### **CHAPTER IV**

#### FINDINGS AND DISCUSSION

This chapter is aimed at presenting the research findings. The data are taken from "The Miracle Worker" movie produced by Fred Coe (1979). In this study, the analysis of cohesive devices focuses on grammatical cohesion.

# 4.1 Findings

In this section, the research findings are presented below concerning the frequency of each types of 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 next step is describing the data obtained based on their categories, either reference, substitution, ellipsis, and conjunction by using the theory of Halliday and Hasan (1976). And then explaining and discussing the function of grammatical use in "The Miracle Worker" movie based on the dialogue. The last step is drawing conclusion based on the result of the data analysis which is explained in the discussion.

# **4.1.1** The Cohesive Devices in "The Miracle Worker" Movie: Grammatical Cohesion

In this discussion, the first step of the analysis is the identification of the grammatical cohesion stated in the movie. The results of the analysis of the grammatical cohesion are stated in the following figure.

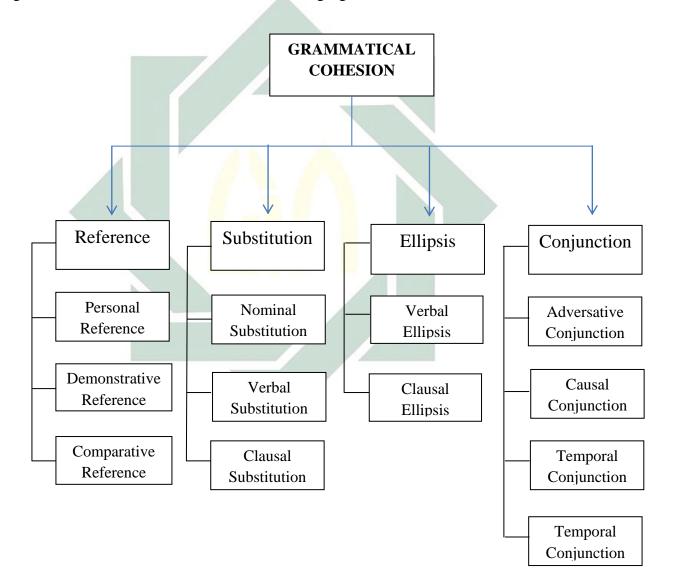


Figure 4.1: The Result of the Analysis

The movie contains 38 scenes. From those scenes, the researcher finds 848 cohesive devices from grammatical cohesion. The grammatical cohesion which is figured out within this study include 703 personal references, 32 demonstrative references, 11comparative references, 1 nominal substitutions, 2 verbal substitutions, 2 clausal substitutions, 2 verbal ellipses, 1 clausal ellipsis, 55 additive conjunctions, 20 adversative conjunctions, 8 causal conjunctions, and 11 temporal conjunctions. However, grammatical cohesion devices here do not have a nominal ellipsis. From the identification that have been done and shown above, it can be drawn as this chart below.

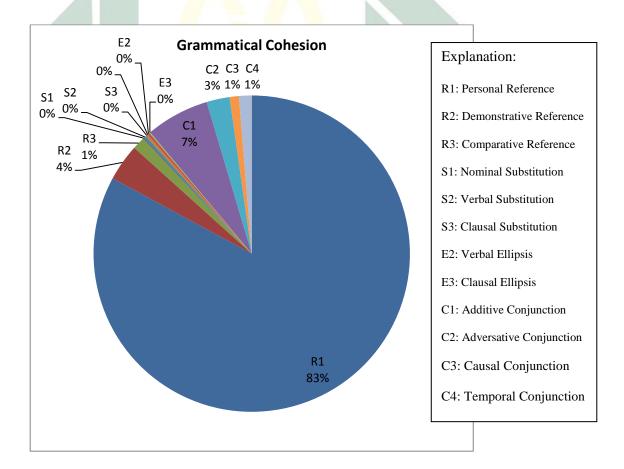


Figure 4.2: The Percentage of Grammatical Cohesion

From the data are taken from this chart can be seen that 83% utterance of grammatical cohesion is personal reference. It is the most frequent grammatical cohesion appears in this movie. It gets a first and shows that it has key position in forming a meaning. The use of personal reference is very important in this movie. Like as our daily conversation that mostly use personal reference to point out someone or something. The next position is additive conjunction that is 7%. The space between additive conjunction and personal reference shows that personal reference dominates in this study. Conjunction is needed in conversation to relate words, clauses, phrases or sentence to make it has meaning. Without conjunction the listener will get trouble in understanding a sentence. So, it is the importance of conjunction in conversation. Demonstrative reference follows by 4%, adversative conjunction by 3%, causal conjunction and temporal conjunction by 1%. While, the other of grammatical cohesion are 0%. However, the other infrequent grammatical cohesion which appears in this study has contribution in forming a meaning.

