

## **Cohesive Devices Used By Jay Gatsby In “The Great Gatsby” Movie Script**

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### **ABSTRAK**

*Tulisan ini berjudul “Cohesive Devices Used by Jay Gatsby in “The Great Gatsby” Movie Script” yang bertujuan untuk mengidentifikasi jenis kohesi dan fungsinya yang digunakan oleh Jay Gatsby dalam naskah film “The Great Gatsby”. Sumber data diambil dari situs [www.springfield.co.uk](http://www.springfield.co.uk). Penelitian ini menggunakan metode kualitatif dalam menganalisis data dan metode deskriptif dalam penyajian data. Dialog dari Jay Gatsby yang mengandung kohesi dikumpulkan dan dianalisis menggunakan teori “Cohesion in English” karangan Halliday dan Hasan (1976) dan “Introduction to Discourse Studies” karangan Renkema (2004). Hasil dari penelitian ini menunjukkan bahwa terdapat 67 kohesi yang digunakan Jay Gatsby dalam naskah film “The Great Gatsby”. Kohesi grammatical merupakan yang paling banyak ditemukan dan jenis kohesi yang tidak ditemukan dalam dialog Jay Gatsby adalah leksikal kohesi general word dan hiponimi. Fungsi dari penggunaan leksikal kohesi adalah pemberi harmonisasi pada text sekaligus pengikat agar text tersebut memiliki makna.*

*Kata kunci: kohesi gramatikal, kohesi leksikal, naskah film.*

### **1. Background of the Study**

Discourse is the study of language above sentence. The highest unit of language in discourse analysis is text, and language is studied in its context. The connection of the sentences is connected with cohesive device. Cohesive devices are used to establish the links of the ideas. Halliday and Hasan (1976) described text connectedness in term of reference, substitution, ellipsis, conjunction and lexical cohesion.

In this study, film script was used as the data source. According to Manfred (2003) a film is a multimedia narrative form based on a physical record of sounds and moving pictures. The movie that was chosen as the data source is “The Great Gatsby” 2013. There are several reasons to choose this film script as the data source. This film script was chosen because it has a sufficient number of cohesion and the script is

feasible because cohesive devices exist in the dialogue of Jay Gatsby as the main character, although the types are different from each other. In addition, the contents of the script fulfill the requirements of the text.

## **2. Problems of the Study**

Based on the background stated above, this study is intended to answer the following questions:

1. What types of cohesive devices are used by Jay Gatsby in “*The Great Gatsby*” Movie Script?
2. What functions of cohesive devices are used by Jay Gatsby in “*The Great Gatsby*” Movie Script?

## **3. Aims of the Study**

The aims of this study are to analyze the aspects of cohesive devices in the script of “*The Great Gatsby*” movie and describe the objective of the study as follows:

1. To identify the types of cohesive devices used by Jay Gatsby in “*The Great Gatsby*”
2. To describe the functions of cohesive devices used by Jay Gatsby in “*The Great Gatsby*”.

## **4. Research Method**

Research method used is related to the problems and the aims that have been mentioned before. It consists of three aspects: data source, method and technique of collecting data, and method and technique of analyzing data.

### **4.1. Data Source**

The data of this study were collected from the movie script entitled “*The Great Gatsby*” (2013).

### **4.2. Method and Technique of Collecting Data**

The method used to collect the data was documentation method. Based on the method, there were some steps that were taken. The first step of collecting the data was

searching for the data source that would be used; a film script entitled “*The Great Gatsby*” from the internet. The second step was watching the movie to find out whether the script was the same as the utterances expressed by the main characters or not, then followed by note taking the cohesive device that were found expressed by Jay Gatsby.

#### **4.3. Method and Technique of Analyzing Data**

The qualitative method was used to describe the characteristic of the data. The steps of analyzing data used in this study were:

- 1) Analyzing the cohesive devices used by Jay Gatsby in the movie based on the theory proposed by Halliday and Hasan (1976).
- 2) Analyzing the function of the cohesive devices used by Jay Gatsby in the movie based on the theory proposed by Halliday and Hasan (1976) and Jan Renkema (2004).

### **5 Result and Discussion**

This part deals with the result and discussion of the types and the functions of cohesive devices used by Jay Gatsby in “*The Great Gatsby*” movie script.

#### **5.1. The Analysis of Grammatical Cohesion Used by Jay Gatsby in “*The Great Gatsby*” Movie Script**

The data presentation of this part is divided into four categories: reference, substitution, ellipsis and conjunction.

##### **5.1.1. Reference**

###### **5.1.1.1. Personal Reference**

GATSBY: **Ewing** is a funny genius, **he** can play anything.

