Grammatical and Lexical Cohesion in *Harry Potter and the Cursed Child* Drama Script

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Abstract

This study aims to describe grammatical and lexical cohesion and find out which one is the most dominant grammatical and lexical cohesion used in Harry Potter and the Cursed Child drama script. This study uses a qualitative descriptive method. The Source of the data in this study is the Harry Potter and the Cursed Child drama script. The data is collected through taking notes and Coding the data. The techniques of data analysis is done through presenting, describing, interpreting, and concluding the data. The result of this study shows that from 60 data which is grammatical cohesion is 40 data and lexical cohesion is 20 data. Grammatical cohesion device which is mostly seen in the object is reference, especially the personal reference that is expressed by the words "I" and "you". The word "I" refers to the speaker and "you" refers to the listener. The usage of reference aimed to refer to someone or something in order to avoid word repetition. Meanwhile, the lexical cohesion mostly used is repetition. The function of the repetition is mostly to make the sentence become varied and not awkward because the speakers keep on repeating the same word. Therefore, it can be concluded that, the grammatical cohesion mostly used is referenced with a percentage of 59.03%. Meanwhile, lexical cohesion is repetition with a percentage of 12.25%.

Keywords: ***drama, grammatical cohesion, lexical cohesion, script***

INTRODUCTION

Halliday and Hasan (1976 p.4) explain that cohesion is at a semantic level, which refers to relations of meaning that exist within the text, and that define it as a text. Cohesion happens when the interpretation of some elements in the discourse is dependent on that of another. According to Tansakanen (2006 p.15) similar to all the components of the semantic system, cohesion is realized through grammar and vocabulary. Therefore, cohesion can be divided into grammatical and lexical cohesion.

Grammatical cohesion is constructed by the grammatical structures, each component ties each other. Grammatical cohesion includes devices such as reference, substitution, ellipsis, and conjunction, while lexical cohesion comes about through the selection of items that are related in some way to those that have gone before (Halliday, 2004 p.

570). Types of lexical cohesion are repetition, synonymy, and collocation. Moreover, Halliday and Hasan (1976) divide types of lexical cohesion into reiteration (repetition, synonymy, near-synonym, superordinate and general word and collocation.

The aspect of cohesion in the literary discourse is important to study because it is a step toward understanding a literary work. Cohesion is one of the works of literary discourse analysis. Literary works can be divided into three, which is poetry, prose and drama. There is an important difference between drama and other literary forms, in which a dialogue is present. Dialogue is a part of a drama script that is a conversation of one person with the other and is the development of a story. In the dialogue lies the core of the story that wants to be presented in a drama. The sentences used in the drama script had to be cohesive in order to avoid any error in interpreting the intent of the drama by the viewer and in line with the text writer. The drama script used in this study is Harry Potter and the Cursed Child. Harry Potter and the Cursed Child is a two-part play from the British written by Jack Thorne based on an original story by J. K. Rowling, John Tiffany, and Thorne. J.K. Rowling is a famous British writer in this century. She is not only a novelist but also a screenwriter and producer. She is well-known due to her best-selling series novels Harry Potter. She has written seven Harry Potter novels, sold over 450 million copies and translated into 79 languages.

Harry Potter and the Cursed Child Parts One and Two were produced by Sonia Friedman Productions, Colin Callender, and Harry Potter Theatrical Production. It has been the best-selling book after only two days after it was released. Moreover, the book premiered at the Palace Theater in London, England, on July 30, 2016, with talented actors. Harry Potter and the cursed child script drama was released on July 31, 2016 and became the eighth book of the Harry Potter magical world story. The story begins nineteen years after the events of the 2007 novel Harry Potter and the Deathly Hallows and follows Harry Potter, now Head of the Department of Magical Law Enforcement at the Ministry of Magic, and his younger son Albus Severus Potter, who is about to attend Hogwarts School of Witchcraft and Wizardry. This is the first book of Harry Potter presented on the official stage. The play was acclaimed critically as the most awarded West End production in the history of Olivier Awards and as the winner a

record-breaking nine awards including in which Best New Play and Best Director were included.

This study focused on a cohesion device used in Harry Potter and the cursed child drama script. The writer used Halliday and Hasan's as the main theory because Halliday and Hasan provided more detailed explanation and clear examples of cohesion devices. The writer also used cohesion theory because it is very important both to the reader in constructing the meaning from a text and to the writer in creating a text that can be easily comprehended.