After know the percentage of grammatical cohesion in this study, researcher will present the rank of frequency of each type in order. The rank of frequency of each type can be seen in this cart below.

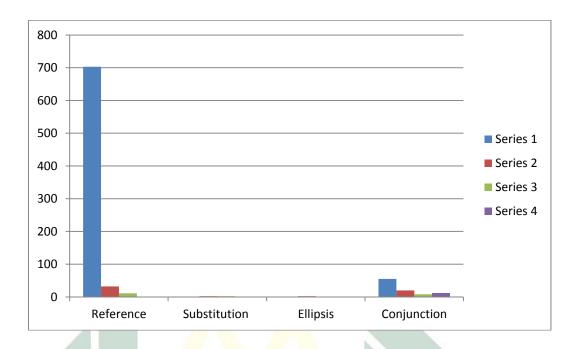


Figure 4.3: The Rank of Frequency Each Type

Chart above shows that reference is the most frequent type in this study especially personal reference. Whereas, substitution and ellipsis is rare used in this movie. More often the type of grammatical cohesion is used show the importance of the type itself in forming a meaning.

#### **4.1.1.1 Reference**

Halliday and Hasan (1976) state that reference is a semantic relation between an element and the others in the text in which the interpretation of the element involves the act of referring to a preceding or following element. Reference is a relation on the semantic level (Halliday and Hasan, 1976: 32).

Further, they differentiate the reference into two parts: they are exophoric reference which refers to situational reference and endophoric reference which refers to textual reference. In this study, the researcher only finds reference endophora that consist of anaphora and cataphora reference. It can be called anaphora when the relation refers to something or someone that has gone before while cataphora when the relation refers to something in the following part. The result of references that is found is shown in the following figure.

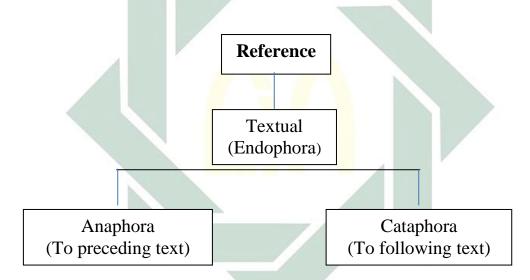


Figure 4.4: Reference's Type

The diagram above shows types of reference that is discovered in this study. Anaphora and cataphora are found in this study. However the reference anaphora is too many for reference cataphora. The characters in this movie mostly use anaphora. Because most of the characters chose to mention something before they use reference. It purposes to make the dialogue easier to understand. But, both of them are the most

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frequent grammatical cohesion that appears in this study, with 746 cases out of 848.

As explained below.

**4.1.1.1 Personal Reference** 

Personal reference is the term used as a referential item to something or

someone within the framework of the discourse. The category of personal reference

consists of three classes of personal pronouns, possessive determiners (usually called

possessive adjectives), and possessive pronouns. 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)

"Your" in line 37 is personal reference cataphora because it refers to "James"

in the following part. Whereas "you" in line 38 as personal reference anaphora

because it refers to "James" that mentioned in preceding sentence. "You" in line 38

is personal possessive pronoun because it refers to James directly. In this excerpt, the

reference consists of personal pronouns and possessive pronoun. It can be seen in line

37. Both of the references in this line show possessive of two following words.

Another example is shown by "it" in line 91 refers back to "button" in line 90.

Aunt

: Oh! She tore off my buttons. (90)

Kate

: It's eyes. (91)

She wants the doll—she wants the doll to have eyes. (92) Reference exophora is not found in this study. Avoidance of this reference is done to extend audience's understanding.

