



Journal Homepage: - www.journalijar.com

INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI: 10.21474/IJAR01/14766

DOI URL: <http://dx.doi.org/10.21474/IJAR01/14766>



RESEARCH ARTICLE

RHETORIC SYMBOLS AS THE KEY IN ORGANIZING IDEAS OF NARRATIVE TEXTS FOUND IN DR. SEUSS' CHILDREN BOOKS

Rikat Eka Prastyawan, Oikurema Purwati and Fabiola D. Kurnia
Universitas Negeri Surabaya, Indonesia.

Manuscript Info

Manuscript History

Received: 19 March 2022

Final Accepted: 25 April 2022

Published: May 2022

Key words:-

Narrative, Rhetoric Symbols, Children
Books, Seuss

Abstract

The aim of this research was to describe how the rhetoric symbols were reinforced to organize the Ideas of Narrative Texts found in Dr. Seuss' Children Books. He had written the children books more than 60 children's books including several of the most popular children's narrative books of all time coming from America. This study was descriptive Qualitative by using textual analysis. The sources of data of this research were Dr. Seuss children books in the form of narrative; *Horton Hatches the Egg*, *Thidwick-the Big Hearted Moose*, *The Kings' Stilts*, and *Bartholomew and the Oobleck* while the data in this research were all kinds of information in the sources of data referring to the focus of research. They were analyzed synchronically and diachronically in the process of data analysis. The result showed that the rhetoric symbols were synergized to the other symbols such as animals, natures, and objects which were wrapped in the concept of id, ego, and superego through the generic structure of texts involving orientation, complication, evaluation, resolution, and coda. It's hoped it could give the contribution to the concept of creative writing especially in narrative.

Copy Right, IJAR, 2022,. All rights reserved.

Introduction:-

The literary work becomes something which is able to bring joyful. It could be well delivered as something which is interesting and amazing that could stimulate the brain to explore more to the contents of literary works. In children literature, amusement side is very significant to make the children interest in reading. The texts are usually accompanied by pictures to illustrate more in order to comprehend the contents. It really helps them especially when the given texts in children literature are not written using their first or second language. The given pictures could encourage them to understand the meaning of texts. In this point of view, the guided reading process done by the teachers or parents are needed to do. One of the genre texts whose function to entertain or amuse the readers is a narrative text. It is learnt by the students in the third grade of Junior High School in Indonesia. According to Piaget (1950) that the students belong to children categorized in the stage of formal operation. They are able to develop their hypothesis to solve their life problems even they could use their past experiences to face the troubles.

Narrative as the reading source for children:-

Children could set their future goals based on the previous experiences and their prior knowledge. Narrative text involves the descriptions of events which are wrapped into a simple analysis of generic structure involving orientation, complication, resolution (Bamberg,1997:12).The part of orientation tells about characters, setting, and

timing. It could answer the questions related to who the characters are, where the events happen, when it takes place. The part of complication consists of problems occurring in the events while the resolution is the way out of the problems. Sometimes, the author also mentions *the coda* in narrative. It is an optional component which is usually used by author to state the attitudes to the series of events (William & Rose. 2008:52). Narrative text is stated in a curriculum learned by the students of third grade of Junior High School of Indonesia that could stimulate them to get reading habit because its function is to amuse or entertain the readers. Additionally, Narrative is also given for students to enrich four competencies involving spiritual attitudes, social attitudes, knowledge, and skills (Minister of Education and Culture Regulation 2016 Number 024 Appendix 37th)

When the children get amusement in reading, it could create reading habit which is needed for them to be knowledgeable. What they have got could not be separated from their parents who support them as a bridge in understanding the contents of reading materials between children's world and what are presented in reading materials (Bus.2000). The role of parents becomes the essential aspect to get children's competency from guiding to habitual reading. Reading habit becomes the basic skill to integrate other skills so that the quality of human source could be improved more and more. Education aspect has not been able to put the basic foundation that reading becomes the need which is the most significant aspect to reach the higher education. It is reflected to the children who do not have reading habits. One of factors which influence them not to read is the contents of reading which could not give reading amusement.

