

GRAMMATICAL COHESION IN “THE MIRACLE WORKER” MOVIE

Himmatur Rofi’ah
State Islamic University Sunan Ampel Surabaya
rofiah_himmatur@yahoo.com

Abstract: *This study attempts to analyze of the use of grammatical cohesion in “The Miracle Worker” movie script. The basic purpose of this present study is to investigate the frequent of grammatical cohesion in movie script and the function. This descriptive study found out that all the grammatical cohesions suggested by Hassan and Halliday can be seen in this movie except nominal ellipsis. In addition, this research also found three important functions of references, two functions of substitute, six functions of conjunction and only one function of ellipsis.*

Keywords: *Cohesive device; grammatical cohesion; The Miracle Worker.*

1. INTRODUCTION

Grammatical cohesion is one part of cohesive devices. Grammatical cohesion is very important to format the sense of sentences. Grammatical cohesion can be in the form of words, utterances, phrases that exist in the text to correlate one element to the other element. The previous studies on cohesive device have provided some evidence that grammatical cohesion is always found. Nevertheless, the previous researchers forget that grammatical cohesion has other interesting angles to be analyzed. One of the angles is the functions of grammatical cohesion use. Many researchers use text as their data sources (see, for example, Fulcher, 1989; Muslimah, 2007; Setyowati, 2007; Ahmed, 2008; Akindele, 2011; Fukuade, 2012; Gocic, 2012; Rahimi & Ebrahimi, 2012 and Shanaz & Imtiaz, 2014) motivate me to take different data.

A data source that is used in this study is movie script. In grammatical cohesion use, the speaker surely has intention. Therefore, the listener or reader has to know what the speaker means. In the other word, understanding function of grammatical cohesion is needed to avoid misunderstanding. This study uses Halliday and Hasan’s theory that divide cohesive device into two types, which are grammatical cohesion and lexical cohesion. Grammatical cohesions are forms of cohesion realized through grammar (Halliday and Hasan, 1976, page 6). Grammatical cohesion is divided into four kinds, they are reference, substitution, ellipsis, and conjunction, whereas lexical cohesion consists of two kinds, namely, reiteration and collocation.

Halliday and Hasan (1976, page 37) classify reference into three types, they are: personal, demonstrative, and comparative. Personal reference is reference by means of function in the speech situation, through the category of person. The category of personal consist of three classes of personal pronouns, possessive determiners (usually called “possessive adjectives”), and possessive pronouns. The examples of personal reference are: I, me, my, mine. Demonstrative reference is reference by means of location, on a scale of proximity (near, far, neutral, time), e.g. this, these, that, those, here, now, then, there, and the. Comparative reference is indirect reference by means of identity or similarity, e.g. same, equal, identical, identically, such, similar, so, similarly, additional, so+ quantifier (e.g. so many), better, comparative adjectives, and adverbs, etc.

There are three types of substitution, that are nominal (one, ones, same), verbal (do), and clausal (so, not) substitution. The substitute one/ ones in nominal always functions as a Head of a nominal group. The verbal substitute is “do”, and it functions as head of a verbal group.

Ellipsis is used to replace words omitted from the middle of a quoted sentence (Paul and Goione, 1973, page 263-264). Ellipsis consists of three parts namely nominal, verbal, and clausal ellipsis. Nominal ellipsis means ellipsis within the nominal group. Nominal ellipsis involves the upgrading of a word functioning as deictic, numerative, epithet, or classifier from the status of modifier to the status of head. Verbal ellipsis means ellipsis within the verbal group. Clausal ellipsis has a two-part structure consisting of modal element plus propositional element.

