

**STUDENTS' ERROR ANALYSIS OF COHESIVE DEVICES  
IN WRITING NARRATIVE PARAGRAPH (A CASE STUDY OF THE  
SEVENTH SEMESTER STUDENTS OF ENGLISH EDUCATION  
DEPARTMENT AT FKIP UMSU)**

**SKRIPSI**

*Submitted In Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
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## ABSTRACT

**Mutiara Dina Aulia, 1302050077, Students' Error Analysis Of Cohesive Devices in Writing Narrative Paragraph (A Case Study Of The Seventh Semester Students Of English Education Department at FKIP UMSU). Skripsi. English Education Program, Faculty of Teacher Training and Education (FKIP), Universitas of Muhammadiyah Sumatera Utara (UMSU). Medan. 2017.**

This study deals with a students' error analysis of cohesive devices in writing narrative paragraph ( a case study of the seventh semester students of English education department at FKIP UMSU).The objectives of this study were to describe the types of grammatical cohesion found in the students' writing narrative text and to analyze the error of grammatical cohesion in the students' writing of narrative text. There were 24 narrative texts written by seventh semester students' from 10% of each of the morning and afternoon of the seventh semester students' of English Department at UMSU academic years 2017/2018. This study was conducted by using qualitative data analysis and content analysis method. There were four types of grammatical cohesion, namely (1) Reference (2) Substitution (3) Ellipsis (4) Conjunction. The finding of this study showed that all types grammatical cohesion were found and showed that reference is the most frequently used, followed by substitution, conjunction, and ellipsis in the narrative text. Students did incorrectness in the use of reference and conjunction. In the use of reference, many students incorrectly in using *we* as personal reference, *their* as personal pronoun, and *they* as personal pronoun. In the use of conjunction, incorrectly in use adversative conjunction.

*Keywords: Error analysis, Cohesive Devices, Writing, Narrative Text*

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The researcher hopes this study would be useful for all the readers particularly for the students of FKIP English of University of Muhammadiyah Sumatera Utara.

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## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

Writing is one of four skills in English that have to be mastered by students at English Department. Talking about learning English, is not only talking about speaking, listening and reading but also writing. Because, in learning English, students use both speaking and writing in order to communicate to another. The students one way to communicated through written form as they begin to interact with others at school level. The writing skill is more complicated than that of other language skills. Even sometimes a native speaker of the English language may experience complication in a tricky situation. Basically the writing skill requires a well-structured way of the presentation of thoughts is an organized and planned way. Sentence or a text, the students have to focus on the rules of writing such as topic of paragraph, body of paragraph, conclusions of paragraph and so on.

In writing process, there are so many obstacles that students faced. From the English itself, such as how to make word formation, use the grammar and tenses as good as possible, etc. and also from the students itself, such as awareness, laziness, and others. Students are lack in writing, especially in English caused of less practice anytime. The problems can be found almost in every school. Some of the students are good in writing and some are not.

Narrative was the primary means of comprehension and expression of our experience over time, which can be found in every setting of human interaction. Abbott (2001: 1) stated that narrative is present in our lives almost from the moment we begin putting words together. The researcher believe that not all students can write English well without error. Sometimes they make mistakes, such as the structure of the sentence, verb form, word form and the others. Writing narrative paragraph is the best way based on the researcher to analysis their error.

In cohesion and coherence include grammatical cohesion that refers of creating links between sentences in a text through the used of grammatical resources of the language. It means that to make relations among sentences more explicit in a text. Halliday and Hasan (2004) provide the categories of grammatical cohesion by classifying it into reference, substitution, ellipsis, and conjunction. All of them make a text can be cohesive and textuality. The combination of sentence using grammatical cohesion which have semantic relation between sentences in the text can make the text more connectivity.

The intention of this research was to describe how grammatical features establish relationship across sentences boundaries to organize text. Finally, the researcher wanted to know more about the formation of sentences that used in students' writing narrative text of seventh semester English Department at UMSU.

**B. The Identification of the Problems**

The problems of this research can be identified as follows:

1. The students were makes error in writing and in using cohesive devices in writing narrative paragraph.
2. Students were lack of knowledge in using grammatical cohesion and understanding the use of grammatical cohesion in writing narrative paragraph.

**C. Scope and Limitation**

The scope of this research focused on grammatical cohesion of students writing narrative paragraph, and the limitation was only on grammatical cohesion in the students' error writing narrative paragraph.

**D. The Formulation of the Problems**

The problems of this research were formulated are the following.

1. What type of grammatical cohesion are found in the students error in writing narrative paragraph?
2. How was the correctness of grammatical cohesion in the students error in writing narrative paragraph?

**E. The Objectives of the study**

The objectives of the research were state below:

1. To describe the types of grammatical cohesion they were found in students' error in writing narrative paragraph.
2. To analyze how the correctness of grammatical cohesion in the students error in writing narrative paragraph.

#### **F. The significance of the study**

The findings of the research were expected to be useful, theoretically and practically as the followings:

##### **Theoretically:**

The result of this research were expected to give contribution to provide additional information for the further educational research development in the field of cohesion.

##### **Practically:**

1. Teachers

This research were expected to be the sources for teachers or educator to explore their skill in order to comprehend discourse analysis materials especially grammatical cohesion that often used in communication.

2. Students

This research provides set of information for the students about the importance of cohesion to have a cohesive text that was gives some insight into how students structure what they want to say and shows how one sentences or paragraph relates with another sentence or paragraph.

3. Readers

This research provides some contribute who were interesting in studying grammatical cohesion in a text.

#### 4. Researchers

This research was expected to increase knowledge to analysis the grammatical cohesion form in a text.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework.**

##### **1. Error Analysis**

Error analysis in second language acquisition has become popular since its appearance in 1970 due to benefits offered to language practitioners. Error analysis is assumed to be an alternative approach to contractive analysis that differentiates learners' first and second language in error prediction. As (2010) Error Analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. Another important change was that errors were not only predicted, but mainly observed, analyses and classified.

Error analysis has been used to help the teacher in predicting the difficulties of students in mastering the target language. Error analysis can be very useful device both as beginning and during the various stage of a foreign language-teaching program. Error analysis is favorable technique the error made by the students and knowing the difficulties of learning language either native or foreign language. Errors can come from various sources, such as differences of the mother tongue and the target language or the lack of knowledge of the target language.