Reading habit is sometimes begun from the reading materials whose characteristics tend to reading for fun. It could create a positive habit for children. Then, reading awareness occurs naturally as well as the positive values in reading that the children could absorb indirectly through moral values reflected in the text of reading. Giving the positive values in literary study is called by *utile*. It means that all the literary works must have educational values which are delivered for others.

Generic Structure of Narrative:-

Narrative Text is one of the texts which is learned by students in the third grade of Junior High School. Minister of Education and Culture Regulation 2016 Number 024 Appendix 37th clarifies in the basic competencies that the students are hoped to be able to compare the social function, text structures, and linguistic features of the kinds of narrative texts in the oral or written cycles by giving and asking the information related to short and simple fairy tales based on its contexts. At the area of skills, it's described that the students are hoped to catch the meaning contextually related to the social function, text structures, and linguistic features in oral or written cycles of short and simple fairy tales. According to William Labov (1972) the general structure of narrative text is abstract, orientation, complication, evaluation, resolution, and coda. He also explained that narrative has functions to discuss and calculate the quality of remarkable or unusual events and their reflections. It means that narrative could be used to get the exploration of values as the reflections between the real life and author's imagination given in the contents of narrative texts wrapped on their generic structures. Those reflections of those remarkable events could entertain the readers to get the amusements. Labov also claimed that abstract and coda became the components which were not always stated in the texts, however, four other components such orientation, complication, evaluation, and resolution had to be there. (Koski and Fennica, 2016) described the labov models of narrative which had been classified into four categories involving recount, anecdote, exemplum, and narrative known as the genre families. Those texts have their own generic structure differently. (Labov 1972: 363-366; Martin & Rose 2008:49-51,97).

Psychological Concepts as the Text Production:-

Producing the texts could not be separated from the process how the brain works. Psychological process follows the author's way to create and interpret the texts. It has the relations to human personality, which attempt to examine a person's mind concept to discover the hidden phenomenon. In this study, the researcher used the principle of psychological process to the figure of texts by Sigmund Freud involving id, ego, and superego concepts. Sigmund Freud suggests that the soul's life has three levels of consciousness. They are conscious, preconscious, and unconscious. This topography or awareness map is used to describe the element of awareness in every mental event such as thinking and fantasizing. Until the 1920s, the theory of psychological conflict only involved the three elements of consciousness. New in 1923 Freud introduced three other structural models, namely id, ego, and superego. The id can only imagine something, unable to differentiate the fantasy with the fact that really satisfies the needs. Id cannot judge or discriminate the rights, not moral taboos. So it could produce the way to get the real fantasy which gives satisfaction without creating new tensions, especially moral issues. The ego grows from the id so that human can handle reality, so the ego could manage the principles of reality effort to obtain the satisfaction

demanded on the Id by preventing the occurrence of new stress or delay the enjoyment until the object is found that can be real satisfying needs. The principle of reality is done through the secondary process which is realistic thinking that develops plans and tests on producing the objects in question. The testing process is called the reality test performing the action according to a plan that has been realistically conceived. So, it can be understood that most areas of ego operation are in consciousness, but there is a small part of the ego operating in the preconscious and the unconscious areas. The superego is non-rational in demanding perfection, punish fully the errors of the ego, both are done in a new thought. Super-ego is also like an ego in terms of controlling the id, it's not just delaying gratification but inhibiting its fulfillment. At least, there are 3 superego functions; (1) pushing the ego into replacing realistic goals with moralistic goals, (2) impeding impulses id, especially sexual and aggressive impulses that conflict with societal values standards, and (3) pursuing perfection

