

**GRAMMATICAL COHESION ON THE STUDENTS'
NARRATIVE WRITING**

SKRIPSI

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By :
SITI PATIMAH
NPM : 1302050001



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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ABSTRACT

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This study deals with an analysis of grammatical cohesion on the students' narrative writing. The objectives of this study were to find out the types of grammatical cohesion that are used on the students' narrative writing and to derive the dominant types of grammatical cohesion on the students' narrative writing. The writer took narrative text written by senior high school grade XI. As the data class consisted of 24 students. The researcher took all the students writing as the source of the data. This research was conducted by using qualitative research. They were four types of grammatical cohesion, namely (1) reference, (2) substitution, (3) ellipsis and (4) conjunction. The findings of this study showed that all types of grammatical cohesion are used and can be found on the students' narrative writing. The total number of grammatical cohesion is 358 (282 occurrences of reference, 4 occurrence of substitution, 3 occurrences of ellipsis and 69 occurrence of conjunction). Based on the number of grammatical cohesion on the students writing it was derived that the most dominant types of grammatical cohesion on the students narrative writing were reference, that is 282.

Key word : *Grammatical cohesion, Narrative Text, Writing*

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The Researcher

Siti Patimah

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the international languages used in the world. Nowadays, Indonesian students learnt English from elementary school up to university because it is important in this globalization era. However, they did not use English in their daily life. In the learning process, Indonesian students still make mistake. It commonly happen because the rules of Bahasa Indonesia and English is different.

In learning process, writing is one of language competences, which must be mastered by students. Hamid (2012) stated that it is the most challenging skill among students and teachers. It assisted them in producing both academic and non-academic writing such as paragraph, essay, paper, proposal, articles, etc. Therefore, it can be an opportunity for teachers and students to master numerous methods in writing skill.

By writing students are assisted to reinforce the grammatical structure, idioms, and vocabularies, which have been taught, to have adventure with language, to go beyond what they have learnt to say, and to become involved in the new language. Therefore, by writing students not only master the general structure of a text but also master the grammatical structure, idioms, and vocabulary.

However, writing is not only to express an idea in a piece of paper but also has structural text. There are some requirements that have to be fulfilled to create a

high quality text. Writing is complex and difficult to teach and to learn, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. From that statement, it can be concluded that to create a good essay, it needs to master grammar and its organization.

A text should have sequence of sentences to make the reader comprehend the meaning. To make it sequence, it can use cohesive devices. Cohesive devices cover reference (expression which the meaning referring other word), ellipsis (omission of parts of sentences under the assumption which the context make the meaning clear), conjunction (a word which connects word or phrases or clauses), substitution (replacement a word or a group of word with other word which have same meaning).

In writing skill, there are many kinds of text such as narrative, descriptive, argumentative, procedure, recount, etc. The writer selects narrative text because it is a story of human experience in the past times, which has time sequence or plot. Therefore, students can arrange the composition easily. This reason is recognized by Mawardi's study (2014) stated that this type of writing is also considered easy for students to write compared to other types of writing as it is merely a reflection of the past events or an exploration of the author's values in a story form. A narrative text contains a story line or plot, which is most frequently used in real life, and it is achieved in the writing with the use of cohesive devices. From this theory, the researcher selected narrative text as the source of data of the present study. However, although narrative text is considered as easy text for students, and

cohesive devices influence their writing quality. However, most of them still made mistake in their narrative text.

The reason why this research becomes important is that grammatical cohesion is the one of important part of cohesion. It is description was greatly helped to understand the content of the text. The writer intends to conducted the research about grammatical cohesion because in the process of foreign language learning, students still made mistake. The students at SMK PAB 3 Medan Estate wrote narrative without pays attention to grammatical cohesion and in fact they got difficulty in using cohesive devices, especially in using grammatical cohesion. It was known after doing preliminary study in the classroom. Thus, the writer intends to conducted a research entitled “Grammatical cohesion on the students’ narrative writing”

B. Identification of study

The problem of this research could be identified as follow :

1. The students wrote narrative text without pays attention to grammatical cohesion.
2. The students got difficulty in using cohesive devices, especially in using grammatical cohesion.

C. Scope and Limitation

The research scope is cohesion in narrative text. And the researcher limits the case only on the analysis of grammatical cohesion in narrative writing. The reason why only grammatical cohesion, the writer wants to focus on studying grammatical cohesion devices that are became the mostly found in that narrative.

D. Formulation of Problem

The problems of this research were formulated as follows:

1. What types of grammatical cohesion are identified instudents' narrative writing?
2. What is the most dominant of grammatical cohesion that can be found in students' narrative writing?

E. Objective of Study

The objectives of this research were stated as follows:

1. To find out the types of grammatical cohesion that can be found in narrative writing.
2. To find out the most dominant of grammatical cohesionthat can be found in students' narrative writing?

F. Significances of the Study

The results of this study are expected to give both theoretical and practical benefits as follow:

1. Theoretically

Theoretically, the result of this study were expected to be able to enrich and enhance about grammatical cohesion in the students' narrative text. The writer hopes to got some advantages and well understanding of language use in the factual information which is related to grammatical cohesion in linguistic text. The result of this study can be used as a reference to conducted a similar research or the other research.

2. Practically

Practically, this research is expected to give beneficials impact to the reader as follows:

- a This study can increase students' interest in grammatical cohesion, so they didn't made the same mistake in the future.
- b This study can add the knowledge and get information to have other research at the same field about grammatical cohesion
- c This study as a contribution for anyone who are interested in learning how to analyze grammatical cohesion in sentence especially in narrative text, and for those who wants to do the same focus research

CHAPTER II

REVIEW OF LITERATURE

A. THEORITICAL FRAMEWORK

1. Cohesion

Cohesion is all about the relation of meaning in a text. It defines something as a text because a text is unit of meaning, not a form. It is the source of the text that has a range of meanings related to what is being spoken and written to its semantic environment (Jabeen, et al., 2013: 139). It is manifested through ties in which every one of them refers to a single instance of cohesion and expressed partly through grammar and partly through vocabulary. That is why there are grammatical cohesion and lexical cohesion.

Cohesion is analyzed in the form of sentence. It is because a sentence is the highest grammatical structure and tends to determine how cohesion is expressed. For example, when the same entity is being referred twice, there are rules governing whether the second entity will be named again or referred by pronoun. These rules are determined by the sentence structure.

The sentence structure can also reveal the way how cohesion is expressed in the whole text. It is because a text generally consists of multiple sentences. Thus, by showing how semantic relation is established in a single sentence, it can show how structure of each independent sentence (or elements in a single sentence) can

reflect the structure of higher level (text). This makes cohesion similar to discourse structure.

In fact, reference is the only type of cohesion that depends on the structure of the text. It is because reference uses other items for retrieving the information that can only be gained by looking at the structure of the text. Meanwhile, substitution, ellipsis, conjunction and lexical cohesion do not depend on the structure.

Also, in the case of texts consisting of a single sentence such as public notices, proverb, and the like, the internal cohesiveness can be explained through the function of its structure. It is the function of its structure that contributes to the meaningful and coherent sentence so that it can be regarded as a text. Here, cohesion functions as a non-structural text-forming relation that makes a single sentence as a text. In conclusion, cohesion does not only depend solely on the structural relation, but also non-structural relation.

As a result, cohesion can be found within and between sentences. Cohesion has nothing to do with sentence boundaries. It is because cohesion establishes a semantic relation among elements in a text that are crucial to the process of interpretation by means of presupposed and presupposing. Something presupposed one before, in the sense that one cannot be interpreted except by looking backward to it. Also, one will be presupposing others next, in the sense that one can be interpreted by looking forward to other. It is in a dependent way. This notion is supported by Kafes (2012: 85) by saying that cohesion is a matter of the semantic relation that establishes cohesive device and enables a passage of

speaking or writing to function as a text. It can be found within and between sentences since it is a semantic relation.

Again, cohesion connects any passage or speech to function as a text form its explicit semantic relation. If it cannot be seen, it is not a text, instead the sequences of unrelated sentences. As cited in Janjua (2012: 149-151), the function of cohesion is to differentiate a text from the collection of unrelated sentence. Also, it knits the semantic pattern of a text that shapes the meanings.

The place of cohesion in linguistic system is in the textual component. The textual component is concerned with text-forming component in linguistic system.

a. Types of Cohesion

HallidayM.A.KandChristianMatthiessen (2004) classify cohesion into grammatical and lexical cohesion. The grammatical cohesion includes reference, substitution, ellipsis, and conjunction. Meanwhile, lexical cohesion includes repetition and collocation (Halliday M.A.K. and Christian Matthiessen. 2004). This is because both of them are established by two different elements. They are grammar and words. In the lexico-grammatical level, the distinction can absolutely be drawn.

1) Grammatical Cohesion

The grammatical cohesion is established by use of the grammatical elements of the text that expresses the semantic links within and between the sentences. It includes reference, substitution, ellipsis, and conjunction.

a) Reference

Reference is a relationship between things, or facts (phenomena, or metaphenomena); it may be established at varying distances, and although it usually serves to relate single elements that have a function within the clause (processes, participants, circumstances). Reference items in English include pronouns (e.g. he, she, it, him, they, etc), demonstratives (this, that, these, those, there), article (the), and items like such (a)

Example:

- (1) **Doctor** Foster went to **Manila** in a shower of rain. **He** stepped in puddle right up to his middle and never went **there** again.

The example about explains that:

He refers back to Doctor Foster
There refers back to Manila

a Exophoric Reference

Exophoric means that the referred item is outside the text. it is contextual meaning. When use the reference the writer need to make clear line in order to avoid enlargement reader's interpretation. Exophoric relationship which plays no part in textual cohesion.

Example:

- (1) They're late again, can you believe it?
They refers to some people outside the discourse known to both speaker
- (2) Look at that (that=pen)
That refers to the pen

b Endophoric reference

Endophoric reference means that the reference is inside the text. endophoric reference use of a third-person pronoun or other word or phrase to refer to someone or something inside the same text. endophoric reference is classified into two types :

1. Anaphoric reference

Anaphoric reference is the reader must look backward to find the referent item in the text in order to find the interpretation of the item.

Example:

- (1) Michel went to the café. He was annoyed because it was closed
He refers to Michel. It refer to the café
- (2) The guitar looked beautiful. But its sound detracted from this notion
This notion refers to beauty

2. Cataphoric reference

Cataphoric reference is the reader must took forward to find referent item in the text in order to find interpretation of the reference. The reference item is following the text.

Example:

Although I phone her every week, my mother still complains that I don't keep in touch often enough
He refer to my Mother

In applying reference, we use reference items. Reference item in English include personal, demonstrative, and comparative pronoun.

(1) Personal Reference

Personal reference represents person by specifying its role in the speech situation. The term person includes impersonal meaning (human but not

individualized) and non-personal (object) which are relevant to the speech situation. In general, personal reference involves personal pronouns, possessive determiners, and possessive pronouns.

Table 2.1: **Personal Reference** (M.A.K. Halliday and Christian Matthiessen. 2004)

		Head		Pre-modifier
		Thing: pronoun	Deictic: determiner	
		Determinative	Possessive	
Singular	Masculine	He/him	His	His
	Feminine	She/her	Hers	hers
	Neuter	It	Its	its
Plural		they/them	Theirs	their

For examples:

*Mikhail Gorbachev didn't have to change the world. **He** could have chosen the rule much as his predecessors did.*

He in the second sentence refers to *Mikhail Gorbachev*. This kind of personal reference is expressed through pronoun.

(2) Demonstrative reference

Personal reference items create co-reference in terms of the category of person. As we noted above, there is another related, but distinct, co-referential strategy—that of demonstrative reference. Here the reference item is a **demonstrative**, *this/that, these/those*.

Demonstratives (see Table 9(11)) may also be either exophoric or anaphoric; in origin they were probably the same as third-person forms, but they retain a stronger deictic flavour than the personals, and have evolved certain distinct anaphoric functions of their own.

Table 2.2: **Demonstrative Reference** (Halliday M.A.K. and Christian Matthiessen. 2004)

		nominal group		adverbial group
		Head/Thing	Pre-modifier/Deictic	Head
		Pronoun	Determiner	adverb
Specific	Near	this/these	this/these	here (now)
	Remote	that/those	that/those	there (then)
non-specific		It	The	

For example:

*Recognizing that his country had to change, Gorbachev could have become cautious modernizer in the Chinese fashion, promoting economic reform and sponsoring new technology while holding firm against political change. **This** did not happen.*

This in the last sentence refers to *Gorbachev could have become cautious modernizer in the Chinese fashion, promoting economic reform and sponsoring new technology while holding firm against political change*. This type of demonstrative reference is used near and singular participant.