##### **1.1 Causes of Errors**

In learning English as a second language surely, learners have some difficulties. Some students surely make errors in learning English. The researcher

make assumes that the causes of the errors in related to students' ability in learning second language itself and try to avoid the influence of their mother tongue. (Brown: 2004) says that the cause of errors can be categorized within three domains, they are:

**a. Interlingual Transfer**

Interlingual transfer is a significant source for language learners. Error analysis does not regard them as the persistence of old habits, but rather as signs that the learner is internalizing and investigating the system of the new language. Interlingual errors may occur may occur at different levels such as transfer of phonological, morphological, grammatical and lexica-semantic elements of native language into the target language.

Example:

1. Three book<sup>^</sup>
2. Three student<sup>^</sup> **is** coming

**b. Intralingual Transfer**

Interference from the students' own language is not the only reason for committing errors. As Ellis (1997) states, some errors seem to be universal, reflecting learners' attempts to make the task of learning and using the target language simpler. Use of past tense suffix '-ed' for all verbs is an example of simplification and over generalization. These errors are common in the speech of second language learners, irrespective of their mother tongue. Intralingual errors result from faulty or partial learning of the target language rather than language

transfer. They may be caused by the influence of one target language item upon another. For example, learners attempt to use two tense markers at the same time in one sentence since they have not mastered the language yet.

Examples:

1. He made me **to** smile.
2. I want **learning** English
3. The meat smells **freshly**.
4. Doctors always give us good **advices**.
5. I don't know why **did** he go.

### c. Carelessness

The error of carelessness is caused of the less knowledge of the students and the students who are not purposely done the mistake. It can be shown when the students use double preposition or may be phoneme omitted or mistyping.

**Table 2.1**

#### **The differences among Interlingual, Intralingual and Carelessness**

| <b>Interlingual Interference</b>   | <b>Intralingual Interference</b>  | <b>Carelessness</b>  |
|--|---|--|
| <b>Interference</b> is mean that a cause of errors where learners transfer their native language system into the target language system. | <b>Interference</b> is a cause of error from the target language itself due its complicated system. | <b>Carelessness</b> is a cause of error from the target language itself where the learner is not purpose done the mistake. |

|  |   |  |
|--|---|--|
| <p>Interlingual interference occurs when the learner wants to learn another and he will bring his native language into the foreign language into situation, which being learned, example Indonesia tends to say “That is computer Anis” this sentences of course wrong. The learners translating it from Bahasa Indonesia into English literally. He didn’t understand the difference.</p> | <p>Intralingual interferences can be divide into:</p> <ol style="list-style-type: none"> <li>1. overgeneralization</li> <li>2. ignorance of rule restriction</li> <li>3. incomplete application of rule</li> <li>4. false concept hypothesis</li> </ol> | <p>Carelessness occurs when the learners is not deliberateto do some mistake, but the result shows that it was the mistake, the mistake can come out from the wrong written, a phoneme omitted or sometimes mistyping.</p> |
|--|---|--|

## 2. Cohesive Devices

Cohesive devices is cohesion elements used to create link between utterance and sentence in written discourse. Cohesive devices are the devices that create

relation. These devices function as the formal link between sentences and between clauses. In the other word, cohesive devices of the text or language are tools that is used to the relationship between one part of sentence to another sentences, and one of clause to aother clauses in the text. According Halliday and Hasan (2004) says that cohesive devices include of grammatical cohesion and lexical cohesion.

Cohesive devices are the tools of cohesive to create unity of meaning within a text. In the text, cohesive devices are in the form of words, utterances, phrases that exist in the text to correlate one element to the other element. The concept of cohesive devices is a semantic one: it refers to relations of meaning that exist within the text and define is as a text. It proves that cohesive devices are needed in a text to make it meaningful. Without cohesive devices, the text is meaningless.

According to Muslimah (2007) “Cohesive devices are certain words or phrases and their location within the discourse will activate a set of assumptions as to the meaning of what has gone beforehand or will generate a set of expectations to what may follow”. From this opinion can be conclude that how important cohesive devices in forming a meaning in sentence.

Grammatical cohesion refers to the structural content, and it is categorised into four main cohesive ties reference, substitution, ellipsis and conjunction. Lexical cohesion is the use of lexical items to connect and unify a text thats include of repetation, synonymy, antonymy, and hyponymy, meronymy, and collocation. The both of types use to link sentences, paragraphs, or any pieces of text. In other words, cohesive devices make our content cohesion and coherence.

They hold together by cohesive devices (traditional words and expressions). It means that makes a text have some variation words that can be a text more connectivity and textuality. In addition, any written a text is supposed to use the necessary connectors as grammatical cohesion to have a cohesive and to help the rader understand the text as much as possible.

Cohesion and coherence are two important textual elements (Halliday and Hasan, 1976; Halliday, 2000), have long been recognized as important features of “good” writing. In Halliday and Hasan’s definition, coherence refers to the elements internal to the text, consisting of cohesion and register: “A text is a passage of discourse which is coherent in these two regards: it is coherent with respect to the context of situation, and therefore consistent in register; and it is coherent with respect to itself, and therefore cohesive” (p. 23). Cohesion refers to the relations of meaning that exists within a text, in other words, cohesion can be defined as linguistic devices that are used to link one part of a text to another. Halliday and Hasan (1976: 04) mention that cohesion occurs where the interpretation of some elements in the discourse is dependent on that of another. Halliday and Hasan (1976: 04) note that concept of tie makes it possible to analyze a text in terms of its cohesive properties and it gives a systematic account of its patterns and texture. Cohesive ties can manifest in form of reference(i.e., the indication of information from elsewhere such as personals, demonstratives, and comparatives), substitution(i.e., the replacement of one component by another), ellipsis(i.e., the omission of a component), conjunction (i.e., the indication of specific meaning which presupposes present items in the discourse, such as

additive, adversative, casual, and temporal) and lexical cohesion (i.e., the repetition of the same or relative lexical items).

### **3. Writing**

Writing, by definition, is an act of communication, a purposeful means of addressing an audience. However, writing is currently viewed in academic circles as more than just a tool for communication. Therefore, the ability to convey meaning proficiently in written texts is a critical skill for academic and professional success. Indeed, college freshmen' writing skills are among the best predictors of academic success (Geiser & Studley, 2001), and even outside of academia, writing skills continue to be important and are an important attribute of professional competence (Light 2001). However, many students, particularly those attempting to write in their second language, rate writing activities among the least enjoyable or beneficial for learning English (Barkhuizen, 1998; Spratt, 2001). As such, developing a better understanding of characteristics of good writing is an important objective, both for theoretical and applied reasons.

