

Lexical and Grammatical Cohesion in *The Lion King Movie Script*

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ABSTRACT

The objectives of this research were to identify the types of grammatical and lexical cohesive devices used in The Lion King Movie Script, to describe the grammatical and lexical cohesion devices used in The Lion King Movie Script and to investigate the grammatical and lexical cohesion devices used in The Lion King Movie Script. The researcher used descriptive qualitative method to obtain the objectives of the research. The data of this research was grammatical and lexical cohesion while the data source of this research was script of "The Lion King Movie". The results in this research were found 312 ties of grammatical cohesive devices and 196 lexical cohesive devices used in the script. The realization of cohesive devices used in The Lion King Movie script was semantic concept between lexical and grammatical cohesion devices, this referred to the relationship meaning that exists within or outside the text. The most types of grammatical cohesion used were personal reference and demonstrative reference because they used to refer something which was mentioned elsewhere in the script. Meanwhile, clausal substitution as only type of grammatical cohesion didn't occur in the whole scene. The most types of lexical used were repetition because they used to rewrite an item in preceding element with the same form to following element. Finally, the findings showed almost all types of lexical and grammatical cohesion contained reference, substitution, ellipsis, conjunction, repetition, synonymy, antonymy, hyponymy, meronymy, and collocation contained in The Lion King Movie script.

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I. INTRODUCTION

Cohesive device is a connector between two sentences and indicator the relationship both of them. Text can easier to understand with cohesion because the element is related to each other. This relationship implies the continuity between one sentence to another. According to Halliday and Hasan (1976:4) state that cohesion refers to the relation of meaning that exists within the text and defines it as a text. Cohesion occurs when the interpretation of some elements in the discourse". Halliday and Hasan (1976) in Johnson (2017:3) state that writers often use cohesive devices to guide readers through a text. The devices can be classified as forms of grammatical cohesion or forms of lexical cohesion. Grammatical cohesion is achieved through reference, ellipsis, substitution, and conjunction. Types of reference can be broken down as anaphoric reference (referring back to something already mentioned), cataphoric reference (referring forward to something that has not yet been mentioned), and exophoric reference (referring to something in the culture that is understood). According to Paltridge (2012:117), lexical cohesion refers to relationships in meaning between lexical items in a text and, in particular, content words and the relationship between them. The main kinds of lexical cohesion are repetition, synonymy, antonymy, hyponymy, meronymy and collocation.

Writing is one of the four language skills that must be learned by people especially for students. Haycraft (1978:8) states that there are various skills in a language; receptive skills-listening and reading, and productive skills-speaking and writing. Writing is one of the

productive skills by which people express ideas and provide some information in written language by constructing words into meaningful sentences and sentences into a paragraph. In the script writing, the author explains the movement, actions, expression and dialogue of the characters in screenplay. In the script writing contain a lot of cohesive devices to avoid ambiguous sentences.

Grammar is the most important aspects in writing. In order to make a well structured writing, one should be matered in grammar. As Harmer (2002:12) states that grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. In traditional grammar, a part of speech is a category of words (or, more generally, of lexical items) that have similar grammatical properties. Sagala, R. W & Rezeki, T. I. (2019: pp. 155-158). It consists of rules cohesion and coherence of whole text. In a good writing must have cohesive devices. But the problem was found several students did not understand the use of cohesive devices in the sentences then make them did not know how to write a good sentence grammatically correct. It can be seen from the sentences which have been often do not cohesive in connecting a word into sentences, a sentence into paragraphs, and a paragraph into a discourse. Although the delivery of meaning was quite clear, and the result of writing was quiet neat, but a written text is required to well-arrangement and if possible without fault. This reason caused error within cohesive in writing. Besides, it may be caused lack of training to use the cohesive devices and the students paid less attention in the use of cohesive devices in writing because in Indonesia, English writing still one of the difficult skills for students.

Literature Review

Grammar

Grammar is concerned with analysis of the sentence which is describe the rules how language sentences are formed. Thornbury (2004: 1) states that grammar is partly the study of what forms (or structures) are possible in a language. Grammar is concerned with analysis of the sentence which is describe the rules how language sentences are formed. Erwin (2017:7) also states that grammar is the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics. It can be concluded that grammar is the rule system of a language which words can change their forms and can be combined into meaningful sentences in the language.