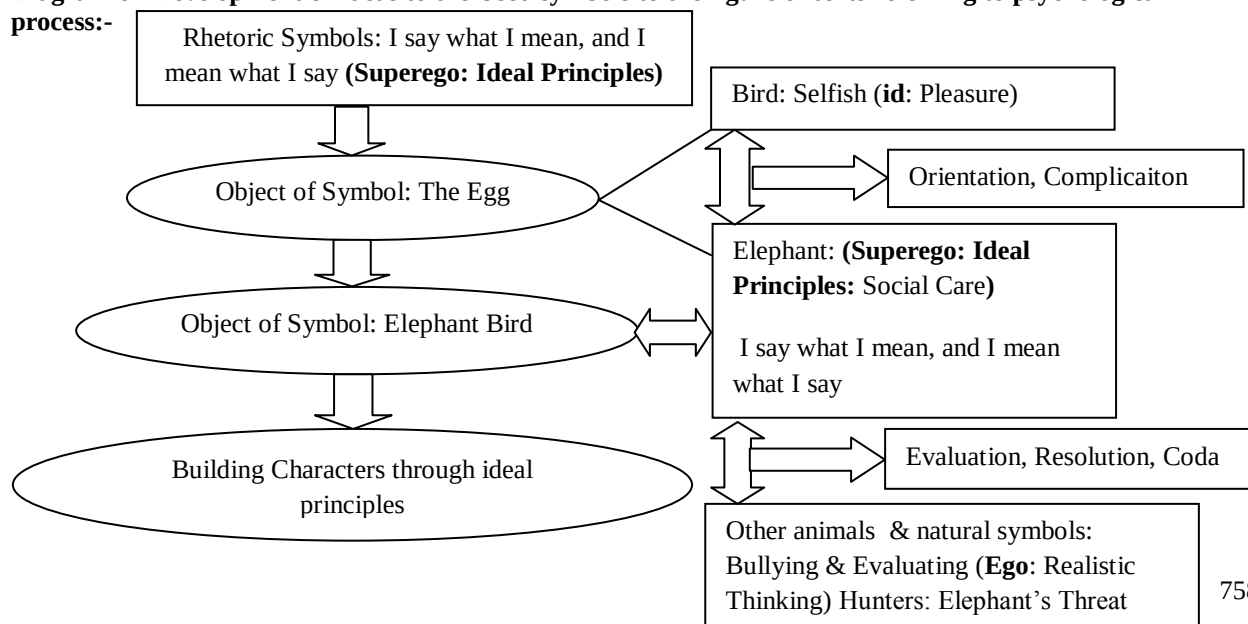
Research Method:-

In conducting the study, the researcher used a descriptive qualitative research as a research method concerning with descriptions to the textual analysis. It was supported as well by Titscher et al. (2000, pp.56, 58, 62) stated that textual analysis could be conducted to the certain study qualitatively to obtain systematical description and accurate facts. This study described how the rhetoric symbols were reinforced to organize the Ideas of Narrative Texts found in Dr. Seuss' Children Books. Exploring that phenomenon, the researcher needed the text analysis to the children books in the form of words, phrases, sentences, utterances to be classified by using the assessment of generic structure of texts referring to the principle of psychological process. According to Flick et.al (2000:3) qualitative research is a research procedure that draws the process of attentions, meaning patterns, and structural features. Referring to that statement, the data in this research was described in the form of words, phrases, sentences, or paragraph relating to the texts and symbols which the researcher found in order to answer the research question stated in the previous chapter. It needed an interpretation as well because this research dealt with the psychological process to the figure of texts and semiotic concepts on symbols stated in Children's Books written by Dr. Seuss. Therefore qualitative approach was suitable to be used in this research. The sources of data were children Books written by Dr.Seuss in the form of narrative texts involving *Horton hatches the Egg*, *Thidwick-the Big Hearted Moose*, *The King's Stilts*, *Bartholomeow and the Oobleck*. All kinds of information including the texts related to research questions became the data of this research. They were used to answer how the rhetoric symbols were reinforced to organize the ideas of narrative texts found in Dr. Seuss' Children Books.

Result of Research:-

Dr.Seuss employed the symbols based on the psychological process illustrated by Sigmund Freud Concepts involving id (pleasure), ego (realistic thinking), and superego (ideal principles of life). The first coming ideas could be in the form of rhetoric symbols. Then, the central object symbols must be found to wrap the figure of texts based on generic structure by using the psychological concepts to entertain the readers in order to keep them on comprehending the purpose of the texts. Simple analysis of psychological process in organizing the symbols to the figure of texts could be illustrated as follows;

Diagram on Development of Ideas to the Used symbols to the figure of texts referring to psychological process:-