On the other hand, writing is the mental work of investing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to a reader. (Nunan: 2003: 88). Writing is a challenging process that requires a wide range of skills. Among them are clear thinking, imagination, and the ability to organize ideas.

According to Brown in Azzouz and Moumene (2009:27) said that a written product is a product of thinking, drafting, and revising that requires specialized

skill on how to renerate ideas, how to organize them coherently, how to use discourse makers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text appropriate grammar, and how to produce a final project. Furthermore, Harmer in Azzouz and Moumene (2009:27) said that writing form of communication to deliver thought or to express feeling through written form. This preparation can make it possible for words that have been used receivetely to come into productive use. It is mean that writing is a person's ability to commuicate information and ideas to someone, public, government, ect. It is also writing is not only an activity of arranging words into form of sentences, but also when people write, they should organize some interesting stuffs, which are experiences or ideas in written form. The scores given to each composition by the raters were averaged and the mean was determined as the final score for that piece, and the averaged scores were correlated with the number of cohesive devices used by students to reveal the potential relationship between the numbers of cohesive devices and writing quality.

### **3.1 Kinds of Writing**

According to Melly (2006:1) "one division of the kinds of writing are follows, the first is expository writing (where the writing serves to explain or inform), the second is descriptive writing (writing that serves to show, describe), the third is persuasive writing (arguing for or against an issue), the fouth is creative writing (interestingly, creative writing is a vague term, but it includes

fiction, poetry, drama, screenwriting, autobiographies and more) and the last is narrative writing (tells a story).

### **3.2 Errors in Writing**

Writing is more complex in that it tests a person's ability to use a language and the ability to express ideas. As a result, a person needs to write not only coherently but correctly, which requires more time and effort (Liu and Braine 2005:623-624). This difficulty of writing leads students to be more susceptible to producing errors. This study was designed to identify important features of students' errors, the causes of their errors, and categorize those errors. Errors in language learning, therefore, play an important role in this study.

Liu and Braine (2005:623) investigated the use of cohesive devices in 50 argumentative compositions written by Chinese undergraduate non-English majors. Results showed that students were able to use a variety of cohesive devices in their writing, among which lexical devices formed the largest percentage of the total number of cohesive devices, followed by references and conjunctives.

Connell (2000:95-103) analyzed the kinds of errors Japanese students made on tests which required full, written sentences to get the results for constructing a suitable syllabus. Each error was analyzed on how it affected the understanding of the sentence in which it was used. The results showed that the use of subject in a sentence, the parts of speech and general word order created more problems than other grammatical aspects.

Thananart (2000:88-101) examined errors in comparison and contrast paragraphs written by EFL university students at Chulalongkorn University. The vast majority of errors were grammatical structure (73.86%), and the other types of errors were errors in using transition signals (10.01%), verb forms (7.68%), word choice (6.90%) and spelling (1.55%).

### **3.3 Teaching Writing**

“A simplistic view of writing would assume that written language is simply the graphic representation of spoken language...” (Brown, 2001:335). Writing is more complex than this; hence writing pedagogy is important, as Brown states by claiming that writing is “as different from speaking as swimming is from walking” (2001:335). This is supported and developed by Hedge, who states that writing is more than producing accurate and complete sentences and phrases. She states that writing is about guiding students to: “produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers...” (2005:10). Therefore effective writing requires several things: a high degree of organization regarding the development and structuring of ideas, information and arguments. Furthermore, Hedge mentions features such as: a high degree of accuracy, complex grammar devices, a careful choice of vocabulary and sentence structures in order to create style, tone and information appropriate for the readers of one’s written text (2005:7). All these points make the teaching of writing a complex matter, since all this should be taken into consideration for efficient learning of writing strategies.

#### **4. Description of Paragraph**

A paragraph is a group of related sentences that presents a unit of thought. Smalley (1992: 3) also added paragraph is group of sentence that developed one main idea and develops a topic. Wren and Marlin (1985: 523) added that a paragraph is a number of sentences grouped together and relating to one topic or develop one single point in writing paragraph, we should consider the topic sentence that should be narrowed down to a particular one as much as possible.

#### **5. Narrative Paragraph**

A narrative is an account of a sequence of events usually presented in chronological order. A narrative may be real or imagined, nonfictional or fictional. Another word for narrative is story. The structure of a narrative is called the *plot*.

Narrative writing can take various forms, including personal essays, biographical sketches (or profiles), and autobiographies in addition to novels, short stories, and plays.

James Jasinski has observed that "narratives are a way through which people make sense of their lives, a vehicle for ordering and organizing experiences, and a mechanism for both comprehending and constituting the social world. Narratives, in short, fulfill a range of basic human needs" (*Sourcebook on Rhetoric*, 2001).

Writing can be separated from text, in which is the media used as the realization of the expression, feeling or ideas. Furthermore text is a broad term

from something that contains words to express something. Text defined as the main body or the original words from the author as a short passage or something else.

According to Crystal (2008: 481) “a narrative text is a story that is told conveyed to recipient and his telling requires a medium, it is converted into sign. Refers to Bal (2009: 9) “a text that not consist solely of narration, in the specific sense. In every narrative text, one point can to passage that concern something other than event such as an opinion about something, for example a disclosure on the part of the narrator which is directly connected with the event, a description of face, or of a location”. In addition, Schmidt and Richard (2002: 349) narrative text are:

1. The written or oral account of a real or fictional story
2. The genre structure underlying stories

By looking the opinion above, I prefer to Schmidt and Richard’s opinion, narrative text is about oral account and fictional story. Fictional means that the student can write their own imagination of story and it can make them easy in writing a story.

Narrative is the primary means of comprehension and expression of our experience over time, which can be found in every setting of human interaction. Abbott (2001: 1) stated that narrative is present n our lives almost from the moment we begin putting words together.

The narrative paragraph is a group of sentence that develops one main idea about telling story or the last experiences. Narration is story telling which is

relating a single story or several related ones. Then Carroll (2001: 77) “Narration is writing that tells a story”. Narration is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.

## **5.1 Generic Structure of Narrative Paragraph**

### **a. Purpose**

According to Indrayati (2010: 22), the social function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways: narratives deal with problematic events which lead to crisis or turning point of some kind, which in turn finds a resolution.