#### **4.1.1.1.2 Demonstrative Reference**

Halliday gives opinion that demonstrative referencing is "verbal pointing" to point out a "scale of proximity" to the presupposed reference (Halliday and Hassan 1976:57). Demonstrative references which are found in this study are 32. 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. The use of "this" as a demonstrative reference 13 out of 32 demonstrative references have been observed. The use of "this" is used for referencing of proximity. "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?

Annie : If her fingers learn the letters now.

Then maybe someday her brain will learn that they have a meaning

James : Did you make up **this** alphabet?

Another example is "There" in line 226 is used for referencing of location, on a scale of far, refers to "the institute" in line 220.

Kate	: Well, <b>the institute</b> said that the light hurts her eyes.	(220)
	Apparently she was nearly blind as a child.	(221)
Arthur	: Blind?	(222)
Kate	: Well, she's had 9 operations on her eyes.	(223)
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 <b>there</b> . She was one of	(226)
	their best students.	(227)

From those examples, it can be known as demonstrative reference. Indirectly, the use of demonstrative pronoun "there" shows and explains the far location. In other word, the use of this reference has to appropriate to get a sense of sentence.

## **4.1.1.1.3** 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 (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 (192)

than light is to the eye.

Another example can be observed in line 392 "easier" is making a comparison of "feel sorry and teach Hellen" in line 393. And another comparative reference is found in line 594 "rather". It indicates comparison between "hungry and eat" in the same line.

Annie : Uh such as lady she would **rather** hungry than eat without (594)

her spoon. (595)

Kate : You have taught her so much in a week, how you? (596)

Some examples mentioned above prove that comparative reference has functioned as compare two noun or verb. It is needed to compare something or someone that has differences. It is used to know which one is more than the other.

#### 4.1.1.2 Substitution

In substitution, a word or item is replaced by another word or item. The following types of substitution is observed. Different with reference that occasion of meaning, substitution is a relation in the wording rather than in the meaning. Substitution is a relation between linguistic items, such as words or phrases. substitution is a relation on the lexicogrammatical level, the level of grammar and vocabulary, or linguistic form.

## 4.1.1.2.1 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)

32: What story is that? (32)

33: The one you're going to tell..... (33)

There is only one example of nominal substitution in this study. The substitute *one* refers to noun that is to function as head in the nominal group. In line 33 "the one you're going to tell" substitutes all the word "the story" in line 31-32. It shows that the change between "story" and "one" does not change the meaning of the sentence.

#### **4.1.1.2.2** 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 vexb. 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	(586)
	stop.	(587)
Kate	: It's so quite in house without her. When captain and James	(588)
	aren't bicker now days.	(589)
Annie	: I know they <i>does</i> get long.	(590)
Kate	: oh, we was close too when James's mother was live	(591)

From this conversation, it can be known that "does" substitutes "bicker". Bicker that has position as verb is substituted by word "does". So, it is mean that "does" here has function in place of verb.

Another example is found in line 652.

Annie	: It's not only Hellen who needs to learn how to talk.	(646)
	Things will be very different here.	(647)
James	: If Hellen is better.	(648)
Annie	: I know.	(649)
James	: Who will I blame for my unhappiness?	(650)
Annie	: If only there was someone to help me.	(651)
	I feel I need a teacher as much as Hellen does.	(652)

It is known that the word "does" in line 652 substitutes "needs" in line 646. The way a reader to know and understand the meaning of word "does" is by understand the context of conversation. In other word, the change of word is used in

sentence does not change the sense of the sentence. It is used to make the sentence simpler without mention the same word.

#### 4.1.1.2.3 Clausal Substitution

In clausal substitution, the whole clause is substituted by the presupposed anaphoric reference. In this study, there are two clausal substitutions. The first is "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)

And the second clausal substitution is found in line 659 "Not until 5:00".

: Miss Sullivan. I've brought Hellen a playmate. Arthur (654)A kind of graduation present. (655): Please, wait outside. Captain. Annie (656)Annie : Dog. (657)Arthur : Well, miss Sullivan. The 2 weeks are up. (658)Annie : *Not* until 5:00. (659)

From those excerpts the clause "the 2 weeks are up" substituted by "not". Although the clauses are changed but the sense of sentence still understandable. Because the basic purpose of substitution is change the word, or clause not meaning.