Cohesion

According to Mayer (2009:102) states that cohesion is sequences processes that give a connection between clauses. This definition in line with Halliday and Hassan (1976:4) state that the concept of cohesion is a semantic one: it refers to the relations of meaning that exist within the text. Halliday and Hassan (1976:4) state that cohesion occurs where the interpretation of some elements in the discourse is dependent on that of another. Another statement is Moeliono (1988) in Ekowati et al. (2019:169) states that cohesion is the harmonious relationship between one element and another element in the discourse so that it creates a neat or coherent understanding. Combining some statements above the writer can conclude that cohesion refer to the ways of sentences are connected by cohesive devices through which readers can perceive the semantic relationship between the sentences. Cohesion means that text is made up from semantic ties which a tie is dependent link between items that combine to create meaning.

Kinds of Cohesion Devices

Cohesive relation is compatible of those patterns, cohesion is expressed partly through grammar and partly through vocabulary. In other words, some of cohesion expressed through grammatical and some other of cohesion expressed through lexical. In Cohesion in English, Halliday and Hasan (1976:6) state that there are two kinds of cohesion, grammatical cohesion and lexical cohesion. Grammatical cohesion is a semantic relation that expressed through grammatical system while lexical cohesion is a semantic relation that expressed through lexical system. In

other words, grammatical cohesion is semantic relation among element marked by grammatical devices (a language used in relation to grammar). Grammatical cohesion is divided into four devices: reference, substitution, ellipsis and conjunction. While, lexical cohesion is lexical relation among parts of discourse to get harmony structure in a cohesive manner. Lexical cohesion is divided into two devices: reiteration and collocation.

Another theory from Paltridge (2012:115) states that the main patterns of cohesion are reference, lexical cohesion, conjunction, substitution and ellipsis. While, lexical cohesion refers to relationships in meaning between lexical items in a text and, in particular, content words and the relationship between them. The main kinds of lexical cohesion are repetition, synonymy, antonymy, hyponymy, meronymy and collocation.

Grammatical Cohesion

Grammatical cohesion is the way that grammatical features are together across sentence boundaries to make relations among the sentences more explicitly. There are four types of grammatical cohesion.

They are reference, substitution, ellipsis, and conjunction. Every type is elaborated in the following explanation.

a. Reference

According to Halliday and Hasan (1976) reference is the relation between an element of the text which is interpreted by the participants. Reference is potentially cohesive because the thing that serves as the source of the interpretation may itself be an element of text. Another statement from Kreidler (2019: 43) states that reference is the relation between a language expression and whatever the expression pertains to in a particular situation of language use, including what a speaker may imagine. Reference is classified into exophoric or endophoric. Exophoric reference must be made to the context of situation. Endophora is reference in the surrounding text. Endophora reference is further classified into anaphora (reference to preceding text) and cataphora (reference to following text). Halliday and Hasan also divided reference into three types they are personal, demonstrative, and comparative reference.

b. Substitution

Substitution is the replacement of language element into others in a more significant composition in order to get more evident difference or to explain some certain language elements. Halliday and Hasan (1976:89) state that substitution is relation between linguistic items, such as words or phrases; whereas reference is a relation between meanings. There are three types of substitution; they are nominal, verbal and clausal substitution.

c. Ellipsis

Cook (1989:20) states that ellipsis is omitting part of sentence on the assumption that an earlier sentence or the context will make the meaning clear. Ellipsis and substitution are type of cohesive relation. According to Halliday and Webster (2009: 155), ellipsis refers to resources for omitting a clause, or some part of a clause or group, in contexts where it can be assumed. There are three types of ellipsis; Nominal ellipsis, Verbal ellipsis, and Clausal ellipsis.

d. Conjunction

Crystal (2008:101) state that conjunction a term used in the grammatical classification of words to refer to an item or a process whose primary function is to connect words or other constructions. Another statement from Renkema (1993:6) states that conjunction is the relationship which indicates how the subsequent sentence or clause should be linked to the preceding or the following (part of the) sentence. In addition, the relationship in conjunction can be hypotactic (combine a main clause with subordinate clause or phrase) or paratactic (have two main clauses). There are four types of conjunction: they are additive, adversative, causal and temporal conjunction.

Lexical Cohesion

Lexical cohesion is about meaning in text. It concerns the way in which lexical items relate to each other and to other cohesive devices so that textual continuity is created. Puspita et al. (2019:508) lexical cohesion refers to a study of cohesive element in the text. Lexical cohesion refers to the way related words are chosen to build a text. There are six types of grammatical cohesion. According to Paltridge (2012:117) Lexical cohesion refers to relationships in meaning between lexical items in a text and in particular content words and the relationship between them.