Halliday and Hasan (1976, page 303) state that conjunction is on the borderline of the grammatical and lexical cohesion. It means that the set of conjunctive elements can probably be interpreted grammatically in terms of systems, but such an interpretation involves lexical selection in terms of meaning. Conjunction consists of five categories: additive, adversative, causal, temporal, and other conjunction. Additive conjunction is expressed by the words and, and also, nor, and...not, or, or else, furthermore, in addition, etc. Adversative relation, which means contrary to expectation covers some words include ‘yet’, ‘though’, ‘only’, ‘but’, ‘however’, ‘nevertheless’, ‘despite this’, ‘actually’, etc. The causal relation consists of the words so, then, hence, therefore, consequently, because of this, for this reason, on account of this, etc. Temporal conjunction includes then, next, after that, just then, at the same time, etc.

As mentioned before, cohesive devices are divided into two types, that are; grammatical cohesion and lexical cohesion. However in this study, the researcher focuses only on grammatical cohesion. This is because most of the previous studies prefer to analyze cohesive device wholly or grammatical cohesion partly. The researcher feels that this study is necessary to be

conducted. Discovery of grammatical cohesion in “The Miracle Worker” movie will complete the previous studies on grammatical cohesions.

2. METHOD

In conducting this study, the analysis of “The Miracle Worker” movie was focused on the four main characters’ utterances in this movie. They were Anne Sullivan, Kate Keller, Arthur Keller, and James Keller from the second until the last scenes were constitute as the data in this study. The characters in this movie mostly used grammatical cohesion in their dialogue. Descriptive method was applied to understand the kinds of grammatical cohesion and their functions. The data of this study were from the dialogues in “The Miracle Worker” movie (1979).

3. RESULTS AND DISCUSSION

This part presents the frequency and the function of each types of grammatical cohesion found out in “The Miracle Worker” movie.

A. Grammatical Cohesion in “The Miracle Worker” Movie

The first step is identification of cohesive devices found in the data source in the form of utterances of the 4 main characters in this movie, they are: Anne Sullivan, Arthur Keller, Kate Keller, and James Keller. The grammatical cohesion found in this movie is shown in Table 1.

Table 1. Percentage of Grammatical Cohesion in the Movie.

Grammatical Cohesion	Total	Percentage
Personal Reference	703	83%
Demonstrative Reference	32	4%
Comparative Reference	11	1%
Nominal Substitution	1	0%
Verbal Substitution	2	0%
Clausal Substitution	2	0%
Verbal Ellipsis	2	0%
Clausal Ellipsis	1	0%
Additive Conjunction	55	7%
Adversative Conjunction	20	3%
Causal Conjunction	8	1%
Temporal Conjunction	11	1%

All types of grammatical cohesion are used by the four main characters in this movie except nominal ellipsis. In 38 scenes, the are 848 grammatical

cohesive devices. From 848 cohesions, 83% is personal reference. It appears 703 times. In other word, personal reference is the most often used devices within the movie. The most frequent reference is personal reference. Additive conjunction is in the second place, which is, 7% (55) times, followed by demonstrative reference which appears 32 times (4%). Adversative conjunction then follows, which is, 11 time appearance (3%). Comparative reference is 11 times, causal conjunction is 8 times, and temporal conjunction is 11 occurrences or 1% of appearance. The last is verbal substitution, verbal ellipsis, and clausal substitution, each appears twice. Nominal substitution and clausal ellipsis appear once each.

To give clearer table of the grammatical cohesion used in “The Miracle Worker” movie, examples of the utterances containing grammatical cohesions are shown below.

1. Personal Reference

Personal reference is the term used as a referential item to something or someone within the framework of the discourse. In this study, there are 703 of personal references that cover all of the classes. It is the most frequent grammatical cohesion that is found. For example, “your” in line 37 and “your” in line 38 refers back to “James” in line 37.

Arthur : **Your** sister is none of **your** concern, James. (37)

Don't **you** have some occasion **you** need to dress for? (38)

2. Demonstrative Reference

Demonstrative references that are found in this study are 32 references. It takes the third position in this study. The demonstrative reference that is found in this study indicates scale of proximity that implicate near, far, neutral, and, time. “This” in line 255 is referring to “the alphabet” in line 255 too.