#### **5.1.1 Generic structure**

According to Indaryati (2010: 22), the generic structures of narrative paragraph are:

1. Orientation sets the scene: where and when the story happened, introduces the participants of the story: who and what is involved in the story.
2. Complication: Tells the beginning of the problem which leads to the crisis (climax) of the main participants.
3. Resolution: The crisis is resolved, either in happy ending or in sad (tragic) ending.
4. Re-orientation: This is a closing remark to the story and it is optional. It consists of moral lesson, advisor teaching from the writer.

## 5.2 Significant Lexicon Grammatical Features

According to Indaryati (2010: 22), the significant Lexicon Grammatical features of Narrative paragraph are:

1. Focus on the specific and usually individualized participants.
2. Use behavioral (action verb) and verbal process (saying verbs)
3. Use relational process to describe characters and setting
4. Use mental processes to describe mental process.
5. Use temporal conjunction and temporal circumstances to sequence the story.
6. Use of past tense.
7. Use of past continues tense.
8. Use conversation.

## B. Previous Relevant Studies

Numerous studies that related to this research had been conducted before. One of them was conducted in Journal of Silpakorn University International Journal Vol. 8, pp. 17-38, 2008 by Anchalee Sattayatham and Pongrat Ratanapinyowong on their journal entitled: *Analysis of Errors in Paragraph Writing in English by First Year Medical Students from the Four Medical Schools at Mahidol University* This study analyzed to identify the types of errors in paragraph writing in English made by first year medical students argumentative essay. One hundred and thirty four medical students from four medical schools at Mahidol University were assigned to write an opinion paragraph in English on

medical ethics based on a reading passage chosen from the Internet. A standard format for paragraph writing consisting of 10 criteria was used for evaluating the types of errors. The frequency of errors was calculated as percentage. The ten criteria for analysis were used which are as follows:

1. Inability to perform the assigned task because of not understanding the question.
2. No introduction
3. Lack of main ideas
4. No topic sentence stating the main points
5. Lack of development of the main ideas (adding details and facts about the main point)
6. Lack of organization
7. Accumulation of errors in sentence structure and / or usage
8. No transitional words
9. Incoherence
10. No conclusion

A Chi-square test was used to compare the errors committed by Siriraj Medical students to those from the other three medical schools: Ramathibodi, Praboromchanok and Bangkok Metropolitan. A P-value of  $< 0.05$  was considered statistically significant. It was shown that most students had errors in standard format of paragraph writing. A high percentage of errors was found in eight out of 10 criteria. The results showed 82.84%, 73.88 %, 69.40%, 69.40%, 85.07%,

90.30%, 76.87% and 82.84% for criteria 2, 4, 5 and 7, 6, 8, 9 and 10 respectively. Praboromchanok Medical students had the highest percentage of errors.

The second related research in the Mediterranean Journal of Social Sciences ISSN 2039-2117, Volume: 2, No.2, May 2011 by Hossein Vahid Dastjerdi and Samira Hayati Samian on their journal entitled: *Quality of Iranian EFL Learners' Argumentative Essays: Cohesive Devices in Focus*. The basic purpose of this study is the ability to compose a piece of argumentative text is important for EFL and ESL learners. Despite its importance, there is a gap in the literature about how Iranian students write essays in this genre that this study intends to fill. Building upon Halliday and Hasan's (1976) cohesion theory, this study intended to investigate Iranian graduate non-English majors' use of cohesive devices in argumentative essays, and also the relationship between the number of cohesive devices and writing quality. An analysis of forty argumentative essays written by forty Iranian graduate non-English majors showed that the students were familiar with various cohesive devices and used them in their writings. Among the cohesive devices used lexical devices had the largest percentage of the total number of cohesive devices, followed by reference devices and conjunction devices. Furthermore, it was found that there was no significant relationship between the number of cohesive devices used and quality of writing. The findings of the study have some important implications for EFL writing teachers and learners.

### **C. Conceptual Framework**

Discourse analysis is a concern with language use as a social phenomenon and therefore necessarily beyond on the text. It has a relationship with coherence and cohesion. Coherence refers to the linking of ideas in a logical sequence or order. Cohesion refers to the organization of sentences and ideas in essay that working together as a whole within their paragraphs. They hold together by cohesive devices. The study of Grammatical Cohesion were called functional grammar. The term of literary means the study of form.

In forming grammar especially this was derived from other class. We have referred to grammatical cohesion. Grammatical cohesion is a means of creating links between sentences in a text through the used of the grammatical resources of the language . Halliday and Hassan (2004) provide us with the basic categories of grammatical cohesion pointing that we can systematize this concept by classifying it into a small number of distinct categories, they refers to them as: reference, substitution ellipsis and conjunction so make a text can be cohesive and textuality. Grammatical cohesion always relation with the discourse analysis. In the discourse analysis can find about the cohesion and coherent of the text. It's mean that a text have a relate of linguistic features which help make a sequence of sentences a text and have a logical relationship of ideas. In other words to know textuality of the text.

Researcher such as Hasan and Haliday see that using linguistic makes the text more cohesive and understandable but it seems that students do not used grammatical cohesive devices effciently because the problem that was students

have many problems in writing effective text in general and using cohesive device in particular of the text. Therefore, this study will be take the data from the narrative text written by students. The researcher will be order the students' to create a narrative text with the themes that have been determined. Then, the researcher will be analyze cohesion that student's use in narrative text. After that, the researcher will be selecting, focusing, simplifying and classifying categories of cohesion. So, in this study only focus to describe cohesion that use in the student's writing narrative text and analyze the correctness sentences in the student's narrative text.

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Research Design**

This research was apply qualitative data analysis and content analysis design. Creswell (2007) says that qualitative research is the process the research that involves emerging questions and procedures, data typically collected in the participants setting, data analysis inductively building from particular to general themes to investigate of event and the researcher making interpretations the meaning of the data. The reason of using this research design was to help the researcher to makes the description and give more detail explanation of cohesion in narrative text by students' writing, so this method has intention to describe, investigate and explain the cohesion of the text.

#### **B. Sources of The Data**

The source of this research was obtained from narrative text written by seventh semester students' of English Department at UMSU academic years 2016/2017. The data will take purposive sampling. The researcher was taken the data from 10% of each of the morning and afternoon of the seventh semester students'.