The reason why the writer chose this title was because the writer has not found the previous studies that investigated the use of cohesion devices in Harry Potter and the cursed child drama script. The previous studies examined the cohesion in their study, but in general, their study focused on one form of cohesion device and the object of their study either song or short story while this study focused on what Grammatical and Lexical Cohesion are used in Harry Potter and the Cursed Child drama script. One of them that examines cohesion is Nurul Ulya (2017) a student of the English Letters Department, Letters and Humanities Faculty, UIN Syarif Hidayatullah Jakarta. The difference between the previous study and the present study is the previous study uses short stories, however, this present study uses drama script as the object of the study. Furthermore, the previous study focused on analyzing one type of cohesion that is lexical cohesion but the present study focuses on all of the types of cohesion devices. This study is a new study and not an extended study because in this study it uses a new object namely Harry Potter and the cursed child drama script and has never been examined by other researchers. Therefore, the writer wanted to explore further how the usage of grammatical and lexical cohesion in Harry potter and the cursed child drama scripts which is necessary to be analyzed because there are many sentences that contain grammatical and lexical cohesion that create this drama script in order to be coherent.

The writer has been making a research question for this study Based on the background of the study above, the writer formulates the research: What Grammatical and Lexical Cohesion are used in the Harry Potter and the Cursed Child drama script?What grammatical and lexical cohesion are mostly used in the Harry Potter and the Cursed Child drama script? Basically, this study is aimed to describe grammatical and lexical

cohesion and find out which one is the most dominant grammatical and lexical cohesion used in Harry Potter and the Cursed Child drama script. Theoretically, the result of this study is expected to develop linguistic theories concerning Linguistics, especially Discourse Analysis Theories. Practically, the result of this study can be used to obtain some information about kinds of grammatical and lexical cohesion and for English lecturers, this study can be used to enrich their teaching materials of discourse analysis. This study also contributes some knowledge for the next researchers who want to do discourse analysis.

RESEARCH METHOD

The writer used a qualitative descriptive method that means selecting the words related to the theory, classifying the words, describing the result of findings and analyzing data as well, because the writer wanted to describe what grammatical and lexical cohesion used in Harry Potter and the Cursed Child drama. Therefore, the reason why the writer chose the qualitative descriptive method is because the descriptive qualitative method is a type of research that focuses on analyzing the phenomenon in form sentences by describing each word that appears in Harry Potter and the cursed child drama script.

In this study, the qualitative descriptive method used to analyze the data and answer the research question about what Grammatical and lexical cohesion used in Harry Potter and the Cursed Child drama script and to answer the conceptual framework of this study. The data of this study is taken from the drama script entitled " Harry Potter and the Cursed Child" written by J. K. Rowling, John Tiffany, and Thorne. When In the collecting data, the researcher used several steps, as follows:

1. Taking a note of grammatical cohesion and lexical cohesion in every word, phrase or sentence in the script.
2. Coding the data to classify the words of cohesion based on the grammatical and lexical cohesion theory to make it easier in the process of analyzing. The writer used numbers for data coding, such as number 1 for references, number 2 for substitution, number 3 for conjunction, number 4 for ellipsis, number 5 for Repetition, number 6 Synonym, number 7 for Near-Synonym, number 8 for Superordinate, number 9 for General Word, and number 10 for Collocation.

After collecting data, the writer did many steps to analyze lexical cohesion and grammatical cohesion based on harry potter and cursed child drama script. The techniques of data analysis in this study is analyzed by using Ian Dey's theory (1993):

1. Presenting, in this stage, the data from the coding process were put into the matrix to facilitate analysis. Thus the data can be represented clearly to help the writer analyze the data.
3. Describing, after representing the data, next the data were described by applying the cohesion theory by Halliday and Hasan concept. To explain the represented data in the study, the data was described according to the theory used in the study. For instance, the writer describes the grammatical or lexical cohesion which would be found in the script. This stage is important in qualitative descriptive methods. This stage needs thorough understanding of the whole script by the writer.
4. Interpreting, the data analysis was interpreted to see what is found in this study. The data collection was interpreted by the writer to find the exact sample of grammatical and lexical cohesion in the Harry Potter and Cursed Child drama script. Interpreting data is necessary to do in order to find the meaning that explains the data. The data were interpreted by analyzing the context of the situation of the data and based on the lexical and grammatical cohesion characteristics.
5. Concluding, the last data analysis concludes with all of the data to summarize points found in this study. First, is concluding the result of grammatical cohesion study. Then, the writer concluded the lexical cohesion which was found in the text. Finally the writer was able to conclude the thorough data of the result study.