James : She has no idea what words even are. How can she spell them? (252)

Annie : If her fingers learn the letters now. (253)

Then maybe someday her brain will learn that they have
a meaning. (254)

James : Did you make up **this** alphabet? (255)

3. Comparative Reference

There are eleven examples of comparative references in this movie. The purpose of comparative references is to indicate resemblance which is a referential property. “More important” in line 192 refers to “ language and light” in the same and the following line.

- Kate : Miss Sullivan, perhaps you were misled as to Hellen's (189)
 condition. She can neither see nor hear. (190)
 Annie : But if it is her senses that are impaired and not her mind. (191)
 She must have language. Language is **more** important
 to the mind than light is to the eye. (192)

4. Nominal Substitution

Nominal substitution in English is the replacement of an item which is the head of a nominal group. It is expressed through the use of *one/ones*, *the same* and *so* (Halliday and Hasan, 1976).

- James : Well father, I hope you got your story ready. (31)
 Arthur : What story is that? (32)
 James : *The one* you're going to tell.... (33)

5. Verbal Substitution

The verbal substitute is 'do', and it functions as head of a verbal group. In verbal substitution, substitution of verb takes place. The verbal substitute in English is *do*. This operates as Head of a verbal group, in the place that is occupied by the lexical verb. As far as verbal substitution is concerned, there are two examples in this movie. "They *does* get long" in line 590 indicates substitution of "bicker" in line 589.

- Kate : How is she Miss Sullivan? (585)
 Annie : Fine, I've teach her stitch yesterday.
 Now can't get her to stop. (586)
 Kate : It's so quite in house without her. When captain and (588)
 James aren't bicker now days (589)
 Annie : I know they *does* get long. (590)
 Kate : oh, we was close too when James's mother was live..... (591)

6. Clausal Substitution

In clausal substitution, the whole clause is substituted by the presupposed anaphoric reference. In this study, there are two clausal substitutions. "*Not* really" in line 458 substitutes "It's no use" in line 457.

- Annie : I'll try to protect him, I failed. It's no use (457)
Not really. The only hope. (458)

7. Verbal Ellipsis

Verbal ellipsis refers to ellipsis within the verbal group where the elliptical verb depends on a preceding verbal group. There is an example of

verbal ellipsis in this movie. For example in line 519 “do you” explicitly skips the word “like” in line 518.

Arthur : Miss Sullivan, do you *like* this child? (518)
Annie : *Do you?* (519)

8. *Clausal Ellipsis*

There is a set of data of clausal ellipsis in this movie.

Arthur : Oh, look! What is she spelling? (674)
Annie : *Water.* (675)

The question in line 674 “What is she spelling” is answered by word “water”. Line 675 omits clause “she is spelling” to simplify the answer. The omission of word “she is spelling” indicates there is clausal ellipsis here. The relation between line 674 and 675 shows the omission of a clause. So, it is verifying that this data is clausal ellipsis.

9. *Additive Conjunction*

Additive conjunction is used to coordinate the sentences in order to be able to be classified into the same position or condition and also give clue that there is an additional statement which supports the preceding sentence. The most frequent additive conjunction use are “and” and “or”. An example additive conjunction is in line 35.

James : Well father, I hope you got your story ready. (31)
Arthur : What story is that? (32)
James : The one you’re going to tell. (33)
 When the little savage kills somebody. Your honor. (34)
 I had no idea that poor deaf and dumb child could
 be so violent. (35)

10. *Adversative Conjunction*

Adversative conjunction acts to indicate “contrary to expectation” and is signaled by “*yet, though, only, but, in fact, rather*”, etc. The amount of this type is twenty. An example of this type is in line 450.

Kate : After this morning’s lesson. (449)
 The captain wants me to dismissed you, but I’m (450)
 going to insist you here. (451)
Annie : Thank you. (452)

11. Causal Conjunction

Causal conjunction expresses “result, reason and purpose”. It shows the cause and effect. There are only eight causal conjunctions found in this study. Line 44 contains causal conjunction “so” in sentence.