### **C. The Technique of Data Collection**

The data was collected by researcher observation in students' writing narrative text. The collecting of the data will through some procedures were following :

1. Giving the writing test narrative text to the students.
2. Offering the students to create an narrative text consist of at least 300 words based on the generic structure of narrative text.
3. Collecting all the text from each students.
4. Selecting all text based on the generic structure of narrative text

### **D. The Technique of Analyzing Data**

The data was collected from the expository text that written by the students. The data was analyzing by using theory proposed by Miles and Huberman. Miles and Huberman (2014) says that the qualitative data analysis consist of three procedures. The procedures of analyzing data will the following by steps:

#### **1. Data Reduction**

Data reduction was applied some steps that is selecting, focusing, simplifying, analyzing, classifying and coding the data that considered important. In the conducting research, the researcher will select the data that give valuable information in research, the data will be chosen by identifying and classifying of grammatical cohesion in an narrative text.

## **2. Data Display**

Data display was displaying data its mean that process to simplify the data in the form of sentences, narrative, table or ect. In displaying data, the researcher describes data by description of each grammatical cohesion types into table.

## **3. Conclusion drawing/verification**

The last step after doing the data display is drawn of the conclusion and verification. It will use to describe all of the data, so that it will become clearly. The conclusion can be able to answer the formulation of the problem that formulated from the beginning.

## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. Data**

In the research the data of grammatical cohesion were collected from narrative text written by seventh semester students' of English Department at UMSU academic years 2017/2018. The researcher took 24 narrative text that were collected from 10% of each of the morning and afternoon of the seventh semester students' of English Department at UMSU academic years 2017/2018. The list of data can be seen in the appendixes.

#### **B. Data Analysis**

After classifying the data, the researcher analysed based on the types of grammatical cohesion. Grammatical cohesion function as the formal links between sentences and between clauses. In other word, grammatical cohesion of the text are tool that used to the relationship between one part of sentences to another sentences and one of clause to another clauses in the text. There are four types of grammatical cohesion (reference, ellipsis, substitution, conjunction). All of them were analysed in the narrative text written by seventh semester students' of English Department at UMSU academic years 2016/2017.

## 1. The Classification of Grammatical Cohesion

There are four types of grammatical cohesion; reference, ellipsis, substitution and conjunction.

### 1. Reference

Reference is cohesion created when an item in one sentence refers to an item in another sentence. In this study, only the types of endhoporic reference can be found in the narrative text written by seventh semester students' of English Department at UMSU academic years 2017/2018. Endhoporic reference is when the reference points in words to the text, interpreting the meaning of a reference requires looking else where within the text. Endhoporic reference is classified into two types. There are anaphoric reference and cataphoric reference.

Anaphoric reference is when the reference points in words to the text., interpreting the meaning of a reference requires looking else where within the text.

#### a. Personal Reference

Personal reference items are expressed through the four classes of subject pronouns, object pronoun, possessive pronouns and possessive adjective pronoun, through the category of person in singular and plural that are first person singular pronoun (*I, me, mine*) first person plural pronoun (*we, us, our, ours*), Second person singular pronoun (*you, yours*) Second person plural pronoun (*you and yours*) third person singular pronoun (*he, she, it, him, her, it, hers, his its*) third person plural pronoun (*they, them, theirs*). Personal reference is used to identify individuals and things or objects that are named at some other point in the text.

- 1) During the meeting, the slug fired up with **his** friends and **they** want to embarrass deer furiously in public (2 data R)
- 2) Because of **his** too high self pride, the tiger jumped into the water, and wanted to fight (27 data R)
- 3) Even **his** own sisters and brothers were very unkind.(50 data R)
- 4) One day, the bear called over the rabbit and asked the rabbit to take **his** bow and arrows and came with bear to the other side of the hill (63 data R)
- 5) Indeed he shot and killed so many that there was lots of meat left after the bear and **his** family had loaded themselves and packed all they could carry home.(66 data R)
- 6) One day, the bear called over the rabbit and asked the rabbit to take **his** bow and arrows and came with bear to the other side of the hill (113 data R)
- 7) Indeed he shot and killed so many that there was lots of meat left after the bear and **his** family had loaded themselves and packed all they could carry home.(116 data R)
- 8) Every morning and every evening, **he** ploughed his field with **his** buffalo. One day, a tiger saw the farmer and **his** buffalo working in the field(120 data R)
- 9) The did some gardening and fishing for **his** daily life.(132 data R)
- 10) When he was sailing **his** trading journey, **his** ship landed on a beach near a small village.(199 data R)

- 11) **His** huge ship was wrecked and it was too late for Malin Kundang to apologize.(206 data R)
- 12) Until one day, **his** girl told him she was going to Paris and will never come back.(262 data R)
- 13) ” Romeo was ready to deny **his** name and professed **his** love.(279 data R)
- 14) Juliet put out **his** dagger and plunged it into her breast.(287 data R)

Data analysis showed that “*his* ” as personal reference. Its mean that “*his*” is the third person plural pronoun that *his* refers back to *friend of snail* in (1) sentence, *tiger* in (2) sentence, *ugly duckling* in (3) sentence, *bear* in (4) sentence, *bear* in (5) sentence, *bear* in (6) sentence, *bear* in (7) sentence, *farmer* in (8) sentence, *a man* in (9) sentence, malin kundang in (10) sentence, *malin kundang* in (11) sentence, *a guy* in (12) sentence, *romeo* in (13) sentence, *romeo* in (14) sentence. In this case *his* in the fourteenth sentence are as possessive adjective pronoun. So, these sentences are an anaphoric reference as personal reference.

- 15) Invitation was very taunt snail, thought for a moment, **them** replied (1 data R)
- 16) She felt tired of sitting on **them** (43 data R)
- 17) Just stay with **them**” Said the man angrily. (105 data R)

Data analysis showed that “*them* ” as personal reference. It’s mean that “*them*” is the third person plural pronoun that *his* refers back to *invitation* in (15)

sentence, *eggs* in (16) sentence, *the chicken* in (17) sentence. In this case *his* in the third sentence are as possessive adjective pronoun. So, these sentences are an anaphoric reference as personal reference.

