus (BNC). Based on research by Ryoo, among the top 20 verbs constructed in a Phrasal Verb (PV) in the BNC and EEC corpus, 13 verbs overlap, and the verbs that appear most often are take, carry,

turn, bring, etc. It is shown that the frequent verb that is used as PV is different from the use of verb independently. The differences with this study, the words that appear of the most frequent word into the category of the role of verbs of communication, which words use independent verbs such as say, asked, told, tell, say, cried, call, etc. It can be concluded that phrasal verbs are not used in this study, this is because of the differences in research.

In line with Ryoo's findings, the findings of the study by Stardy (2017) of an analysis on verb collocations of "excited". From his research it was found that there was no category of communication verbs, while in this study it was found that the role of the category that most frequent appeared was the verbs of communication. This is understandable, because of differences in research. In Stardy research (2017) found two verbs that often appear and collocate with the word "excited", namely be and get. Although they both analyze verbs, but in this study, verbs were grouped according to their respective category roles.

In the process of conducting a corpus study, researchers faced several obstacles and challenges. These constraints have an impact on researchers in conducting the research. First, the study corpus is a topic that is rarely used in research. As a result, that researchers try to collect many relevant references related to the corpus and learn them for reference in conducting research. Second, in the process of analyzing data on the corpus, researchers used free software on a computer, namely TagAnt and AntConc. Before conducting this study, the researcher learn the software that had never been known before, namely TagAnt and Antconc by looking at the tutorials on YouTube. After conducting the corpus

study, the researcher realized that the corpus was very beneficial for learning foreign languages effectively and accurately in its actual context. The researcher think that the corpus can be used to learn a word along with grammatical patterns in different languages effectively and efficiently by using corpus software. In addition, a lot of corpus data can be accessed freely on websites.