- James : How can I invite people here? (40)
Aunt : But surely your friends don’t think that Hellen is any (41)
reflection on you. (42)
James : Hellen is the real head of this house. (43)
She’s probably just pretending she can’t speak or hear
so she doesn’t have answer to anyone. (44)

From this example, it can be observed that there are two sentences that relate one another.

- “She can’t speak or hear”. (1)
“She doesn’t have answer to anyone”. (2)

Both of them are connected by “so”. The use of causal conjunction indicates that the first and the second sentence are related and continuous. It means that the first sentence causes the second sentence to occur. It can be conclude that causal conjunction has key position in forming and clarified a meaning in sentence.

12. Temporal Conjunction

The last category of conjunction is temporal and links by signaling sequence or time.

- Annie : I know they does get long. (590)
Kate : oh, we was close too when James’s mother was live, but (591)
then Hellen come along and need so much attention (592)
Annie : S-o-u-p. (593)
Uh such as lady..... (594)

To conclude, this study finds all of the parts of grammatical cohesions mentioned by Halliday and Hasan (1967), except nominal ellipsis. The total of grammatical cohesion use in this study is 848 times. The most frequent grammatical cohesion is reference, especially, personal reference (703). It makes this reference as a dominant in this study and notes 83 % appearance of all grammatical cohesions.

a. Function of Grammatical Cohesion Used in “The Miracle Worker” Movie

The concern of this study is to describe the language use by the characters in “The Miracle Worker” movie, especially, the grammatical cohesive devices used in communication. Every single word produced by the speaker has certain functions and meanings. Grammatical cohesion is not an exception. Surely, a speaker has a purpose when using a grammatical cohesion.

There are three functions of grammatical cohesion found within the movie. First, reference has three important functions, that is, to avoid repeating the same words, to point out a scale of proximity, and to compare something or situation. Second, substitution and ellipsis are applied to simplify and make the utterance more accurate. The last is conjunction, it has six functions are to relate similar or identical words, to coordinate sentences which have the same context, to support previous sentence, to opposite the preceding statement, to connect between cause and effect in a sentence, and to connect chronology. Beside the functions are mentioned above, the general and basic function of grammatical cohesion is to relate words, clauses, phrases, or sentence in order to make the sentence meaningful.

The function of grammatical use in this movie is explained through examples depicted bellow.

1. Reference

From this study, the researcher finds some of reference functions. There are three functions of reference that is used by the characters in their conversation.

a. To Avoid Repeating the Same Word

Example.

- James : Is that what you’re trying to do? (99)
 Make Hellen happy? (100)
 Nothing makes **her** happy. Everything you give **her** only (101)
 makes **her** worse. (102)
Arthur : **She** can have these little things that make **her** happy. (103)

The first function is to avoid repeating the same words. The pronoun “her” and “she” refers to the same person. The examples above are personal references that are used to replace the word “Hellen”.

b. To Point Out a Scale of Proximity

The next function is to point out a scale of proximity. It is shown by the following example.

- Arthur : And they expect one blind person to teach another one? (224)
 How long was employed at that school? (225)
- Kate : Well, she—she wasn't employed **there**. (226)
 She was one of their best students. (227)

The word “there” is a demonstrative reference that indicates a scale of proximity. The use of this reference based on the object location.

c. To Compare Something or Situation

The last function is to compare something or situation for comparative reference. Actually, this function is only used by the comparative reference. In this function, need words to be compared. This function is proven in this example.

- Kate : Miss Sullivan, perhaps you were misled as to Hellen's (189)
 condition. She can neither see nor hear. (190)
- Annie : But if it is her senses that are impaired and not her mind. (191)
 She must have language. Language is **more** important
 to the mind than light is to the eye. (193)

The word “more” indicates comparison between two words. So it means that comparative reference is used to compare the two words, phrases, clauses or sentence.