18) In deliberation, **it** was agreed unanimously that the snails race each assigned later standing among the grass at the edge of time(3 data R)

19) In a field one summer's day a grasshopper was hopping about, chirping and singing to **its** heart's content.(7 data R)

20) **It** went quite well on land. When they came to a small pool, **it** was a tragic for the mouse.(15 data R)

21) The mother bear always gave him an extra large piece of meat but the youngest child did not eat **it**.(68 data R)

22) Soon **it** was high enough for the crow to drink. "**It's** working" she said.(77 data R)

23) The parrot would not say the name of the place where **it** was born. (94 data R)

24) **It** was the biggest catch which he ever had in his life.(134 data R)

25) **It** was very hard to decide who would be the best of them (211 data R)

From the data showed that "*it*" is the third person plural pronoun that *it* refers back to deliberation in (18) sentence, grasshopper in (19) sentence, *both tied themselves together leg to leg* in (20) sentence, *an extra large piece of meat* in sentence (21) sentence, *crow pebbles filled the jug* in (22) sentence, *parrot* in (23) sentence, *a big golden fish* in (24) sentence, *three sheiks* in (25) sentence. In this

case *it* in the ninth sentences are subject pronoun. So, these sentences are an anaphoric reference as personal reference.

26) Arrange **their** own place (4 data R)

27) They did not think about the risk of losing **their** child letter and agree to take the offer. (242 data R)

28) Right after that, Buto Ijo came into **their** house.(247 data R)

29) He knew the farmers wanted to break **their** promise (248 data R)

Data analysis showed that “*their*” as personal reference. Its mean that “*their*” is the third person plural pronoun that *their* refers back to *place* in (1) sentence, *farmer* in (2) sentence, *farmer* in (3) sentence, *farmer* in (4) sentence. In this case *their* in the seventh sentence are as possessive adjective pronoun. So, these sentences are an anaphoric reference as personal reference.

30) An ant passed by, bearing along with great toil an ear of corn **he** was taking to the nest (8 data R)

31) **He** was thirsty so he wanted to drink on the river.(17 data R)

32) Then **he** got idea and said to the tiger, “Listen! (21 data R)

33) **He** declared that he would challenge the mouse deer’s king.(24 data R)

34) The tiger realized that **he** was fooled by the mouse deer.(29 data R)

- 35) **He** has to eat the heart of the monkey. So **he** will be healthy again.”(34 data R)  
R)
- 36) **He** is my very own son and quite handsome. (48 data R)
- 37) **He** was very happy. From that day on, **he** swam and played with his new friends and was happier than he had never been. (55 data R)
- 38) **He** was very hearty eater.(67 data R)
- 39) **He** wanted to eat some grass on the side of the river s o **he** had to cross the dangerous river which was full of crocodiles (85 data R)
- 40) **He** jumped onto the next crocodile, “Two.” And **he** jumped again on the next crocodile, “Three.” **he** kept jumping until he arrived on the other side of the river. (90 data R)
- 41) **He** could not bear it. **He** picked the parrot and threw it into the chicken house.(103 data R)
- 42) **He** opened the door and was very surprised. He could not believe what he saw at the chicken house (109 data R)
- 43) Indeed **he** shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.(115 data R)
- 44) **He** lived in a simple hut in a farming field. (131 data R)
- 45) A few days later, the king’ son proclaimed that **he** would marry the girl whose feet fitted the glass slipper. (156 data R)
- 46) **He** left his mother alone. (197 data R)

47) **He** would leave the old mother again but in that time she was full of both sadness and angriness.(204 data R)

48) **He** heard the farmer's pray.(239 data R)

49) **He** wanted them to know that he wasn't the same anymore, **he** had his own company, car, condo, etc. **He** had made it in life! (270 data R)

50) **He** advised Romeo kept the marriage a secret for a time.(280 data R)

Data analysed showed that "he" as personal reference. Its mean that *he* is the third person plural pronoun that *he* refers back to *an ant* in (30) sentence, *mouse deer* in (31) sentence, *mouse deer* in (32) sentence, *tiger* in (33) sentence, *tiger* in (34) sentence, *fathers crocodile* in (35) sentence, *ugly duckling* in(36) sentence, *ugly duckling* in (37) sentence, *youngest child of bear* in (38) sentence, *mouse deer* in (39) sentence, *mouse deer* in (40) sentence, *a man* in(41) sentence, *a man* in (42) sentence, *rabbit* in (43) sentence, *a man* in (44) sentence, *Cinderella* in (45) sentence, *malin kundang* in (46) sentence, *malin kundang* in (47) sentence, *buto ijo* in (48) sentence, *a guy* in (49) sentence, *friar* in (50) sentence. In this case *he* in the third sentence are subject pronoun. So, these sentences are an anaphoric reference as personal reference.

51) **She** felt tired of sitting on them(42 data R)

52) For a long time, **she** could not find any. **She** left very exhausted. **She** almost gave up.(70 data R)

- 53) Then **she** tried to push the jug down for the water to flow out but **she** found that the jug was too heavy.(75 data R)
- 54) Then **she** was looking around. **She** saw some pebbles. **She** suddenly had a good idea. **She** started picking up the pebbles one by one, dropping it into the jug. (76 data R)
- 55) One day, his daughter was so hungry and **she** ate his father's lunch.(138 data R)
- 56) Then away **she** drove in her beautiful coach.(152 data R)
- 57) Suddenly the clock began to strike twelve, **she** ran toward the door as quickly as **she** could. In her hurry, one of her glass slipper was left behind.(154 data R)
- 58) So **she** decided to run away.(163 data R)
- 59) **She** was really worried so she walked along the river side to find the clothes. Finally **she** met an old woman(173 data R)
- 60) Not long after that, **she** met the old woman.(183 data R)
- 61) **She** was Malin Kundang's mother. **She** wanted to hug him, released her sadness of being lonely after so long time.(201 data R)
- 62) **She** knew **she** had to come up with another bad idea.(234 data R)
- 63) **She** was stricken ill with cancer (274 data R)
- 64) **She** died (288 data R)

Data analysed showed that “*she*” as personal reference. Its mean that *he* is the third person plural pronoun that *she* refers back to *mother duck* in (51) sentence,

*crow* in (52) sentence, *crow* in (53) sentence, *crow* in (54) sentence, *a daughter* in (55) sentence, *cinderella* in (56) sentence, *cinderella* in(57) sentence, *snow white* in (58) sentence, *bawang putih* in (59) sentence, *bawang merah* in (60) sentence, *malin kundang's mother* in (61) sentence, *purbararang* in (62) sentence, *ex girlfriend* in (63) sentence, *juliet* in (64) sentence. In this case *she* in the third sentence are subject pronoun. So, these sentences are an anaphoric reference as personal reference.