FINDINGS AND DISCUSSION

Halliday and Hasan (1976 p.4) explain that cohesion is at a semantic level, which refers to relations of meaning that exist within the text, and that define it as a text. Cohesion happens when the interpretation of some elements in the discourse is dependent on that of another. Therefore, cohesion can be divided into grammatical and lexical cohesion. Halliday and Hasan (1976) stated that Grammatical cohesion is constructed by the grammatical structures each component ties together. The kinds of grammatical cohesion adapted from Halliday and Hasan Theory (1976) where the grammatical cohesion devices consist of Reference, Substitution, Ellipsis, and Conjunction. Reference is a semantic relation which refers to the specific nature of the information

that is signaled for retrieval. Halliday and Hasan (1976) divided into three types of reference are personal reference, demonstrative reference and comparative reference. Substitution is a relation between linguistic items, such as words and phrases; whereas a reference is the relation between meanings. In terms of the linguistic system, reference is a relation on the semantic level, the level of grammar and vocabulary or linguistic form. Halliday and Hasan (1976) divided into three types of substitution are nominal, verbal and clausal. Ellipsis is the process in which one item within a text or discourse is omitted or replaced by nothing. Ellipsis occurs when something that is structurally necessary is left unsaid, as it has been understood already. Halliday and Hasan (1976) divided into three types of ellipsis: Nominal ellipsis, Verbal ellipsis, and Clausal Ellipsis. Conjunction is a word used to connect a word to another word, a phrase to another phrase, a clause to another clause, a sentence to another sentence, or a paragraph to another paragraph. Therefore, a conjunction can be called a function word, which connects elements of a text. Halliday and Hasan (1976) divide conjunctions into four categories: additive, adversative, causal and temporal.

Lexical cohesion is the combination of sentences formed by a lexical component. Halliday and Hasan (1976) divide lexical cohesion into two main categories are reiteration and collocation. Reiteration is a form of lexical cohesion which involves the repetition of a lexical item at one end of the scale the use of a general word to refer back to a lexical item at the other end of the scale and a number of things in between, the use of a synonym, near-synonym, or superordinate. Generally, reiteration divided into five types are Repetition, Synonym, Near-Synonym, Superordinate and General Word. Repetition is simply repeated words or word phrases, threading to the text. Synonym is when the speaker or the author uses similar words which have similar means. Near-synonym is the connection between two words that haven't exactly the same words. However, the words have close or similar meaning. Superordinate or hyponymy is the relation of the meaning between more general terms and more specific terms. General word is higher level than superordinate can be general nouns, as in thing, stuff, place, person, women, and men or general verbs, such as do and happen. The next, collocation is a combination of a word with other words so as to form a meaning that is mutually sustainable and if replaced with other words will create an unusual meaning even though the word has the same meaning.

1. Grammatical and Lexical Cohesion in Harry Potter and the Cursed Child Drama Script.

DATA 1

> *A busy **and**[3] crowded station. Amongst **the**[1] hustle **and**[3] bustle, two large cages rattle on top of two laden trolleys. **They**[1]'re being pushed by two boys, JAMES POTTER **and**[3] ALBUS POTTER, **their**[1] mother , GINNY, follows after . A thirty-seven-year-old man, HARRY, has **his**[1] daughter , LILY, on **his**[1] shoulders.* (p. 151)

Based on the data above the context situation shown in this drama script begins with a monologue that tells about Harry Potter along with his wife Ginny and their three children James Potter, Albus Potter and Lily. They are at the train station to take Albus Potter to Hogwarts for the first time. Furthermore, the data above is categorized in two kinds of grammatical cohesion which are conjunction and reference.

Conjunction

The word ***And*** as the additive conjunction is found in the data which refers to continue and complete the idea in sentence. In the data above the words ***and*** function to connect two words are "busy" and "crowded", and also connected two words are "hustle" and "bustle".