(3) Comparative Reference

Comparative reference is a type of reference based on the consideration that a thing is similar or different (in terms of likeness and unlikeness). The elements that are compared are the quantity and the quality of the thing. The comparison is expressed by certain class of adjectives and adverbs. There are called adjectives of comparison (deictic and epithet) and adverbs of comparison (adjunct).

Table 2.3: **Comparative Reference** (M.A.K. Halliday and Christian Matthiessen. 2004)

		Nominal group			Adverbial group
		post-Deictic	Numerative	Epithet	Head
		Adjective	Adverb	adjective; adverb	Adverb
General	Identity	<i>same,</i> <i>equal,</i> <i>identical,</i> <i>identically,</i> &c.			<i>dentically,</i> <i>(just) as,</i> &c.
	Similarity	<i>similar,</i>		comparative	<i>so, likewise,</i>

		<i>additio nal, &c.</i>		adjective: <i>such</i>	<i>similarly, &c.</i>
	Differenc e	<i>other, differen t, &c.</i>			<i>otherwise, else, differently, &c.</i>
Particula r			Submodifier : <i>more, fewer, less, further, &c.</i> <i>so, as, &c. + &c.</i> Subhead: numeral	comparative adjective: <i>bigger, better, &c. OR</i> Submodifier : <i>more, less, so, as, &c. +</i> Subhead: adjective	Comparativ e adverb: batter, &c OR Submodifier : <i>more, less, so, as, &c. +</i> Subhead: adverb

For example:

*As a matter of fact, Upin and Ipin are **identical children** but have different personality.*

Identical children refer to Upin and Ipin physical appearance. They compare the similarity of their characteristics, although at the end it is said that they have different personality.

b) Substitution

Substitution is defined as a replacement of an item with another item. Both items should have the same grammatical class. It is different from reference in which the item that is referred to should have the same semantic property. Substitution is mainly textual. It connects a links between parts of a text anaphorically and encloses them to the text. Exophoric substitution is very rare.

Table 4: The Differences between Reference and Substitution

Types of cohesive relations	Linguistic level
Reference	Semantic
Substitution (including ellipsis)	Grammatical

The types of substitution might be defined grammatically instead of semantically and should be based on the grammatical function of the substitute item. It can be as a noun, verb or clause. These correspond with the three types of substitution which are nominal, verbal, and clausal substitution.

(1) Nominal Substitution

Nominal substitution is defined as a noun-substituting process which uses “one”, “ones”, and “same”. It means that the item that is substituted with one or ones should be the head of nominal group, since one or ones always function as the head of nominal group. The items that are substituted should be in the same position and function. They can be different in number, but they are in the same

category which is a count noun. It is because the only possible form of substitution for mass noun (uncountable noun) is substitution by zero (ellipsis).

For examples:

- (1) These biscuits are stale. Get some fresh ones.
- (2) This bread's stale. Get some fresh.

Ones substitutes biscuits. Meanwhile, bread is substituted by zero.

“One” or “ones” is a substitution that is put to fill the head slot. The meaning is the noun to fill this slot will be found in the preceding text (occasionally elsewhere). “One” or “ones” is always accompanied by some modifying elements which function as defining it in the particular context. It is because “one” or “ones” are presented to change the head of nominal group and differentiate “one” or “ones” here from previously mentioned. Meanwhile, “the same” represents the whole sentence. It is classified into nominal substitution.

For example:

- (3) They will face the consequences of writing a thesis which is to defend the thesis in front of the examiners. I'll have the same.

The same refers to face the consequences of writing a thesis which is to defend the thesis in front of the examiner.

(2) Verbal Substitution

Verbal substitution operates as head of verb group and its position is always final in the group. The item that supplies the substitution area is “do”. While one always substitutes for a noun which expresses typically a person, creature, object, institution, or abstraction of some kind, “do” may substitute either a verb or a verb plus certain other element in the clause which represents an

action, event, or relation. It can be expressed by “do”, “do so”, “can do”, “can”, “does”, “did”, and “done”.

For examples:

- (1) the words did not come the same as they used to do.
- (2) I don't know the meaning of half those long words, and what's more, I don't believe you do either!
- (3) He never really succeeded in his ambitions. He might have done, one felt, had it not been for the restlessness of his nature.

In the 1, do substitutes come. In the 2, do substitutes know the meaning of half those long words. In the 3, done substitutes succeeded in his ambition.

The verbal substitution is always anaphoric. It may presuppose an element within the same sentence as itself, so that there is already a structural relation in linking the items. However, it frequently substitutes for an element in a preceding sentence, and therefore it is the primary source of cohesion in a text.

(3) Clausal Substitution

Clausal substitution substitutes an entire clause instead of within the clause. The clausal substitution is expressed by the word “so” and “not”. Three environments that clausal substitution takes place are report, condition, and modality. It may take either positive or negative form. The positive form is expressed by “so”, and the negative form is expressed by “not”.

However, there is limitation for the existence of clausal substitution. The clausal substitution exists in the declarative sentence. There is no substitution in the interrogative or imperative sentence. It also doesn't occur in the verb such as “wonder”, “order”, or “ask”.

For example:

My religion teaches me that to eat too much food is bad and the research said so.

In the example above, so substitute to eat too much food is bad. It resembles the substitution for the whole clause within the sentence and sits as object.

c) **Ellipsis**

Ellipsis is a means of establishing semantic relation by using grammatical elements. Although it is the same with substitution, it has different structure and pattern. In ellipsis, something is understood without saying. In other words, it is substitution by zero.

Ellipsis is a matter of structural relation. It is established within the sentence. There is no structural relation between the sentences. Thus, there is no need to add additional idea of cohesion to make sentences hang together. Even, by explaining the structure within the sentence, it shows the relation between the sentence and it is important aspect of texture. That is why ellipsis is really important for grammatical cohesion and written discourse analysis.

There are three types of ellipsis. They are nominal, verbal and clausal ellipsis. Again, the names of the types suggest the items that are omitted.

(1) **Nominal Ellipsis**

Nominal ellipsis is a type of ellipsis in the nominal group. The nominal ellipsis lifts a word positioning as pre modifier (deictic, numerative, epithet, or classifiers) to Head.

For example:

My kids play an awful lot of sport. Both (0) are incredibly energetic.

The ellipsis is marked by (0). The (0) is omitting the position of my kids.

(2) Verbal Ellipsis

Verbal ellipsis refers to ellipsis within the verbal group. The verbal group before presupposes the next verbal group which is not fully expressed in its systemic features. The interpretation is made within the verbal group system.

For example:

(1) Have you been swimming? Yes I have.

(2) What have you been doing? Swimming.

Have and swimming can be interpreted as stands for I have been swimming.

(3) Clausal Ellipsis

The clause in English consists of two elements which are modal and propositional elements. Modal element consists of subject and the finite element in the verbal group. The propositional element includes the remainder of the verbal group and any complement or adjunct that may be occurred. The difference of complement and adjunct is the complement can become a subject if the clause was turned around in some way, whereas the adjunct could not. The clausal ellipsis includes the omission in the modal and propositional elements.

For examples:

The whole sentence is “The duke was going to plant a row of poplars in the park”.

(1) What was duke going to do? Plant a row of poplars in the park.

(2) Who was going to plant a row of poplars in the park? The duke was.

In the example 3:4, the modal element is omitted in the answer. Meanwhile, in the example 3:5, the prepositional element is omitted.

Again, ellipsis is primarily grammatical relation. They hold the words and structures rather than relating them through their meanings. They are purely textual.

d) Conjunction

Conjunctive elements are primarily devices to create cohesion by the virtue of their specific meanings. It means that they by themselves express certain meanings and their meanings enable them to presuppose the presence of the other elements. They can relate to the preceding or following text. By specifying the way that is the next is semantically connected to what has gone before, conjunction can establish the semantic relation.

In the point of view of cohesion, conjunction is seen from their actual sequence in the text. It is because in connecting the sentences, sentences of a text can only follow one after the other. Hence, the focus is not semantic relation, but it is their function in relating linguistic elements that occur in succession (sequence). Again, conjunction is not only a matter of connecting two sentences, but also relating two events semantically.

There are four types of conjunction. They are additive, adversative, causal, and temporal. They have different signal words and they relate sentences in different ways based on their actual meanings.

(1) Additive

Additive refers to a type of cohesion that structurally appears and coordinates each other. It means that it depends on the structure of the sentence. It functions to add the existing information by the virtue of coordination. They are tied to structural coordination and express the succession of two independent elements. Under this heading, the source of cohesion can be derived from the comparison of the semantic similarity between what is being said and what has gone before.

Table 2.4: **The Summary of Conjunctive Relations of the Additive Type**

Classification	Type	Example
Simple additive relation (external and internal)	Additive	<i>and; and also, and...too</i>
	Negative	<i>nor; and...no, not either,</i>
	Alternative	<i>neither or; or else</i>
Complex additive relations (internal): emphatic	Additive	<i>further(more), moreover, additionally, besides that, add to this, in addition, and another thing</i>
	Alternative	<i>Alternatively</i>

Complex additive relations (internal): de-emphatic	Afterthought	<i>incidentally, by the way</i>
Comparative relations (internal)	Similar	<i>likewise, similarly, in the same way, in (just) this way</i>
Appositive relations (internal)	Dissimilar	<i>on the other hand, by contrast, conversely</i>
	Expository	<i>that is, I mean, in other words, to put it another way</i>
	Exemplificatory	<i>for instance, for example, thus</i>

For example:

Our garden didn't do very well this year. By contrast, the orchard is looking very healthy.

The word *by contrast* expresses that there is a contradiction between the previous sentence and the next sentence. The contradiction represents the dissimilarity between them and reflects how coordination is gained in this particular additive relation.

(2) Adversative

Adversative refers to the contrary expectation. The connection in the adversative relation is gained by contrasting expectation which is derived from what is mentioned before. The expectation can come from the text or speaker-hearer configuration.

For example:

He showed no pleasure at hearing the news. Instead he looked even gloomier.

The word *instead* connects the information mention before by means of correcting the meaning. At first, the expectation that is derived from the first sentence is that he would like to be sad because he expressed no pleasure. Then, the correction comes that he is not sad, even his face looked gloomier. The word *instead* clearly shows that there is a contradiction in terms of expectation and it connects the sentences by means of correcting the meaning.

(3) Causal

Causal relation represents one of cause and consequence (Nunan, 1993: 27). It means that one clause becomes the cause and the rest is the consequence. It involves the interpretation form the readers of the text to distinct them. That is why the clear-cut is difficult to be presented. In fact, causal relation includes result, reason, and purpose to form a cohesive chain.

Table 2.5: The Summary of Conjunctive Relation of the Causal Type

Classification	Type	Example
Causal relations, general („because..., so“) (external and internal)	Simple Emphatic	<i>so, thus, hence, therefore</i> <i>consequently, accordingly,</i> <i>because of this</i>
Causal relations, specific	Reason Result Purpose	(mainly external) <i>for this</i> <i>reason, on account of this</i> (internal) <i>it follows (from this),</i> <i>on this basis</i> (mainly external) <i>as a result</i> <i>(of this), in consequences</i> <i>(of this)</i> (internal) <i>arising out of this</i> (mainly external) <i>for this</i> <i>purpose, with this</i> <i>mind/view, with this</i> <i>intention</i> (internal) <i>to this end</i>
Reversed causal relations	Simple	<i>for; because</i>
Conditional relations („if..., then“) (external and	Simple Emphatic	<i>then</i> <i>in that case, that being the</i> <i>case, in such an event,</i>

internal)	Generalized Reversed polarity	<i>under those circumstances</i> <i>under the circumstances</i> <i>otherwise, under the</i> <i>circumstances</i>
Respective relations („with respect to“) (internal)	Direct Reversed polarity	<i>in this respect/connection, with</i> <i>regard to this; here</i> <i>otherwise, in other respects;</i> <i>aside/apart from this</i>

For example:

Chinese tea is becoming increasingly popular in the restaurants, and even in coffee shops. This is because of the growing belief that it has several health-giving properties.

The word because connects the two sentences by means of showing their causal relation. The first sentence is the consequence that occurs because of the effect of the belief. The belief that Chinese tea has several health-giving properties becomes the cause of its popularity.