Based on the diagram above, it could be clarified that the rhetoric symbols could become the source of idea then the author could find the character symbols which could develop the central object symbol. In this case, Dr. Seuss used his imagination to use Horton, an elephant symbol to hatch the egg. It was done because Mayzie, a bird, who owed the egg begged Horton to keep the egg as well as possible. Dr. Seuss used Mayzie symbol as the owner of the egg. It was categorized as the principle of Ego which used the realistic thinking. But, when the Mayzie asked Horton to hatch her egg, it was not realistic thinking. Mayzie used her id (pleasure) because she left her egg because she wanted to have a vacation to the beach, while the elephant helped Mayzie in hatching the egg and promised to her that he would keep the egg as well as possible by saying "I say what I mean and I mean what I say, ...an elephant's faithful one hundred per cent". It meant that rhetoric symbol had been put in proper interactions among the used character symbols. The orientation happened because of id concept owned by Mayzie, the bird, faced to superego concept owned by Horton, an elephant. Then the complication occurred when Mayzie could not control her pleasure. She left her egg in a long period of time. On the other hand, the Horton had already promised to Mayzie in any condition to keep her egg as well as possible. Other animals got bullying, the rain, thunder, snow, ice, lightning, and other came to Horton and he really keep saying "I said what I meant, and I meant what I said, ...an elephant's faithful one hundred per cent.". It means that ego concepts could not defeat the ideal principle owned by Horton. Finally what Horton did could bring the new life. It was an elephant bird. So, based on that simple analysis above, Dr. Seuss used psychological process involving id, ego, and superego to be developed in the steps of narrative generic structure consisting orientation, complication, evaluation, resolution, and coda refereeing to the illustrated diagram before. It happened to *Thidwick: The Big Hearted Moose, Kings' Stilts*, even *Bartholomew and the Oobleck*.

Dr. Seuss illustrated the figure of texts by putting the symbol of elephant in the part of orientation, complication, evaluation, resolution and coda. The symbol of bird was used in the part of orientation and coda only, while the hunters were used in the part of resolution. The way Dr. Seuss wrapped his figure of texts were synergized to the conventional symbolic meanings. In the part of complication, Dr. Seuss reflected the id as desire and pleasure of his imagination. Then, in the area of complication he illustrated the conscience, morality, and ideal inspiration as the part of idealistic principles. It showed when Mayzie decided not to back to Horton, He said, "I meant what I said, and I said what I meant...an elephant was faithful one hundred per cent!". In the part of resolution, Dr. Seuss used the symbol of hunters to represent man preoccupation in handling the reality. It was used to manage the principles of reality efforts. It was illustrated by the hard work done by hunters to bring the Horton to the town. It had taken the time for almost two weeks for the trip. Students as the children who have reached the stage of formal operation enabling to develop their own experiences could catch the meaning of symbols illustrated in the children book. They thought the elephant was responsible, social care, hard work, creative, and self-discipline to face the life. They could reflect their own experiences to connect the experiences they had got and connected them to the used symbol in children books. In their mind, the used symbols in Horton Hatches the Egg could be a bridge to represent the character building which were actually stated in the curriculum they got at school.

The other children book was illustrated by Dr. Seuss using a lot of symbols. However, he used the main characters of *Thidwick* and other animals such as the bug, spider, birds, squirrels, a cat, a bear, and fleas and bees as the guests. The other characters were hunters. Dr. Seuss used the object "antlers" in his children book to be the key object which could create the figure of texts based on the generic structure. That object also could appear the meaning of symbols used by Dr. Seuss. He had the same patterns of the way he created the texts. He synergized the symbolic meaning between conventional meaning and the ones illustrated his children book. The conventional symbolic meaning were paid attention by Dr. Seuss to write the figure of texts to create a unity and coherent of ideas. *Thidwick*, a moose, was symbolized of social care and hard works. The way he treated the guests was good. He said to his deep heart "I am happy my antlers can be of some use". Other idealistic principle was uttered as well by *Thidwick*, "But I am a good sport, so I will just let him rest, for a host, above all, must be nice to his guests". His hard works was showed when the hunters came to catch him, he tried to run up the mountain, down to valley with a lot of hunters watched him out. He used all his power to escape by getting all the freeloaders on his antlers and finally the hunters could trap him. The only way that the *Thidwick* could do was delivering his unique antlers stayed by freeloaders to the hunters. They put it the wall of Harvard Club. The hunters let the *Thidwick* go away. The patterned used by Dr. Seuss was the same with the *Horton Hatches the Egg*. Dr. Seuss introduced the characters in the part of orientation including the name of Moose, and lake where he stayed with his community. It was started by interaction between the bug and *Thidwick*, a moose. All the guests were illustrated in the area of complication with the *Thidwick*. It was begun by the pleasure and desires owned by the guests to stay on the horns as their creativity. They tried to stay to the place which was totally new. Then, it was illustrated to be more complex as the part of complication when the *Thidwick* tried to pass the lake to find other area to eat. *Thidwick* had no power to move

