

**GRAMMATICAL AND LEXICAL COHESION IN *THE
CHRISTMAS PIG* NOVEL BY J.K. ROWLING**

THESIS

By:

Yeshica Aprilia Nur Afifah

NIM 18320146



**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2024**

**GRAMMATICAL AND LEXICAL COHESION IN *THE
CHRISTMAS PIG* NOVEL BY J.K. ROWLING**

THESIS

Presented to

Universitas Islam Negeri Maulana Malik Ibrahim Malang
in Partial Fulfilment of the Requirements for the Degree of *Sarjana Sastra* (S.S.)

By:

Yeshica Aprilia Nur Afifah

NIM. 18320146

Advisors:

Dr. Agus Eko Cahyono, M.Pd.

NIP 198208112011011008



**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2024**

STATEMENT OF AUTHORSHIP

I state this thesis entitled “**Grammatical and Lexical Cohesion in The Christmas Pig Novel by J.K. Rowling**” Is my original work. I do not include any previously written materials published by another person, except those cited as references and written in the bibliography. At this moment, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 25th March 2024

The Researcher,



Yeshica Aprilia Nur Afifah

NIM 18320146

APPROVAL SHEET

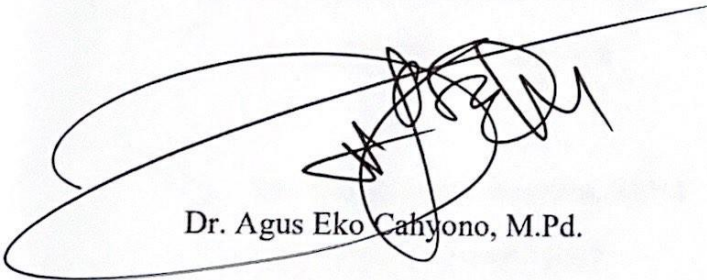
This is to certify that Yeshica Aprilia Nur Afifah's thesis entitled **Grammatical and Lexical Cohesion in *The Christmas Pig* Novel by J.K. Rowling** has been approved for thesis examination at Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of Sarjana Sastra (S.S.).

Malang, 26th March 2024

Approved by,

Advisor,

Head of Department of English
Literature,



Dr. Agus Eko Cahyono, M.Pd.

NIP 198208112011011008


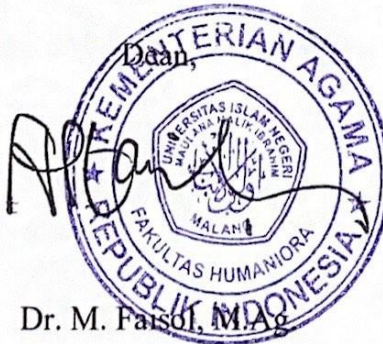


Ribut Wahyudi, M.Ed., Ph.D.

NIP 198112052011011007

Acknowledged by

Dean,



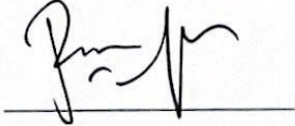

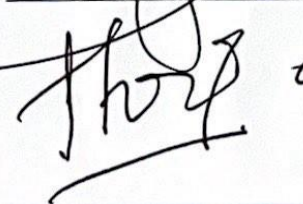
Dr. M. Faisol, M.A.g

NIP 197411012003121003

LEGITIMATION SHEET

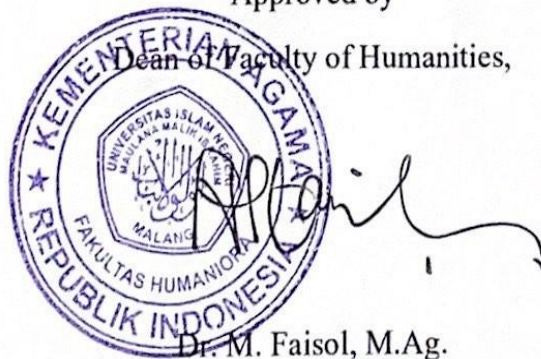
This is to certify that thesis entitled **Grammatical and Lexical Cohesion in *The Christmas Pig Novel* by J.K. Rowling** has been approved by the Board of Examiners as one of the requirements for the degree of Sarjana Sastra (S.S.) in Department of English Literature.

Malang, 20th May 2024

Board of Examiners		Signatures
1. Dr. Rohmani Nur Indah, M.Pd NIP. 197609102003122011	(Chair)	
2. Dr. Agus Eko Cahyono, M.Pd NIP. 198208112011011008	(First Examiner)	
3. Dr. Ika Farihah Hentihu, M.Pd NIP 197003071999032002	(Second Examiner)	

Approved by

Dean of Faculty of Humanities,



Dr. M. Faisol, M.Ag.
NIP 197411012003121003

MOTTO

“Humanity above everything”

-Woodrow Wilson-

DEDICATION

I proudly dedicate this thesis to my beloved husband, parents, family, and friends, who always supported me through my ups and downs while completing my thesis until I made it possible to reach this step.

ACKNOWLEDGEMENT

First of all, we should praise Allah SWT, who has endowed his blessings on us. From his exceptional mercy, he has given to the researcher so she can complete this thesis entitled “Grammatical and Lexical Cohesion in *The Christmas Pig* Novel by J.K. Rowling” to achieve the Degree of Sarjana Sastra. Second of all, sholawats and salam also present to the prophet Muhammad SAW guides us from the dark era into the bright era.

I would give my most enormous gratitude to my husband, Achmad Achsana Matswaaya, who has always been super patient with me and provided his 100% support during my hard time finishing this thesis. Furthermore, I genuinely be grateful and would express my affection for having my parents, Kardi and Winarti, as my guardian angels who never demand anything from their daughter but pray for the best so I can have the strength to finish my education. Lastly, thank you to my little sister, Belicia, for coloring my life with her funny actions, who always entertains me whenever I am at my lowest point.

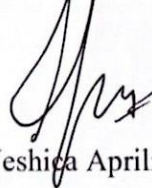
Furthermore, I would deliver my biggest gratitude to my advisor, Mr. Dr. Agus Eko Cahyono, M.Pd., who has provided his presence in guiding, directing, and motivating the author so she can finally finish her thesis. Likewise, I want to thank The Dean, lecturers, and all staff of the Faculty of Humanities UIN Maulana Malik Ibrahim Malang have provided facilities for my education, and lecturers have educated me on English literature these past five years.

Lastly, the love I would deliver to all my beloved friends and *Prevengers team*; you guys are the reason I can live happily in Malang. Thank you for never giving up on my bad habits and always being there for me whenever I need help. Thank you for all the laughs and tears that we have been through for these past five years. I will always thank my Bikini Bottom friends for your existence so I can feel safe and not alone when facing many obstacles. You guys know who you are.

In sum, I hope this research can assist those who need future reflection, although this research is not perfect and is far from perfect. The researcher is open to any suggestions and criticism.

Malang, 25th March 2024

The Researcher,



Yeshica Aprilia Nur Afifah

ABSTRACT

Afifah, Yeshica Aprilia Nur (2024) Grammatical and Lexical Cohesion in The Christmas Pig Novel by J.K Rowling. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. Agus Eko Cahyono, M.Pd.

Keywords: Linguistics, Grammatical Cohesion, Lexical Cohesion

This research aims to examine the types of Grammatical and Lexical Cohesion used by the characters in the novel *The Christmas Pig*, by J.K Rowling. This research helps readers understand the author's message in various forms of writing and understand the content of a literary work, especially novels. It examines how the main character Jack utilizes grammatical and lexical cohesion in J.K. Rowling's novel, *The Christmas Pig*, uses Halliday and Hassan's (1976) theory of grammatical and lexical cohesion. In addition, it used descriptive qualitative research methods. The findings are that the characters in the novel use all types of grammatical and lexical cohesion. Then, the character Jack makes use of grammatical and lexical cohesion in every conversation he has with other characters. On the other hand, this research contributes to adding sources or research on grammatical and lexical cohesion with novels as the object. The data used in this research are words, clauses and sentences related to Jack as the main actor in this novel. Then, the data must contain grammatical cohesion or lexicality that is in accordance with the theory used, namely by Halliday & Hasan (1976). Grammatical cohesion in the novel is references, clause substitutions and nominals, as well as clause ellipsis. Then the lexical cohesion found is the lexical cohesion of reproductive types, synonyms, superordinates and general words.

مستخلص البحث

عفيفة، يشيكا أبريليا نور(٢٠٢٣) التماسك النحوي والمعجمي في رواية خنزير عيد الميلاد بقلم جيه كيه رولينج: نظرية التماسك النحوي والمعجمي. أطروحة جامعية. قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة الإسلام نيجري مولانا مالك إبراهيم مالانج. المستشار: د. أجوس إيكو كايونو، الكلمات المفتاحية: اللغويات، التماسك النحوي، التماسك المعجمي

يهدف هذا البحث إلى التعرف على أنواع التماسك النحوي والمعجمي لدى شخصيات رواية خنزير الكريسماس للكاتب جيه كيه رولينج. يساعد هذا البحث القراء على تفسير رسالة المؤلف بمختلف أشكال الكتابة وفهم محتوى العمل الأدبي وخاصة الروايات. يدرس الباحثون كيف تستخدم الشخصية الرئيسية جاك التماسك النحوي والمعجمي في رواية ج. ك. تستخدم رواية رولينج، خنزير عيد الميلاد، نظرية هاليداي وحسن حول التماسك النحوي والمعجمي. وبالإضافة إلى ذلك، استخدم الباحثون أساليب البحث النوعي (1976) الوصفي. ومن النتائج التي توصل إليها الباحثون في هذا البحث أن الشخصيات في الرواية تستخدم كافة أنواع التماسك النحوي والمعجمي. بعد ذلك، تستفيد شخصية جاك من التماسك النحوي والمعجمي في كل محادثة يجريها مع الشخصيات الأخرى. ومن ناحية أخرى، يساهم هذا البحث في إضافة مصادر أو أبحاث حول التماسك النحوي والمعجمي للروايات باعتبارها المفعول به. البيانات المستخدمة في هذا البحث هي الكلمات والجمل المتعلقة بجاك باعتباره الممثل الرئيسي في هذه الرواية. ومن ثم يجب أن تحتوي البيانات على تماسك نحوي أو معجمي يتوافق مع النظرية المستخدمة وهي هاليداي وحسن (1976). (والتماسك النحوي الذي تحتويه الرواية هو الإحالات، والجمللة والبدائل الاسمية، والجمللة الحذفية. ثم وجد التماسك المعجمي هو التماسك المعجمي في أنواع التكرار والمرادفات والكلمات العليا والكلمات الشائعة

ABSTRAK

Afifah, Yeshica Aprilia Nur (2023) "Koehsi gramatikal dan koehsi leksikal pada novel *The Christmas Pig* karya J.K. Rowling. Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Agus Eko Cahyono, M.Pd.