From the data presented above, there is anaphoric personal reference from the word “*he*”. The presupposed item is “*Ewing*” in the preceding text. The relation made from this reference is anaphora since it refers back to the text for its interpretation. The function of this reference is to indicate personal pronoun “*he*”.

###### **5.1.1.2. Demonstrative Reference**

TOM: Oh yes, I understand that you went to **Oxford**.

GATSBY: Uh yes, I went **there**. \_\_\_\_\_↑

From the data presented above there is a demonstrative reference, that is, the word “*there*”. The presupposed item is “*Oxford*” in the preceding sentence. The relation made from this reference is anaphoric since it refers back to the text for its interpretation. This demonstrative reference is called adverbial demonstrative, in which “*there*” is used to indicate the location or place.

#### 5.1.1.3. Comparative Reference

GATSBY: You must know the faces of **many** people you've heard of.

From the data presented above, there is comparative reference, that is, the word “*many*”. The comparative reference word “*many*” is adjective functioning in the nominal group as numerative. The function of this reference is to indicate “*more than one people*”.

### 5.1.2 Substitution

#### 5.1.2.1 Nominal Substitution

GATSBY: If it wasn't for the mist, we could see **the green light**.

DAISY : What green light?

GATSBY: The **one** that burns all night at the end of your dock. \_\_\_\_\_↑

From the data presented above there is nominal substitution, that is, “*one*”. The presupposed item is “*the green light*” in the preceding text. The function of this kind of cohesion is to substitute the noun “*the green light*” to avoid its repetition.

#### 5.1.2.2 Verbal Substitution

NICK : Well, I'll **call you up**.

GATSBY: Please **do**, old sport. Please do. I suppose that Daisy will call too. \_\_\_\_\_↑

From the data presented above, there is verbal substitution, that is, “*do*”. The presupposed item is “*call you up*” in the preceding text. The relation made from this

substitution is anaphora since it refers back to the text for its interpretation. The function of this substitution is to indicate the verbal substitution “do” and to avoid repetition.

#### 5.1.2.3 Clausal Substitution

GATSBY: You think it's too much?

NICK : I think **it's what you want.**

GATSBY: I think **so** too.

From the data presented above, there is a clausal substitution, that is, “so”. The presupposed item is “*it's what you want*” from Nick’s utterances. The relation made from this substitution is anaphoric since it refers back to the text for its interpretation. The function of clausal substitution is to replace a previous clause “*it's what you want*” in Nick’s utterances to avoid repetition.

### 5.1.3 Ellipsis

#### 5.1.3.1. Nominal Ellipsis

GATSBY: Your face is familiar. Weren't you the 3rd Division during the war?

NICK: Uh, yes, the 9<sup>th</sup> **battalion.**

GATSBY: I was in the **7th.** Excuse me. I knew you looked familiar. Having a good time, old sport?

From the data presented above, there is nominal ellipsis, that is, “7<sup>th</sup>”. The presupposed item is “*battalion*” in the preceding sentence. The function of ellipsis is to omit the word that has been mentioned specifically to avoid repetition. In this sentence, “7<sup>th</sup>” is enumerative, standing for “7<sup>th</sup>”battalion.

#### 5.1.3.2. Verbal Ellipsis

TOM : You've been seeing him... for five years?

GATSBY: No, no. No, not seen. Not seen, we **couldn't** but... both of us loved each other all that time, didn't we?

From the data presented above there is verbal ellipsis from the word “*couldn't*”. The omitted words are “*have seen*”, indicating “*we couldn't*” standing for “*we couldn't have seen*”. The function of this ellipsis is to avoid repetition.

#### 5.1.3.4. Clausal Ellipsis

TOM : Nope, plenty o' gas. Well, if I run out, I'll stop at the drugstore. I hear you can buy anything at a drugstore nowadays.

DAISY : You take Nick and Jordan.

GATSBY: I suppose you **can**, yes.

From the data presented above, there is clausal ellipsis from the word “*can*”. The omitted word in Tom’s utterance is the word “*buy anything at a drug store nowadays*”. It indicates that the word “you can” stand for “*you can buy anything at a drugstore nowadays*”. The function of this ellipsis is to avoid repetition of a clause.

### 5.1.4 Conjunction

#### 5.1.4.1 Additive Conjunction

GATSBY: No, old sport. No, you see... she never loved you. She only married you because I was poor **and** she was tired of waiting, it was a terrible, terrible mistake, but in her heart, in her heart she never loved any one but me.

From the data presented above there is the additive conjunction, that is, “*and*” in the second sentence “I was poor *and* she was tired of waiting”. The function of this conjunction is to add new information to the statement or fact that has been given previously.