(4) Temporal

Temporal relation represents the sequence of time. It exists when the events in the text are related in terms of timing of their occurrence (Nunan, 1993: 27). The relation can be determined by the particular stage that communication process has reached. What makes temporal relation different from all types of conjunction is it occurs in correlative form. It means that it can occur with cataphoric

expression in one sentence. As previously mention, cataphoric tendencies refers to the way of referring by means of pointing forward. It best represents by the words such as “first”, “first of all”, “to begin with”, and so forth.

For example:

Brick tea is a blend that has been compressed into a cake. It is taken mainly by the minority groups in China. First, it is ground to a dust. Then, it is usually cooked in milk.

The words first and then correlate the second and third sentences to the first sentence by means of sequential ways. It explains how to make brick tea and the steps are forward. It is impossible to do it randomly or backward.

2) Lexical cohesion

As previously mentioned, the lexical cohesion is constructed from the vocabulary. Halliday and Hasan as cited in Janjua (2012: 150-151) mention that the lexical cohesion refers to the cohesive effect by non-grammatical elements or the selections of vocabulary. The lexical cohesion appears in discourse by means of reproducibility and co-occurrence. Reproducibility relationship (reiteration) includes the original words (repetition), synonyms, superordinate and general words. Meanwhile co-occurrence relationship (collocation) refers to the tendency of common occurrence (Li, 2013: 1393).

a) **Reiteration (reproducibility)**

As previously mentioned, reiteration is a type of lexical cohesion that establishes the semantic links by means of using repetition, synonym, superordinate, and general word. Repetition refers to re-writing the same word in another place as the item being referred. Synonym includes the words that have similar meaning to the word that is being referred. Superordinate is a means of establishing semantic relation by mentioning the word that has more general classification than the word that is previously mentioned. General word refers to the most general category of the word being referred. All shares the same purpose to establish the link semantically based on the presence of lexical items.

Reiteration often refers back to the previously mentioned item. It connects the words anaphorically. It functions as cohesive reference. Reiteration solely depends on the words that are mentioned in the text. It is mainly textual cohesion.

For examples:

- (1) What we lack in a newspaper is what we should get. In a word, a “popular” newspaper may be the winning ticket.
- (2) You could try reversing the car up the slope. The incline isn’t all that steep.
- (3) Pneumonia has arrived with the cold and wet conditions. The illness is striking everyone from infants to the elderly.
- (4) A: did you try the steamed buns?

B: Yes, I didn’t like the things much.

From the example 5:1, the word newspaper is repeated in the second sentence. It is the example of repetition. In 5:2, the slope in the first sentence is reiterated using its synonym which is the incline. It perfectly exemplifies

synonym. In the 5:3, the first sentence is linked to the second sentence by using the word Pneumonia and illness. It expresses superordinate. General word is best described in the example 5:4 by mentioning things as exchange to steamed buns.

b) Collocation (co-occurrence)

As previously mention, collocation refers to tendencies of common occurrence. It does not depend on any semantic relationships. The tendency is derived from the same lexical environment. In other words, it should have similar context since similar context will generate a cohesive force if they occur in adjacent sentences. With this regard, some researchers might recognize this kind of lexical item as one of the potential element to cause a problem in written discourse analysis. Even, several researchers refuse to deal with this. It is because it is difficult to determine for sure whether cohesive relationship exists or not (Nunan, 1993: 29). Despite of this characteristic, collocation is mainly textual, for the context is mainly found in the text.

For example:

- (1) My neighbor has just let one of his trees fall into my garden. And the scoundrel refuses to pay for the damage he has caused.

In this example, the words my neighbor and the scoundrel refer to the same context which is the person who treats others badly. Out of this context, it is widely known that neighbor and scoundrel are not related at all.

2. Narrative texts

Narrative texts are defined as fictional texts that consist of sequential events and are written in certain perspective (Bruner, Westbay, & Gündüz in Sallabas, 2013). Narrative texts tell a story using spoken and written language. The purposes of narrative texts are to present a view of the world in order to inform and entertain the reader. To be specific, narrative texts aim to make the audience think about the issues, teach them a lesson, and excite their emotions (Anderson & Anderson, 1998: 3).

People are close to this form of texts rather than other forms since the topics are related to daily life such as love, friendship, family, and the like (McNamara, 2011: 231-232). According to Anderson & Anderson (1997: 8), there are steps for constructing narrative texts, namely:

1. an orientation (can be a paragraph, a picture or opening chapter) in which the narrator mentions about the setting of the story including characters, time and actions
2. a complication that sets off events that influence the plot of the story
3. a resolution in which characters finally solve the complications, and
4. a coda (an optional step) that provides a comment or moral value based on the story.

According to Anderson & Anderson (1997: 8-17), language features in narrative texts include specific characters, time signal, action verb, and descriptive words. A good narrative text employs descriptive words that can portray the

appearance of characters (what they look like), the action (how things happen), and the setting (where the action takes place). Descriptive words include:

1. adjectives (words to describe nouns) e.g. He said that he was bitten by two *fierce* dogs.,
2. adverbs (words to describe verb) e.g. He walked *carefully*.,
3. similes (phrases to compare a thing with other things) e.g. Her heart pounded *like a drum*.

The reason why narrative texts are important is that they allow interactive processing to happen. As previously mentioned, interactive processing refers to the combination between bottom up and top down processing (Murcia & Olshtain, 2000: 119). Bottom up processing refers to the combination between language knowledge and reading strategies. Meanwhile, top down processing involves readers' prior knowledge, discourse knowledge of writing conventions, and the purpose of reading. The combination of both processing will lead to the interactive nature of interpretation process.

In the narrative texts, the stories are easy to understand. They are written in the simple structure in which the events happen after one to another. Thus, the stories can be read at once and the readers with minimum level of competence are able to follow (William et al., in McNamara et al., 2011: 231-232, Bruner, Westbay, & Gündüz in Sallabas 2013). In contrast, expository texts involve complex structure and specific information that the readers in certain grades only are able to follow (Kamberelis & Bonivo in McNamara, 2011: 231-232).

Also, the topics are closely related to daily life. It enables the readers to relate their prior knowledge with the new information from the stories. The stories may provide the explanation about socio-cultural background where the events take place. Thus, they can imagine the setting of the stories properly. It is important in facilitating reader's comprehension.

Finally, narrative texts are written in various genres, namely humor, romance, crime, real-life fiction, historical fiction, mystery, fantasy, science fiction, diary-novels, and adventure. By choosing one of them, readers can get what they expect to know and extend their purpose of reading. Thus, it may cover various purposes of reading.

Certainly, advantages of having narrative texts will not be achieved if texts are not properly graded to the level of readers they are given. The fact is the same text may be processed differently by different readers, depending on their prior knowledge and their knowledge about target language (Murcia & Olshtain, 2000: 121). Several researchers usually use readability as a means of measuring the difficulty of a text. By measuring readability, it is expected that texts will match to the students' level of competence.

3. Previous Study

There are similar previous researches that related to writer's research topic. Therefore, the research uses these researches as the developing of ideas. Three similar previous researches below are:

The first research is *Cohesion Analysis on the Jakarta Post's Editorial* by Abdul Rohim. Thesis English Letter Department State Islamic University

SyarifHidayatullah Jakarta 2010. This research uses five texts of daily English newspaper by Jakarta post's editorial which chosen on April 2009. By applying the theory of Halliday and Hassan cohesion, the research found the highest occurrence and the lowest occurrence of the cohesive device through the grammatical cohesion and lexical cohesion in Jakarta Post's Editorial. The highest of grammatical cohesion is reference items especially personal reference. However, substitution is only appears in the text 2, that is only nominal substitution. Besides, for the lexical cohesion is found some repetition words stretches across several sentences in every text of the Jakarta post's editorial and it is the highest occurrence lexically.

The second research is *Grammatical and Lexical of Journalistic Text and Fiction Text* by Jamilah. Thesis English Letter Department State IslamicUniversity and fiction text as the main corpus. This research focus on the cohesion devices (grammatical and lexical) integrate in sentences on both journalist textand fiction text. Moreover the cohesion devices are used in both texts asdistinguish of them. By using Halliday and Hasan theory, the result of thisresearch is the dominant cohesion devices used in journalistic text that is lexicalcohesion, while grammatical cohesion devices are more dominant in fiction text.It is caused by the different aim of each text. The aim of journalistic text is toconvey the information well, by using brief, concise, simple, clear and interestingwords, but also representative. Such as synonym, superordinate andantonymhelpthe text to produce a mood and emotion well. On the other hand, grammaticalcohesion devices are more dominant in fiction text. Because, the

fiction text is more acute than journalistic text. It has no regulation to use the simple, brief, concise words and sentences.

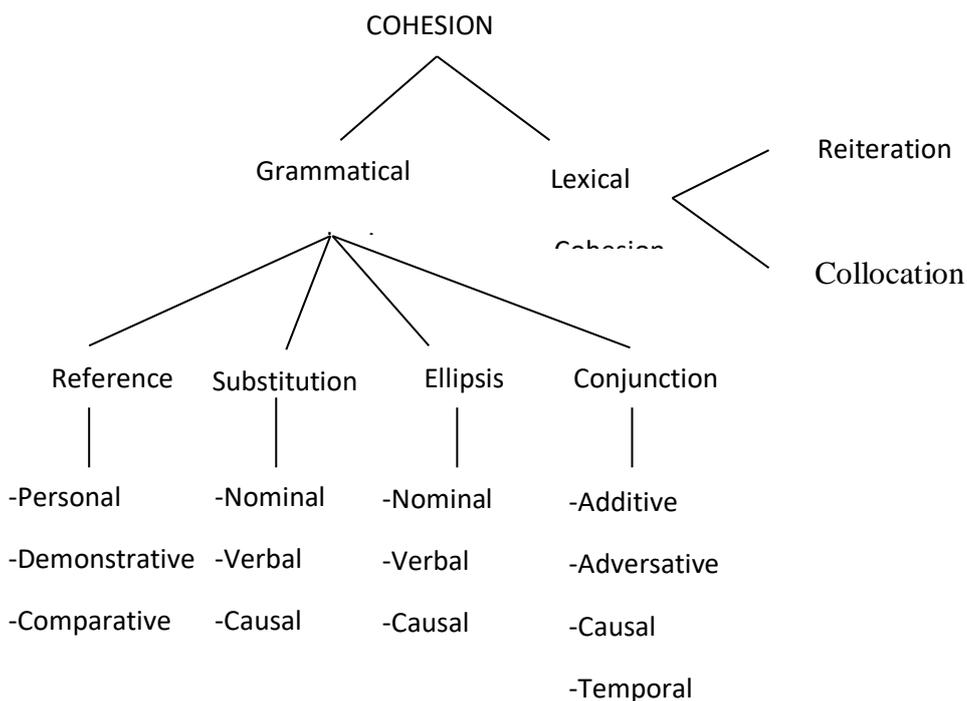
The third research is *A Grammatical and lexical Cohesion Analysis of Reading Texts in "Get Along With English" Published by Erlangga (A Content Analysis of Grade X Textbook at SMK Nusantara Ciputat)* by KarimatulRofikoh. Thesis Department of English Education State Islamic University SyarifHidayatullah Jakarta 2013. This research only concern on the grammatical cohesion devices in the textbook. By using Halliday and Hasan concept of cohesion in English the result of this research are:

1. All four types of grammatical cohesion are found in the analyzed reading texts. Most of them are appropriately applied in the reading texts; therefore cohesion reading texts are established.
2. All of analyzed reading texts apply *reference*. There are two reading texts, text 4 and text 7, that used *substitution*. There are only two analyzed reading texts, text 1 and 6 without using *ellipsis*. Meanwhile, all of analyzed reading texts have *conjunctions*.
3. Reference is the dominant type grammatical cohesion in the reading texts.
4. Some cohesive devices applied in the analyzed reading texts have potential to the readers (especially the students') to the incorrect interpretation or become elusive.

Based on the third previous researches above, there are many kinds of differences among them; first the theory of this research is based on

Halliday M.A.K. and Cristian Matthiessen (2004). Second this research focuses on grammatical cohesion. And the last this research analysis students narrative text

B. Conceptual framework



This research aims to investigate the grammatical cohesion in narrative text writing by senior high school grade XI using the theory of cohesion proposed by Halliday and Matthiessen (2004). Grammatical cohesion theoretically can be classified into reference, substitution, ellipsis, and conjunction. In this study, the researcher only limits the analysis of grammatical cohesion on the students' narrative writing in reference and conjunction. Reference can be divided into personal reference, demonstrative reference, and comparative reference, and conjunction can be divided into additive, adversative, causal, and temporal.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was conducted by using qualitative research. Qualitative research is the process of research that involves emerging question and procedure, data typically collected in the participant's setting, data analysis inductively building from particular to general themes, and the researcher making interpretation of the meaning of the data (Creswell: 2009). This qualitative design chosen because its suitable characteristics. The characteristics are: firstly, this study was conducted in natural setting which is English class in which the students' learn to write; the secondly this research analyzed how grammatical cohesion is used in students' narrative writing; lastly this study investigated, analyzed, described, categorized and interpreted that were in the writing of products students' narrative writing.