The main kinds of lexical cohesion are repetition, synonymy, antonymy, hyponymy, meronymy and collocation. Every type is elaborated in the following explanation.

a. Repetition

Paltridge (2000:134) states that “Repetition refers to words that are repeated in the text, as well as words that have changed to reflect tense or number such as feel, and felt (reflecting a change in tense), and feeling and feelings (reflecting a change in number)”. It belongs to one lexical item refers back to another, to which is related by having a common referent.

b. Synonymy

Synonymy is the words that have means almost similar to each other. The relation of synonymy is usually used to make the variation in the sentence or text itself. Kreidler (2019:96) states that synonym used in predications with the same referring expression, the predications have the same truth value.

c. Antonymy

The term antonymy belongs to the relationship between the words that have opposite in meaning or the meaning is different. Antonymy refers to opposite or contrastive meanings such as good and bad, happy and sad (Paltridge, 2000:134). Another statement from Kreidler (2019:100) states that antonymy refers to two sentences that differ in polarity like these are mutually contradictory.

d. Hyponymy

Paltridge (2012:119) states that hyponymy refers to classes of lexical items where the relationship between them is one of ‘general-specific’, ‘an example of’ or in a ‘class to member’ type relationship. In this case, it shows the more specific item to create the link with the general item. For example: *A tulip is a flower*. Tulip is a hyponymy of flower. Any lexeme that can be substituted for a hyponym is also hyponym. *Daffodil, rose, orchid and jasmine* are four co-hyponymy of tulip

e. Meronymy

Meronymy belongs to the lexical item to express part or member make a cohesive link with the first item express whole. The cover term tree is constituted by its parts as root, *trunk, branch, twig, leaf, and bloom*. The relation between tree and root is one of meronymy, in which tree is vertically related to root, whereas the relation between or among the parts.

f. Collocation

According to Paltridge (2012:121), collocation describes associations between vocabulary items which have a tendency to co-occur. Collocation is part of lexical cohesion that is achieved through the association of lexical items that regularly co-occur. Collocation is regular combination of words in which to fulfill the meaning, these words must occur together. Collocation describes associations between words that tend to occur, like the combination of adjectives-nouns, the relationship of verbs-nouns and the pairs of nouns.

Scope and Aim of the Study

This phenomenon encourages the researcher to investigate further cohesive devices in the Lion King Movie script. After knowing cohesive devices in movie script, the students will understand the use of lexical and grammatical cohesion in their writing. As her study object, the researcher focused on lexical and grammatical cohesion in the Lion King Movie script because this movie script contained a lot of lexical and grammatical cohesion that can be analyzed.

II. METHODS

The researcher used qualitative method because this research to analyze, describe and find the result of grammatical and lexical cohesion in the movie script. The researcher applied Halliday and Hasan's theory (about cohesive device) collaborated with Paltridge's theory (about lexical cohesion). The source of data was taken from the script entitled "The Lion King Movie" by Jonathan Favreau. The data source was the movie script that taken from the internet by [https://transcripts.fandom.com/wiki/The_Lion_King_\(2019\)](https://transcripts.fandom.com/wiki/The_Lion_King_(2019)) and contained of 18 scenes.

Data analysis step was the process to categorize the data, manage the data, accumulate the data and decide which one would be told to others. In this research, the researcher used Miles and Huberman's theory in analyzing the data. The analysis of data analyzed by the following steps: (1) Data Reduction, in this step the researcher firstly analyzed the data by watched the movie, listened carefully and checked the data by read the transcription to see the context. Next, the researcher selected dialogue of the lion king movie transcript which contains the grammatical and lexical cohesion to be analyzed. After that, the researcher categorized the data based on lexical and grammatical cohesion categories. The researcher also took some notes related to the theory cohesion which found in the transcription. (2) Data Display, in the process of the reducing and displaying the data, it was based on the formulation of the research problem. The formulation of the research problems are: (1) What types of grammatical and lexical cohesive devices used in the Lion King Movie Script? (2) How are the grammatical and lexical cohesion devices used in the Lion King Movie Script? And (3) Why are the grammatical and lexical cohesion devices used in the Lion King Movie Script the way they are? This step was done by presented a set of information that was structured and possibility of drawing conclusions, because the data obtained during the process of qualitative research usually in the form of narrative, thus requiring simplification without reducing its contents. (3) Conclusion Drawing, the last steps that the researcher concluded the result of the research based on the research problems.