#### **4.1.1.3** Ellipsis

Like substitution, ellipsis is a relation within the text. Ellipsis is omission some elements from the text, but it is still understood. In other words, ellipsis occurs when something that is structurally necessary is left unsaid. There is a sense of incompleteness associated with it. The function of ellipsis is to simplify the sentences of utterances. Thus, omission of these elements can be recovered by

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referring to an element in the preceding text. ellipsis is normally an anaphoric

relation.

4.1.1.3.1 Verbal Ellipsis

Verbal ellipsis refers to ellipsis within the verbal group where the elliptical

verb depends on a preceding verbal group. Verbal ellipsis that are observed during

the data analysis and there is an example is found. 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 : L

: Do you?

(519)

In the example above, the omission of the verbal group depends on what is

said before and it is concerned with "like". The verbal ellipsis here can be identified

by observe the previous sentence. Without observe the previous sentence, the listener

will not understand what the speaker mean. So, the ellipsis cannot be separated with

previous sentence. Therefore, it is called as verbal ellipsis.

4.1.1.3.2 Clausal Ellipsis

Clausal ellipsis functions as verbal ellipsis's function where the omission

refers to a clause. As the result that is explained before, the data of clausal ellipsis is

one.

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 omitting a clause occurs. So, it is verifying that this data is clausal ellipsis.

## 4.1.1.4 Conjunction

The fourth and final type of cohesive relation that we find in the grammar is that of conjunction. Conjunction is rather different in nature from the other cohesive relations, from both reference, substitution and ellipsis on the other. Conjunction involves the use of markers to relate sentences, clauses and paragraphs to each other. Conjunction is divided into four types they are, additive, adversative, causal, and temporal. From those types are found 94, and the most frequent is additive conjunction is 55. The explanation is presented below.

## 4.1.1.4.1 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. From the whole of additive conjunction types are found, it is the most frequent type are appears. There are 55 conjunctions from this type. And it makes conjunction as the second rank is used in this study. From the types of conjunction, additive conjunction is common appears in this study. The most frequent additive conjunction use are "and" and "or".

## For example 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. I had no	(34)
	Idea that poor deaf and dumb child could be so violent.	(35)

## The other examples:

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_	(44)
	she doesn't have answer to anyone.	(45)

The examples above, shows that conjunction "and" and "or" are coordinating two word that equal. So, both of them can be stated as additive conjunction. From those examples, it can be seen how additive conjunction coordinate two words that have equality. The use of additive conjunction is needed to support the meaning of the sentence itself. Without additive conjunction, listener has to comprehend the meaning difficulty. "And" and "or" are the most frequent conjunction are used in this data sources. It shows that additive conjunction is needed and important in conversation.

# **4.1.1.4.2** Adversative Conjunction

Adversative conjunction acts to indicate "contrary to expectation" and is signaled by "yet, though, only, but, in fact, rather", etc. There are amount of this type, which is twenty.

(110)

For example in line 450.

· After this marning's lesson

K ata

Nate	. After this morning's lesson.	( <del>44</del> 9)
	The captain wants me to dismissed you, but I'm going to	(450)
	insist you here.	(451)
Annie	: Thank you	(452)
The suppo	orting example	
11		

Annie	: You absolutely right. There is no possibility teach child	(479)
	who runs away from me. It is hopeless here.	(480)
Kate	: It's not hopeless. Hellen could talk when the time she ten	(481)
	Months old and before she sick she was a good child.	(482)
Arthur	: Yes she was a strong child.	(483)
Annie	: I believe that. <u>But</u> she is not that child anymore.	(484)

"But" is the most frequent and the only adversative conjunction that is used in this study. This conjunction as connecting between two sentences those have opposite meaning. How important this conjunction in forming a meaning can be seen in the examples above. Without adversative conjunction, the listener will get trouble in understanding a meaning. In the other word, the examples above shows that "but" here are contrasting between sentence in line 483 and 484. And it shows that it is an adversative conjunction.

### 4.1.1.4.3 Causal Conjunction

Causal conjunction expresses "result, reason and purpose" and it is signaled by "so, then, for, because, for this reason, as a result, in this respect, etc.". It shows the cause and effect. There are only eight causal conjunction are found in this study. In line 44 is found 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	(44)
	she doesn't have answer to anyone.	(45)

From this example, it can be observed that there are two sentences that relates.