B. Source of Data

According to Arikunto (2006: 129), the source of data is the subject of research. The source the data of this research was obtained from narrative text write by senior high school grade XI. The class consisted 24 students'. The researcher took all students'.

C. Technique of Data Collection

The data of research was conducted by applying some steps:

1. Asking students' to write narrative text
2. Collecting the students' writing of narrative text

D. Technique of Analysis the Data

This analyzed of data applying by Miles and Huberman procedures:

1. Data Reduction

In considering research, the first steps in data reduction is the researcher was selected the data was gave valuable information in research, the second the researcher identifying the grammatical cohesion in students' narrative writing and the last the researcher classifying the grammatical cohesion in students' narrative writing.

2. Data Display

Data display means the process to simplify the data in the form of narrative or table. In displaying data, the researcher described data by tabulating the number of each types of grammatical cohesion into table.

3. Conclusion drawing/verification

After displaying the data, the conclusion is draw. It was used to describe all of the data, so that it would be come 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 this research, the data of grammatical cohesion were collected from students' narrative writing. All the data were collected from senior high school grade XI Akutansi the class consisted 24 students, the data were taken randomly from students narrative writing. The list of the data can be seen in the appendix.

B. Data Analysis

The data were analyzed based on the types of grammatical cohesion. Grammatical cohesion is grammatical connection between clause and sentence in written discourse. There are four types of grammatical cohesion (reference, substitution, ellipsis and conjunction). All of them were analyzed on the students' narrative writing.

The finding covers the used of grammatical cohesion on the students' narrative writing there were 24 data which was reduced if it was more or less three paragraph or does not follow generic structure of narrative text. Eventually, the data collected are 9 essay.

The data covers 9 titles: 1. My first time in senior high school, 2. My bad day, 3. My trip, 4. My embarrassing moment, 5. My holiday on the beach, 6.

Terrible experience, 7. My first time at SMK PAB 3, 8. New year eve celebration, 9. My holiday in sipiso-piso waterfall.

1. The analysis of grammatical cohesion

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

1.1 Reference

Reference is cohesion created when an item in one sentence refers to an item in another sentence. In order to interpret the sentence, one has to look to the referent in another sentence. Reference item in English include personal, demonstrative, and comparative pronoun.

In this study the total number of reference 282 (249 occurrences of personal reference, 33 occurrences of demonstrative reference and 3 occurrences of comparative reference)

a. Personal Reference

Personal reference items are expressed through the four classes of subjectpronouns, 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, my*) 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) *I* graduated from junior high school. (1 data R)
- 2) *I* was very surprised to see the clock has been demonstrated at 6.30. (13 data R)
- 3) *I* opened the bag to take the money. (14 data R)
- 4) *I* felt very happy though the weather was very cold. (24 data R)
- 5) *I* tried to caught the ball and began to search the owner. (36 data R)

Data analysed showed that “*I*” as personal reference. Its mean that “*I*” is the first person singular pronoun. For example in (1) sentences “*I graduated from junior high school*” from this example, *I* refers to writer even it is not mentioned because writer tell her story. In this case *I* in the fifth sentences are subject pronoun.

- 6) SMK PAB 3 Medan Estate is the one of *my* destination. (1 data R)
- 7) Half an hour passed, all of a sudden *my* teacher called us to line up again. (18 data R)
- 8) I have very special event with *my* best friend. (28 data R)
- 9) So I go to bathroom and took *my* clothes quickly. (28 data R)
- 10) I was sitting in the beach for enjoy *my* pleasure time. (34 data R)

From the data showed “*my*” as personal pronoun that *my* is the first person singular pronoun that *my* refers to writer even it is not mentioned because writer tell her story and *my* of these sentence is possessive adjective pronoun.

- 11) It already 6 when I arrived. Not far for *me*. (30 data R)
- 12) I leaned under the shady tree. Seeing many people spent their time together that's made *me* smile. (34 data R)

13) Usually I memorized what I want to speech, so it would help *me*.
(43 data R)

14) I was wrong sentence for opening the speech. Many people laugh at *me*,
(45 data R)

15) My friends in front of *me* remained that I was wrong sentence for opening
the speech. (47 data R)

Data analysed showed that “*me*” as personal reference. Its mean that *me* the first person singular pronoun. For example in (13) sentences, “*Usually I memorized what I want to speech, so it would help me*” from this example *me* refers refer back to I. In this case *me* in the fifth sentences are object pronoun.

16) *We* were told to clean up the parade ground. (17 data R)

17) *We* walked on and on through the jungle for about 4 hours. (23 data R)

18) Moreover *we* also should be understood about our speech. (46 data R)

19) *We* hold big dinner planned by my father and my uncle in my house.
(62 data R)

20) *We* thought that the waterfall have close, but once again *we* wrong.
(70 data R)

Data analysed showed that “*we*” as personal reference. Its mean that “*we*” is the first person plural pronoun. In (16) *we* refers to all of students in (17) *we* refers to writer and her friends in (18) *we* refers to all of people in (19) *we* refers to all of family in (20) *we* refers to writer and his friends. In this case *we* in the fifth sentences are subject pronoun.

21) We parked *our* motorcycle then went to locket we paid the fee for entering
the mountain then we started to hike at 04.00 pm. (23 data R)

22) We should be focus about *our* speech. Moreover we also should be
understood about *our* speech. (46 data R)

- 23) We bought quite a lot of firework on that day to enliven **our** big event.
(63 data R)

From the data showed “*our*” as personal pronoun that *our* is the first person plural pronoun that *our* refers back to *we*. For example (23) sentences “*We bought quite a lot of firework on that day to enliven our big event*”, in this case *we* is referent and *our* is reference, and *our* of these sentence is possessive adjective pronoun.

- 24) My uncle who was good in singing did not want to miss to entertain **us**.
(64 data R)

- 25) We also did karaoke together. Each of **us** had to sing a song. (64 data R)

From the data showed “*us*” as personal pronoun that *us* is the first person plural pronoun. In (24) sentences, “*My uncle who was good in singing did not want to miss to entertain us*” from this example *us* refers to all of family, and *us* of these sentence is object pronoun.

- 26) **They** had great ability to teach some lessons. (7 data R)

- 27) **They** were so care to each other. After all my first time in this school so interesting. (7 data R)

- 28) **They** were all have their own culture, habitual, and principle in their life.
(51 data R)

Data analysed showed that “*they*” as personal reference. Its mean that “*they*” is the third person plural pronoun. In (26) *they* refers to teacher in (27) *they* refers to people and in (28) *they* refers to teacher. In this case *they* in the third sentences are subject pronoun.

29) At the first time I started my study I have shocked by awesome teacher because some of **them** is graduated from great university in Medan. (6 data R)

30) If I didn't have a strong principle, I will involved by **them**. (51 data R)

From the data showed "*them*" as personal pronoun that *them* is the third person plural pronoun. In (30) sentences, "*If I didn't have a strong principle, I will involved by them*" from this example us refers to people, and them of these sentence is object pronoun.

31) Seeing many people spent **their** time together that's made me smile. (34 data R)

32) The kids began to build **their** castle which made from sand. (35 data R)

33) And the other kids was tried to caught **their** friend while running. (35 data R)

34) That was making merelize that I was on the new level where someone must have **their** own principle that not easy to be involved with **their** friends. (50 data R)

35) They were all have **their** own culture, habitual, and principle in **their** life. (51 data R)

From the data showed "*their*" as personal pronoun that *their* is the third person plural pronoun. For example (32) sentences "*The kids began to build their castle which made from sand*", from this example their refers to kids and *their* of these sentence is possessive adjective pronoun.

36) **He** smile with me. I approached him give the ball. (36 data R)

37) **He** run towers his friends. It was funny seeing him run and smile. (37 data R)

Data analysed showed that “*he*” as personal reference. Its mean that “*he*” is the third person singular pronoun. For example in (36) sentences “***He smile with me. I approached him give the ball.***” from this example *he* refers to little boy. In this case *he* in the second sentences are subject pronoun.

38) I tried to look at ***him***. (37 data R)

39) I approached ***him*** give the ball. (36 data R)

From the data showed “*him*” as personal pronoun that *him* is the third person singular pronoun. In this case *him* in the second sentences are subject pronoun.

40) He run towers ***his*** friends. (37 data R)

41) I was smile happily and messed up ***his*** hair then. (37 data R)

From the data showed “*his*” as personal pronoun that *his* is the first person singular pronoun. For example (32) sentences “***He run towers his friends***”, from this example *his* refers back to *he* and *his* of these sentence is possessive adjective pronoun.

42) ***You*** can find consolation besides. That is a beautiful waterfall. (60 data R)

From the data showed “*you*” as personal reference that *you* is the second person singular pronoun. And *you* of this sentence is subject pronoun.

43) I felt ashamed, very ashamed but thanks for ***your*** birthday present dear. (31 data R)

From the data showed “*your*” as personal reference that *your* is the second person singular pronoun. And *your* of this sentence is possessive adjective pronoun.

44) It was ***her*** birthday party in ***her*** home. So I go to bathroom and took my clothes quickly. (28 data R)

From the data showed “her” as personal reference that her is the third person singular pronoun. And her of this sentence is possessive adjective pronoun.

45) **It** was rainy, I felt very lazy going out. (28 data R)

46) **It** was her birthday party in her home. (28 data R)

47) **It** was very hot in the middle of summer season. I was sitting in the beach for enjoy my pleasure time. (34 data R)

48) **It** was funny seeing him run and smile. Afterthat, someone a bottle of colla. (37 data R)

49) **It** was different with my junior high school atmosphere where everyone had the same activities in the same time. (50 data R)

Data analysed showed that “it” as personal reference. Its mean that “it” is the third person neutral pronoun. For example in (49) sentences, “**It was funny seeing him run and smile**” from this example it refers to situation at the time. In this case *it* in fifth sentences are subject pronoun.

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.

50) Actually, I didn't know why my feeling preferred to **that** school. (8 data R)

51) I tried to asking my friends and also my teacher, after I have done everything to search information, I registered in **that** school. (9 data R)

52) I opened the bag to take the money. Immediately I remembered **that** today is Monday. (19 data R)

- 53) I think about going to somewhere **that** is nice, spending most of my holiday time at **that** place. (25 data R)
- 54) My friend took me for trip to the one of most beautiful places in north Sumatra. **That** is the paradise of the highest mountain in north Sumatra. (26 data R)
- 55) I felt very happy though the weather was very cold. I will never forget **that** memory forever. (27 data R)
- 56) Why you come at 6 o'clock in morning? I realized, **that** it was still morning. (33 data R)
- 57) Seeing many people spent their time together **that's** made me smile. (38 data R)
- 58) Although I just sitting here, I was enjoyed with **that** moment. (40 data R)
- 59) That was making me realize **that** I was on the new level where someone must have their own principle **that** not easy to be involved with their friends. (55 data R)
- 60) We bought quite a lot of firework on **that** day to enliven our big event. (66 data R)
- 61) We ate with quato at **that** time and we felt so happy to eat together. (67 data R)
- 62) **That** is a beautiful waterfall. One of highest waterfall in Indonesia. (72 data R)

From all sentences using demonstrative reference “*that*” that showed of location. For example in (20) sentence “*My friend took me for trip to the one of most beautiful places in north Sumatra. That is the paradise of the highest mountain in north Sumatra*”. These sentence “*that*” refers to “*beautiful places*”.

- 63) At the first time when I visited in **this** school, I was shocked because there are many students' and great building. (10 data R)
- 64) After all my first time in **this** school so interesting. (12 data R)

- 65) I was so embarrassed about **this** accident, but I got lesson from **this** accident. (48 data R)
- 66) I was in the new place where many people came from another place in **this** cities. (57 data R)
- 67) If I didn't have a strong principle, I will involved by them, since the first time I came to **this** school. (58 data R)
- 68) I visited **this** place in last holiday with my friend. My friend and I came wedzuhur. (73 data R)
- 69) Although we must passed the extreme road, but we happy of **this** trip. (75 data R)

From all sentences using nominal demonstrative reference "*that*" that showed of location. For example in (20) sentence "*I visited this place in last holiday with my friend. My friend and I came we dzuhur*". These sentence "*this*" refers to "*sipiso-piso waterfall*".