because he had to treat the guests as well as possible. Dr. Seuss illustrated the id as the pleasure and desire in his children book to be solved with idealistic principles owned by Thidwick. The part of evaluation was illustrated to measure to ideal principles owned by him by adding other animals such as squirrels, a cat, fleas, a bear, and the bees. On the way of resolution, Dr. Seuss illustrated by giving hunters to get Thidwick's antlers. Hunters became the symbol of man preoccupation which had to be hard work in their job. The pleasure and desire owned by the hunters were responded by Thidwick by giving his antlers completed by the freeloaders staying there. One more time, Dr. Seuss used the symbols of hunters, other animals, and Thidwick, a moose, in the area of resolution. He illustrated id representing the pleasure of other animals and hunters to stay and owe the antlers which was solved by superego representing the awareness of Thidwick that his horns could be growth. In the part of coda, Thidwick was able to pass the Bango-lake without the freeloaders staying on his antlers. The antlers could be symbolized as the regeneration. On the children view, as the representative of student in the third grade of junior high school, could find the meaning of Thidwick as the representative of social care and hard works. Some of the students clarified their experiences when they went to his friend to play a game oneday. He visited to his home to play the game free without feeling to the host. They think that other animals acted as pests which only tried to pests for the host. On the other hand, students viewed the meaning of hunters as the representation of the creative and hard work.

The third narrative text, *King's Stilts*, was published in 1939 in the beginning of the Second World War. Dr. Seuss used the symbols of King Derwin, Lord Droon, and the little page boy Eric. The King Derwin was symbolized to represent the hard work, social care. His word work was illustrated in the children book that he woke up at five and went to bath with the dried right hand which was used to sign the documents of Binn Kingdom. At seven the king led the patrol cats to keep the Dike Trees from the attack of Nizzards, birds. The roots of the Dike Trees were used to keep the Binn from the sea water coming to the Binn Kingdom. The King inspected by himself to make sure that the roots of Dike Trees were safe from the Nizzards (woodpecker birds). The King asked the royal cook to give the best meet for Patrol Cats. They had to be brushed every day. After 4 o'clock the king played with his stilts as the self rewards to his hard work. The stilts became the king's spirit. It was illustrated that "when he worked, he really worked....when he played, he really played". On the other hand, the Lord Droon dislike to what the King did. He stole the stilts of King in order to keep the attitude of the king to be real king's attitudes. When he was trapped to catch, he asked the Eric, page boy, to bury them in. There was no other way for Eric. He had to do what the Lord Droon's command to him. Knowing that the king was sad and powerless, Eric intended to give the stilts back. However, his plan was known by Lord Droon. So Eric was jailed by them with measles notification by two guards keep on him. Eric had to do something because he had known to the effect of Binn Kingdom when the King was powerless in his sadness because of losing his stilts. Eric escaped by tricking the guards. Eric tided the spares of both guards with his belt. After they had confusion how to put off the tided belt, Eric could escape to take the stilts of the King. The coming Nizzards to the Binn Kingdom showed that Patrol Cats did not want to hunt them because they were getting lazier and lazier. There was no commander for them to keep the Nizzards away. It was illustrated the coming of sea water to the Binn Kingdom as well. Eric took the stilts and hurried up to the King where he got his sadness and powerless. On the way there Lord Droon tried to catch the Eric based on the guards reports. Eric saw them and pretended to be a tall old man with the robe in front of the tailor shop. He informed the way which was passed by Eric. After they had gone, Eric directly saw the king with the stilts and robe. The King was shocked and soon Eric putt off the robe showing his stilts and told the truth to the King. The real commander of the Patrol Cat was back. All of them could listen the great voice of the King and he led for them to hunt the Nizzards Birds. The roots of Dike Trees were safe from Nizzards, the sea water was back to the ocean. Then, Eric was asked by the king to get his rewards. He told to the Kings to make the same stilts of the King. The King agreed and they played together to keep the Binn Kingdom safe. From the story, it could be known that the little boy was used by Dr Seuss to represent the hard work, creative, honest, and social care. Lord Droon was used by Dr. Seuss to represent irresponsible, uncaring, and dishonest. He used the symbol of King Derwin to represent the Hard Work, Social Care. Other symbols which were used by Dr. Seuss were Dike Trees, Sea, Kingdom, Patrol Cats, Nizzards Birds, and Stilts. They had conventional symbolic meaning which were synergized by him to create a good unity and coherent in his children book. Even, when this book was used to teach narrative for the students in Junior High School, it could stimulate the reading interest for them because they did not need to open the dictionary any time they got difficult vocabularies. The illustrated pictures in the book could comprehend the meaning of the texts. The students were able to perform a process of imagination against past behavioral experiences and future behavioral experiences plans while and after reading process. In interview process, one of student told that his brother, he was in the six grade of elementary school had helped his father to find the key of his father's motorcycle. His brother was asked by his mother to hide the key of motorcycle in order to keep his father at home based on the command of his mother. Then, his little brother was playing around out of home. After going home, he looked at his father was confused

