

ABSTRACT

Restulingtyas; Lusi Hapsari. An Analysis Of Relationship Between Sequential Lexical Repetition Types, Categories And Function In Creating Involvement In Children Oral Narratives. A thesis submitted as partial fulfillment of the requirements for the Sarjana degree of the English Department, Faculty of Letters Airlangga University, 2006.

Narrative is the common verbal communication that is used by children in their daily conversation. One part of narrative is evaluation that gives a deliberate role for narrator to get and keep listener's attention. One effective strategy to build evaluation is by using repetition. Based on the writer's experience, children tend to use lexical repetition rather than other repetitions.

The writer would like to examine the relationship among sequential lexical repetition types, categories, and functions in creating involvement from narrator and listener in children oral narratives. The writer takes the data from nine narrative recording of four children aged 8 to 9 years old. In this study, the writer uses Fraunce's repetition type classification and Persson's categories and functions of repetition. Then the writer analyzes the findings with the theory of evaluation strategy in order to find the narrator and listener involvement in the story.

Based on the data analysis, the writer finds that all repetition types are used in children narratives; however, only 5 from 6 repetition categories are used in the narratives. Conjoined repetition was never used in children narrative. She found the function of repetition as cognitive process signal, as shifting device, as device to reproduce repeated actions, as device to emphasize concept. The dominant narrator's involvement that the writer found is to avoid vacuum, while listener's involvement is to feel playful and rhythmic story flow.

Keywords: sequential repetition; repetition types, categories and functions; evaluation strategy; involvement.