- 70) At the first time when I visited in this school ,I was shocked because **there** are many students' and great building. (11 data R)
- 71) Suddenly **there** came a teacher to check the neatness of his students. And unfortunately, I do not wear hats. (20 data R)
- 72) **There** was several people in the road. I tried to keep my birthday present dry, so I walked quickly as possible. (32 data R)
- 73) **There** were people with theirs books in theirhands, and also people without anything in theirhand out had noisy talking with their friends. (54 data R)
- 74) Medan is famous place for recreation. But don't fault, **there** are many place for recreation in Medan, you can find consolation besides. (71 data R)

From all sentences using demonstrative reference "*there*" as adverb that showed of location. For example in (20) sentence "*At the first time when I visited in this school , I was shocked because there are many students' and great building*". These sentence "*there*" refers to "*school*".

75) Some kids was also played soccer. Although I just sitting *here*, I was enjoyed with that moment. (39 data R)

From sentences in (41) using demonstrative reference “here” as adverb that showed of location.

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*).

76) It was different with my junior high school atmosphere where everyone had the *same* activities in the *same* time, (59 data R)

The data showed that in (62) sentences using comparative reference “*same*” as general comparative reference that showed exactly like another or each other. Its mean that “*same*” in these sentence refers to the similarity of the basic objective activities with time.

77) The kids began to build their castle which made from sand, and the *other* kids was tried to caught their friend while running. (41 data R)

In (43) sentences using comparative reference “*other*” that showed different from the thing or person already mentioned.

78) It was *different* with my junior high school atmosphere where everyone had the *same* activities in the *same* time. (60 data R)

In (43) sentences using comparative reference “*different*” that showed different from the thing or person already mentioned.

1.2 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 4 (4 occurrence of verbal substitution)

a. Verbal Substitution

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

- 1) I tried to askingmy friends and also my teacher, after I have **done** everything to search information. (76 data S)
- 2) Itwas different with my junior high school atmosphere where everyone had the same activities in the same time, not various activities like senior high school students **did**. (77 data S)
- 3) The weather on the day was not so bright, drizzling rain which flashed the earth since the morning **did** went to not stop. (78 data S)
- 4) While weware waiting, I and my big family joked and laughed together in the living room. We also **did** karaoke together. (79 data S)

Based on (4), (5), (6), and (7) using verbal substitution “*did*”and “*done*” that showed replaced by another verb that function as a head of verbal group, in this place that is occupied by the lexixal verb, and its position is always final in the group. For example in (14) sentence “*I tried to asking my friends and also my teacher, after I have **done** everything to search information.*” Its mean that “*done*” substitutes of tried.

1.3 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 3 (3 occurrences of nominal ellipsis)

a. 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) At the first time I started my study I have shocked by awesome teachers because *some* of them is graduated from great university in Medan. (80 data E)
- 2) They had great ability to teach *some* lessons and also my classmates they were so care to each other. (81 data E)
- 3) *Some* kids was also played soccer. Although I just sitting here, I was enjoyed with that moment. (82 data E)

Based on the fourth sentence using “*some*” as nominal ellipsis that showed ellipsis modifying elements that can function as head in the elliptical nominal group. For example in (1) sentence “*At the first time I started my study I have shocked by awesome teachers because some of them is graduated from great university in Medan.*” Here, the omission of the verbal group depends on “awesome teachers”.

1.4 Conjunction

Conjunction is a relationship which indicates how the subsequent sentence or clause should be linked to the preceding or following sentence or clause by using cohesive ties which relate a sentence, a clause or a paragraph to each other. Conjunction divided into four types: additive, adversative, causal, and temporal.

In this study the total number of conjunction is 69 (38 occurrences of additive, 9 occurrences of adversative, 10 occurrences of causal and 12 occurrences of temporal).

a. Additive Conjunction

Additive refers to a type of cohesion that structurally appears and coordinates each other. It means that it depends on the structure of the sentence. It functions to add the existing information by the virtue of coordination. They are tied to structural coordination and express the succession of two independent elements exemplified of additive like “*and*”, “*and also*”. “*moreover*”, “*or*”. The followings are examples of additive conjunction taken from the data.

- 1) Alhamdulillah, my registered is accepted ***and*** then I should re-registered to school. (91 data C)
- 2) I too hastily ran to the parade ground ***and*** the rear berbalis. Suddenly there came a teacher to check the neatness of his students. (98 data C)
- 3) Me ***and*** my friends who violates the order of march should be separated from students who do not violate the order. (100 data C)
- 4) My alarm clinked noisy ***and*** it already 5 o'clock. I have very special event with my best friend, ulfa. (107 data C)

- 5) The kids began to build their castle which made from sand, **and** the other kids was tried to caught their friend while running. (114 data C)
- 6) I tried to caught the ball **and** began to search the owner. (115 data C)
- 7) I was smile happily **and** messed up his hair then. He run towers his friends. (116 data C)
- 8) It was funny seeing him run **and** smile. (117 data C)
- 9) I tried to look at him, he smiled **and** said “sorry waiting me”. (118 data C)
- 10) They were all have their own culture, habitual, **and** principle in their life. If I didn’t have a strong principle, I will involved by them. (134 data C)
- 11) Before the celebration, we all prepared what was needed such as ingredients of food fireworks, trumpet, **and** sound system. (139 data C)
- 12) We helped my father **and** uncle to prepare karaoke appliance **and** sound system at home. (141 data C)
- 13) While my mother **and** aunt prepared chicken meat **and** seasoning to be in roast tonight. (142 data C)
- 14) We drove motorcycle, we arrived at parking area, **and** we must walked again to the waterfall. (152 data C)

The data analysis showed that *and* in (1) – (14) sentences clearly show additive conjunctions simply add new information to previous information. The most prominent additive conjunction is *and*. This signals that there is continuity of word or clause within the text. For example in (3) sentence “*Me and my friends who violates the order of march should be separated from students who do not violate the order.*”, it seem that *and* additive between me and my friends.

15) I tried to asking my friends *and also* my teacher, after I have done everything to search information , I registered in that school. (83 data C)

16) They had great ability to teach some lessons *and also* my classmates they were so care to each other. (92 data C)

17) There were people with theirs books in theirhands, *and also* people without anything in theirhand out had noisy talking with their friends. (133 data C)

The data analysis showed that *and also* in (16) – (17) sentences clearly show additive conjunctions simply add new information to previous information. This signals that there is continuity of word or clause within the text. For example in (16) sentence “*I tried to asking my friends and also my teacher, after I have done everything to search information , I registered in that school.*”, it seem that *and also* additive between my friends and my teacher.

18) We should be focus about our speech. *Moreover* we also should be understood about our speech, so we shouldn’t memorize what **we** went to spoken. (124 data C)

The data *moreover* in (18) sentences clearly show that additive conjunctions simply add new information to previous information. This signals that there is continuity of clause within the text. In these sentences *moreover* explaine add another reason to continu sentence before.

19) *We also* did karaoke together. Each of us had to sing a song. My uncle who was good in singing did not want to miss to entertain us. (144 data C)

The word *also* in (19) sentences is comulative conjunction clearly show that additive conjunctions simply add new information to previous information.

b. Adversative Conjunction

Adversative refers to the contrary expectation. The connection in the adversative relation is gained by contrasting expectation which is derived from

what is mentioned before. The expectation can come from the text or speaker-hearer configuration. The word belongs to adversative conjunction are “through”, “but”, “although”, “if”, “at the same time”. See the following examples of analysis were taken from data.

20) I felt ashamed, very ashamed **but** thanks for your birthday present dear. (110 data C)

21) Many people laugh at me, **but** I tried to manage myself to be quiet. (125 data C)

22) The weather on the day was not so bright, drizzling rain which flashed the earth since the morning did went to not stop, **but** it did not dampen our spirits. (149 data C)

23) Medan is famous place for recreation. **But** don't fault, there are many place for recreation in Medan. (153 data C)

24) I thought if I would go to waterfall, just need three hours from Medan, I **but** it's wrong. (154 data C)

25) We thought that the waterfall have close, **but** once again we wrong. (154 data C)

The data *but* in (20), (21), (22), (23), (24) and (25) sentences show that signals a relationship contrary to expectation. In this case, the proposition in the second clause is contrary to what was stated in the preceding clause. So, *but* in these sentences as adversative conjunction.

26) I felt very happy **though** the weather was very cold. I will never forget that memory forever. (105 data C)

27) Some kids was also played soccer. **Although** I just sitting here, I was enjoyed with that moment. (119 data C)

The data *though* in (26) sentence and *although* in (27) sentence, show that signals a relationship contrary to expectation.

c. Causal Conjunction

Causal conjunction is conjunction includes the relation of result, reason and purpose. The word belong to causal conjunction are “because”, “the reason why” “so”, and “for”. The following are example of causal conjunction found in the data.

- 28) It was her birthday party in her home. *So* I go to bathroom and took my clothes quickly. (112 data C)
- 29) I tried to keep my birthday present dry, *so* I walked quickly as possible. (113 data C)
- 30) Usually I memorized what I want to speech, *so* it would help me, because I don't have run out of my speech. (126 data C)
- 31) Moreover we also should be understood about our speech, *so* we shouldn't memorize what we went to spoken. (129 data C)

The data *so* in (28), (29), (30), and (31) sentences is causal conjunction because it gives result from what she said before.

- 32) At the first time I started my study I have shocked by awesome teacher *because* some of them is graduated from great university in Medan. (94 data C)
- 33) After the ceremony, the children who violate the order should not leave the field. *Because* it will be punished. (101 data C)
- 34) Usually I memorized what I want to speech, so it would help me, *because* I don't have run out of my speech. (127 data C)

The words *because* in (32) – (34) sentences is illative conjunction show that understanding cause and effect of an event or other acts. So, *because* these sentences as adversative conjunction.

35) I was shocked because there are many students' and great building. **The reason why** I shocked is I have never seen good school like this school. (93 data C)

36) Afterthat, someone a bottle of colla, I tried to look at him, he smiled and said "sorry **for** waiting me". (120 data C)

The data *the reason why* in (35) and *for* in (36) sentences is causal conjunction, it is used effectively for giving reason.

d. Temporal Conjunction

Temporal conjunction is conjunction that making relation between two sentence may be simple one of the sequence in time. Temporal uses word such as "after that", "then", "first", and "finally". The following example of temporal conjunction taken from the data.

37) **First**, wewent to Berastagi then continue to (106 data C)

38) **First**, before I was going to speech, I prepared about my speech, such as the themes what I wanted to speak. (130 data C)

39) After a shower, I eat breakfast, **then** go to school by public transport. (102 data C)

40) We parked our motorcycle **then**went to locket we paid the fee for entering the mountain **then**we started to hike at 04.00 pm. (106 data C)

41) Many people laugh at me, but I tried to manage myself to be quiet. **Then**Irepeat my speech to change opening sentence with the true. (131 data C)

42) We walked on and on through the jungle for about 4 hours. **Finally**wearrived at the paradise at 08.00 pm. (106 data C)

43) I had wrong sentence for opening my speech. I read after eaten prayer, and I not aware about it. **Finally**, I felt embarrassed. (130 data C)

44) We must walked so far, about 30 minutes. **Finally** we arrived at waterfall. (155 data C)

The words *firsts, then, and finally* in (37) – (44) sentences is a relation between two successive sentences in sequence of time.

45) Actually, I didn't know why my feeling preferred to that school. **After that** I tried to search information.

46) It was funny seeing him run and smile. **After that**, someone a bottle of colla.

47) I repeat my speech to change opening sentence with the true. **After that**, I continue my speech fluently.

The words *after that* in (46) – (48) sentences is a relation between two successive sentences in sequence of the story.

2. The Dominant Types of Grammatical Cohesion

After classifying the grammatical cohesion on the students narrative writing, the researcher found that any one types of grammatical cohesion, that is reference with the total number most widely was 282 (246 occurrence of personal reference, 33 occurrence of demonstrative reference and 3 of comparative reference). It means that the frequency of reference was higher than other types. So, it can be concluded that reference is the dominant types of grammatical cohesion on the students narrative writing.

3. Findings

After analysis the data based on Grammatical Cohesion in the students narrative text, the findings were presented in the following table.