"She can't speak or hear". (1)

"She doesn't have answer to anyone". (2)

Both of them are separated by "so". The first sentence causes the second sentence occurs. With the causal conjunction the speaker will easier to deliver message. The use of causal conjunction indicates between the first and the second sentence relate and continuous. From the whole of sentences, it means that the first sentence causes the second sentence occurs. It can be conclude that causal conjunction has key position in forming and clarified a meaning in sentence.

## **4.1.1.4.4 Temporal Conjunction**

The last conjunctive category is temporal and links by signaling sequence or time. Some sample temporal conjunctive signals are "then, next, after that, next day, until then, at the same time, at this point", etc. From those samples it is found 11 conjunctions including this type. Example in line 591.

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

Example above shows that conjunction "then" is used to signal time. And it is used to explain more detail about event. The use of this conjunction indicates chronologies event. It purposes to show the listener that the second sentence occurs after the first sentence.

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.

#### 4.1.2. Function of Grammatical Cohesion Used in "The Miracle Worker" Movie

The concern of this study is to evaluate a language use by characters in "The Miracle Worker" movie to select appropriate grammatical cohesive devices for effective communication. Every single word is produced by speaker has function and meaning, unexceptation grammatical cohesion. Sure that speaker has purpose when utterance a grammatical cohesion. The function of grammatical use in this movie is explained and proven by some examples bellow.

#### **4.1.2.1 Reference**

Reference implies referring expression. These are words whose meaning can only be discussed by referring to other words in the text. The basic function of reference is to point out someone or something. From this study, the researcher finds some of reference functions. There are three functions of reference that is used by

characters in their conversation. Those are "to avoid repeating the same words", "to point out a scale of proximity", and "to compare something or situation".

## 1. To Avoid Repeating the Same Words

## 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 <b>her</b> worse.	(102)
Arthur	: <b>She</b> can have these little things that make <b>her</b> 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 word "Hellen". The pronoun used in those sentence shows that the speaker or writer prefer repeat pronouns than name of someone or something. We often discover speaker that use pronoun in her/his conversation. It proves that reference here uses to avoid repeating the same word.

## 2. 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. She was one of	(226)
	their best students.	(227)

The word "there" it is a demonstrative reference that indicate a scale of proximity. From the conversation above, it can be conclude that the direction of this word is to point out the far location. The use of this reference based on the object

location. The speaker has to utterance the reference appropriately. Because when the mistake occurs, the listener will hard to get the sense of the sentence.

## 3. To Compare Something or Situation

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

Kate	: Miss Sullivan, perh <mark>aps you</mark> were misled as to Hellen	(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 <b>more</b> important to	(192)
	the mind than light is to the eye.	(193)

The basic function of this reference is shown in this example. The word "more" that refer to "language" cannot be separated from the word "light". The word "more" indicates comparison between two words. So it is mean that comparative reference is used to compare the two words, phrases, clauses or sentence. And it makes this reference is necessary for composing a sentence.

#### 4.1.2.2 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. The replacement of substitution has to be done with the word as marker of substitution such as (one, ones, same) for

nominal, (do) for verbal, and (so, not) for clausal substitution. In this study found two functions of substitution. "To change word or clause" and "to simplify a sentence".

## 1. 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	(586)
	stop.	(587)
Kate	:It's so quite in house without her. When captain and James	(588)
	aren't bicker now days.	(589)
Annie	: I know they <i>does</i> get long.	(590)
Kate	: oh, we was close too when James's mother was live	(591)

From this excerpt the speaker change the word "bicker" with "does". The function of substitution appears in this sentence by word "does". In this conversation speaker prefer substitute the word than repeat and utterance the same word is used by another speaker.

## 2. To Simplify a Sentence.

Actually the most important function of substitution is used to simplify a sentence. This opinion is proven by the following example.

Kate	: How is she Miss Sullivan?	(585)
Annie	: Fine, I've teach her stitch yesterday. Now can't get her to	(586)
	stop.	(587)
Kate	:It's so quite in house without her. When captain and James	(588)
	aren't bicker now days.	(589)
Annie	: I know they <i>does</i> get long.	(590)
Kate	: oh, we was close too when James's mother was live	(591)

According to the preceding sentence, the word "does" indicates substitutes the previous verb. Considering the word "does" here as predicate. It can be concluded that the word "does" substitutes the verb position "bicker". So, it is called by verbal

substitution. 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 with use "does".