Reference

The word ***The*** is demonstrative reference which is classified into Selective Nominal Demonstrative and it is categorized as definite article. ***The*** is cataphora reference because it refers to hustle and bustle. Personal reference in the data one consists of ***their***, ***they*** and ***his***. Here, the sentence contains the anaphoric reference which is seen in the word ***they*** in the second sentence which refers to the two laden trolleys because ***they*** refer to the noun as a pronoun. The cataphora reference is also found in this text. The phrase ***their*** mother refers to Ginny which is mentioned after the personal pronoun of their mother. ***There*** is possessive determiner which shows the possession towards something or someone in this case refers to Albus and James which are mentioned earlier in the sentence, so we understand that ***their*** is categorized as anaphora reference because noun is firstly mentioned than the pronoun. And the word ***His*** refers to Harry whose daughter is Lily and ***his*** is personal reference that shows the anaphoric reference because ***his*** as the possessive determiner refers to Harry who is mentioned firstly.

DATA 2

> *JAMES: **I**[1] only said **he**[1] might be in Slytherin. **And**[3] **he**[1] might **so**[2] . . . (Off **his**[1] dad's glare.) Fine. (p. 151)*

Based on the data above the context situation shows James keeps making fun of his brother and Albus does not like and complain to his father and Harry rebukes his son James. James, who is rebuked by his father, defends himself by saying "I only said he might be in Slytherin. And he might so ... (Off his dad's glare.) Fine."
Furthermore, the data above is categorized in three kinds of grammatical cohesion which are reference, conjunction, and substitution.

Reference

Personal reference is a type of reference that is marked by the use of personal pronouns which are ***I*** and ***he***. ***I*** refer to James who narrates for himself. And the second personal reference is remarked by ***him which*** refers to Albus, his brother. However, ***he*** here is also categorized as anaphora reference because Albus is not mentioned. But we could have understood that James refers to Albus. And the last is possessive determiners which is ***his*** that refers to James possession of the father.

Conjunction

Here, we can also find a conjunction which is additive and adversative, the additive conjunction is remarked by ***and***, while the adversative is remarked by ***only***. This is because ***and*** is the word that is used to add information, while ***only*** indicating a negative message when it is said. James says ***only*** because his brother and father are complaining about his assumption that Albus goes to slytherin. We can see that his father tells him to stop teasing his brother by saying this, and Albus himself is troubled by the assumption.

Substitution

The substitution can be seen in this data is clausal substitution which is remarked by ***So***. ***So*** substitutes the clause he might be in slytherin. ***So*** belongs to clausal substitution in which ***so*** adds more information in the form of a clause.

DATA 3

*ALBUS (looking up at **his**[1] mum): **You**[1]'ll write to **me**[1], **won't you**[1,4]?*
*GINNY : Every day if **you**[1] want **us**[1] to. (p. 151)*

Based on the data above the context situation shows Harry Potter gets along with his wife Ginny and their three children James Potter, Albus Potter and Lily. They are at the train station to take Albus Potter to the Hogwarts school for the first time. Albus, who is worried because for the first time he will be parted with his parents, asks his mother Ginny to write a letter to him by saying "You'll write to me, won't you?. Suddenly, Ginny answers his question that she and his father will write to Albus by saying "Every day if you want us to".

Furthermore, the data above is categorized in two kinds of grammatical cohesion which are reference, and ellipsis.

Reference

In the data above, there are two kinds of reference which are the personal reference and exophoric reference. The kind of remarks of personal reference that are found are personal pronoun and possessive determiner. The personal reference is shown by the words ***you, me,*** and ***us*** as personal pronouns and ***his*** as Possessive determiner. ***You*** in the personal reference in data four refers to Harry and Ginny who are the parents of him and two of his siblings. We can tell this way because later in the sentence Ginny said 'if you want us to'. The word us indicates that ***you*** are not a single person. ***Me*** refers to Albus who is speaking. And ***we refer*** to Ginny and Harry as the parents. All this personal reference shows the exophoric reference because the referred persons are not mentioned in the text, they refer to people outside of the text. ***His*** is a possessive form of the pronoun he which refers to Albus.

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Ellipsis

The word ***won't you*** indicates clausal ellipsis which is the omission of the rest of the referred clause. *You'll write to me, won't you?* ***Won't you*** is the abbreviation of will not you write to me. So we can also see the word to in every day if you want us to, has the longer form to write you.