because his father could not find the key of motorcycle whereas his father had promised to someone else to visit. The student told that his little brother took a long period of time to find the key because he forgot as well where to put it. His little brother tried to look for on his bag, on his pocket, on his room, even in his friends' home without knowing his mother. Finally, he remembered that his little brother put the key in pocket of his old trousers getting wet of the water. When the student asked him a question how could the key be on him. His little boy answered that he was asked by mother to hide the key. It means that the children book could give the reflection to the reader about the positive traits to build up a good character which could be applied in daily activities. His little brother pretended to be Eric who helped the king find the keys. On the other hand, the little boy helped his father to find the key of motorcycle. It meant that the students' clarification could reflect to his daily activities referring to positive character. His mother was viewed as the Lord Droon because she asked the little boy to hide the key. Key was the same function with the stilts causing the King to have full of spirits.

The last narrative text in this study was *Bartholomew and Oobleck* published in 1949 when the Second World War was over. Dr. Seuss ever explained that he got the inspiration from one of the soldier in the war got the boredom about the weather, he said "rain is always rain", there was nothing to change. Then, Dr. Seuss wrote the book involving two main characters. They are King Derwin and Bartholomew. In his children book King Derwin communicated with Bartholomew. He complained and bored to the four usual things falling down from the sky. They were snow, fog, sunshine, and rain only. He wanted something new falling from the sky. Bartholomew responded that those four things had been perfect that sky could give. The King could not accept what Bartholomew said. The king Derwin was king of the king. He could do something which could not be done by other kings. So, He invited the magicians to make the different things falling from the sky. It was green Oobleck. The next day, it really came as big as greenish. Bartholomew reminded him one more time that it did not need to have the green Oobleck. The King responded that the bigger Oobleck was the better. He asked Bartholomew to announce that the Holiday. The symbols used by Dr. Seuss including the symbol of King and little boy represented the meaning of ambitious for the symbol of king. The little boy was as the symbol of social care. The next illustration given by Dr. Seuss was the coming Oobleck became bigger and bigger. They filled any space with their glue. All activities could not be run well. All people such as royal ringer bell, royal trumpeter, the captain of the guards, royal cook, royal laundress, fiddlers were getting trouble because of the glue even the king. Knowing the condition Bartholomew was confused. He had tried to announce people by people but it was late. He forced the king to admit his mistake by saying sorry. The King responded that he never did. Bartholomew had reminded him one more time to say sorry because of his mistake inviting Oobleck from the sky. It was useless as the king without giving prosperous for others. So the King admitted his mistake by saying "Sorry". The illustration above means that Bartholomew as the symbols of hard work, helpful, social care, and creative by giving a suggestion to the king to utter the magic word "Sorry". Other symbols such as the magicians, oobleck, a high bell tower, a trumpet, a captain, snow, fog, sunshine, rain, fiddler, royal cook, royal laundress, sinking sail boat had conventional symbolic meaning which could synergize to comprehend the unity and coherence. The readers' view as the students in the third grade of Junior High School, it could give the reflection as well to their real life. One of the student explained that he ever became like what Bartholomew did. He explained that someday his father played badminton with his friend and he joined to follow. After going home, his father asked him to have lunch in the food store. He had reminded his father to have lunch at home. However, it was rejected by his father because of boredom to have the dish made by mother at home. It really happened. After a few hours His father and he got the stomach ache. That was one of illustration given by one of student after reading Dr. Seuss children book entitle "Bartholomew and the Oobleck".