## **4.1.2.3** Ellipsis

Ellipsis has similar function as substitution. Both of them is used to simplify a sentence, but the rule of ellipsis in simplify a sentence is omitting word or clause. Nevertheless, sentence that uses ellipsis is still understandable.

## 1. To Simplify a Sentence

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

From the example above, it can be seen that there is indication of ellipsis. The answer "water" that omit clause "she is" makes this answer as clausal ellipsis. From the answer above the listener will not difficult to understand the meaning of the answer. It shows the fact that the use of ellipsis in a sentence does not change the meaning of sentence itself. It is only use make a sentence simpler and understandable.

## 4.1.2.4 Conjunction

The basic function of conjunction is to relate two words, phrases, clauses, or sentences. But in this study find four functions from four categories of conjunction. The 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".

#### 1. To Relate Similar or Identical Words

The first function of additive conjunction is to relate a word to another word which is same identically. The following example will prove it.

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	(697)
	dog.	(698)
	Both houses broken. Everyone satisfied everyone out me.	(699)

The identic words are meant here are child and dog. Actually, the literal meaning between dog and child is very different, but they have similarity that as noun in this sentence. So, the use of additive conjunction is justiciable.

#### 2. To Coordinate Sentences Which Have the Same Context

This function is explained in the following example.

Artnur	: And have Kate's neartbroken 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, <u>and</u> 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.

## 3. 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)

The function of conjunction in this example, not only for connecting two sentences but also to support the preceding sentence. The second sentence is supporting sentence. So, these sentences need appropriate conjunction to relate them. In other word, this appropriate conjunction to connect the supporting statement that makes the sentence clearer.

# 4. To Opposite the Preceding Statement

The second conjunction is adversative that has function to opposite the statement in the preceding sentence and to relate the sentences in contrast. The conjunction that has indication as adversative conjunction has contrast meaning certainly.

#### For the example.

: Hellen ate from her own plate, with her a spoon all by	(435)
herself and she folded her napkin.	(436)
: The room's wreck, <u>but</u> she folded her napkin.	(437)
I'll be in my room Mrs. Keller.	(438)
: Doesn't belong Mrs. Annie, dinner will ready right	(439)
away.	(440)
	herself and she folded her napkin.  : The room's wreck, <u>but</u> she folded her napkin.  I'll be in my room Mrs. Keller.  : Doesn't belong Mrs. Annie, dinner will ready right

From this example, it can be concluded that the meaning between the first and the second sentence are contrastive. To unite the two sentence has contrastive meaning, we need to use additive conjunction. It purposes to make sentence related in the meaning.

## 5. To Connect Between Cause and Effect In A Sentence

The next is causal conjunction that has functioned as connects of cause and effect in a sentence.

## For example.

Arthur	: And how do you purpose to do that when she runs away	(499)
	from you?	(500)
Annie	: If she runs to you, I don't want a hope. I'll have to live with	her (501)
	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)

From the first sentence "bring Hellen there after long ride" and "she won't recognize it" indicates there are cause and effect from those sentences. The first sentence cause the second occurred. So, by addition the causal conjunctive "so" makes the sentences understandable.

## 6. To Connect Chronology

And the last is temporal conjunction that has function as connects chronology.

# 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.	(593)
	Uh such as lady	(594)

Connecting time is the basic function of temporal conjunction and it shows in the example above. It can be understood that the time's 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 concluding, the grammatical cohesion is needed by a speaker or reader to produce language correctly. It is used to arrange sentences hoping that understandable. The using of grammatical cohesions has to appropriate with their function. Some type of grammatical cohesion has similar function, they are substitution and ellipsis. So, the listener has to beware in understanding sentence.

#### 4.2 Discussion

Analysis of the variations in cohesive structures of the written texts is mostly used by researchers for their studies. Halliday and Hasan's (1976) theory explains that cohesive device is divided into two types. They are grammatical cohesion and lexical cohesion. But, in the present study focuses on grammatical cohesion in "The Miracle Worker" movie.