Kata Kunci: Linguistik, Koehsi gramatikal, Koehsi Leksikal

Penelitian ini bertujuan untuk meneliti tentang jenis-jenis Koehsi Gramatikal dan Leksikal yang digunakan oleh para tokoh pada novel *The Christmas Pig*, oleh J.K Rowling. Penelitian ini membantu pembaca dalam menafsirkan pesan pengarang dalam berbagai bentuk tulisan dan memahami isi suatu karya sastra, khususnya novel. Peneliti meneliti tentang bagaimana tokoh utama Jack, memanfaatkan koehsi gramatikal dan leksikal dalam J.K. Novel Rowling, *The Christmas Pig* dengan menggunakan teori koehsi gramatikal dan leksikal milik Halliday dan Hassan (1976). Selain itu, peneliti menggunakan metode penelitian kualitatif deskriptif. Temuan yang ditemukan peneliti dalam penelitian ini adalah, para tokoh yang terdapat pada novel menggunakan semua jenis dari koehsi gramatikal dan leksikal. Lalu, tokoh Jack memanfaatkan penggunaan koehsi gramatikal dan leksikal dalam setiap percakapannya dengan tokoh lain. Di sisi lain, penelitian ini berkontribusi untuk menambah sumber atau penelitian tentang koehsi gramatikal dan leksikal dengan novel sebagai objeknya. Data yang digunakan pada penelitian ini berupa kata, klausa dan kalimat yang berkaitan dengan Jack selaku pelaku utama dalam novel ini. Lalu, data tersebut harus mengandung koehsi atau leksikal gramatikal yang sesuai dengan teori yang digunakan yaitu oleh Halliday & Hasan (1976). Koehsi gramatikal yang terdapat dalam novel adalah referensi, substitusi klausa dan nominal, serta elipsis klausa. Kemudian koehsi leksikal yang ditemukan adalah koehsi leksikal jenis pengulangan, sinonim, superordinat, dan kata umum.

TABLE OF CONTENTS

THESIS COVER	i
STATEMENT OF AUTHORSHIP	Error! Bookmark not defined.
APPROVAL SHEET	Error! Bookmark not defined.
LEGITIMATION SHEET	Error! Bookmark not defined.
MOTTO	Error! Bookmark not defined.
DEDICATION	v
ACKNOWLEDGEMENT	vi
ABSTRACT	ix
البحث مستخلص.....	x
ABSTRAK	xi
TABLE OF CONTENT	xii
CHAPTER: I INTRODUCTION	1
A. Background of the study	1
B. Problem of the study	9
C. Significance of the study	9
D. Scope and limitation.....	9
E. Definition of key terms	10
CHAPTER: II REVIEW OF RELATED LITERATURE	12
A. Pragmatic.....	12
B. Cohesion.....	13
C. Halliday & Hasan’s Cohesion.....	13
D. Thornbury Theory	14
E. Eggins Theory	14
F. Grammatical Cohesion.....	15
1. Reference.....	15
2. Subtitution.....	16
3. Ellipsis.....	17
G. Lexical Cohesion.....	18

1. Reiteration.....	18
2. Repetition.....	19
3. Synonym or near synonym.....	20
4. Superordinate.....	21
5. General word.....	22
CHAPTER III RESEARCH METHOD.....	23
A. Research Design.....	23
B. Research Instrument.....	23
C. Data & Data Source	24
D. Data Collection.....	24
E. Data Analysis	25
CHAPTER IV FINDING AND DISCUSSION.....	26
A. Finding	26
1. The types of grammatical and lexical cohesion used in The Christmas Pic Novel by J.K Rowling.....	27
2. The grammatical and lexical cohesion used by Jack as the main character in The Christmas Pi Novel by J.K Rowling	44
B. Discussion	49
CHAPTER V CONCLUSION AND SUGGESTION	53
A. Conclusion.....	54
B. Suggestion.....	55
Bibliography.....	56
CURRICULUM VITAE	58
APPENDIX	

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing techniques are one factor that influences the value of literature, especially novels. One of the techniques used to write literature is cohesion. Cohesion in text refers to a formal connection that creates a unified 'bond,' linking the elements of the text (Brown & Yule, 1983). As cohesion is tied to the structural meaning of text content according to Halliday & Hasan (1976), it aids readers in interpreting the author's message in various written forms like novels, poetry, news, speeches, etc. One of them is novel which contains of interested language elements in conveying message. The language exhibits intriguing features, encompassing words, phrases, and sentences to generate a cohesive discourse. The cohesion's element reveals the plot and storyline to clarify reader understanding.

Another essential of cohesion is to help readers understand the content of a literary work, particularly the novel. Moreno (2019), suggests that the cohesion aspect of the model for the structure of written text is crucial in aiding readers' comprehension of relevance and coherence during the reading process. The structural connection between presupposing and presupposed elements may vary, yet the concept of a coherent relationship remains consistent. As a result, cohesion on semantic term influenced by the interpretation of others, happened when the interpretation of certain parts in a discourse (Halliday & Hasan, 1976). All in all, cohesion is viewed as an element within the discourse domain, addressing the linguistic connections present in utterances that form discourse (Richards, 2018)

Cohesion, in turn, also has an important forming element. Cohesion involves grammar and vocabulary; According to Halliday and Hassan (1976), formal cohesion encompasses grammar and vocabulary. In alignment with Halliday and Hasan, cohesion represents both grammatical and lexical connections among various components within a text, which could manifest as relationships between different sentences, within a single sentence, or across different sentences in one passage (Richards et al., 2018). Grammatical cohesion encompasses reference, ellipsis, and substitution. Lexical cohesion, identified as the realm of the most significant grammatical unit, is expressed through a blend of lexical and grammatical systems that employ specific resources to transcend sentence boundaries (Halliday & Matthiessen, 2004). Lexical cohesion is pictured by collocation and reiteration. Reiteration can be segmented into distinct components, including repetition, synonyms, superordinate terms, and general words. Hence, examining cohesive devices in a text unveils the way writers articulate their thoughts, playing a pivotal role in assessing the correctness of written content. Employing cohesive devices is particularly crucial in a text, notably in a novel.

In written text, such as a cohesive analysis novel, it gives another point of view on how the writer sets out what they want to say. As noted by Rahimi and Ebrahimi (2012), the analysis of the cohesive device gives a broader insight into how the writer sets what they want to say and may be important in the reader's assessment of whether the writing is well written. A novel is one of the world's most known literature forms. A novel is characterized as a narrative encompassing numerous events, a complex storyline, and a variety of characters, settings, themes,

perspectives, and interpretations (Sumardjo, 1998). On the other hand, as per Taylor (1981), a novel is generally an extensive and intricate piece of literature that mirrors aspects of equality, human values, experience, or activity.

The novel is intricately linked to human experience or the author's connection with specific communities based on previous rationale. It is a literary work that narrates a story, aiming to provide entertainment for the reader. Despite the significance of experience and life issues in a novel, fiction must still encompass a compelling narrative, a well-structured form, and serve an artistic purpose (Wellek & Warren, 1948). The researcher is keen on scrutinizing the textual form of novels from various perspectives. While novels are commonly studied in literary contexts, the researcher is approaching them from a linguistic standpoint, particularly delving into the study of semantic combinations and discourse analysis, as outlined by Fowler (2013), introducing linguistic innovations that further explore literary criticism in an original and analytical manner.

In this study, the researcher analyzed novel by J.K Rowling as the object of the study, entitled *The Christmas Pig* by J.K Rowling. J.K. Rowling is a well-known writer for Harry Potter series of books. However, on October 12, 2021, she released her first children's book entitle *The Christmas Pig*. The book story is about a favorite toy as a child, Dur Pig. In her work, "The Christmas Pig," J.K. Rowling introduces Jack, a character who encounters a multitude of magical events on Christmas Eve. On this special night, Jack discovers that everything, including his toys at home, comes to life. Jack's new toy, Dur Pig, sets out on an enchanting quest to recover something he has lost and rescue his closest companion.

The object of this study as mentioned above, is the first children novel that is authored by the greatest writer J.K. Rowling who also the author of the masterpiece and bestseller book, Harry Potter. The use of vocabulary and language style in this novel feels very different from previous novels. This can be seen in the use of frequently repeated vocabulary and sentences that are easy for readers to understand. Of course this was not carried out by the author without reason. This kind of language style is a challenge in itself for J.K. Rowling because once again, this book is her first children's book. On the book 'Harry Potter' for example, she often used a lot of difficult vocabulary with various anaphors. However, in this novel, she wrote in a way that is easy for children to understand. J.K. Rowling thinks that children have limited vocabularies, ways of communicating that are still as they are, emotional outbursts that are not yet fully controlled. This is a challenge for the author and is actually something unique that needs to be studied further by researchers using the research subjects used in this research.

Various studies have explored the utilization of cohesion, focusing on both grammatical and lexical aspects. Tambunan et al. (2019) conducted the initial study, investigating the grammatical usage in Thai newspapers. This research applies Halliday and Hasan's (1976) grammatical cohesion theory and Halliday and Matthiesen's (2014) conjunctive theory system. The data were collected from Thai Cave Rescue News featured in newspapers such as the British Broadcasting Corporation, Russia Today, France 24, Voice of America, and China Central Television. The study identifies numerous types of grammatical cohesion, with reference being the most prevalent. The findings suggest that news texts seldom

employ other forms of grammatical cohesion, particularly ellipsis and potential substitutions in writing, as most scholars argue that both ellipsis and common substitutions are more common in spoken language.

Moreover, diverse studies have endeavored to explore cohesion from various perspectives. He (2020) conducted an analysis of cohesion, unveiling the cohesion features in English writing among both L1 and L2 university students. Another study by Ahmad (2019) delved into the linguistic students' usage in writing scientific studies, surveying their texts and identifying disparities in their grasp of cohesive elements. Meanwhile, Emilia et al. (2018) undertook an analysis of cohesion in exposition texts authored by eleventh-grade students at a school in Bandung, Indonesia, utilizing Systemic Functional Linguistics (SFL) to analyze the texts of 32 students.

Research on systemic cohesion in social media conversations, specifically on Twitter and Facebook is conducted by Muttaqien et al. (2019), employing the theoretical framework of Halliday and Hasan (1976). Sa'diyah (2018) explored the use of cohesive devices in viral Instagram videos in her thesis, utilizing Halliday and Hasan's (1976) theory. Kirana (2020) and Rositasari (2019) separately examined cohesion and coherence in the abstracts of undergraduate theses in the English Department, each in a different location, and both applied Halliday and Hasan's (1976) cohesion theory. Natory (2020) investigated cohesion devices in political speeches, focusing on elements contributing to lexical cohesion in the political domain, with her analysis centering on Boris Johnson's speech, revealing a prevalence of repetition elements. Astariani (2020) analyzed cohesive devices in

the anecdote "Good-bye" using Halliday and Hasan's theory, noting that not all types of cohesive devices were employed in the narrative.