2. Substitution

The function of the substitution can be seen from the meaning of the word “substitution” itself. The meaning is replacement, which shows this grammatical cohesion has function to change word or clause. There are two functions of substitutions.

a. To Change Word or Clause

- Kate : How is she miss Sullivan? (585)
- Annie : Fine, I've teach her stitch yesterday. Now can't get
 her to stop (586)
- Kate : It's so quite in house without her. When captain and (587)
- James : aren't bicker now days. (588)
- Anni : I know they *does* get long. (589)
- Kate : oh, we was close too when James's mother was live... (590)

From this excerpt the speaker, change the word “bicker” with “does”. The function of substitution appears in this sentence by word “does”.

b. To Simplify a Sentence.

Actually the most important function of substitution is to simplify a sentence. This is shown in the following example.

- Kate : How is she Miss Sullivan? (585)
Annie : Fine, I've teach her stitch yesterday. Now
can't get her to stop (586)
Kate :It's so quite in house without her. (587)
When captain and James aren't bicker now days. (588)
Annie : I know they *does* get long. (589)
Kate : oh, we was close too when James's mother was live (591)

According to the preceding sentence, the word “does” indicates substitution of the previous verb. With the word “does” the speaker does not need to mention the word “bicker” in the sentence. In the other word, the speaker tries to simplify the sentence by using “does”.

3. *Ellipsis*

Ellipsis has similar function as substitution. Both of them is used to simplify a sentence, but the rule of ellipsis in simplifying a sentence is omitting word or clause. Nevertheless, sentence that uses ellipsis is still understandable. This can be seen from the following example.

- Arthur : Oh, look! What is she spelling? (674)
Annie : *Water.* (675)

4. *Conjunction*

In this study, the researcher finds four functions from four categories of conjunction.

a. To Relate Similar or Identical Words

The first function of additive conjunction is to relate a word to another word that is the same or identical. The following example shows the phenomenon.

- Annie : How do make her understand? (694)
How do I tell you? (695)
I don't know anything. (696)
They're satisfied. Give them back their child and
their dog (697)
Both houses broken. Everyone satisfied (698)

everyone out me.

(699)

The identical words meant here are *child* and *dog*. They have similarity as nouns in this sentence. So, the use of additive conjunction is justifiable.

b. To Coordinate Sentences Which Have the Same Context

Arthur : And have Kate's heartbroken again? (70)

Kate : I'm prepared for my heart to break any number of times, (71)

Captain. (72)

Aunt : I'll write to him myself you like, Katie. (73)

Arthur : There isn't going to be any cure, and the so one (74)

we can accept that fact the better off we'll all be. (75)

The sentence "there isn't going to be any cure" and "the so one we can accept that fact the better off we'll all be" does not have correlation, but it uses additive conjunction "and" because both of the sentences have the same context. And it makes these sentence need additive conjunction to relate them and makes the message can be delivered.

c. To Support Previous Sentence

In this function, conjunction used to add information to support the previous sentence. It is shown in following sentence.

Arthur : What can we do, Evelyn? (59)

The only thing left to do is to take Hellen to an asylum and (60)

Kate would never stand for it. (61)

Aunt : Well, have you tried. (62)

These sentences need appropriate conjunction to relate them. In other word, this appropriate conjunction to connect the supporting statement that makes the sentence clearer.

d. To Oppose the Preceding Statement

The second conjunction is adversative that has function to contradict the statement in the preceding sentence and to relate the sentences in contrast. For the example.

Annie : Hellen ate from her own plate, with her a spoon all by (435)

herself and she folded her napkin. (436)

Annie : The room's wreck, but she folded her napkin. (437)

I'll be in my room Mrs. Keller. (438)

From this example, it can be concluded that the meaning between the first and the second sentence are contrastive. To unite the two sentences have contrastive meanings, we need to use additive conjunction. The purpose is to make the sentences relate in meaning.

e. To Connect Between Cause and Effect In a Sentence

The next is causal conjunction that has a function as connector of cause and effect in a sentence. For example.