This analysis was performed following the classification proposed by Halliday and Hasan. The researcher analyzes the most frequent grammatical cohesion that appears in this movie and the function. The researcher finds the most frequent grammatical cohesion in this movie is personal reference. It has function to connect

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the words, phrases, clauses, and sentences. In this study, the characters do not

utterance any nominal ellipsis.

From the result of this analyzing, it answers the problems of study. After

researcher knows about the most frequent grammatical cohesion that appears and the

function, it justifies and strengthens the previous study. (Gbenga Fakuade &

Emmanuel C. Sharndama; 2012) finds in their study that the referring devices are

predominantly used in Professional and popularized Legal Texts. They conduct the

comparative analysis. And the result show the most frequent cohesive device appears

is reference.

The previous study frequently uses the written text to be object of the study.

But, the researcher here uses the spoken text as her object study. Nevertheless, the

result of this study has similarity with the previous study. The use of grammatical

cohesion in daily conversation cannot be denied. In other word, the use also has

contributed to having clear meaning in delivery massage.

The first excerpt will show the function of grammatical cohesion. This excerpt is

taken from the movie's script.

Excerpt 1

Arthur

: What story is that?

James

: The one you're going to tell.

In the conversation above, there are several grammatical cohesions. Grammatical

cohesion has significant role in a meaning of sentence. The uses of grammatical cohesion

here have functions as simplify the sentence and avoid repeating the same word. In the

other words, we as listener can determine and understand the use of grammatical cohesion in language.

Following the Halliday and Hasan (1967) identify about three functions of language. These are ideational, interpersonal and the textual functions. Grammatical cohesion also has contribution to delivering message that want to be said. In an attempt to this idea, we evaluated examples of language use in Indonesian language.

## Excerpt 2

<u>Ibu saya</u> suka memasak makanan kesukaanku. <u>Dia</u> mempunyai hobi masak sejak <u>dia</u> mempunyai anak.

My mother likes cook my favorite food. She has cook's hobby since she has a child.

By using "she" to replace "my mother", the researcher proves that using grammatical cohesion also occur in Indonesian language. It has the same function as explanation above.

Both of excerpts above, clearly verifying the function of grammatical cohesion in language. The most important function of grammatical cohesion is to simplify a sentence and for connecting one each other sentence. It is used by the speakers to help them make the simple sentence and easy to understand. From this study, we also capture that grammatical cohesion in Indonesian language also has the same function as English.

Besides that, an understating of function of grammatical cohesion is needed to know the meaning sense of the speaker. As a Muslim, we have obligation to study. And study can be gotten from written or spoken. So, we have to understand what the writer or speaker said. As Allah says in Koran, Q.S Ibrahim (14) verse 4:

وَمَآ أَرْسَلْنَا مِن رَّسُولِ إِلَّا بِلِسَان قَوْمِهِ - لِيُبَيِّنَ لَهُمْ ۖ فَيُضِلُّ ٱللَّهُ مَن يَشَآءُ وَيَهْدِي

"We sent not a messenger except (to teach) in the language of his (own) people, in order to make (things) clear to them. So, Allah leads astray those whom He pleases and guides He pleases and He is Exalted in power, full of Wisdom".

To deliver a message, we have to adjust with audience's language. Because the will be unacceptable when the audience does not understand the language. Initially, our prophet Muhammad SAW. deliver vision use Arabic. Because the language is used in Arab is Arabic. But now days, Islam is not only in Arab but also expansion to all over the world. Spread of Islam to all over the word shows that the missionary of Islam learn more than one language.

Learning of language is not enough; the missionary has to comprehend the structure and the function. In English, we distinguish grammatical cohesion as component of language. Therefore, the missionary has to comprehend the concept and the function. In other word, grammatical cohesion is needed to deliver and get the message.

This surah explains that a messenger will deliver a message uses the understandable language. Considering our study is in English language, to understand

the language we have to comprehend grammatical cohesion first. Why it had to be comprehended? Because from the parts of grammatical cohesion explained before, several types need insight. Substitution and ellipsis mostly deceive the listeners or readers. Comprehension of grammatical cohesion and attention to the speaker are needed to get the message. It is mean that grammatical cohesion's comprehension is important for listener and speaker to avoid misunderstanding.