Table 3.1 Types of Grammatical Cohesion and Frequency

Types of Grammatical Cohesion	Frequency
1. Reference	282
2. Substitution	4
3. Ellipsis	3
4. Conjunction	69
Grammatical Cohesion	358

1. Grammatical cohesion divided into reference, substitution, ellipsis and conjunction. All types of grammatical cohesion used in the students narrative writing. Type of grammatical cohesion was found 358 in the students narrative writing.

2. The total number each types of grammatical cohesion that was found is Reference was 282, Substitution was 4 , Ellipsis was 3 and Conjunction was 69.

3. The most dominant type of grammatical cohesion which found on the students narrative writing was reference, that was 282. The researcher found a lot of reference contained in each narrative text like word (“I”, “me”, “my”, “we”,

“us”, “our”, “they”, “them”, etc). So the form of reference can easily be found on the students narrative writing.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusions

After analyzing the data, conclusions were drawn as follows:

1. The types of grammatical cohesion used by students' are reference, substitution, ellipsis and conjunction. The total number of grammatical cohesion used on the students' narrative writing is 358. The total number of reference is (246 of the personal reference, 33 of the demonstrative reference and 3 of the comparative reference). While the total number of conjunction is 69 (38 of the additive conjunction, 9 of the adversative conjunction, 10 of the causal conjunction and 12 of the temporal conjunction)
2. The most dominant type of grammatical cohesion found on the students' narrative writing was reference with the total number most widely used was 282. It means the frequency of reference is higher than conjunction. So it can be concluded that reference is the dominant type of grammatical cohesion on the students' narrative writing.

B. Suggestion

In the relation to the conclusion, suggestion were stated as the following:

1. It is suggested to the students who still learn English should study more about grammatical cohesion. So they have to make the writing more variety. The main important is the writer has to be used grammar and tenses correctly.
2. It is suggested for the readers to read, find and understand the grammatical cohesion when reading narrative text
3. It is suggested for the next researcher who takes the same topic is expected to do it better and more complete such as analysis both cohesion and coherence or using other subject such as argumentative or other genres.

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APPENDIXES1

Table 4.1
The data Analysis of Type Grammatical Cohesion on The Students' Narrative Writing

No	Description of Data	Types of Grammatical Cohesion				Code	Analysis	Sources
		R	S	E	C			
1.	After I graduated from junior high school, I was looking for senior high school to continue my study, SMK PAB 3 Medan Estate is the one of my destination.	✓				1 data R	Data Showed I and my as personal reference that refers to writer even do not mentioned because the writer tell her story.	Text 1 My First Time in Senior High School
2.	I didn't know why my feeling preferred to that school. After that I tried to search information.	✓				2 data R	Data Showed I and my as personal reference that refers to writer even do not mentioned because the writer tell her story.	Text 1 My First Time in Senior High School
3.	I tried to asking my friends and also my teacher, after I have done everything to search information , I registered in that	✓				3 data R	Data Showed I and my as personal reference that refers to writer even do not mentioned because the writer tell her story.	Text 1 My First Time in Senior High School

school.						
4. My registered is accepted and then I should re-registered to school. At the first time when I visited in this school , I was shocked because there are many students' and great building.	✓				4 data R	Data Showed I and my as personal reference that refers to writer even do not mentioned because the writer tell her story. Text 1 My First Time in Senior High School
5. The reason why I shocked is I have never seen good school like this school.	✓				5 data R	Data Showed I as personal reference that refers to writer even do not mentioned because the writer tell her story. Text 1 My First Time in Senior High School
6. After I have done my registered steps I began my study. At the first time I started my study I have shocked by awesome teachers because some of them is graduated from great university in Medan.	✓				6 data R	Data Showed I and my as personal reference that refers to writer even do not mentioned because the writer tell her story. And them as personal reference refers to teacher. Text 1 My First Time in Senior High School
7. They had great ability to teach some lessons and also my classmates they were so care to	✓				7 data R	Data Showed my as personal reference that refers to writer even do not mentioned because the writer tell her story. And they as personal reference refers to teacher. Text 1 My First Time in Senior High School

	each other. After all my first time in this school so interesting.					
8.	I didn't know why my feeling preferred to that school.	✓			8 data R	Data Showed that as demonstrative pronoun that refers to SMK PAB 3 Medan Estate. Text 1 My First Time in Senior High School
9.	After I have done everything to search information, I registered in that school.	✓			9 data R	Data Showed that as demonstrative pronoun that refers to SMK PAB 3 Medan Estate. Text 1 My First Time in Senior High School
10.	At the first time when I visited in this school	✓			10 data R	Data Showed this as demonstrative pronoun that refers to SMK PAB 3 Medan Estate. Text 1 My First Time in Senior High School

11.	was shocked because there are many students' and great building. The reason why I shocked is I have never seen good school like this school.	✓				11 data R	Data Showed there as demonstrative pronoun that refers to school	Text 1 My First Time in Senior High School
12.	After all my first time in this school so interesting.	✓				12 data R	Data Showed this as demonstrative pronoun that refers to SMK PAB 3 Medan Estate.	Text 1 My First Time in Senior High School
13.	When I woke up on Monday, I was very surprised to see the clock has been demonstrated at 6.30. I quickly got up and shower. After a shower, I eat breakfast, then go to school by public transport.	✓				13 data R	Data Showed I as personal reference that refers to writer even do not mentioned because the writer tell her story.	Text 2 My Bad Day
14.	When I get off of public transportation, I opened the bag to take the money. Immediately I remembered that today is Monday. Time carried the flag	✓				14 data R	Data Showed I as personal reference that refers to writer even do not mentioned because the writer tell her story.	Text 2 My Bad Day

<p>ceremony. Turns out I forgot to put a cap on the bag.</p>				
<p>15. I too hastily ran to the parade ground and the rear berbalis. Suddenly there came a teacher to check the neatness of his students.</p>	<p>✓</p>			<p>15 data R Data Showed I as personal reference that refers to writer even do not mentioned because the writer tell her story. And his as personal reference refers to teacher Text 2My Bad Day</p>
<p>16. I do not wear hats. Me and my friends who violates the order of march should be separated from students who do not violate the order</p>	<p>✓</p>			<p>16 data R Data Showed I, my and me as personal reference that refers to writer even do not mentioned because the writer tell her story. Text 2My Bad Day</p>
<p>17. Because it will be punished. Wewere told to clean up the parade ground. We watched one of my teachers</p>	<p>✓</p>			<p>17 data R Data Showed my, we and it as personal reference. My refers to writer even do not mentioned because the writer tell her story. We</p>

					refers to all of students and it refers to children	
18.	Half an hour passed, all of a sudden my teacher called us to line up again. It turns out punishment to clean the field has been completed.	✓			18 data R Data Showed my, us and it as personal reference. My refers to writer even do not mentioned because the writer tell her story. Us refers to all of students and it refers to situation.	Text 2 My Bad Day
19.	Immediately I remembered that today is Monday. Time carried the flag ceremony.	✓			19 data R Data Showed that as demonstrative pronoun that refers to Monday.	Text 2 My Bad Day
20.	Suddenly there came a teacher to check the neatness of his students.	✓			20 data R Data Showed there as demonstrative pronoun that refers to ceremony.	Text 2 My Bad Day
21.	Sometimes I am confused about spending my holiday time. I am bored with my activity is just doing nothing in my house and	✓			21 data R Data Showed I and my as personal reference that refers to writer even do not mentioned because the writer tell her story.	Text 3 My Trip

<p>everything gets worse when a long holiday coming, I think about going to somewhere that is nice, spending most of my holiday time at that place.</p>				
<p>22. My friends took me for trip to the one of most beautiful places in north Sumatra. That is the paradise of the highest mountain in north Sumatra. My friend didn't tell me about where we would go before. He just asked me to join with him.</p>	✓			<p>22 data R Data Showed my, me, he and him as personal reference. My and me refers to writer even do not mentioned because the writer tell her story. And he and him refers to writer friend.</p> <p style="text-align: right;">Text 3 My Trip</p>

23. w ewent to berastagi then continue to W e parked o ur motorcycle then went to locket w e paid the fee for entering the mountain then w e started to hike at 04.00 pm. W e walked on and on through the jungle for about 4 hours. Finally w e arrived at the paradise at 08.00 pm	✓				23 data R Data Showed w eand o ur as personal reference that refers to writer and her friends. Text 3 My Trip
24. I felt very happy though the weather was very cold. I will never forget that memory forever.	✓				24 data R Data Showed I as personal reference that refers to writer even do not mentioned because the writer tell her story. Text 3 My Trip
25. I think about going to somewhere that is nice, spending most of my holiday time at that place.	✓				25 data R Data Showed that as demonstrative pronoun that refers to refers to somewhere. Text 3 My Trip

26. That is the paradise of the highest mountain in north Sumatra.	✓				26 data R Data Showed that as demonstrative pronoun that refers to beautiful place.	Text 3 My Trip
27. Ifelt very happy though the weather was very cold. I will never forget that memory forever.	✓				27 data R Data Showed that as demonstrative pronoun that refers to memory	Text 3 My Trip
28. It was rainy, I felt very lazy going out. I saw the dark sky, suddenly I felt alone. My alarm clinked noisy and it already 5 o'clock. I have very special event with my best friend, ulfa. It was her birthday party in her home. So I go to bathroom and took my clothes quickly.	✓				28 data R Data Showed my, I, herandit as personal reference. My and I refers to writer even do not mentioned because the writer tell her story. Her refers to Ulfa and it refers to alarm.	Text 4 My Embarrassin g Moment

<p>29. I enter again and take my raincoat. Where were people in this rainy days? I yelled in my inner heart. There was several people in the road. I tried to keep my birthday present dry, so I walked quickly as possible.</p>	✓			29 data R	Data Showed I and my as personal reference that refers to writer even do not mentioned because the writer tell her story.	Text 4 My Embarrassin g Moment
<p>30. I looked to ulfa's wall clock. It already 6 when I arrived. Not far for me, ulfa approached me "dear", my birthday party is at 5 o'clock in evening</p>	✓			30 data R	Data Showed I my and me as personal reference that refers to writer even do not mentioned because the writer tell her story.	Text 4 My Embarrassin g Moment
<p>31. why you come at 6 o'clock in morning? I realized, that it was still morning. I felt ashamed, very ashamed but thanks for</p>	✓			31 data R	Data Showed I you your and it as personal reference. I and you refers to writer even do not mentioned because the writer tell her story. your refers to Ulfa and it refers to Ulfa wall clock	Text 4 My Embarrassin g Moment

	your birthday present dear.				
32.	There was several people in the road. I tried to keep my birthday present dry, so I walked quickly as possible.	✓			32 data R Data Showed there as demonstrative pronoun that refers to refers to the road. Text 4 My Embarrassing Moment
33.	I realized, that it was still morning	✓			33 data R Data Showed that as demonstrative pronoun that refers to refers to morning. Text 4 My Embarrassing Moment
34.	it was very hot in the middle of summer season. I was sitting in the beach for enjoy my pleasure time. I leaned under the shady tree. Seeing many people spent their time together that's made	✓			34 data R Data Showed I me my their and it as personal reference. I and my refers to writer even do not mentioned because the writer tell her story. Their refers to people and it refers to situation at the time. Text 5 My Holiday on The Beach

me smile.				
35. The kids began to build their castle which made from sand, and the other kids was tried to caught their friend while running. Some kids was also played soccer. Although I just sitting here, I was enjoyed with that moment.	✓			35 data R Data Showed I and their as personal reference. I refers to writer even do not mentioned because the writer tell her story and their refers to kids Text 5 My Holiday on The Beach
36. I tried to caught the ball and began to search the owner. I saw a little boy coming. He smile with me . I approached him give the ball. Funnily he said thanks to me .	✓			36 data R Data Showed I me he and him as personal reference. I and me refers to writer even do not mentioned because the writer tell her story and he and him refers to little boy. Text 5 My Holiday on The Beach

37. I was smile happily and messed up his hair then. He run towers his friends. b was funny seeing him run and smile. Afterthat, someone a bottle of colla, I tried to look at him , he smiled and said “sorry waiting me ”	✓				37 data R Data Showed I me he him his and it as personal reference. I and me refers to writer even do not mentioned because the writer tell her story and he his and him refers to little boy	Text 5 My Holiday on The Beach
38. Seeing many people spent their time together that 's made me smile.	✓				38 data R Data Showed that as demonstrative pronoun that refers to refers to previous situation.	Text 5 My Holiday on The Beach
39. Although Ijust sitting here ,	✓				39 data R Data Showed here as demonstrative pronoun that refers to place beside playing kids.	Text 5 My Holiday on The Beach
40. I was enjoyed with that moment.	✓				40 data R Data Showed that as demonstrative pronoun that	Text 5 My Holiday on

					refers to situation..	The Beach
41. The kids began to build their castle which made from sand, and the other kids was tried to caught their friend while running.	✓				41 data R Data Showed other as comparative reference that showed different of the thing or person already mentioned.	Text 5 My Holiday on The Beach
42. I had terrible experience when I studied in junior high school. I had assignment to extend speech in the afternoon after prayed Dzuhur together in mosque. My speech was in front of the teacher and students in my school.	✓				42 data R Data Showed I my as personal reference that refers to writer even do not mentioned because the writer tell her story.	Text 6 Terrible Experience
43. before I was going to speech, I prepared about my speech, such as the themes what I wanted to	✓				43 data R Data Showed I me as personal reference that refers to writer even do not	Text