Additionally, Lisky and Taopan (2017) examined cohesion markers in Pos Kupang Daily's Tapaleuk rubric. Their study reveals that the Tapaleuk rubric employs four grammatical cohesion aspects: references, substitutions, ellipsis, and conjunctions. These aspects function as markers of grammatical cohesion across inter-clause, sentence, and inter-paragraph levels. Besides grammatical cohesion, there is also lexical cohesion, encompassing repetition, collocation, hyponyms, metonyms, antonyms, and synonyms. Each facet of lexical cohesion serves as a marker between sentences and paragraphs, contributing to a cohesive and unified discourse.

In short, all previous research uses cohesion theory. Just like the present research. However, this study focuses on grammatical and lexical cohesion as the tool to analyze the data. The researcher refers to the related previous studies in order to keep it relevant and reliable. The researcher does not conduct this study in common cohesion discussion. However, this study analyzes specifically the data by using words, phrases, and sentences in novel. The researcher presents an innovation in grammatical and lexical cohesion research because it is different in choosing data sources, where the data source chosen by the researcher is a novel. This type of data source is the factor that gives rise to this research's novelty. The researcher examines the used of grammatical and lexical cohesion in *The Christmas Pig's* novel.

Language properties explain how language is used in a work. For example, the use of standard or modern language. Take, for example, the use of raw or modern language. A characteristic feature is using of linguistic rules in a particular text, such as pronouns, connecting words, adverbs, conjunctions, phrases, and so on. Then, each work must have different styles of speech from each other.

J. K Rowling's Christmas pig novel had a variety of linguistic styles. It's got a lot of pronouns, contacts, and so on. Apart from that, the language used in this novel is also enjoyable. This novel uses language that is easy to understand because it uses language that is commonly used every day. So, that both children and adult readers can easily understand the content of the story.

The Christmas Pig's novel has many unique things in it. Ranging from a background in 1996 to 2062. Therefore, it has the classic down to modern nuances. Besides, considering it's a child novel with a fantasy genre, it's a lot of interesting stuff. Some of their characters are not human but puppets and other inanimate things. Among them was Dur Pig (DP), the favorite pig of the lead character in the story, Jack. Then, Christmas Pig (CP), the new doll that accompanied Jack on his journey to find Dur Pig (DP).

J.K. Rowling (born July 31, 1965, Yate, near Bristol, England) British author, creator of the popular and critically acclaimed Harry Potter series, about a young sorcerer in training. The first book in the Harry Potter series, *Harry Potter and the Philosopher's Stone* (1997; also published as *Harry Potter and the Sorcerer's Stone*), was released under the name J.K. Rowling. (Her publisher

recommended a gender-neutral pen name; born Joanne Rowling, she used J.K., adding the middle name Kathleen.

The book was an immediate success, appealing to both children, who were its intended audience, and adults. Featuring vivid descriptions and an imaginative story line, it followed the adventures of the unlikely hero Harry Potter, a lonely orphan who discovers that he is actually a wizard and enrolls in the Hogwarts School of Witchcraft and Wizardry. The book received numerous awards, including the British Book Award. Succeeding volumes *Harry Potter and the Chamber of Secrets* (1998), *Harry Potter and the Prisoner of Azkaban* (1999), *Harry Potter and the Goblet of Fire* (2000), *Harry Potter and the Order of the Phoenix* (2003), and *Harry Potter and the Half-Blood Prince* (2005) also were best sellers, available in more than 200 countries and some 60 languages. The seventh and final novel in the series, *Harry Potter and the Deathly Hallows*, was released in 2007.

During this time, J. K Rowling was famous for the works of Harry Potter fantasies. Her latest book, however, is unique in that it is the first book of children that she has published. Called *The Christmas Pig*, which tells about losing to happiness. J. K Rowling wrote the book very well. Because the language used is the vernacular language. So, it is easy to understand by readers of all ages. The readability and fascinating use of the language has led researchers to select the novel for study. Another reason is, because it is different from the previous novels of J. K Rowling.

B. Problems of the Study

This research consists of two research questions in order to carry out the research as follows:

1. What are the types of grammatical and lexical cohesion used in *The Christmas Pig* novel by J.K Rowling?
2. How are the grammatical and lexical cohesion used by the main character in *The Christmas Pig* novel by J.K Rowling?

C. Significance of the study

This research aims to provide theoretical and practical assistance. The goal is to contribute to resources in the field of linguistics, specifically in discourse analysis. On a practical level, the study aims to enhance readers' comprehension of written discourse, especially in novels. Additionally, it aspires to serve as a model for future discourse analysis research. This study also expects to find how grammatical and lexical cohesion used to build characteristics of Jack in the novel *The Christmas Pig*.

D. Scope and Limitation

This study focuses on investigating the cohesive elements within the text. The researcher explored both grammatical and lexical cohesion in J.K. Rowling's novel, "The Christmas Pig," published on October 12, 2021. The study's limitation lies in solely identifying the types and functions of grammatical and lexical cohesion using Halliday and Hasan's theory (1976). Grammatical cohesion, as per

Halliday and Hasan, encompasses reference, substitution, ellipsis, and conjunctions. Lexical cohesion includes repetition, synonym, superordinate, and general words.

E. Definition of Key Terms

The researcher gave some key terms in this study and the explanation to clarify readers.

1. Grammatical Cohesion

Grammatical cohesion is constructed by the grammatical when structures each component ties to each other. Grammatical cohesion concerns with reference, situation, ellipsis, and conjunction (Halliday & Hasan, 1976).

2. Lexical Cohesion

Lexical cohesion, according to Halliday & Matthiessen (2004), pertains to the highest-ranking grammatical unit and is expressed through a blend of lexical and grammatical systems, utilizing specific resources to transcend sentence boundaries. It is manifested through reiteration and collocation, with reiteration further categorized into repetition, synonym, superordinate, and general words.

3. *The Christmas Pig's* Novel

The Christmas Pig is the first children's book that is authored by J.K. Rowling and published on October 12, 2021. This novel narrates the story of Jack, the protagonist, and his cherished childhood toy, Dur Pig. In "The Christmas Pig," Jack encounters enchanting magic on Christmas Eve when

everything, including his toys, comes to life. Jack's new toy, Dur Pig, devises a magical journey to recover a lost item and rescue his closest companion.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this session, the researcher aims to explain theoretical foundations that is used in this research. The researcher found out that that Halliday and Hasan (1976) is the most suitable theory concerning to the topic of Grammatical and Lexical Cohesion.

A. Pragmatics

Literary pragmatics signifies a field of inquiry that investigates the influences that endeavor to exert on their audience in pursuit of establishing a working cooperation by employing the properties of language. Such influences require precise consideration of the conditions of use of these properties when addressed to a specific audience, including consumers of literary work. Pragmatics considers three things that cover the knowledge of its fields. The first one, the meaning between listener and speaker, is negotiated. Pragmatics contexts show utterance through interactions by language usage and find out the potential of the utterance itself (Yule and Brown, 1983)

Additionally, MacMahon (2014, p. 90) assumes that it is essential to have a pragmatics of communication and interpretation. Without such a theory, stylistic approaches, which concentrate only on form, unavoidably fall into difficulties to account for why a specific form should have certain influence in a particular context. It has been suggested that there are two chief concerns of those fascinated by the relation between pragmatics and literature. Firstly, there is the utilization of pragmatic theory in the analysis of the language of individual literary texts, so as to

elucidate certain facet of how meaning is expressed, how characters interact or how the author or narrator of a text interacts with the reader. In other words, these frameworks borrow some aspect of pragmatic meaning and use it as their method and certain literary texts as their data. Secondly, the resources of some pragmatic theories proved that the resources can help author or narrator to understand the pragmatic meaning and usage.

B. Cohesion

Cohesion is defined as a formal relationship within text creating a cohesive bond binds the elements together (Brown & Yule, 1983, p.1). The elements of presupposing and presupposed may or may not share a structural connection, yet the concept of a coherent relationship remains constant. Coherence, in semantic terms, occurs when the interpretation of certain discourse parts is influenced by others (Halliday & Hasan, 1976, p.4). Therefore, cohesion is regarded as an integral part of the discourse field, focusing on the language relationship within utterances composing discourse (Cutting, 2002).

C. Halliday & Hasan's Cohesion

Halliday and Hasan's "Cohesion in English" in 1976 established the groundwork for text linguistics. Cohesion, as per their definition, refers to the linguistic tools available to create texture (Halliday and Hasan, 1976, p.2). Texture, in this context, signifies the property of a text being a coherent whole

rather than a series of disconnected sentences. Cohesion manifests where the interpretation of one element in the text depends on another, with each presupposing the other. According to Halliday and Hasan (1976, p.4), the configuration of cohesion shapes and delineates a text, encompassing both grammatical and lexical cohesion.

D. Thornbury Theory

The concept of cohesion in semantics refers to the relationship between the meanings in the text and defines them as text. Cohesion occurs when the interpretation of certain elements in the discourse depends on the interpretation of other elements. Next, the text is made cohesive, and these cohesive devices also called libel devices are traditionally classified at a degree of lexicon, grammar, and discourse or rhetoric (Thornbury, 2005).

Lexical coherence is the earliest cohesive device. The selection of lexical items results in lexical coherence. Word repetition and lexical chaining of related concepts are how it is expressed. Words from the same semantic field, lexical chains, lists, synonyms, antonyms, word families, and substitution with one/ones are the several categories that make up lexical cohesion (Thornbury, 2005).

E. Eggins Theory

The two categories of grammatical coherence are reference pronouns and articles usage of so, not, do/does/did, and other similar substitutions for sentence elements; clause elements with an ellipsis; conjuncts, sometimes known as linkers;

comparatives; and tenses. The logical meaning of elaboration, expansion, and enhancement is expressed by conjunctions (Egins, 2004).

Egins contends that what is distinctive to systemic linguistics Albeit related to text grammarians, discourse analysis, sociolinguistics, ethnography of speaking, and CDA is that it seeks to develop both a theory about language as a social process AND an analytical methodology that permits the detailed and systematic description of language patterns. As such, Egins claims that this book explores both the systemic model of language that includes of what language is, how it works, and techniques for analyzing different aspects of the language system and analysis of reference, transitivity, cohesion, mood, and theme.

F. Grammatical Cohesion

As per Halliday and Hassan (1976, p.5), the formation of cohesion incorporates both grammar and vocabulary elements. Aligning with Halliday and Hasan's perspective, cohesion represents a connection of both grammatical and lexical aspects among various parts within a text, encompassing relationships between different sentences, within a single sentence, or across different sentences in one passage (Richards et al., 2002, p.148). Grammatical cohesion involves reference, ellipsis, and substitution.

a) Reference

Cohesion functions through referencing, where in presupposed information in the text needs to be identifiable to be considered cohesive. In written text, referencing involves how the writer introduces participants and maintains their continuity throughout the text (Egins 1994, p. 95). There

are two main types of reference: exophoric referencing, drawing from the immediate context of the situation, and endophoric referencing, drawing from information within the text. Cohesion theory primarily focuses on endophoric referencing, which can be categorized into two types: anaphoric and cataphoric. Anaphoric reference points backward to previously mentioned information in the text, where the required interpretation is in the preceding portion of the text. Cataphoric reference points forward to information that will be presented later in the text, with the required interpretation found in the following part of the text. For cohesion purposes, anaphoric referencing is particularly relevant as it establishes a connection with a preceding portion of the text (Halliday & Hasan 1976, p.51)

For example:

1. Anaphoric reference: a word refers to back to other ideas in text for its meaning

Andy wrote the letter. Later that day, he posted it.