Conclusion:-

Natural symbols, man-made symbols, even abstract form which were used by Dr. Seuss in his children books were synergized with their conventional meanings to create the unity and coherent of the texts. The hidden meaning of symbols could refer to the concepts of signifier and signified which could be analyzed on the learning process of signs involving icon, index, and symbols. Additionally, the used symbols in the children books could be wrapped based on the generic structure of narrative texts through character symbols, central object symbols, and rhetoric symbols involving the orientation, complication, evaluation, resolution, and coda in organizing the ideas. They were placed chronologically by using the concepts of *ig*, *ego*, and *superego* in illustrating the texts. This concept could give the way how to synchronize between symbols and given texts to illustrate the ideas owned by the author then they put based on generic structure of texts.

References:-

1. Ahuvia, A. (2011). Dr. Seuss, felicitator. *International Journal of Wellbeing*, 1 (2), 197-213. doi:10.5502/ijw.v1i2.3
2. Bamberg, 1997. *Oral Versions of Personal Experience: three decades of narrative analysis*. London: Lawrence Erlbaum Associates
3. Bus, A.G., Leseman, P.P., & Keultjes, P. (2000). Joint book reading across cultures: A comparison of Surinamese-Dutch, Turkish-Dutch, and Dutch parent-child dyads. *Journal of Language Research*, 32(1), 53–76.
4. Flick, Uwe, Ernst von Kardorff and Ines Steinke. 2000. *Qualitative Research*. London: SAGE Publications Ltd
5. Golden, Joanne M. (1990) 'The Narrative Symbols in Childhood Literature', in Thomas A. Sebeok, Roland Posner, and Rey, A. (eds) *The Narrative Symbols in Childhood Literature*. Berlin: Mouton de Gruyter, p. 270.
6. Ghamrawi, N. A. R., Ghamrawi, N., & Shal, T. (2015). Perception of Character Education: The Case of Lebanese School Leaders. *Open Journal of Leadership*, 4, 129-142. <http://dx.doi.org/10.4236/ojl.2015.44012>
7. Koski, K. and Fennica, S. 2016. *Genre – Text – Interpretation*. Helsinki. Finnish Literature Society
8. Labov, William. 1972. *The Transformation of Experience in Narrative Syntax*. Language in Inner City. Philadelphia: Pennsylvania University Press. 354-96.
9. Martin, J.R and David, Rose. 2008. *Genre Relation: Mapping Culture*. London: Equinox Publishing Ltd.
10. Nell, P. 2004. *Dr. Seuss: American Icon*. New York, NY: Continuum International Publishing Group.
11. Nell, P. 2007. *The Annotated Cat: Under the Hat of Seuss and his Cats*. New York, NY: Random House.
12. Piaget, Jean. 1950. *The Psychology of Intelligence*. London & New York: Routledge and Kegan Paul
13. Permendikbud RI. 2016. *Standat Penilaian Pendidikan*. Jakarta: Pusat Kurikulum
14. Titscher, S., Meyer, M., Wodak, R., & Vetter, E. (2000). *Methods of text and discourse analysis*. (B. Jenner, Trans.) London: SAGE Publications Ltd.