	<p>speak. Usually I memorized what I want to speech, so it would help me, because I don't have run out of my speech</p>				<p>mentioned because the writer tell her story. it as personal reference refers to speech.</p>	<p>6Terrible Experience</p>
44.	<p>At the day, when I ready to extend speech, I got forget what I went to extend for opening the speech. I had wrong sentence for opening my speech. I read after eaten prayer, and I not aware about it. Finally, I felt embarrassed.</p>	✓			<p>44 data R Data ShowedI as personal reference that refers to writer even do not mentioned because the writer tell her story. it as personal reference refers to situation</p>	<p>Text 6Terrible Experience</p>
45.	<p>My friends in front of me remained that I was wrong sentence for opening the speech.</p>	✓			<p>45 data R Data ShowedI me and my as personal reference that refers to writer even do not mentioned because the writer tell her story.</p>	<p>Text 6Terrible Experience</p>

<p>Many people laugh at me, but I tried to manage myself to be quiet. Then I repeat my speech to change opening sentence with the true. After that, I continue my speech fluently.</p>				
<p>46. I was so embarrassed about this accident, but I got lesson from this accident. We should be focus about our speech. Moreover we also should be understood about our speech, so we shouldn't memorize what we</p>	✓			<p>46 data R Data Showed I as personal reference that refers to writer even do not mentioned because the writer tell her story. we and our refers to all of people.</p> <p style="text-align: right;">Text 6Terrible Experience</p>

	went to spoken.					
47.	My friends in front of me remained that I was wrong sentence for opening the speech.	✓			47 data R	Data showed that that as demonstrative reference refers position of her friends Text 6 Terrible Experience
48.	I was so embarrassed about this accident, but I got lesson from this accident	✓			48 data R	Data showed that that as demonstrative reference refers position of her accident Text 6 Terrible Experience
49.	I come to this school for the first time two years ago. That atmosphere that I felt in that time was about busy people. Every people round me was busy with their own activities. There were people with theirs books in their hands, and also people without anything in their	✓			49 data R	Data Showed I me and their as personal reference. I and me refers to writer even do not mentioned because the writer tell her story and their refers to people. Text 7 My First Time at SMK PAB 3

hand out had noisy talking with their friends.				
50. It was different with my junior high school atmosphere where everyone had the same activities in the same time, not various activities like senior high school students did. That was making me relize that I was on the new level where someone must have their own principle that not easy to be involved with their friends.	✓			50 data R Data Showed I me and my as personal reference. I my and me refers to writer even do not mentioned because the writer tell her story and their refers to people. Text 7 My First Time at SMK PAB 3

51. I was in the new place where many people came from another place in this cities. They were all have their own culture, habitual, and principle in their life. If I didn't have a strong principle, I will involved by them , since the first time I came to this school.	✓				51 data R Data Showed I as personal reference. I refers to writer even do not mentioned because the writer tell her story. they and their refers to people.	Text 7 My First Time at SMK PAB 3
52. I come to this school for the first time two years ago	✓				52 data R Data showed that that as demonstrative references that refers to school.	Text 7 My First Time at SMK PAB 3
53. That atmosphere that Ifelt in that time was about busy people.	✓				53 data R Data showed that that as demonstrative references.	Text 7 My First Time at SMK PAB

						3
54.	There were people with theirs books in theirhands, and also people without anything in theirhand out had noisy talking with their friends.	✓				54 data R Data showed that there as demonstrative references that refers to school Text 7 My First Time at SMK PAB 3
55.	That was making me relize that l was on the new level where someone must have their own principle that not easy to be involved with their friends.	✓				55 data R Data showed that that as demonstrative references that refers to situation Text 7 My First Time at SMK PAB 3
56.	I was in the new place where many people came from another place in this cities	✓				57 data R Data showed that this as demonstrtrive reference refers to Medan because the writer live in Medan Text 7 My First Time at SMK PAB 3

58. If I didn't have a strong principle, I will involved by them, since the first time I came to this school.	✓				58 data R Data showed that this as demonstrtrive reference refers to school	Text 7 My First Time at SMK PAB 3
59. was different with my junior high school atmosphere where everyone had the same activitiesin the same time,	✓				59 data R Data showed that same as comparative reference that showed similarityof the basic objective activities with time.	Text 7 My First Time at SMK PAB 3
60. was different with my junior high school atmosphere where everyone had the same activitiesin the same time,	✓				60 data R Data showed that different as comparative reference that showed different from	Text 7 My First Time at SMK PAB 3

					the thing or person already mentioned.
61. The kids began to build their castle which made from sand, and the other kids was tried to caught their friend while running.	✓				61 data R Data showed that other as comparative reference that showed different from the thing or person already mentioned. Text 7 My First Time at SMK PAB 3
62. my big family and I celebrated new years eve together. We hold big dinner planned by my father and my uncle in my house. Before the celebration, we all prepared what was	✓				62 data R Data Showed I and my as personal reference that refers to writer even do not mentioned because the writer tell her story and we refers to all of family. Text 8 New Year Eve Celebration

<p>needed such as ingredients of food fireworks, trumpet, and sound system.</p>				
<p>63. My cousin and I went to the market to buy fireworks. We bought quite a lot of firework on that day to enliven our big event. We getting firework, we helped my father and uncle to prepare karaoke appliance and sound system at home, while my mother and aunt prepared chicken meat and seasoning to</p>	<p>✓</p>			<p>63 data R Data Showed I and my as personal reference that refers to writer even do not mentioned because the writer tell her story and we and our refers to all of family.</p> <p style="text-align: right;">Text 8 New Year Eve Celebration</p>

be in roast tonight.				
64. Precisely at 18.00 everything we need was ready. We were just waiting for 12.00 o'clock. We deliberately postponed the dinner time that we could enjoy the food we made later. While we were waiting. I and my big family joked and laughed together in the living room. We also did karaoke together. Each of us had to sing a song. My uncle who was good in singing did not want to miss to entertain us . At 22.00 we started to prepare the food.	✓			64 data R Data Showed I and my as personal reference that refers to writer even do not mentioned because the writer tell her story and we us and our refers to all of family. Text 8 New Year Eve Celebration
65. My father, uncle, cousin, and I prepared the chicken meat to be grilled while my mother, aunt and sister prepared rice. Side dishes and drink. We the	✓			65 data R Data Showed I and my as personal reference that refers to writer even do not mentioned because the writer tell her story and we and our refers to all of family. Text 8 New Year Eve Celebration

	chicken meat was cooked, we ate together while waiting at 12.00. we ate with quato at that time and we felt so happy to eat together					
66.	We bought quite a lot of firework on that day to enliven our big event.	✓				66 data R Data showed that that as demonstrative reference. Text 8 New Year Eve Celebration
67.	We deliberately postponed the dinner time that we could enjoy the food we made later	✓				67 data R Data showed that that as demonstrative reference. Text 8 New Year Eve Celebration
68.	we ate with quato at that time and we felt so happy to eat together	✓				68 data R Data showed that that as demonstrative reference. Text 8 New Year Eve Celebration
69.	I visited this place in last holiday with my friend. My	✓				69 data R Data Showed I and my as personal reference that Text 9 My Holiday

<p>friend and I came we dzuhur, I thought if I would go to waterfall, I just need three hours from Medan, but it's wrong. My friend and I changed for drive until kabanjahe, I thought that I was walked with my friend so far, we have done, one again. We wrong</p>					<p>refers to writer even do not mentioned because the writer tell her story and we refers to writer and her friends.</p>	<p>in Sipiso-piso Waterfall</p>
<p>70. We drived motorcycle, we arrived at parking area, and we must walked again to the waterfall. We thought that the waterfall have close, but once again we wrong. We must walked so far, about 30 minutes. Finally we arrived at waterfall. Like picture, the waterfall is so</p>	<p>✓</p>				<p>70 data R Data Showedas personal reference that refers to writer and her friends.</p>	<p>Text 9 My Holiday in Sipiso-piso Waterfall</p>

	beautiful. Although we must passed the extreme road, but we happy of this trip.					
71.	There are many place for recreation in medan	✓			71 data R	Data showed that thereas demonstrative reference. Text 9 My Holiday in Sipiso- piso Waterfall
72.	That is a beautiful waterfall. One of highest waterfall in Indonesia . That place is sipiso-piso waterfall	✓			72 data R	Data showed that thatas demonstrative reference. Text 9 My Holiday in Sipiso- piso Waterfall
73.	Ivisited this place in last holiday with my friend	✓			73 data R	Data showed that thisas personal reference. Text 9 My Holiday in Sipiso- piso Waterfall
74.	We thought that the waterfall have close, but once again we	✓			74 data R	Data showed that thatas personal reference. Text 9 My Holiday

	wrong.						in Sipiso- piso Waterfall
75.	Although wemust passed the extreme road, but we happy of this trip.	✓				75 data R	Data showed that this as personal reference. Text 9 My Holiday in Sipiso- piso Waterfall
76.	I tried to askingmy friends and also my teacher, after I have done everything to search information.		✓			76 data S	Data showed done as verbal substitution. Text 1 My first Time In Senior high School
77.	Itwas different with my junior high school atmosphere where everyone had the same activities in the same time, not various activities like senior high school students did .		✓			77 data S	Data showed did as verbal substitution. Text 9 First time In senior High School
78.	The weather on the day was not so bright, drizzling rain which flashed the earth since the morning did went to not stop.		✓			78 data S	Data showed did as verbal substitution. Text 8 New year Eve Celebration
79.	While weware waiting, I and my big family joked and laughed together in the living room. We		✓			79 data S	Data showed did as verbal substitution. Text 8 New year Eve Celebration

	also <i>did</i> karaoke together.						
80.	At the first time I started my study I have shocked by awesome teachers because <i>some</i> of them is graduated from great university in Medan.		✓		80 data E	Data showed nominal ellipsis.	some as Text 1 My First Time in senior High School
81.	They had great ability to teach <i>some</i> lessons and also my classmates they were so care to each other		✓		81 data E	Data showed nominal ellipsis.	some as Text 1 My First Time in senior High School
82.	<i>Some</i> kids was also played soccer. Although I just sitting here, I was enjoyed with that moment		✓		82 data E	Data showed nominal ellipsis.	some as Text 5 My Holiday on The Beach
83.	ried to asking my friends <i>and also</i> my teacher			✓	83 data C	Data showed that and also as additive conjunction between my friends and my teacher.	Text 1 My First Time in Senior High School

91. lhamdulillah, my registered is accepted and then I should re-registered to school			✓	91 data C	Data showed that and as additiveconjunction between registered and re-registered	Text 1 My First Time in Senior High School
92. ey had great ability to teach some lessons and also my classmates they were so care to each other			✓	92 data C	Data showed that and also as additive conjunction between sentence	Text 1 My First Time in Senior High School
93. : the first time when I visited in this school , I was shocked because there are many students' and great building. The reason why I shocked is I have never seen good school like this school.			✓	93 data C	Data showed that because and the reason why as causal conjunction, it is used effectively for giving a reason.	Text 1 My First Time in Senior High School

94. At the first time I started my study I have shocked by awesome teacher <i>because</i> some of them is graduated from great university in Medan.			✓	94 data C	Data showed that because as causal conjunction because she give reason for being shock by teacher.	Text 1 My First Time in Senior High School
95. Actually, I didn't know why my feeling preferred to that school. <i>After that</i> I tried to search information about that			✓	95 data C	Data showed that after that as temporal conjunction, it is used effectively for showing sequence of the story	Text 1 My First Time in Senior High School
96. lhamdulillah, my registered is accepted and <i>then</i> I should re-registered to school			✓	96 data C	Data showed that then as temporal conjunction, it is used effectively for showing next step.	Text 1 My First Time in Senior High School