2. Cataphoric reference: a word in a text refers to another later in the next and you need to look forward to understand.

Diba drove her car this early morning because she needs to pick her friends up first.

b) Substitution

While reference serves to connect semantic meanings within text, substitution functions differently as it acts as a linguistic link on the lexical-grammatical level. According to Bloor and Bloor (1995, p.96), substitution

and ellipsis come into play when a speaker or writer aims to avoid repeating a lexical item, utilizing grammatical resources to replace it. Unlike reference, substitution is a relationship between linguistic items like words or phrases. Reference, being a semantic phenomenon, encompasses substitution and ellipsis. Halliday and Hasan (1976, p.90) argue that as substitution is a grammatical relation, the substitute can serve as a noun, verb, or clause. Consequently, they distinguish three types of substitution: nominal, verbal, and clausal. These classifications reflect its grammatical function. In nominal substitution, common substitute words are "one" and "ones" which replace nouns. Verbal substitution often involves the use of the verb "do" sometimes in conjunction with "so" as in "do so" to replace verbs. Halliday and Hasan (1976, p.125) highlight that while "do" may operate with reference items like "it" and "that" its primary function remains as a verbal substitute due to its grammatical role. In clausal substitution, an entire clause is replaced, and although it may seem similar to nominal or verbal substitution, the key difference lies in the presupposed anaphoric reference.

For example:

1. **Mathematics and Chemistry** are the hardest subject. **They** are complicated to understand.
2. **Kim** wore pink-fairy long dress last night. **She** looked gorgeous.

c) *Ellipsis*

Similar to substitution, ellipsis establishes a grammatical rather than a semantic relationship, expressing the grammatical connection between words, phrases, or clauses in a text. Ellipsis is considered a specific instance of substitution where an item is replaced by a zero item. While substitution and ellipsis both function as linguistic links for cohesion, ellipsis stands out by being substitution by zero (Halliday & Hasan, 1976, p.142). In ellipsis, a presupposed anaphoric item is referred to, but unlike substitution, it doesn't use a place-marker. Instead, the presupposed item is comprehended through its structural link. Operating as a structural link, ellipsis functions at nominal, verbal, and clausal levels. Halliday and Hasan further classify ellipsis in systemic linguistic terminology as deictic, numeric, epithet, classifier, and qualifier. Halliday and Hasan believe (1976, p.142) that although the two cohesive categories, substitution and ellipsis, both express the same relation between parts of a text, they should be treated separately because they are two different kinds of structural mechanism, and hence show rather different patterns (1976, p.142).

For example:

1. I want to go but I can't

I want to go but I can't **go**

The first sentence is identified as ellipsis because it is leaving out words rather than repeating the word "go" unnecessarily.

G. Lexical Cohesion

Lexical cohesion, another form of cohesion contributing to text texture, is crucial for providing experiential coherence and determining the subject matter of a text (Halliday & Hasan, 1976). Unlike other cohesive elements, lexical cohesion is non-grammatical and is achieved through the careful selection of vocabulary (1976, p.274). This type of cohesion primarily involves two categories: reiteration and collocation. Reiteration involves the repetition of a lexical item directly or through the use of a synonym, a superordinate, or a related word. Collocation, on the other hand, relates to lexical items commonly found together in a text. The proximity of lexical items between sentences enhances the cohesive effect.

Halliday and Hasan (1976) classify reiteration into four types: using the same word, employing a synonym or near-synonym, choosing a superordinate, or opting for a general word. For instance, "a boy" can be replaced with "the boy" (the same word), "the lad" (a synonym/near-synonym), "the child" (a superordinate), and "the idiot" (a general word) (Halliday & Hasan, 1976, p.279). Collocation is acknowledged as a crucial element in establishing cohesion in connected text, representing the semantic and structural relationships among words that native speakers can subconsciously use for text comprehension or production.

1. Reiteration

Reiteration also includes the repetition of lexical items, the use of general words when their purpose is to refer back lexical items, the use of synonym or near synonyms, and the usage of superordinate. Moreover, according to Ayu and Claria, (2022) Reiteration is a type of repetition that

could be further separated into five categories, such as repetition, synonym near-synonym, superordinate, and general words.

For example:

1. Oh no – oh no – I lost my phone!
2. Repetition

Repetition is the first type of reiteration. When it makes reference to the same lexical item, it produces the cohesive effect. According to Ayu, (2022) repetition is the act of repeating a lexical item that has already been mentioned. A word that appears in the first sentence and is repeated in the second as noun as the repetition.

Repetition of lexical item is the most direct kind of lexical cohesion.

For example:

1. Just as long as you stand, stand by me
2. I want cry, I want cry
3. Synonym or near synonym

According Betti and Hamid, (2019) in English, synonym refers to the similarity of meaning between two or more item. Additionally, the reiteration is a form of barrier between lexical cohesion, stated by Zahrudin and Syahirudin, (2019). The shared feature of a synonym or near synonym is the one lexical item refers back to another that is connected to it and has reference. Ayu and Claria, (2022) stated synonym or near synonym occurs the word within the text have the same meaning or closely related meaning,

whenever a lexical item is substituted with another lexical item without losing the meaning. Moreover, the term synonym implies similarity of meaning. The selection of a lexical item that is somewhat synonymous with a previous one leads to lexical cohesion. Synonym can be nouns, adjectives, adverbs and verbs. For example:

- a) Adjectives: the rabbit is small = the rabbit is big
- b) Nouns: my father is a seaman = my father is a sailor
- c) Adverbs: I answer the question minutely = I answer the question carefully
- d) Verbs: she sleeps in her bedroom = she rests in her bedroom

4. Superordinate

Superordinate terms are nouns that can be used to stand for entire class or category of things. Moreover, according to Ayu and Claria, (2022), the terms superordinate is a catch-all for words that denotes the higher class of the word itself. Superordinate word may have a hyponym, which is a name for a word that relates to the world's lower class. Thus, superordinate is a phrase of terms that donate the upper class. For example, the meaning of vegetable is included the meaning of carrot. Vegetable is superordinate term. Carrot is hyponym of vegetable. Another example:

- a) Such as the beautiful beach in white sand in Bali, Tanah Lot, Uluwatu, and many more.

5. General Word.

General word is the word in level of generally. It is most frequently used with cohesive force. General word is used to show the general relation within the text in order to create the cohesive effect. In other words, the text's use of the word conveys its overall relevance. For example:

- a) Yesterday, I came to my friend's wedding. She looked beautiful.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study, concentrating on the characteristics or attributes empirically present in language speakers, employed a Quasi-qualitative research method. Qualitative research experts needed to become more familiar with the term qualitative descriptive. However, much qualitative scientific work had been written in Indonesia for all levels of education. There was a quantitative descriptive concept in quantitative methods, and in qualitative research, qualitative descriptive appears (Rahardjo, 2023). So, many people needed to understand and think there was qualitative descriptive in qualitative methods. This had made several experts, such as (Burhan, 2022), thought about abandoning the qualitative descriptive concept and switching to Quasi-Qualitative.

As per Denzin and Lincoln in Rahardjo (2020: 30-31), qualitative research delved into a phenomenon in its own context, exploring interconnected fields and subjects with the goal of acquiring a profound understanding. Therefore, a Quasi-qualitative method was appropriate in this research because it was used to examine the research problems, requiring observation to present textual information. This research analyzed the types and used of cohesion in the novel *The Christmas Pig* by J.K. Rowling, which studied grammatical and lexical cohesion by reviewing the grammatical and lexical types contained in its object. Lastly, the research was enough to

explain the grammatical and lexical cohesion used by the main character, "Jack," in the dialogue between characters in the novel.

B. Research Instrument

In this study, the researcher served as the primary instrument. Functioning in this capacity, the researcher directly gathered, analyzed, and continuously reflected on the data throughout the study. Moreover, the researcher endeavored to cultivate a comprehensive understanding of the subject under scrutiny. Finally, upon completing the research activities, the researcher assembled a comprehensive research report.

C. Data & Data Source

In this study, the researcher discovered the grammatical and lexical cohesion in 288 pages novel by J.K. Rowling's entitled *The Christmas Pig*, that was published on October 12th, 2021 by Scholastic Inc. The data of this research were words, phrases, and sentences that related to the Jack as the main character in this novel. Furthermore, the data that being collected must contain of grammatical and lexical cohesion used by all the characters in the novel *The Christmas Pig* by J.K Rowling.

D. Data Collection

The data for this study were collected from the language used in *The Christmas Pig*, specifically focusing on words, phrases, and sentences. The method employed for data collection involved observation and data reduction.

The observation entailed intensive reading to identify cohesive devices within the text. Subsequently, the next phase involved data reduction, which encompassed the process of selecting and extracting relevant data from the source. It was noteworthy that words, phrases, and sentences lacking the required cohesion in each paragraph of every chapter were excluded from consideration as data.

E. Data Analysis

In the data analysis phase of this research, the researcher would focus solely on examining the types and functions of grammatical and lexical cohesion within each paragraph of every chapter in J.K. Rowling's novel. The first step on analyzing the data was reading the research material, identifying words, phrases, or sentences in *The Christmas Pig* that contain markers of grammatical and lexical cohesion. Second step was determining the grammatical and lexical cohesiveness of the text. Next, tabulating and calculating the percentage of each type of cohesiveness in each data instance. After doing all these analyses, researcher was summarizing the study's findings by referencing the proportion of cohesive occurrences in the text and describing the analysis results. Upon completing the preceding steps, documenting and compiling the analyzed results, concluding the analysis by highlighting the percentage of lexical cohesion instances in the discourse.

CHAPTER IV

FINDINGS AND DISCUSSION

Chapter four is finding and discussion, which are the results or answers to the two research questions. In this study, researcher explored two aspects. The first aspect involved identifying the types of grammatical and lexical cohesion frequently utilized in *The Christmas Pig* novel by J.K Rowling. The second research question focused on examining how Jack, the main character, utilizes grammatical and lexical cohesion in *The Christmas Pig* novel by J.K Rowling.

The writer answered the two research questions by looking for them through the selected object, the *Christmas Pig* by J.K. Rowling. Researcher carefully read until later came up with some relevant data. Later, researcher answered the first question by looking for the grammatical and lexical cohesion found in the novel and were finally able to determine which types of lexical and grammaticality are found in *The Christmas Pig* by J. K. Rowling.