DATA 4

ALBUS : Dad. He keeps saying ***it***[5].
*HARRY : James, **give it a rest***[10].
*JAMES : I only said **he***[5] ***might***[5] *be in Slytherin. And **he***[5] ***might***[5] *so . . .*
(Off his dad's glare.) Fine. (p.151)

Based on the data above the context situation shows Harry Potter gets along with his wife Ginny and their three children James Potter, Albus Potter and Lily. They are at the train station to take Albus Potter to Hogwarts school for the first time. But James keeps making fun of Albus and he does not like it and complains to his father, Harry. Albus tells his father "*Dad. He keeps saying it*". and Harry rebukes his son James by saying "*James, give it a rest*."

In the data the researcher finds lexical cohesion devices which are the collocation and reiteration in the form of repetition.

Collocation

The collocation samples in data are given ***a rest. Give a rest*** is a collocation, if Harry says take a break or rest only the conversation will not be coherent because it is not lexically cohesive. The formula of the collocation used here is the clause + noun, where the word ***rest*** is a noun.

Repetition

The next data found is the reiteration in the kind of repetition which are ***it***, ***he*** and ***might***. ***it*** is the word that addresses the problem or the issue said by James. Albus and Harry said it to refer to the same thing. The second repetition is that James says to address Albus, and Albus also says that when he addresses his brother James, he is repeated three times in the data. The word ***might*** is repeated two times by James in the data.

DATA 5

*ALBUS (**looking up at***[10] *his mum): **You***[5]*'ll write to me, won't **you***[5]*?.(p.151)*

The third data shows that the conversation happens between Albus and his mother Ginny. He asks his mother to send him letters when he goes to school. Ginny agrees and tells Albus that they will write to Albus everyday if he wants that.

Furthermore, the data above categorizes two kinds of lexical cohesion are collocation and reiteration.

Collocation

Look up is a collocation that belongs to a phrasal verb. The meaning will change if look is matched to other prepositions. The words look off and look down mean different from look up. The formula used here is the verb + preposition.

Repetition

The reiteration in the data is the repetition. The repetition of ***you*** in the conversation indicates the reiteration. The word ***you*** is repeated a couple of times in the data.

DATA 6

*ALBUS :**No**[6]. **Not**[5,6] every day. James says most people only **get letters**[10] from home about once a month and I do**n't**[5] want to . .*
*HARRY : We wrote to **your brother**[8] three times a week last year. (P. 151)*
*ALBUS : What? James! ALBUS **looks**[10] accusingly **at**[10] JAMES. (p.152)*

The data is showing how Albus is always worried about going to school and the readers can tell that must be because of the influence he got from James, his elder brother. Albus is annoyed by the fact that James doesn't tell him the truth as Harry reveals the truth that they write to James about three times a week.

Data above indicates several lexical cohesion devices such as collocation, superordinate and reiteration.

Collocation

The phrases such as ***look at,*** and ***get letters*** are the collocations. ***Look at*** is the preposition collocation because it is a combination of verb and preposition where the word ***look*** is verb. That is seen in the data look accusingly at, even if separated the preposition is not changed. If it is changed, the clause can produce a different meaning. ***Get letter*** is also collocation because it is a noun verb collocation, combination of verb and noun where the word ***letter*** is a noun. In the data get can't be replaced by receive, accept, or catch, because they don't want to make other meanings. The first collocation comes with pattern verb + preposition while the second comes with verb + noun pattern.

Superordinate

Superordinate here is ***your brother*** to address to James Potter. It is less special and less specific when addressing the potters.

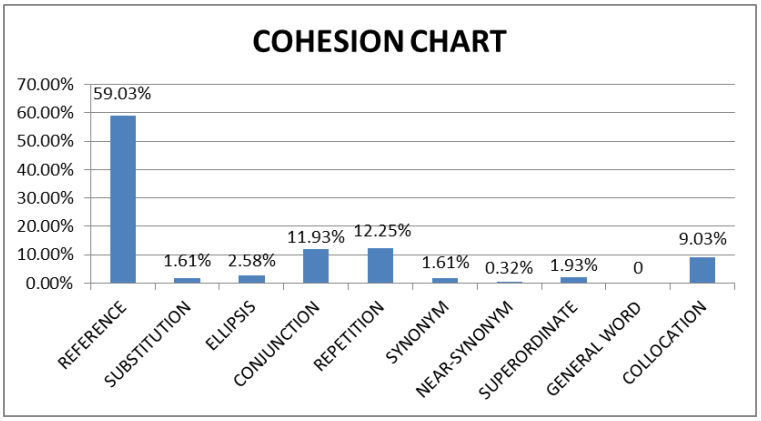
Synonym

The reiteration is found also in the text. The synonym is part of reiteration, the data is ***no*** and ***not*** which means the same but does not have different structure or pattern in the usage, as seen in the data no stands alone, but not is put in a phrasal pattern.