III. RESULT AND DISCUSSION

In this section, the data were used to answer the research problem stated. There were 511 ties of grammatical and lexical cohesive devices which found in the script. There were 312 ties of grammatical cohesive devices and 196 lexical cohesive devices used in the script. Grammatical cohesion was divided into 12 cohesive devices which are personal reference, demonstrative reference, comparative reference, nominal substitution, verbal substitution, nominal ellipsis, verbal ellipsis, clausal ellipsis, additive conjunction, adversative conjunction, causal conjunction and temporal conjunction. While lexical cohesion was divided into 6 cohesive devices which are repetition, synonymy, antonymy, hyponymy, meronymy, and collocation.

Table 1.

The use lexical and grammatical cohesive devices in The Lion King Movie script

SCENE	TIES	COHESIVE ITEMS
Scene 1	33	Personal reference: my, their, you, I, we, him, me, your, him, he, our. Demonstrative reference: the, this, that Comparative reference: some, others, as long as Nominal substitution: one Verbal Ellipsis: rule Additive Conjunction: and Adversative Conjunction: but Temporal Conjunction: then Repetition: his majesty, answer, first in line, turn your back, the king Synonymy: his majesty-his royalness Antonymy: disrespect-respect Hyponymy: royalty (king-queen-commoners-prince) Collocation: precious prince, brute strength, concussed regularly.

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Scene 2		No Cohesive Items
Scene 3	41	<p>Personal reference: you, your, he, I, they, he, we, me, our, it, she</p> <p>Demonstrative reference: this, here, the, that, those</p> <p>Nominal Substitution: one</p> <p>Additive conjunction: and</p> <p>Adversative conjunction: but</p> <p>Repetition: come, let's do, awake, the sun, king, home, antelope, grass, cheetah, baboon, everything the light touches, cubs</p> <p>Synonymy: up-awake, come on-let's go, very good-great.</p> <p>Antonymy: rises-falls, take-give, set-rise</p> <p>Hyponymy: animal (antelope-flamingos, giraffe, bees, leopards, birds, cheetah, baboon, hyenas)</p> <p>Collocation: a great responsibility, taking a stand, delicate balance.</p>
Scene 4	27	<p>Personal reference: you, I, my, me, it, he, we, our, yours.</p> <p>Demonstrative reference: the, that, there, those</p> <p>Verbal substitution: do</p> <p>Additive conjunction: and</p> <p>Adversative conjunction: though</p> <p>Repetition: babysit, king, the whole kingdom, an elephant graveyard, rotting bones, oozing mud</p> <p>Antonymy: sooner-later</p> <p>Meronymy: the shadows beyond the northern borders (rotting bone-burning pools of oozing mud-an elephant graveyard)</p> <p>Collocation : downwind, graveyard, babysit</p>
Scene 5	17	<p>Personal reference: we, she, her, I, it, myself, you, my, them</p> <p>Demonstrative reference: there, the</p> <p>Verbal ellipsis: go</p> <p>Additive conjunction: and</p> <p>Adversative conjunction: but</p> <p>Repetition: come on</p> <p>Collocation : messing up</p>
Scene 6	35	<p>Personal reference: we, you, me, it, I, my, his, he, she your, him</p> <p>Demonstrative reference: the, there, this, that</p> <p>Additive conjunction: and</p> <p>Adversative conjunction: but</p> <p>Repetition: married, king, no one saying, see here, see you down there, just can't wait to be king, everybody look, future queen</p> <p>Synonymy: afraid-worry, incredible-amazing, look-see</p> <p>Antonymy: left-right, king queen</p> <p>Meronymy: married (betrothed-intended-affianced)</p> <p>Collocation : imminent threat, pretty pathetic, spotlight</p>
Scene 7	30	<p>Personal reference: we, him, I, you, your, we, it, they, my, he, me, them</p> <p>Demonstrative reference: the, that, this, here</p> <p>Nominal ellipsis: a meal</p> <p>Adversative conjunction: rather</p> <p>Repetition: danger, stay for dinner, king, mistake, war, never, son, rule</p> <p>Synonymy: run-get away, meal-snack</p> <p>Antonymy: sit-run</p> <p>Collocation : bloodline</p>
Scene 8	33	<p>Personal reference: him, I, he, my, you, me, your, us, we, our, them</p> <p>Demonstrative reference: that, the, those, there</p> <p>Comparative reference: more than, scareder</p> <p>Nominal ellipsis: brave</p> <p>Verbal ellipsis: scared</p> <p>Additive conjunction: and</p> <p>Adversative conjunction: but</p> <p>Repetition: cub, look, brave, scared, right, kings, look, keep looking, stars</p> <p>Synonymy : danger-jeopardized</p>