A. Findings

In turn, in the second research question, the researcher focused on the main character in the story, Jack. The researcher focused on the use of grammatical and lexical cohesion used by Jack. Below is the data that researcher has discovered:

1. The types of grammatical and lexical cohesion used in *The Christmas Pig* novel by J.K Rowling

In her novel *The Christmas Pig* by J. K Rowling, researcher found several types of grammatical cohesive and lexicon. Number 1 until 26 with the 'a' variable are the findings to analyze and answer the research question 1. Here are some types of grammatical and lexicon found by researcher.

Datum 1a

'They both want me to live with them,' Holly told Jack in a whisper. 'I don't know what to do'. (p. 20)

Context of datum 1a:

In the quotation, it was Holly Macaulay, Jack's friend. The conversation takes place at school. Holly told Jack that her parents were getting divorced, so Holly felt sad until she cried.

Analysis Datum 1a:

The words '**They**' and '**Them**' refer to Holly's parents. They want Holly to live with them, and Holly is confused about what to do and who to choose to live with. Then, the data that follows is also a grammatical cohesion, type substitution.

Datum 2a:

'She's got a big competition next week,' said Brendan, putting his arm around Holly in her bridesmaid's dress. 'We're all going to go and cheer her on.'
'Who's "we"?' asked Holly.

*'Judy and Jack could come too,' said Brendan. Judy was Jack's mum's name.
'I don't want **them** to come,'*

Context of datum 2a:

In the excerpts of that conversation, it tells about Brendan's second marriage, Holly's father, and Jack's mother, Judy. With Brendan and Judy's wedding set, Brendan said that Holly was going to be in the big championships next week, and he invited Judy and Jack to watch it. Besides, the atmosphere in the story is happy and sad because everyone is happy except Holly.

Analysis of Datum 2a:

So, **we're** referring to Judy, Jack, and Brendan, **them** refer to Jack and Judy only. Then, **she** and **her** refer to Holly.

The quotations above are included in the grammatical cohesion, substitution. It is because substitution used when a writer wishes to avoid the repetition of a lexical item.

Datum 3a:

***He** couldn't stand feeling the car bearing him away from the place where DP was lying, lost and bewildered and wondering why Jack wasn't coming back for **him**. **They** drove home with Jack pummelling his fists against the door of the car, begging to be let out so that he could go back and find DP. (P.36)*

Context of datum 3a:

The data below tell about Jack, Holly, Grand, and Grandpa's journey home. Jack felt sad and annoyed because he could not find DP.

Analysis of datum 3a:

He on the data above refers to Jack, but the word 'him' in sentence after coma refers to the DP. It is seen in the previous sentence that states that 'he' refers to Jack and 'him' refer to the DP. Then, 'they' refer to Jack, Holly, Grand, and Grandpa. The previous paragraph had described who were in the car, as were Jack, Holly, Grand, and Grandpa.

So, the data includes grammatical cohesion types.

Datum 4a:

*'I'll find you, DP,' Jack vowed into **his** tear-soaked pillow. 'I'll come back when **they're** all asleep.'* (P.36)
After an hour, when Jack had cried all he could cry,

Context of datum 4a:

Jack finally got home together with Grand, Grandpa and Holly. He was still pissed off that He could not find DP. He got angry and cried in his room and thought of finding his own when everyone in his house was asleep.

Analysis of datum 4a:

The word 'him' refers to Jack. Because 'his' indicates possession, which means the be sodden pillow belongs to Jack. The pillow was wet, because Jack was crying. Then, 'they' refers to people who exist and live with Jack.

Datum 5a:

*'Jack,' said Grandpa. 'Holly's got something she'd like to give you.' Holly's face was puffy and tear-stained. Jack sat up on his bed, staring at the brown paper bag in Holly's hand. He could think of only one thing that could make up for what she'd done. **They** must have gone back to the motorway to look for DP. **They** must have found him. (p.38)*

Context of datum 5a:

Jack is still sad about the loss of DP caused by Holly. Holly, who felt guilty, finally tried to apologize to Jack by giving Jack a gift wrapped in a brown paper bag. Jack thought the object in the brown paper bag was DP. Because Jack thought they (Holly, Grand and Grandpa) were returning to the street they had previously passed to look for DP and give it to Jack.

Analysis of datum 5a:

This quotation is included in the grammatical cohesion of substitution. 'They' in the data quote above refers to Holly, Grand and Grandpa. Because, in the datum and in the previous paragraph, it was explained that Jack went with Holly, grand and grandpa. Therefore, in the sentence They must have returned to the motorway to look for DP. They must have found him It's clear that they refer to Holly, Grand, and Grandpa.

Datum 6a:

'We can only talk in the Land of the Living tonight, because it's a special night,' said the Christmas Pig. 'You know what night it is, don't you?'
'Christmas Eve,' said Jack.
*'Exactly,' said the Christmas Pig. 'And **that** means there's a chance – just for one night, we couldn't do it at any other time – that we can get your pig back. (p.43)*

Context of datum 6a:

In the story quotes, it describes the conversation between Jack and Christmas pig that had the background in Jack's room. They talked about the only chance they had to chat and plan the search for Dur Pig or Jack's favorite pig.

Analysis of datum 6a:

The data quotation is included in the grammatical cohesion of substitution. Because, the quote above shows the word "that" which refers to Christmas Eve. Because in the conversation between Jack and Christmas Pig who talked about Christmas Eve, and that was their only chance.

Datum 7a:

'I know,' said Jack, throwing back his duvet, which was one of the few things in the room that hadn't sprouted eyes and wasn't talking. 'I'm going to the motorway.'
'That won't work,' said the Christmas Pig. (p.43)

Context of datum 7a:

The context of the quotation below is that Jack was still confused because that night was filled with things and his toys that suddenly came to life. But Jack decided to keep talking to one of them; he talked to Christmas Pig. Set in Jack's room, he plans to find the DP or Dur Pig by going to motorway. Still, Christmas Pig argued that it would not work.

Analysis of datum 7a:

This data is included in the substitution type grammatical cohesion. because 'that' in the data above refers to Jack's plan to go to the motorway. The word 'that' is used to avoid repeating the sentence used by Jack.

Datum 8a:

*At that, most of the Things in his room began to talk at once: the box of tissues, both his slippers and even the lampshade he'd brought to the new house from his old bedroom. **It** was extremely confusing and scary, and Jack didn't know whether he was more frightened of all these noisy Things waking up Gran and Grandpa, who'd stop him going outside to find DP, or of the Things themselves. (P.43)*

Context of datum 8a:

Jack, who was in his room, was confused and frightened. Because almost all the objects in his room began talking at once. Such as, the box of tissues, both his slippers and even the lampshade he'd brought to the new house from his old bedroom.

Analysis of datum 8a:

In the quote above is included in the grammatical cohesion type of substitution. The "it" in the quotation refers to an incident that left Jack both bewildered and frightened at the time, things that began to speak.

Datum 9a:

*'The Land of the Lost is where Things go when you lose them,' he said. 'It's a strange and terrible place, governed by its own peculiar laws. I've been **there** many times, because you and your dad lost me so often.'*
'Sorry,' said Jack nervously. (p.43)

Context of datum 9a:

Since Jack still did not believe in the Land of the Lost, the matchbox car tried to convince Jack that the Land of the Lost was real. The matchbox car convinced Jack by telling Jack that he went there a lot because Jack and his father often lost the matchbox car. Moreover, for that explanation, Jack felt guilty and apologized for the matchbox car.

Analysis of datum 9a:

'**There**' in the above quotation belongs to the grammatical cohesion type substitution. Because to avoid repetition of 'the land of the lost'. The word 'there' is used in the following sentence.

Datum 10a:

'Some Things aren't awake enough to talk, even on Christmas Eve,' said the Christmas Pig. 'Is your duvet new?'
'Yes,' said Jack.
'Then it won't have had many of your feelings put into it yet. That's what wakes Things up. Being used and absorbing human feelings. Things like stairs and walls are taken for granted by humans, so they hardly ever get wakened.' (p.46)

Context of datum 10a:

On Christmas Eve, Jack and Christmas Pig decided to go looking for the DP or Dur Pig. On their way, curious Jack finally asked Christmas Pig why only a few things spoke. Then, Christmas Pig explained that not all things are possible because human feelings have been absorbed into the inanimate, making life difficult for them.

Analysis of datum 10a:

The word 'it' refers to Jack's new duvet. Because there was a conversation citation between Jack and Christmas Pig earlier. The writer uses the pronoun 'it' to avoid the repetition of words.

Datum 11a:

'Is your duvet new?'
'Yes,' said Jack. (p. 46)

Context of datum 11a:

Christmas pig asked jack if his blanket was new or not. Later, jack answered that his blanket was new.

Analysis of datum 11a:

In the example above, there is an omission of a clause element in the sentence, the clause is the clause **'Yes [my duvet is new]'**. Even though the clause is removed, the other person still understands the missing part. This understanding is of course related to the context of the conversation and does not provide a different meaning to the reader. So, the data quotation is included in the grammatical cohesion of clause ellipsis.

Datum 12a:

'Now we need to decide where the best place to get lost is,' said the Christmas Pig. 'It's harder than you might think when you're trying to do it on purpose. Any ideas?'
'Is that all we have to do to get there?' asked Jack. 'Get lost?'
'Of course, but it'll be hard, because I expect you know this house very well.'
'It might be easier in the garden,' (p.46)

Context of datum 12a:

The context of the quotation is Jack and Christmas Pig, who are looking for a way to go to the Land of the Lost. The only way to get there is to get lost. Jack was perplexed about how to get lost in his own house, but he knew enough about the whole house.

Analysis of datum 12a:

The above passage contains a few 'it' words and refers to Jack and Christmas pig's decision in the search for the best place to get lost. So, the data quotation is included in the grammatical cohesion of substitution.

Datum 13a:

*As they neared the middle of the warehouse, Jack saw an enormous clock with four faces, positioned on a tall pillar so that every Thing could see **it** from wherever they were standing in the enormous building. At least, Jack thought **it** was a clock, but then he realised **it** had only one hand and no numbers. The colours of the rainbow ran around the outside of the face and the clock's single hand was about to move out of yellow into green. (p.56)*

Context of datum 13a:

On the text excerpts, it relates that Jack and Christmas Pig have already arrived in the Land of the Lost. When he got there, Jack saw what he thought looked like a clock. But he was wrong. The object Jack sees is not the clock he usually sees in his everyday life.

Analysis of datum 13a:

The word 'it' in the story quote refers to the object that Jack saw. The object is shaped like a clock, but it turns out it is not a clock in general. So, the word 'it' in the data quote is included in the grammatical cohesion of substitution.

Datum 14a:

'If a Thing's disobeyed the rules, the Loser'll want to catch 'em and eat 'em. You disobey the rules, you become Surplus, and Surplus gets eaten, always has, always will. That's the law.'