Repetition

The word **not** indicates repetition that is mentioned twice in the text***. Not*** then is also mentioned in the sentence after do and it is abbreviated as don't.

2. The Mostly Used Grammatical And Lexical Cohesion in Harry Potter And The Cursed Child Drama Script.



Picture 1. Cohesion chart

Grammatical cohesion is more widely used than lexical cohesion. This is because grammatical cohesion involves the use of the elements of language rules, required to exist to fulfill grammatical requirements. The most used form of grammatical cohesion in this study is reference, which could not be separated to its function. When a conversation occurred, the usage of reference aimed to refer to someone or something in order to avoid word repetition. Based on the percentage, reference has the highest value than other cohesion devices. The percentage of references shows more than 50%. In fact, the reference shows 59.03%. Besides, for the lexical cohesion mostly used is repetition. It is along with its function in a conversation. It aimed to make the

conversation varied and not be awkward between the speaker and listener. The repetition is also used by the speakers in the data script to make the conversation become lexically uneven because the use of repetition gives the sense of interesting sentence so the speaker can assert more meanings to the sentence, for example to give comparisons or to give sarcastic tone to the listeners. From the percentage above, repetition shows 12.25%. Repetition is the part of reiteration devices in cohesion.

Based on the findings above, the writer reflected on being able to interpret the findings based on the theories used, the previous studies and the unanswered findings. The writer interprets findings based on the theories of Cohesion and Linguistic Context. In the drama script harry potter and the cursed child there is a context so that each conversation can be understood by the reader, some of the context in this drama script is in the form of a monologue. Writers and readers need to learn the context to understand what other people mean. If a word cannot be related to a specific context, event or circumstance, we cannot obtain the meaning of that word. Understanding the meaning is very important because when the speaker is delivering the information to be conveyed but the listener does not understand the meaning, there will be a misunderstanding and the information will not be conveyed properly. Therefore, in conversation, it is very important to understand the context, so that when talking to others the meaning can be understood properly. Cohesion and context are needed so that the text becomes meaningful, where the text must be consistent with the context in which it was created and all parts of the text must be linked by cohesive devices.

The writer also interprets findings based on related theories, cohesion and linguistic structure. Based on the findings above, it can be seen that every dialogue and monologue in Harry Potter and the Cursed Child drama script contains phrases, clauses and sentences, so it can be said that it is structured. Harry potter and the cursed child drama script is a good text because a good text when the Clauses and sentences in that text are connected to each other. It can be seen from finding above that all types of cohesion devices are grammatical cohesion and lexical cohesion found in the Harry Potter and the cursed child drama script, in which each type contributes to making the drama script a good text.

CONCLUSIONS

The first conclusion of this drama script is that the writer found 60 data, which is grammatical cohesion is 40 data and lexical cohesion is 20 data. Based on the finding and discussion, all kinds of grammatical cohesion namely reference, conjunction, ellipsis and substitution are found in the drama script Harry Potter and The Cursed Child. And all kinds of lexical cohesion namely repetition, synonym, near-synonym, superordinate and Collocation are found except general words that are not found in this drama script.

The second is the writer found for the grammatical cohesion, the percentage in every grammatical cohesion device are; reference is 59.03%, substitution is 1.61%, ellipsis is 2.58% and conjunction is 11.93%. Meanwhile, for lexical cohesion, the percentage in every lexical cohesion device are; repetition is 12.25%, synonym is 1.61%, near-synonym is 0.32%, superordinate is 1.93%, and collocation is 9.03%. It can be concluded that, the grammatical cohesion mostly seen is reference, especially the personal reference that is expressed by the words “I” and “you”. The word “I” refers to the speaker and “you” refers to the listener. The usage of reference aimed refers to another word in preceding or the next sentence in order to avoid word repetition. Meanwhile, for lexical cohesion the most common is repetition. In this drama script repetition is used to emphasize lingual units that are considered important. In this drama script grammatical cohesion is mostly used than lexical cohesion. This is because grammatical cohesion which involves the use of elements of language rules is required to fulfill grammatical requirements.

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