Arthur : And how do you purpose to do that when she runs away from you?
Annie : If she runs to you, I don't want a hope. (501)
I'll have to live with her somewhere else. (502)
Bring Hellen there after long ride, so she won't recognize (503)
it. You can see her everyday if provide she doesn't know (504)
you here. (505)

The first parts of the sentence, "Bring Hellen there after long ride" and "she won't recognize it" indicate that there is cause and effect relationship in those sentences. The first part of the sentence is the cause of the second part. Thus, the addition of the causal conjunctive "so" makes the sentences understandable.

f. To Connect Events Chronologically

The last is temporal conjunction that has function to connect events chronologically. For example.

Annie : I know they does get long. (590)
Kate : oh, we was close too when James's mother was live, but (591)
then Hellen come along and need so much attention. (592)
Annie : S-o-u-p.
Uh such as lady..... (594)

Connecting events chronologically is the basic function of temporal conjunction and it is shown in the example above. It can be understood that the time order is provided by the temporal conjunction use in those sentences. The sentence "we was close too when James's mother was live" is indicated as the first occurrence and followed by the next sentence "Hellen come along and need so much attention".

In conclusion, the grammatical cohesion is needed by a speaker or reader to produce language correctly. It is used to arrange sentences to make them better understood. The use of grammatical cohesions has to be appropriate with their function. Some types of grammatical cohesion have similar function, they are substitution and ellipsis. So, in understanding sentence the listener has to beware of the difference between the two.

4. CONCLUSION

In conclusion, the grammatical cohesion used in this movie is very important to format the sense of sentences. The most frequent grammatical cohesion in this study is personal reference. Thus, personal reference is very important and has key position in constructing a meaning.

The researcher suggests for future researchers to look at exophora as cohesive devices which are not found in this study. The study in cohesive devices exophora is rarely found. It may become a chance for the next researcher to investigate cohesive devices, exophora. And the next researcher can use different focus from different angle. The previous studies mostly use research articles and academic publications as the source of data. So, it is recommended to choose other sources of data in order to present different results of data analysis.

5. REFERENCES

- Ahmed, A. R., 2008. "References as A Cohesive Device", *Adab Al-Rafidayn*, Vol. 52, 2008.
- Akindele, J. 2011. *Cohesive Devices in Selected ESL Academic Papers*. Research Paper, African Nebula.
- Fakuade , G., Sharndama , E. C. 2012. "A Comparative Analysis of Variations In Cohesive Devices In Professional And Popularized Legal Texts". *British Journal of Arts And Social Sciences*. Vol.4 No.2, <http://www.bjournal.co.uk/BJASS.aspx> online a accessed on march 2015.
- Fulcher, G., 1989. "Cohesion and Coherence in Theory and Reading Research". *Journal of Research in Reading* 12 (2), 146-163.
- Gocić , M. S., 2012. "Cohesive Devices in Legal Discourse". *Linguistics And Literature*. Vol. 10, No 2, July 2012.
- Muslimah, S.I. 2007, *An Analysis on Cohesion in Short Poetries of Robert Frost*, Thesis. State Islamic University Malang.
- Paul, R and Goione, P. W. 1973. *Perception and Persuasion. A New Approach to Effective Writing*. New York: Montclair State University.
- Rahimi, A., Ebrahimi, N. A. 2012. Lexical Cohesion in English and Persian Texts of Novels. *Mediterranean Journal of Social Sciences*. Vol.3(11).

Shahnaz, A., Imtiaz, A. 2014. "How A Text Binds Together : Discourse Analysis of A Newspaper Article". *International Journal of English and Education*. Volume: 3, Issue:1. January 2014.

Setyowati , R. 2007. A Study of Cohesive Devices Found in the Main Character's Utterances of Drama "Macbeth" By William Shakespeare: Undergraduate Thesis.

The Miracle_Worker. 1979. downloaded on 28 June 2015 from https://en.wikipedia.org/wiki/The_Miracle_Worker_%281979_film%29