Scene 9	30	Personal reference: me, you, I, he, him, your, they, we, us, yours, it Demonstrative reference: this, the, those, that Comparative reference: stronger Additive conjunction: and Adversative conjunction: but Temporal conjunction: next time Repetition: eat, kill, hunting, be prepared, ambition Synonymy: wonder-great, powerful-very brave, respected-saluted, want-need Antonymy: give-take Collocation : tenacity spanning
Scene 10	35	Personal reference: my, me, we, I, you, him, it, he, your, their, his, them, we, she Demonstrative reference: here, there, that, this, these, the Verbal ellipsis: mean Additive conjunction: and Adversative conjunction: but Repetition: gift, forget, gorge, help, run away, kill, cub Antonymy: never-ever, down-above Hyponymy: family member (son-father-mother)
Scene 11	14	Personal reference: I, it, our, them, your, we Demonstrative reference: the, this Comparative reference: greatest Additive conjunction: and Additive conjunction: but Repetition: tragedy Synonymy: gone-death, great-glorious
Scene 12	60	Personal reference: I, it, you, me, we, your, him, he, his, my, our, them, us, they Demonstrative reference: the, here, that, there, these, this, Comparative reference: bigger, closer, best Nominal substitution: one Additive conjunction: and Adversative conjunction: but, yet Temporal conjunction: meanwhile, next Repetition: lion, get one, wait, keep, side, help, change, hakuna matata, count, motto, zebra, eat, slimmy, satisfying, think, sorry, look, stop, better, saved, problem, live, insisted Synonymy: look-see, terrible-bad, nice-beautiful Antonymy: right-wrong, mess-clean, little-big, past-future
Scene 13	23	Personal reference: us, you, I, we, it, our, him, me, my, they, he Demonstrative reference: the, here, this. Nominal substitution: one Additive conjunction: and Adversative conjunction: but Temporal conjunction: then Repetition: home, selfish Antonymy: leave-stay Hyponymy: crown (king-queen)
Scene 14	24	Personal reference: I, you, him, he, it, we, your, yourself, me, my, us Demonstrative reference: that, the, there, this Additive conjunction: and Adversative conjunction: but, I mean Temporal conjunction: then Repetition: circle, gonna get, line, meaningless, circle
Scene 15	19	Personal reference: you, I, they, me, us, it Demonstrative reference: the, there, those, that Adversative conjunction: and Repetition: that's insane, watching over us, fireflies, wonder

		Synonymy: watching over-looking out
		Antonymy: end-start, dead-alive
		Hyponymy: insects (fireflies-termites-crickets-grubs)
Scene 16	32	Personal reference: your, I, you, me, it, we, my, she, they, he, our, us
		Demonstrative reference: there, this, the, that, here
		Verbal substitution: does
		Nominal ellipsis: simba
		Verbal ellipsis: stay
		Additive conjunction: and
		Adversative conjunction: but
		Repetition: run, dead, bestfriend, love, tonight
		Synonymy: incredible-amazing, beautiful-great
		Antonymy: never-ever, leave-stay
		Collocation: sound like
Scene 17	21	Personal reference: my, your, he, she, me, I, you, him
		Demonstrative reference: the
		Nominal substitution: one
		Clausal ellipsis: take my place in the circle of life
		Additive conjunction: and
		Repetition: question, confused, see, remember, nobody
		Synonymy: come on- let's go, look-see, quickly-hurry
		Antonymy: died-alive, quickly-slow down
Scene 18	37	Personal reference: I, you, me, my, it, our, we, him, us, them
		Demonstrative reference: here, this, that, the
		Verbal substitution: do, did
		Verbal ellipsis: fight
		Clausal ellipsis: protect everything the light touches
		Additive conjunction: and
		Adversative conjunction: but
		Causal conjunction: because
		Temporal conjunction: then
		Repetition: home, murderer, chubby, mercy, fooled, line, eyes, run, got
		Synonymy: concerned-worried, plumb-cubby
		Antonymy: truth-lies
		Hyponymy: family member (son-mother-father-brother-uncle)
		Collocation: revolting scavengers, gets old