Scissors cast a sharp look over the group of Things on their horses. 'You've all been Allocated right and proper, haven't you?' he asked. They all nodded and said 'yes'.

Context of datum 14a:

This quote tell about a conversation between objects in the Land of the Lost in mislaid. They worry that the Loser will eat them because one of them disobeys the rules.

Analysis of datum 14a:

*'You've all been allocated right and proper, haven't you?'
'yes [we've all been allocated right and proper]'.*

The word "yes" in the quotation is included in the grammatical cohesion type of clause ellipsis. Because, even if the sentence after 'yes' is removed, the person you are talking to will still understand the context being discussed.

Datum 15a:

*So, Jack and the Christmas Pig clambered onto the donkey, which gave a groan and said, 'Mind my wicker. **It** can snap, you know.' Most of the other Things had great difficulty mounting their horses. The comb, the battery, the ruler, and the chopsticks kept sliding off and the scissors ended up instructing the shoelaces to tie them on. (p. 66)*

Context of datum 15a:

Jack and Christmas Pig are still in mislaid. They are going to the next place with riding the donkeys, and then the donkey warn them to be careful when climbing onto them.

Analysis of datum 15a:

The word 'it' in the data above refers to the donkey wicker. Because the word 'it' is right after the 'mind my wicker' clause. So, the data quote above is included in the grammatical cohesion type of clause substitution.

Datum 16a:

*'Not complaining, are you?' said Scissors in a menacing voice.
'Because at least you're **getting a roof over your head. There's plenty that don't.** If you'd rather be Surplus, it could be arranged!' 'No,' whispered Comb, terrified, 'I wouldn't rather be Surplus.'* (p. 70)

Context of datum 16a:

The context of the data is when in mislaid is the conversation between the scissors and the comb. Scissors threatened the comb by saying that the comb was going to be a surplus.

Analysis of datum 16a:

The quote above is included in the grammatical cohesion type of verbal ellipsis. Because, there is a loss of verb class elements in the group of words in brackets. The words released are verb phrases so that in the example sentence

there is a verbal release/verb ellipsis. Because at least you're getting a roof over your head. There's plenty that don't [getting a roof over their heads].

Datum 17a:

'There are no chances for Things like you,' growled the fork, as the bunny struggled. 'Nobody wants you. Nobody cares you're lost. You're Surplus.' (p.63)

Context of datum 17a:

The context of this data is when it is in mislaid, bunny struggles and asks for help. Bunny also asked for a chance so as not to be dragged into the hole. But fork told bunny that there was no chance. Because no one wants and cares about bunny.

Analysis of datum 17a:

In this data quote, it is included in the lexical cohesion reiteration type of repetition. Because, the word '**nobody**' is used repeatedly to explain an event in the story.

Datum 18a:

'Date and place of Alivening?'

'This afternoon,' said the Christmas Pig, 'in the Pendleton Toy Shop.' 'And they've lost you already? Tut tut,' said the corkscrew. He examined a long list in front of him. 'Christmas, Christmas, Christmas, Christmas ... ah yes, here you are. Christmas Pig... oh dear, nobody seems to like you very much, do they?'

'I'm a Replacement,' said the Christmas Pig. (p.64)

Context of datum 18a:

The data excerpt shows a conversation between corkscrew and Christmas Pig. Corkscrew asks Christmas Pig his identity, where he was made, and how he got to the land of the lost.

Analysis of datum 18a:

In the data excerpt above, it is included in the lexical cohesion reiteration type of repetition. Because, the word 'Christmas' is repeated several times in the same sentence.

Datum 19a:

*Then Jack heard the sound of hooves. He and **the rest of the group** – who apart from the comb and the battery **included a little plastic ruler, a rubber in the shape of a panda, some shoelaces, and a pair of chopsticks** – turned to see a number of horse-shaped Things approaching. **There were plastic ponies, a cuddly pink unicorn, a pottery carthorse, and, largest of the lot, a big wicker donkey carrying baskets of plastic fruit on either side of its saddle.** (p.65)*

Context of datum 19a:

In the data excerpt, Jack and several other lost objects in the Land of the Lost, specifically in the mislaid, are shocked. Because they heard the sound of approaching footsteps.

Analysis of datum 19a:

Based on this quote, 'the group' is a general word which is also called a subordinate. Then, the group refers to a little plastic ruler, a rubber in the shape of a panda, some shoelaces, and a pair of chopsticks. Then, these words are special words called hyponyms. This data is part of the subordinate type of lexical cohesion. 'horse-shaped things' are subordinate. Meanwhile, plastic

ponies, a cuddly pink unicorn, a pottery carthorse, and, largest of the lot, a big wicker donkey carrying baskets of plastic fruit on either side of its saddle are more specific words, called hyponyms. So, this quotation is included in the lexical cohesion of subordinate reiteration.

Datum 20a:

*So Jack and the Christmas Pig clambered onto the donkey, which gave a groan and said, 'Mind my wicker. It can snap, you know.' Most of the **other Things** had great difficulty mounting their horses. **The comb, the battery, the ruler, and the chopsticks** kept sliding off and the scissors ended up instructing the shoelaces to tie them on. (p.66)*

Context of datum 20a:

When Jack and the Christmas pig climb on the donkey's back. Donkey asks them both to be careful while riding. Because the donkey was worried that the wicker would be damaged. Then, apart from the Jack and the Christmas pug, other objects also climbed onto the donkey's back. However, they are having difficulty. Therefore, the scissors asked for shoelaces to tie them all together so they wouldn't fall.

Analysis of datum 20a:

This quotation is included in the lexical cohesion of subordinate reiteration. Because, 'things' is a general word. Then there are special words called hyponyms, some of these special words are, the comb, the battery, the ruler, and the chopsticks.

Datum 21a:

'Oh no – oh no – the shame of it!' cried Comb. 'We're disposable!'

'Not complaining, are you?' said Scissors in a menacing voice. (p. 70)

Context of datum 21a:

This data tells how the objects were still afraid after the arrival of the klaxon. Comb is worried about getting wasted because it is disposable. Then scissors reprimanded him not to complain too much.

Analysis of datum 21a:

The data above is included in lexical cohesion, reiteration, repetition. Because the word '**oh no**' is repeated twice in one sentence with the same context.

Datum 22a:

'Hmm... you've got a point,' said Scissors, now looking towards the saloon.

*'And you've got two!' said the sheriff, roaring heartily at his own joke. '**Get it? Get it?**'*

He looked hopefully around at the group. Nobody laughed. Comb sniffed. (p.71)

Context of datum 22a:

The objects in the text quote are still in a state of fear because the klaxon has just arrived. Then the sheriff tries to joke with Things, it doesn't work because no one laughs. They are still shocked and afraid.

Analysis of datum 22a:

In this data, it is included in the lexical cohesion type of repetition. Because the 'get it' part is repeated twice.

Datum 23a:

*The lunchbox didn't say anything, but kept staring up at the dark hole in the ceiling, as though she could will a beam of golden light to appear and take her back to the Land of the Living. Jack couldn't blame her for wanting to leave **this** gloomy room. He looked around to see whether DP was sitting in one of the shadowy corners, but he wasn't **there**. Perhaps, Jack thought, he was asleep in one of the ramshackle houses they'd passed outside. He was wondering how soon he'd be able to sneak out to look, when Specs said, 'All righty, then, why don't we all draw up a chair and get cosy?'*

Context of datum 23a:

The context in the quote below is about Jack and Christmas Pig who are in The Land of the Lost, specifically in a gloomy room. There is also a lunchbox there, hoping to get out of there soon. Jack also not gives up to hope that he can find DP soon.

Analysis of datum 23a:

This quotation is included in the grammatical cohesion type of demonstrative adverb of time reference. Because the word 'there' refers to gloomy room. Apart from that, 'there' also indicates a place description.

Datum 24a:

*'Now,' Specs said to the remaining newcomers, 'the rules **here** are simple. Just stay within the town limits – and keep cheerful! Never forget, at any minute you might be found – or Adjusted!
'It means your value Up **There** has changed,' said the sheriff. (p.71)*

Context of datum 24a:

This quote tells about the lost objects who are having a conversation in The Land of the Lost. One of them, Specs reminded the other objects to stay cheerful so that their value up there could change for the better.

Analysis of datum 24a:

The analysis found in this data is the grammatical cohesion of demonstrative type references. Because, the word 'there' refers to a place up there, or we can interpret it as a place where they can live with humans and not a place where things are lost, namely in The Land of the Lost.

Datum 25a:

*Jack now felt certain DP must be in Bother-It's-Gone. They needed to get out of Disposable as quickly as possible and head **there** instead. (p. 73)*

Context of datum 25a:

Tells the story of Jack and Christmas Pig who are in a place in The Land of the Lost called Disposable. They're both trying to get out of there, as Jack is convinced that DP is Bother-It's-Gone.

Analysis of datum 25a:

This data is included in the grammatical cohesion of demonstrative references. Because the word 'there' refers to Brother-It's Gone.

Datum 26a:

'What is this I spy?' said the Loser, in his awful screeching voice. 'A bit of Surplus very different to any I've caught before!' (p.182)

Context of datum 26 a:

The context of this quote is, when Loser came to where the toys were and he entered there with a terrible sound. Then said that the surplus this time was different from the ones he caught before.

Analysis of datum 26a:

This quote is included in the general comparative reference. Because, the word 'different' which Loser uses in his sentence, functions as a pointer to the difference, namely the difference between the surplus he previously captured and the current one.

2. The grammatical and lexical cohesion used by Jack as the main character in *The Christmas Pig* novel by J.K Rowling

From the object of this study, researcher found several types of grammatical and lexical cohesion from the use of the main character Jack. The data from number 1 until 7 with the 'b' variable are the findings to analyze and answer the research question 2. Here are some types of grammatical and lexicon found by researcher.

Datum 1b:

'DP's in the Land of the Lost now and if you want to save him, you'll have to go and find him there and come home together.'

*'There's no such place as the Land of the Lost,' said Jack scornfully. 'You're making **that** up. (p.43)*

Context of datum 1b:

The context of this quote is that Jack doubts Christmas Pig's words about the land of the lost. Jack does not believe Christmas Pig's words and scoffs at him.

Analysis of datum 1b:

In the quote above is included in the grammatical cohesion type of substitution. Because 'that' in the quote above refers to the Land of the Lost. Because in the quote or in the previous sentence, it is clear that they (Jack and Christmas pig) are talking about the land of the lost.

Datum 2b:

*A plastic comb standing beside Jack whispered, 'Wasn't that **dreadful**?' He had an odd appearance, having one eye on each side of him, and was speaking from a gap between his prongs.*

*'Yes,' said Jack, 'it was **horrible**. (p. 63)*

Context of datum 2b:

In the data excerpt, it is a conversation between Jack and a plastic comb. They were talking about how scary the atmosphere that had just occurred at the mislaid.