#### 5.1.4.2 Adversative Conjunction

GATSBY: I will tell you God's truth. God's truth about myself. I am the son of some very wealthy people from the Middle West. Sadly, all of them are dead now. I was brought up an American, **but** educated at Oxford because all my ancestors had been educated there for many years, you see it's a family tradition.

From the data presented above, there is an adversative conjunction, that is, “*but*” in the fifth sentence. The function of this adversative conjunction is to indicate contrast between the old information “I was brought up an American” and the new one “educated at Oxford because all my ancestors had been educated there for many years, you see it's a family tradition”.

#### 5.1.4.3 Temporal Conjunction

GATSBY: No, I.. You see, **after** we left New York, she was... she was very nervous, she thought... that driving would steady her. But... this woman, she rushed out at us. It all happened so quickly. It wasn't her fault, Daisy. No one must know that Daisy was driving. Promise me.

From the data presented above, there is a temporal conjunction, that is, "*after*". "*After*" in this sentence relates two clauses in terms of timing of their occurrence. The function of the temporal conjunction "*after*" is to indicate the sequence of the time of "what happened after they left New York".

#### 5.1.4.4 Causal Conjunction

GATSBY: No, old sport. No, you see... she never loved you. She only married you **because** I was poor and she was tired of waiting, it was a terrible, terrible mistake, but in her heart, in her heart she never loved any one but me.

From the data presented above, there is a causal conjunction, that is, "*because*" in the third sentence. The function of the causal conjunction "*because*" in this sentence connects new information to what has already been given in terms of cause and effect relationship. The effect of "she only married you" is the result of "I was poor and she was tired of waiting".

## 5.2 The Analysis of Lexical Cohesion Used by Jay Gatsby in "*The Great Gatsby*" Movie Script

The analysis of cohesive device in "*The Great Gatsby*" movie script is classified in accordance with the types of lexical cohesion. The data presentation is divided into two categories: reiteration and collocation.

### 5.2.1 Reiteration

Data 1

GATSBY: Excuse me. I can't talk now, **old sport**. You must know what a **small town** it is. Listen to me! Listen to me! They said a **small town**. Listen to me. He is of no use to us if Detroit is his idea of a **small town**, you understand? We'll chat later, **old sport**. All right.

From the data presented above, there is reiterated item by the use of the words “*small town*” that are repeated three times and “*old sport*” that is repeated twice. In the text above, the words “small town” that are repeated are preceded by the definite article “a”. The function of this cohesion is to indicate repetition and build cohesiveness between the sentences.

#### Data 2

GATSBY: But of course, you don't need to take my word for it, old sport. At lunch today, I'm going to introduce you with one of New York's most distinguished businessmen, in Mr. Meyer Wolfsheim. My good friend. And he will **confirm** all I have told you, **and vouch** for my good character.

From the data presented above there is a reiteration through the use of synonymy to the words “*confirm*” and “*vouch*”. The function of this cohesion is to express two words that have the same meaning in the sentence using a different word. The reiterated words in this sentence indicate synonymy between “*confirm*” and “*vouch*” which have the same meaning “give assurance”.

#### 5.2.2 Collocation

GATSBY: I have a man in England who buys me clothes.

DAISY : I've never seen anything like this.

GATSBY: Something for the lady. He sends over a selection at the beginning of each season. This is **silk**. This is **flannels**.

From the data presented above there is a collocation; they are *clothes*, *silk* and *flannel*. The type of collocation that occurs in the data above is inclusive collocation since the words include the limit specified. The word “*clothes*” is inclusive to the words *silk* and *flannel*; they refer to the type of clothes. The function of this collocation is to make the bond of meaning from the sentences in the text so they have the same reference meaning.



## 6. Conclusion

Based on the analysis above and discussion of “*Cohesive Device Used by Jay Gatsby in “The Great Gatsby” Movie Script*”, the total number of cohesion found in the utterances expressed by Jay Gatsby as the main character in “The Great Gatsby” movie script is 67 ties of cohesion, consisting of 35 ties of reference, 4 ties of substitution, 4 ties of ellipsis, 21 ties of conjunction, 1 tie of lexical cohesion reiteration synonymy, 1 tie of lexical cohesion reiteration repetition and 1 tie of lexical cohesion collocation. The cohesive chains that were not found in the data source are lexical cohesion in terms of super ordinate and general word. The function of the grammatical cohesions are to indicate reference pronoun, addition, time order, spatial order, concession in argument, cause and effect, comparison, and contrast. The function of lexical cohesion is to build cohesiveness between the sentences and to make the bond of meaning from the sentences in the text so they have the same reference meaning.

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