TOTAL 511

The realization of cohesive devices used in The Lion King Movie script was semantic concept between lexical and grammatical cohesion devices, this referred to the relationship meaning that exists within or outside the text. The cohesion within the text used to indicate by the unity of dialogue into another. It can be known that between dialogue into other dialogue constructed by cohesive devices. Reference in grammatical cohesion divided into demonstrative reference, personal reference and comparative reference. Demonstrative reference classified into selective nominal such as that, those, this, these, here, there and non selective nominal such as the. Comparative reference classified into numerative such as more than, as long as and identity such as some, others. While, personal reference such as I, you, they, we, she, he, it, my, their, our, your, his, her. The dominant used in the script was personal reference because they explained interaction of people. In personal reference classified into exophora, anaphora and cataphora. In the script was found exophora that used to refer the context of situation which did not name anything. Anaphora that used reference to preceding text and cataphora that used reference to following text. Nominal substitution such as one and verbal substitution such as “do” and “did” have applied in the script. because it used to replacement of lingual unit that categorized nominal or verbal with other part lingual that have same category. Clausal substitution which did not occur in the 18 scenes of script. Nominal, verbal and clausal ellipsis also applied in the script because they used for omitting part of sentence. Meanwhile conjunction category, adversative such “but” and additive such as “and” were the most frequent used in the script. Temporal

conjunction such as “then” have appeared four times and “meanwhile” and “next” have appeared in one times.

Additive, adversative, causal and temporal conjunction was found in the script because they used to connect a word and build up the meaning of sentence. Meanwhile, lexical cohesion devices used to connect between two sentence that still relate to each other to create more cohesive by add lexical devices such as repetition, synonymy, antonymy, hyponymy, meronymy and collocation. The most types of lexical used was repetition. Repetition have applied in 17 scenes of script. Synonymy, antonymy, hyponymy and collocation also applied in the script. Meronymy only applied two times in scene 4 and scene 6. The factor influenced cohesion in the lion king movie script is reference because it can be cohesive when two or more expressions in the text refer to the same person, thing or idea in the movie. Ellipsis because it can be used to avoid the repetition of a lexical item and is able to draw on the grammatical resources of the language to replace the item. Substitution because it can be used for the omission of words, groups or clauses. Conjunction because it can be used to describe the cohesive tie between clauses or sections of text in such way as to demonstrate a meaningful relationship between them. Lexical cohesive divided into repetition because it used to rewrite an item in preceding element in an exactly the same form and meaning in the following element. Synonymy because it used to another word that still has same meaning. Antonymy because it used to opposite or contrastive meaning word. Hyponymy because it used to create the link with the general item word or phrase. Meronymy because it can be used to describe a part whole relationship between lexical items. Collocation because it used to regular combination of words in which to fulfill the meaning and these words must be appearing together.

IV. SUGGESTION AND CONCLUSION

Referred to the findings and discussions, it can be concluded that there were 511 ties of lexical and grammatical cohesive devices which found in the script. Grammatical cohesion was divided into 11 cohesive devices which are personal reference, demonstrative reference, comparative reference, verbal substitution, nominal ellipsis, verbal ellipsis, clausal ellipsis, additive conjunction, adversative conjunction, causal conjunction and temporal conjunction. While lexical cohesion was divided into 6 cohesive devices which are repetition, synonymy, antonymy, hyponymy, meronymy, and collocation. The most types of grammatical used were reference. The realization of cohesive devices used in The Lion King Movie script was semantic concept. Cohesion must be able to understand because it was important elements writing in good sentence and enable people writing systematically. The factor why cohesive devices found in The Lion King Movie script were reference because reference refer person or thing in the movie. Ellipsis because it used to omit words or clause to avoid repetition. Substitution because it can be used to substitute words, groups or clauses. Conjunction because it can be used connect two sentences to get meaningful both two sentences. Last was lexical cohesion because to create cohesiveness meaning within sentence.

Referred to the conclusions above, some suggestions were stated as the following: (1) For the students, can encourage to learn more extensive knowledge about grammatical cohesion and lexical cohesion. (2) For the teachers, this study as a reference to improve knowledge about grammatical cohesion and lexical cohesion, and the script can be choosing as the appropriate media for their students carefully related lexical and grammatical cohesion in the script. (3) For the researcher, researcher recommends to other researchers that they should do some related researches in another object and in more in-depth, further, and better techniques.

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