Analysis of datum 2b:

In the quote above, the words dreadful and horrible have the same meaning. Therefore, the data quotation above is included in the lexical cohesion reiteration type synonym.

Datum 3b:

*'This is your chance, Jack. **Crawl**.'*

'What?' said Jack.

*'**Crawl** past the Loss Adjustors, quickly, while everyone's watching the bunny. I'll meet you on the other side!'* (p.63)

Context of datum 3b:

While in Mislaid, Jack and Christmas pig planned something. Christmas pig suggests Jack crawl. But Jack hesitated, and Christmas pig convinced Jack that Jack would eventually want to crawl.

Analysis of datum 3b:

In the quote above, it is included in lexical cohesion reiteration repetition. Because, the word 'crawl' is used twice and both times in the same context.

Datum 4b:

'What we need,' said the Christmas Pig, as their roller skate slowed down, 'is to find a pair of toys ready to swap tickets with us.'

*'**Why?**'* asked Jack

*'Because then we'll be allowed out into the Land of the Lost without waiting an hour,' explained the pig. '**It** should be easy. Everyone here wants to stay **as long as** they can, because the Loser can't touch them in Mislaid. (p. 57)*

Context of datum 4b:

In the following quotation, Jack and Christmas Pig are planning to exchange their tickets for other toys. So, Jack and Christmas Pig don't have to wait an hour to get out of the Land of the Lost. They think it will be easy, because the toys want to stay in the mislaid as long as they can to avoid the Loser.

Analysis of datum 4b:

In this quote, there are three analyses. The first is, substitution, in the word 'it'. This word is used to avoid repetition in 'find a pair of toys ready to swap tickets'. So, it is included in the grammatical cohesion of substitution. Then the second analysis is on the word as long as which is a type of lexical cohesion in the repetition part. Then the last one is the words 'why [do we have to find a pair of toys ready to swap tickets with us?]'. This part is a grammatical cohesion of the clausal ellipsis type. Because, just by saying 'why' the person you are talking to already knows the context.

Datum 5b:

*'The Land of the Lost is where Things go when you lose them,' he said. 'It's a strange and terrible place, governed by its own peculiar laws. I've been **there** many times, because you and your dad lost me so often.'*
'Sorry,' said Jack nervously. (p.43)

Context of datum 5b:

Since Jack still did not believe in the Land of the Lost, the matchbox car tried to convince Jack that the Land of the Lost was real. The matchbox car convinced Jack by telling Jack that he went there a lot because Jack and his

father often lost the matchbox car. Moreover, for that explanation, Jack felt guilty and apologized for the matchbox car.

Analysis of datum 5b:

'**There**' in the above quotation belongs to the grammatical cohesion type substitution. Because to avoid repetition of 'the land of the lost'. The word 'there' is used in the following sentence.

Datum 6b:

'I'm sure I will,' said the Christmas Pig. 'We're brothers, after all.'

'Yes,' said Jack. 'I didn't think so at first, but you're quite similar, really. D'you...' he yawned. 'D'you think we'll find DP soon?' (P. 120)

Context of datum 6b:

The quote tells the story of Jack and Christmas Pig who have a conversation. Jack feels that DP and Christmas Pig are similar, so he, Christmas Pig, and DP can play well together. Apart from that, Jack was also worried about whether he could find DP as soon as possible.

Analysis of datum 6b:

In this quotation, it is included in the grammatical cohesion of general comparative references. The word similar is a comparative clue as a similarity clue. So similar here is to show that CP is similar to DP.

Datum 7b:

Jack was troubled by the lack of toys.

*'D'you think they put cuddly animals in a **different** part of town?' he asked the Christmas Pig.
'Maybe,' said the Christmas Pig. 'This does seem a larger city than the others. I think we're getting nearer the place where they're singing carols, though...'* (p.134)

Context of datum 7b:

In data 7b, it tells the story of Jack who feels annoyed because of the lack of toys. Then, he said to Christmas Pig that the toys here might be placed somewhere else. Then, Christmas Pig could only answer 'maybe', because this city was bigger than the other cities.

Analysis of datum 7b:

In this quotation, it is included in the grammatical cohesion of the general comparative reference. Because, Jack uses the word 'different' as an indication that the city is different from other cities. So, the word 'different' functions as an indication to difference.

In conclusion, the character Jack uses almost all types of grammatical and lexical cohesion. Starting from substitution, repetition ellipsis, synonyms, and superordinate.

B. Discussion

During this session researcher explained the results of the discussion based on each conversation as well as the narration found in J.K. Rowling's *The Christmas Pig* novel. In its analysis, researcher analyzed both the conversation and the narration found by referring to two predetermined research problems. Hence, researcher discuss the findings of what grammatical cohesion and lexicon cohesive

cohesion found in the Christmas pig novel. In turn, the researcher also discussed how the use of grammatical cohesion and Lexical Cohesion figures Jack.

During the initial phase of the investigation, the researcher acquired the outcomes of the study pertaining to the various forms of grammatical and lexical cohesiveness employed within the novel. In order to come up with analytical findings, the researcher used the theoretical framework of grammatical and lexical cohesion proposed by Halliday and Hassan (1976). This framework categorizes grammatical cohesion into three different types, namely reference, substitution, and ellipsis. In addition, Halliday and Hassan's theoretical framework acknowledges the inclusion of reiteration as a component of lexical coherence. In summary, reiteration can be categorized into four distinct components: repetition, synonyms, superordinate, and generic terms.

Through the use of this theoretical framework, scholars have identified various instances of grammatical and lexical cohesiveness within the novel *The Christmas Pig* authored by J.K. Rowling. The analysis found that the narrative and dialogue in the novel *The Christmas Pig* use several types of grammatical cohesion and lexical cohesion. Then, researcher discusses them one by one. the first is grammatical cohesion. Grammatical cohesion is the semantic relationship between elements marked by grammatical tools or language tools used in relation to grammar. Then, according to Halliday and Hassan, grammatical cohesion is divided into three. the first is a reference. Then, references are also divided into three parts, namely personal, demonstrative and comparative references.

In the findings, it was found that there were several dialogues that used personal, demonstrative and comparative references. However, of the three parts of reference, the most frequently found are demonstrative references. After reference grammatical cohesion there is substitution type grammatical cohesion. This type is also divided into three parts. The first is nominal substitution, then verbal, and the last is clausal substitution. Then, in the findings it was found that in the narrative and dialogue in the novel *The Christmas Pig* there were these three substitutions. However, what is most commonly found is verbal substitution.

Then, next there is ellipsis type grammatical cohesion. According to Halliday and Hassan (1976) the ellipsis is divided into three parts. Namely nominal, verbal and clausal ellipsis. Then, in the findings, the researcher found that there were verbal and clause ellipsis. Then, the number of verbal and clausal ellipsis found by researcher was the same.

After analyzing grammatical cohesion in the *The Christmas Pig Novel* by J.K Rowling, the researcher analyzed lexical cohesion. The analysis, shows several types of lexical cohesion. In accordance with the definition of lexical cohesion according to Halliday and Hassan (1976), Lexical cohesion is defined as the domain of the highest-ranking grammatical unit and is conveyed through a combination of lexical grammatical systems which use particular resources to pass over sentence limits.

In lexical cohesion, there is a type of reiteration, which is then divided into four parts. Namely, repetition, synonym, subordinate, and general word. In the

findings, researcher found these types in narrative and dialogue. Then, it can be concluded that the use of lexical cohesion type repetition is the most widely used in the narrative and dialogue in the novel *The Christmas Pig*. However, the main character, Jack, was found to use repetition and synonym types of lexical cohesion. The character Jack uses lexical cohesion repetition type repetition several times, because in the story, he is surprised by many objects that turn out to be alive. So, to be sure, Jack used repetition several times.

This research aimed to complete the incomplete of previous studies that was related to this present. It was mentioned in the Background that most of the previous studies only examined one of lexical or grammatical cohesion. Which this research analyzed both of lexical and grammatical cohesion in one paper. So, it expected to help the readers can learn more about lexical and grammatical cohesion effectively by reading on this research. As written on Research Method, this research used Halliday and Hasan theory to analyze both Grammatical and Lexical Cohesion because Halliday and Hasan provided the knowledge and theory that could help the researcher to examine the object of this study.

This study focuses on investigating the cohesive elements within the text. The researcher explored both grammatical and lexical cohesion in J.K. Rowling's novel. The study's limitation lies in solely identifying the types and functions of grammatical and lexical cohesion using Halliday and Hasan's theory (1976). Grammatical cohesion, as per Halliday and Hasan, encompasses reference, substitution, ellipsis, and conjunctions. Lexical cohesion includes repetition, synonym, superordinate, and general words.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing lexical and grammatical cohesion in the novel *The Christmas Pig* by J.K. Rowling, the researcher finally answered all the research problems. At the beginning of this chapter, the researcher summarized the substantive findings. Then, at the end of the chapter, the researcher gave advice to the readers, especially the next researcher who wants to apply lexical and grammatical cohesion theory by Halliday and Hassan.

A. Conclusion

Based on the results that is conducted by researcher, it is found that there was grammatical and lexical cohesion used by the characters in *The Christmas Pig's* novel by J.K. Rowling. The researcher used 27 data to answer the first research question. The grammatical cohesion found in the novel is references, clausal and nominal substitutions, and clausal ellipsis. The type of grammatical cohesion most often used in novels is substitution type. This type is often found because the writer J.K. Rowling used pronouns in dialogue between characters. The small number of characters and the limited vocabularies that are used in order to create the perfect children book which are understandable and readable by children. It makes the author had to make another way to avoid repeating words, which can make the dialogue or story content boring. So, this can be prevented by using pronoun and closely related to the substitution-type of grammatical cohesion.

Second, in the lexical cohesion researcher found several types, they are synonyms, superordinate, and general words. In the analysis carried out on lexical cohesion, researcher found many uses for the repetition type. According to the analysis of the language style used by the writer J.K. Rowling, this novel is a children's book. Repetition, which means repeating words, ensures that readers understand the story's context. Apart from that, if we look at the main character "Jack" he has cheerful and talkative characteristics. Hence, the repetition type of lexical cohesion in dialogue often occurs when talking to other characters.

B. Suggestion

To enhance research about grammatical and lexical cohesion, the researcher suggests some suggestion for the future researcher. They can analyze by using difference theories. In addition, researcher may also use the theory of Halliday and Hassan, but using different kind of research objects such as dramas, books, songs etc. The researcher also hope that this research can trigger the emergence of other novelties in the scope of linguistics.