65) **They** had collected in the summer (14 data R)

66) **They** hissed and made fun of him day by day (49 data R)

67) **They** looked happy and saw their sharp teeth and said “Hello, Mouse Deer.  
(89 data R)

68) **They** were excited about this and spent so much time choosing the dresses they would wear. (147 data R)

69) One day she heard her aunt and uncle talking about leaving Snow White in the castle because **they** wanted to go to America and **they** didn't have enough money to take Snow White with them.( 161 data R)

70) **They** had been waiting for her all day long.( 178 data R) **They** were screaming.(186 data R)

71) As **they** were about to have dinner, Maura asked them for something to eat.(212 data R)

72) Together **they** went to a witch and asked her to put a spell on Purbasari.(223 data R)

73) **They** were very surprised to see beautiful girl inside the cucumber. **They** named her Timun Mas or Golden Cucumber.(244 data R)

74) The trees had sharp thorns so **they** hurt Buto Ijo (249 data R)

Data analysis showed that “*they*” as personal reference. Its mean that “*they*” is the third person plural pronoun that *they* refers back to *ants* in (65) sentence, *other animals* in (66) sentence, *crocodiles* in (67) sentence, *the two step sisters* in (68) sentence, *aunt and uncle* in (69) sentence, *step mother and bawang merah* in (70) sentence, *Maura and three sheiks* in (71) sentence, *purbararang* in (72) sentence, *a farmer* in (73) sentence, *a trees had sharp thors* in (74) sentence. In this case *they* in the seventh sentence are as possessive adjective pronoun. So, these sentences are an anaphoric reference as personal reference.

#### b. Demonstrative Reference

Demonstrative reference is essentially a form of verbal pointing. It is expressed through determiners (*this, these and that, those*) and adverb (*here, there, and then*). This type of reference is achieved by means of location, on a scale of proximity. What is understood by proximity is nearness in place, time, occurrence relation.

75) When you call a deer in front of the slug **that** was the answer and so on (5 data R)

76) “**That** is not a turkey chick.(47 data R)

77) Seeing **that**, the mouse deer laughed (84 data R)

From all sentences using demonstrative reference “*that*”. For example in (77) sentence “Seeing *that*, the mouse deer laughed”. These sentence “*that*” refers to “crocodile grabbed the wood stick”.

78) **There** is no jump for joy as the winner of the race in general.(6 data R)

79) **There** was no other parrot like it (93 data R)

80) Once upon a time **there** lived a little, named Snow White. (159 data R)

From all sentences using using demonstrative reference “*there*” For example in sentence (78) *There* is no jump for joy as the winner of the race in general no jump for joy as the winner

### c. **Comparative Reference**

Comparative reference is indirect reference by means of identity or similarity. Comparative reference is expressed through adjectives, adverbs and serves to compare items within a text terms of identity (*same, equal, identical*) or similarity (*similar, additional*) difference (*other, otherwise, different*), particular (*more, fewer, less, further*).

## 2. **Substitution**

Substitution as a device is marked by the use of nouns, verbs or clause to replace some information previously presented. Substitution divided into three types, there are nominal substitution, verbal substitution, and clausal substitution. In this study, the total number of substitution is 15 (3 occurrence of verbal

substitution, 7 occurrence of nominal substitution and 5 occurrence of clausal substitution).

#### **a. Nominal Substitution**

Nominal Substitution composed of 'one'/'ones'. which has functioned as head of nominal group and can substitution only an item that also has a head function of nominal group.

- 1) **One** day met with a deer slug lane times(289 data S)
- 2) **One** day, the frog said to the mouse; "Let's bind ourselves together with a string so that we may never get separated".(293 data S)
- 3) **One** day, there was a mouse deer.(294 data S)
- 4) **One** day there was a monkey.(295 data S)
- 5) **One** day, the ugly duckling run away and hid in the bushes.(301 data S)
- 6) **One** morning, Bawang Putih was washing some clothes in a river (304 data S)
- 7) **One** day, Romeo attended the feast of the Capulets', a costume party where he expected to meet his love, Rosaline, a haughty beauty from a well-to-do family.(306 data S)

#### **b. Verbal Substitution**

Verbal substitution the verb or a verbal group can be replaced by another verb which is *do*, *does*, *did*, and *done* .

- 8) “I am helping to lay up food for the winter,” said the ant, “and recommend you to **do** the same.”(292 data S)
- 9) He **didn**’t look like the others at all (299 data S)
- 10) The elephant did not know how to **do**. (302 data S)

### c. Clausal Substitution

Clausal substitution where a clause can be usually substituted by *so* or *not*.

- 11) When you call a deer in front of the slug that was the answer and so on (290 data S)
- 12) “Why **not** come and chat with me,” said the grasshopper, “instead of toiling and moiling in that way?”(291 data S)
- 13) **So** he will be healthy again.”(296 data S)
- 14) He was **so** big and very gray.(298 data S)
- 15) “Yes, but you have to promise **not** to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. (303 data S)

### 3. Ellipsis

Ellipsis is the omission of a word or part of sentence. It occurs when some essential structural elements are omitted from a sentence or clause and can only be recovered by referring to an element in the preceding text. There are three types of ellipsis that is nominal, verbal, and clausal ellipsis. In this study, the total number of ellipsis is 4 (2 occurrences of nominal ellipsis and 2 occurrences of clausal ellipsis).

**a. Verbal Ellipsis.**

Verbal ellipsis refers to ellipsis within the verbal group where the elliptical verb depends on a preceding verbal group.

**b. Nominal Ellipsis**

It is mean ellipsis within the nominal group, where the omission of nominal group is served a common noun, proper noun or pronoun.

- 1) I left it under a tree, near **some** coconuts in the river bank.”(307 data E)
- 2) The eggs cracked and **some** cute little ducklings appeared.(308 data E)

**c. Clausal Ellipsis**

Clausal ellipsis functions as verbal ellipsis, where the omission refers to a clause.

- 3) However the largest egg had **not** cracked (309 data E)
- 4) Cinderella could **not** help crying after they had left.(310 data E)

**4. Conjunction**

Conjunction is a relationship which indicates how the subsequent sentences or clause should be linked to the preceding. Conjunction divided into four types ; additive, adversative, causal, and temporal.

**a. Additive Conjunction**

The most prominent additive conjunction is *and*. Other additive conjunction are *yet, beside, so, thus, further, moreover*, ect.

- 1) **However** the largest egg had not cracked.(311 data C)
- 2) They hissed **and** made fun of him day by day.(312 data C)
- 3) One day, a tiger saw the farmer **and** his buffalo working in the field.(314 data C)

**b. Adversative Conjunction**

Adversative conjunction are signalled by words such as: *but, however, instead, on the other hand, nevertheless, rather*, ect.