97.	quickly got up <i>and</i> shower			✓	97 data C	Data showed that and as additive conjunction between got up and shower	Text 2 My Bad day
98.	too hastily ran to the parade ground <i>and</i> the rear berbalis			✓	98 data C	Data showed that and as additive conjunction	Text 2 My Bad day
99.	uddenly there came a teacher to check the neatness of his students. <i>And</i> unfortunately, I do not wear hats.			✓	99 data C	Data showed that and as additive conjunction between sentence.	Text 2 My Bad day
100.	e <i>and</i> my friends who violates the order of march should be separated from students who do not violate the order			✓	100 data C	Data showed that and as additive conjunction between me and my friends.	Text 2 My Bad day
101.	e the ceremony, the children who violate the order should not leave the field. <i>Because</i> it will be punished			✓	101 data C	Data showed that because as causal conjunction	Text 2 My Bad day

					because she give reason why should not leave the field.
102.	After a shower, I eat breakfast, <i>then</i> go to school by public transport			✓	102 data C Data showed that then as temporal conjunction, it is used effectively for Text 2 My Bad day showing next step.
103	I am bored with my activity that is just doing nothing in my house <i>and</i> everything gets worse when o long holiday coming,			✓	103 data C Data showed that and as additive conjunction Text 3 between sentence My Trip
104.	We walked on <i>andon</i> through the jungle for about 4 hours.			✓	104 data C Data showed that and as additive conjunction. Text 3 My Trip
105.	felt very happy <i>though</i> the weather was very cold.			✓	105 data C Data showed that though as Text 3 My Trip

					adversative conjunction because she show two sentences in different meaning.
106. <i>rst</i> , we went to Berastagi then continue to We parked our motorcycle <i>then</i> went to locket we paid the fee for entering the mountain then we started to hike at 04.00 pm. We walked on and on through the jungle for about 4 hours. <i>Finally</i> we arrived at the paradise at 08.00 pm				✓	106 data C Data showed that first then and finally as temporal conjunction, they connects sequences of the story. Text 3 My Trip
107. y alarm clinked noisy <i>andit</i> already 5 o'clock. I have very special event with my best friend, Ulfa				✓	107 data C Data showed that and as additive conjunction Text 4 My Embarrassing Moment
108.) I go to bathroom <i>and</i> took my clothes quickly.				✓	108 data C And as additive conjunction showed the relation Text 4 My Embarrassing Moment

					between go to bathroom and took my clothes
109. was very cold outside, <i>and</i> heavy rain, didn't stop yet				✓	109 data C Data showed that and as additive conjunction between outside and heavy rain Text 4My Embarrassing Moment
110. enter again <i>and</i> take my raincoat				✓	110 data C Data showed that and as additive conjunction. Text 4My Embarrassing Moment
111. realized, that it was still morning. I felt ashamed, very ashamed <i>but</i> thanks for your birthday present dear.				✓	111 data C Data showed that but as adversative conjunction because she shows different utterance from what she said before. Text 4My Embarrassing Moment

112. was her birthday party in her home. So I go to bathroom and took my clothes quickly.			✓	112 data C Data showed that so as causal conjunction because it gives result from what she said before Text 4 My Embarrassing Moment
113. I tried to keep my birthday present dry, so I walked quickly as possible.			✓	113 data C Data showed that so as causal conjunction because it gives result from what she said before Text 4 My Embarrassing Moment
114. The kids began to build their castle which made from sand, and the other kids was tried to caught their friend while running.			✓	114 data C Data showed that and as additive conjunction between sentence. Text 5 My Holiday on The Beach
115. I tried to caught the ball and began to search the owner.			✓	115 data C Data showed that and as additive conjunction Text 5 My Holiday on The

						Beach	
116.	was smile happily <i>and</i> messed up his hair then			✓	116 data C	Data showed that and as additive conjunction	Text 5 My Holiday on The Beach
117.	was funny seeing him run <i>and</i> smile.			✓	117 data C	Data showed that and as additive conjunction between run and smile	Text 5 My Holiday on The Beach
118.	he smiled and said “sorry for waiting me”			✓	118 data C	Data showed that and as additive conjunction	Text 5 My Holiday on The Beach
119.	Some kids was also played soccer. Although I just sitting here, I was enjoyed with that moment.			✓	119 data C	Data showed that although as adversative conjunction, it is used effectively opposing the fact.	Text 5 My Holiday on The Beach
120.	After that, someone a bottle of colla, I tried to look at him, he smiled and said “sorry <i>for</i> waiting me”			✓	120 data C	Data showed that for as	Text 5 My Holiday on The

					causal conjunction because she gives reason for being sorry	Beach
121. was funny seeing him run and smile. <i>After that</i> , someone a bottle of colla,				✓	121 data C Data showed that after that as temporal conjunction, it is used for sequence of the story.	Text 5 My Holiday on The Beach
122. My speech was in front of the teacher <i>and</i> students in my school				✓	122 data C Data showed that and as additive conjunction between teacher and students.	Text 6 Terrible Experience
123. read we eaten prayer, <i>and</i> I not aware about it.				✓	123 data C Data showed and as additive conjunction.	Text 6 Terrible Experience

124. e should be focus about our speech. Moreover we also should be understood about our speech, so we shouldn't memorize what we went to spoken.			✓	124 data C Data showed that moreover as additive conjunction between sentence Text 6 Terrible Experience
125. any people laugh at me, but I tried to manage myself to be quiet			✓	125 data C Data showed that but as adversative conjunction because she show two sentences in different meaning. Text 6 Terrible Experience
126. usually I memorized what I want to speech, so it would help me			✓	126 data C Data showed that so as causal conjunction because it gives result from what she said before Text 6 Terrible Experience

127. Usually I memorized what I want to speech, so it would help me, <i>because</i> I don't have run out of my speech			✓	127 data C Data showed that because as causal conjunction because she give reason why she don't have run out of the speech Text 6 Terrible Experience
128. I had wrong sentence <i>for</i> opening my speech. I read after eaten prayer, and I not aware about it			✓	128 data C Data showed that for as causal conjunction, it use effectively for adding the information. Text 6 Terrible Experience
129. Moreover we also should be understood about our speech, <i>so</i> we shouldn't memorize what we went to spoken.			✓	129 data C Data showed that so as causal conjunction because it gives result from what she said before Text 6 Terrible Experience

<p>130. <i>rst</i>, before I was going to speech, I prepared about my speech, such as the themes what I wanted to speak. Usually I memorized what I want to speech, so it would help me, because I don't have run out of my speech. At the day, when I ready to extend speech, I got forget what I went to extend for opening the speech. I had wrong sentence for opening my speech. I read we eaten prayer, and I not aware about it. Finally, I felt embarrassed.</p>			✓	<p>130 data C Data showed that first and finally as temporal conjunction because they connects sequences of the story.</p> <p>Text 6 Terrible Experience</p>
<p>131. any people laugh at me, but I tried to manage myself to be quiet. Then I repeat my speech to change opening sentence with the true.</p>			✓	<p>131 data C Data showed that then as temporal conjunction, it is used effectively for showing next step</p> <p>Text 6 Terrible Experience</p>
<p>132. <i>ter that</i>, I continue my speech</p>			✓	<p>132 data C Data showed that after that</p> <p>Text 6 Terrible</p>

fluently.					as temporal conjunction, it is used effectively for showing sequence of the story.	Experience
133. There were people with their books in their hands, and also people without anything in their hand out had noisy talking with their friends				✓	133 data C Data showed that and also as additive conjunction between sentence	Text 7 My First Time at SMK PAB 3
134. They were all have their own culture, habitual, and principle in their life				✓	134 data C Data showed that and as additive conjunction between habitual and principle	Text 7 My First Time at SMK PAB 3
135. was different with my junior high school atmosphere where everyone had the same activities				✓	135 data C Data showed that at the	Text 7 My First Time at

<p><i>at the same time</i>, not various activities like senior high school students did</p>					<p>same time as adversative conjunction.</p>	<p>SMK PAB 3</p>
<p>136. I didn't have a strong principle, I will involved by them, since the first time I came to this school.</p>				<p>✓</p>	<p>136 data C If as adversative conjunction showed that against from preceding text</p>	<p>Text 7 My First Time at SMK PAB 3</p>
<p>137. My big family and I celebrated new years eve together</p>				<p>✓</p>	<p>137 data C Data showed that and as additive conjunction between my big family and I</p>	<p>Text 8 New Year Eve Celebration</p>
<p>138. e hold big dinner planned by my father and my uncle in my house.</p>				<p>✓</p>	<p>138 data C Data showed that and as additive conjunction between my father and my</p>	<p>Text 8 New Year Eve Celebration</p>

					uncle
139. Before the celebration, we all prepared what was needed such as ingredients of food fireworks, trumpet, <i>and</i> sound system.				✓	139 data C Data showed that and as additive conjunction between trumpet and sound system Text 8 New Year Eve Celebration
140. My cousin <i>and</i> I went to the market to buy fireworks				✓	140 data C Data showed that and as additive conjunction between my cousin and I Text 8 New Year Eve Celebration
141. He helped my father <i>and</i> uncle to prepare karaoke appliance <i>and</i> sound system at home				✓	141 data C Data showed that and as additive conjunction. Text 8 New Year Eve Celebration
142. While my mother <i>and</i> aunt prepared chicken meat <i>and</i> seasoning to				✓	142 data C Data showed that and as additive conjunction. Text 8 New Year Eve Celebration

be in roast tonight.					
143. <i>and</i> my big family joked <i>and</i> laughed together in the living room.				✓	143 data C Data showed that and as additive conjunction. Text 8 New Year Eve Celebration
144. e <i>also</i> did karaoke together.				✓	144 data C Data showed that also as additive conjunction Text 8 New Year Eve Celebration
145. y father, uncle, cousin, <i>and</i> I prepared the chicken meat to be grilled				✓	145 data C Data showed that and as additive conjunction Text 8 New Year Eve Celebration
146. hile my mother, aunt <i>and</i> sister prepared rice				✓	146 data C Data showed that and as additive conjunction Text 8 New Year Eve Celebration
147. Side dishes <i>and</i> drink				✓	147 data C Data showed that and as additive conjunction Text 8 New Year Eve Celebration
148. We ate with quato at that time <i>and</i> we felt so happy to eat together.				✓	148 data C Data showed that and as additive conjunction Text 8 New Year Eve Celebration

149. The weather on the day was not so bright, drizzling rain which flashed the earth since the morning did went to not stop, <i>but</i> it did not dampen our spirits			✓	149 data C Data showed that but as adversative conjunction because she show two sentences in different meaning. Text 8 New Year Eve Celebration
150. y friend <i>and</i> I came we dzuhur,			✓	150 data C Data showed that and as additive conjunction between my friend and I Text 9 My Holiday in Sipiso-piso Waterfall
151. y friend <i>and</i> I changed for drive until kabanjahe			✓	151 data C Data showed that and as additive conjunction. Text 9 My Holiday in Sipiso-piso Waterfall
152. We drived motorcycle, we arrived at parking area, <i>and</i> we must walked again to the waterfall			✓	152 data C Data showed that and as additive conjunction Text 9 My Holiday in Sipiso-piso Waterfall

					between sentence
153. Medan is famous place for recreation. But don't fault, there are many place for recreation in Medan				✓	153 data C Data showed that but as adversative conjunction because it gives utterance difference from what she said previously. Text 9 My Holiday in Sipiso-piso Waterfall
154. My friend and I came we dzuhur, I thought if I would go to waterfall, I just need three hours from Medan, but it's wrong.				✓	154 data C Data showed that but as adversative conjunction, it is not used effectively for opposing other situation because it is independent. Text 9 My Holiday in Sipiso-piso Waterfall
155. We must walked so far, about 30 minutes. Finally we arrived at waterfall.				✓	155 data C Data showed that finally as Text 9 My Holiday in Sipiso-

					temporal conjunction,it show the last step of her story	Waterfall
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CURRICULUM VITAE

Name : Siti Patimah
Place / Date Birth : P. Brandan, 07 September 1995
Register Number : 1302050001
Sex : Female
Religion : Moslem
Status : Single
Hobby : Traveling
Fathers' Name : Sujarko
Mothers' Name : Sunartik
Address : Jl. Bukit Barisangg. Gunung Mas No. 19 Medan
Hp : 0822- 7793- 9876
EDUCATION : SD Negeri No 056585 Biak Mampe (2007)
: MTs Negeri Bahorok (2010)
: SMA Swasta Tunas Pelita Binjai (2013)
: Students of English Department FKIP University of
Muhammadiyah Sumatera Utara

Medan, April 2017

Siti Patimah