BIBLIOGRAPHY

- Ahmad, Z. (2019). Differences between Students' Linguistic Knowledge and Text Production Ability: A Case of the Use of Cohesion as a Resource of Texture in Academic Writing. *Online Submission*, 9(2), 55-63
- Brown, G., Yule, G. (1983). *Discourse Analysis*. Cambridge University Press
- Butler C. T. Bloor & M. Bloor, *The functional analysis of English: a Hallidayan approach*. London: Arnold, 1995. Pp. x + 278. £12.99, ISBN 0 340 60012 8. *English Language and Linguistics*. 1997;1(1):191-193. doi:10.1017/S1360674300000447
- Eggins, S. (2004). *An Introduction to Systemic Functional Linguistics* (2nd ed.). London: Continuum.
- Emilia, E., Habibi, N., & Bangga, L. A. (2018). An analysis of cohesion of exposition texts: An Indonesian context. *Indonesian Journal of Applied Linguistics*, 7(3), 515-523.
- Fowler, R. (2013). *Linguistics and novel*. Routledge.
- Halliday, M.A.K., & Hasan, R., (1976), *Coherence in English*, London: Longman
- Halliday M.A.K., & Matthiessen, C., (2004), *Introduction to Functional Grammar*, 3-rd edition, London: Arnold
- He, Z. (2020). Cohesion in academic writing: A comparison of essays in English written by L1 and L2 university students. *Theory and Practice in Language Studies*, 10(7), 761-770.
- Kirana, R. P., Mukhrizal, M., & Jayanti, F. G. (2020). Types of Lexical Cohesion and Grammatical Cohesion in Thesis Abstracts. *Jadila: Journal of Development and Innovation in Language and Literature Education*, 1(1), 57-68.
- Latifah, A., & Triyono, S. (2020). *Cohesion and Coherence of Discourse in the Story of " Layangan Putus" on Social Media Facebook*. *Indonesian Journal of EFL and Linguistics*, 5(1), 41-56.
- Lisky, A. T., & Taopan, S. (2017). *Pemarkah Kohesi dalam Rubrik Tapaleuk Harian Pos Kupang*.
- MacMahon, B. (2014). *Relevance Theory, Syntax and Literary Narrative*. (S. Chapman, & B. Clark, Eds.) London: Palgrave Macmillan, London. doi:https://doi.org/10.1057/9781137023278_6

- Moreno, A. L. (2003). The role of cohesive devices as textual constraints on relevance: A discourse-as-process view. *International Journal of English Studies*, 3(1), 111-166.
- Moreno-Atanasio, R. (2019). Elucidation of the role of cohesion in the macroscopic behaviour of coarse particulate systems using DEM. *Powder technology*, 361, 374-388.
- Muttaqien, M. Z., Ma'ruf, A., & Hardjanto, T. D. (2019). Systemic cohesion in social media conversations: Cases on Facebook and Twitter. *Indonesian Journal of Applied Linguistics*, 12.
- Natory, I. Y. (2020). An Analysis of Lexical Cohesion in Political Speech of Borish Johnson from Conservative Party in 2019 (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).
- Newmark, P. (1988). *A Textbook of Translation*. Prentice Hall International (UK) Ltd
- Rahardjo, Mudjia. (2023, August 10). What is Quasi-Qualitative? Retrieved from Research Repository UIN Maulana Malik Ibrahim Malang.
- Rahimi, A. & Ebrahimi, A.N. (2012) Lexical Cohesion in English and Persian Texts of Novels. *Mediterranean Journal of Social Sciences* (3).
- Rositasari, D. (2019). *Cohesion and coherence analysis on thesis abstract of Students' English Letters Department* (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).
- Richards, J. C. (2002). *Longman Language Teaching and Applied Linguistics*. Pearson Education.
- Sa'diyah, H. (2018). *Cohesion in @ 9gag's viral video posted on Instagram* (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).
- Sumardjo, J., & Saini, K.M. (1988). *Apresiasi kesusastraan Indonesia*. Jakarta: Gramedia.
- Sandra Putri Astariani, P. (2020). The Analysis of Cohesive Devices Found in Good-Bye. *Udayana Journal of Social Sciences And Humanities*, 4(1), 41-46.
- Susanto, E. H. (2020). Transfer of Lexical Cohesion in an Indonesian Translated Novel. *JEPAL-Journal of English Pedagogy and Applied Linguistics*, 1(1), 1-14.

Tambunan, R. W., Hanafiah, R., & Mono, U. (2019). Grammatical Cohesion in Thai Cave Rescue News in International Newspapers. *JOALL (Journal of Applied Linguistics and Literature)*, 4(1), 77-87.

Taylor, Richard. 1981. *Understanding the Elements of Literature: Its Forms, Techniques, and Cultural Conventions*. New York: St. Martin Press.

CURRICULUM VITAE



YESHICA APRILIA NUR AFIFAH was born on Tuban, 26th April 2000. She started her study at Sokosari 01 elementary school and continued her junior and senior high school at Model Terpadu School, Bojonegoro. Since as junior and high school student, she actively joined many organizations and extracurriculars such as OSIS, Band, Japanese club, and Red Cross. She graduated on 2018 and continued her higher educational journey at UIN Maulana Malik Ibrahim Malang with the Major of English Literature. During her study, she joined some organizations like English Letter Student Association and Advanced Debate Community.

APPENDIX

Table of Data Grammatical Cohesion in *The Christmas Pig* by J.K

Rowling

Note:

Pers : personal

Dem : Demonstrative

Komp : Comparative

N : Nominal

V : Verbal

C : Clausal

NO	DATA	Grammatical Cohesion								
		References			Substitution			Elipsis		
		PE RS	DE M	KO MP	N	V	C	N	V	C
1.	He couldn't stand feeling the car bearing him away from the place where DP was lying, lost and bewildered and wondering why Jack wasn't coming						V			

	back for him. They drove home with Jack pummelling his fists against the door of the car, begging to be let out so that he could go back and find DP. (P.36)									
2.	'I'll find you, DP,' Jack vowed into his tear-soaked pillow. 'I'll come back when they 're all asleep.' (P.36)					v				
3.	'Jack,' said Grandpa. 'Holly's got something she'd like to give you.' Holly's face was puffy and tear-stained. Jack sat up on his bed, staring at the brown paper bag in Holly's hand. He could think of only one thing that could make up for what she'd done. They must have gone back to the motorway to look for DP.					v				

	They must have found him. (p.38)									
4.	‘Exactly,’ said the Christmas Pig. ‘And that means there’s a chance – just for one night, we couldn’t do it at any other time – that we can get your pig back. (p.43)		V							
5.	‘There’s no such place as the Land of the Lost,’ said Jack scornfully. ‘You’re making that up. (p.43)		v							
6.	. It was extremely confusing and scary, and Jack didn’t know whether he was more frightened of all these noisy Things waking up Gran and Grandpa, who’d stop him going outside to find DP, or				v					

	of the Things themselves. (P.43)									
7.	<p>‘The Land of the Lost is where Things go when you lose them,’ he said. ‘It’s a strange and terrible place, governed by its own peculiar laws. I’ve been there many times, because you and your dad lost me so often.’</p> <p>‘Sorry,’ said Jack nervously. (p.43)</p>		v							
8.	<p>‘Then it won’t have had many of your feelings put into it yet. That’s what wakes Things up. Being used and absorbing human feelings. Things like stairs and walls are taken for granted by humans, so they hardly ever get</p>				v					

	wakened.’ (p.46)								
9.	‘Is your duvet new?’ ‘Yes,’ said Jack. (p. 46)								v
10.	‘It’s harder than you might think when you’re trying to do it on purpose. Any ideas?’ ‘Is that all we have to do to get there?’ asked Jack. ‘Get lost?’ ‘Of course, but it’ll be hard, because I expect you know this house very well.’ ‘ It might be easier in the garden,’ (p.46)				V				
11.	As they neared the middle of the warehouse, Jack saw an enormous clock with four faces, positioned on a tall pillar so that every Thing could see it				v				

	from wherever they were standing in the enormous building.									
12.	‘Because then we’ll be allowed out into the Land of the Lost without waiting an hour,’ explained the pig. ‘It should be easy. Everyone here wants to stay as long as they can, because the Loser can’t touch them in Mislaid. (p. 57)				v					
13.	‘You’ve all been allocated right and proper, haven’t you?’ ‘yes [we’ve all been allocated right and proper]’.									v
14.	So Jack and the Christmas Pig clambered onto the donkey, which gave a groan and said, ‘Mind my wicker.						v			

	It can snap, you know									
15.	‘Because at least you’re getting a roof over your head. There’s plenty that don’t. If you’d rather be Surplus, it could be arranged!’ ‘No,’ whispered Comb, terrified, ‘I wouldn’t rather be Surplus.’ (p. 70)								v	
16.	Jack couldn’t blame her for wanting to leave this gloomy room.		v							
17.	He looked around to see whether DP was sitting in one of the shadowy corners, but he wasn’t there.		v							
18.	It means you value up There has changed’, said the sheriff. (p.71)		v							

19.	Jack now felt certain DP must be in Bother-It's-Gone. They needed to get out of Disposable as quickly as possible and head there instead. (p. 73)		v							
20.	...Jack now realised was coming from inside the tin box. 'Can't I come out for a bit? Please? It's so dark in here , and it smells of egg sandwich!'(p.74)		v							
21.	'Yes,' said Jack. 'I didn't think so at first, but you're quite similar , really. D'you...' he yawned. 'D'you think we'll find DP soon?' (p. 120)			v						
22.	'D'you think they put cuddly animals in a different part of town?' he asked the			v						

	Christmas Pig. 'Maybe,' said the Christmas Pig.									
23.	'What is this I spy?' said the loser, in his awful screeching voice. 'A bit of surplus very different to any I've caught before!'			v						

Table of Data Lexical Cohesion in *The Christmas Pig* by J.K. Rowling

NO	DATA	REITRATION		
		Repetition	Synonym	Superordinate
1.	'This is your chance, Jack. Crawl. ' 'What?' said Jack. ' Crawl past the Loss Adjustors, quickly, while everyone's watching the bunny. I'll meet you on the other side!' (p.63)	V		

2.	Wasn't that dreadful?' 'Yes,' said Jack, 'it was horrible. (p. 63)		V	
3.	'Nobody wants you. Nobody cares you're lost. You're Surplus.' (p.63)	v		
4.	He examined a long list in front of him. 'Christmas, Christmas, Christmas, Christmas... ah yes, here you are. Christmas Pig...	v		
5.	He and the rest of the group – who apart from the comb and the battery included a little plastic ruler, a rubber in the shape of a panda, some shoelaces, and a pair of chopsticks – turned to see a number of horse-shaped Things approaching. There were plastic ponies, acuddly			v

	<p>pink unicorn, a pottery carthorse, and, largest of the lot, a big wicker donkey carrying baskets of plastic fruit on either side of its saddle. (p.65)</p>			
6.	<p>Most of the other Things had great difficulty mounting their horses. The comb, the battery, the ruler, and the chopsticks kept sliding off and the scissors ended up instructing the shoelaces to tie them on. (p.66)</p>			V
7.	<p>'Oh no – oh no – the shame of it!' cried Comb. 'We're disposable!'</p>	V		
8.	<p>'And you've got two!' said the sheriff, roaring heartily at his own joke. 'Get it? Get it?'</p>	v		