- 4) The man tried to teach the bird to say Catano **however** the bird kept not saying the word.(313 data C)

**c. Causal Conjunction**

Causal relation expressed that something caused another to happen. It signifies result purpose or reason for the erstwhile proposition. It is signalled words such as: *so, hence, therefore, for this reason, consequently*, ect.

**d. Temporal Conjunction**

Temporal conjunction is a relation between two successive sentences in sequence of time. They could be sequential (*then, next*), simultaneous

(*simultaneously, at the same time*), preceding (*earlier, previously*), immediate (*at once, at least, finally, after that, immediately*), durative (*meanwhile*).

## 2. The Correctness of Data

After analyzing the grammatical cohesion in each narrative text written by seventh semester students' of English Department at UMSU academic years 2016/2017, the researcher found that some incorrectness used grammatical cohesion of the sentences. The results of incorrect to correct as following ;

### a. Reference

1) Hare: "Well, let *we specify* his run fast!" Replied the deer. (IC1 data R)

Hare: "Well, let *us specify* his run fast!" Replied the deer (C1 data R)

Its mean that "we" as personal reference that was as subject reference in the sentences, so "we" incorrect if as possessive pronoun in the word "we specify", so "we" can change with the possessive pronoun "us specify".

2) Arrange *the own* place. When you call a deer in front of the slug that was the answer and so on.(IC2 data R)

Arrange *their own* place. When you call a deer in front of the slug that was the answer and so on.(C2 data R)

The reason why "the" replacement with possessive pronoun "their" in the word "own" because its suitable with the meaning that refers to "many people".

3) He lived in a simple hut in a farming field. *The did* some gardening and fishing for his daily life.(IC4 data R)

He lived in a simple hut in a farming field. *They did* some gardening and fishing for his daily life.(C4 data R)

The reason why “the” replacement with possessive pronoun “their” in the word “activity” because its suitable with the meaning that refers to “many people”.

#### **b. Conjunction**

4) Then he got idea and said to the tiger, “Listen! Your mightiness and toughness are all *great. But* I have my own king.(IC3 data C)

Then he got idea and said to the tiger, “Listen! Your mightiness and toughness are all great. *But I* have my own king.(C3 data C)

In this analysed of sentences that just incorrect in used of sentences mark. The word of adversative conjunction “but” should not be written at the beginning of the sentences.

#### **C. Finding**

After analyzing the data based on grammatical cohesion in the narrative text written by seventh semester students’ collected from 10% of each of the morning and afternoon of the seventh semester students’ of English Department at UMSU academic years 2017/2018. The finding could be presented in the following;

1. Following Halliday and Hasan's theory of grammatical cohesion, the types of grammatical cohesion were *reference* (*personal, demonstrative, comparative*), *substitution* (*nominal, verbal, clausal*), *ellipsis* (*nominal, verbal, clausal*), *conjunction* (*additive, adversative, causal, and temporal*) were used by the students who 10% of each of the morning and afternoon of the seventh semester students' of English Department at UMSU in their narrative text. Most of students were able to produce a good narrative text. In broad outline, the students used all types of grammatical cohesion in their text. Every students mostly used conjunction and reference, and lowest used substitution and ellipsis in their narrative text. This explain as follows. First, conjunction mostly used in the text, with the frequent used of the simple form of each type were conjunction *and, so* of additive, *but* of adversative, *because, so that* of causal, and *first, second, third* of temporal. It is suitable with definition, generic structure and characteristic of narrative text which developed with a logical arrangement with the pattern of development of ideas, such as definition, argument , and functional analysis. The argument certainly showcased by using the conjunction especially on using adversative conjunction to showing arguments. Second, reference mostly used after conjunction in written narrative text. It was because narrative text required them to write subject or object of issue. The students mostly used personal reference followed demonstrative reference, and comparative reference. Third, substitution and ellipsis were not used much in the written narrative text. The students have not been able used substitution and ellipsis in

narrative text. The lowest of using substitution and ellipsis was also attribute to the fact according Halliday and Hasan in Mawardi (2014: 85) says that “Ellipsis and substitution is more frequently found in dialogues, mainly in spoken language”. Its mean that ellipsis and substitution more using in dialogue or spoken language and low using in a text.

2. In term of students’ incorrectness in using grammatical cohesion, the researcher found incorrect used of reference, conjunction.

a. In conjunction usage errors were found one sentence in the writing of punctuation in the text.

b. In reference usage errors was found 3 sentences that found on the used reference of the third person singular pronoun. Most of students incorrectness in the used of the third person singular. In this case, to correct of using reference there was according to Halliday and Hasan’s theory. The used of reference in a text, it must first be viewed type of pronoun was used at the beginning of the sentence. Then, matched to the type of pronoun what is appropriate with use type of pronoun to connect the previous sentences.

## CHAPTER V

### CONCLUSIONS

#### A. Conclusions

After analyzing the data, conclusions can be drawn as the following.

1. Grammatical cohesion was divided into reference, substitution, ellipsis, and conjunction. Based on the data analysis, it could be concluded that all of types of grammatical cohesion were found in the expository text written by seventh semester students' collected from 10% of each of the morning and afternoon of the seventh semester students' of English Department at UMSU academic years 2017/2018. In broad outline, the students used all types of grammatical cohesion in their text. The findings of this study showed that conjunction is the most frequently used grammatical cohesion, followed by reference, substitution, and ellipsis.
2. In term of students' incorrectness in using grammatical cohesion, the researcher found incorrect used of reference, conjunction.
  - a. In conjunction usage errors were found one sentence in the writing of punctuation in the text.
  - b. In reference usage errors was found 3 sentences that found on the used reference of the third person singular pronoun. Most of students incorrectness in the used of the third person singular. In this case, to correct of using reference there was according to Halliday and Hasan's theory. The used of reference in a text, it must first be viewed type of pronoun was used

at the beginning of the sentence. Then, matched to the type of pronoun what is appropriate with use type of pronoun to connect the previous sentences.

## **B. Suggestions**

In the relation to the conclusion, suggestion were stages as the following.

1. It suggested to the teachers more teach to the students about grammatical cohesion in writing a text.
2. It suggested to students of English Department to study more grammatical cohesion and write a text so that they were familiar with the used types of grammatical cohesion and enlarge their skill about it.
3. It suggested for the readers to read, found and understand the grammatical cohesion when reading or writing text especially in narrative text.
4. It suggested to the other researcher to make the further research on grammatical cohesion in other filed of studies.

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