

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language, a system a conventional spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. Language is taken an important role in the world's communication. Without language, people cannot communicate with the others. In the study of language, there are four skills that should be well mastered by those who are interested in learning English is becoming more and more important now a days. This era of globalization is an era full of challenges and competitions where the proficiency in spoken and written English is required.

English is an international language in the world because it is used as means of communication among countries in the world of politics, information, technology, business, and education, recently, English , almost countries learn English especially in Indonesia.

In Indonesia, English is a foreign language. The government puts it as a compulsory subject at school. English is taught from kindergarten school up to university level. In English, there are four language skills that should be mastered they are: listening, speaking, reading, and writing.

Writing is one of the four language skills besides speaking, listening, and reading, which is considered to be a fundamental skill so that student need to learn it. Jo Ray & Anthony, (1987 : 10) It can also be said that "Writing is creative process-an intellectual exercise that result in a symbolic product, be it book, story, play, report, essay, memo, letter, or paragraph. But it is not a simple a process as learning to ride a bicycle with a definite point a which mastery is visibly and finally achieved for all time".

Writing at first comes from and idea in the head, then the person, who has the idea reveals and expresses it in the form of written language. However, writing is not simply a matter of expressing the

ideas in good language and using good grammar on a piece of paper. Writing will not be easy to understand if the relation among parts is not tightly related. Therefore, writing is not just matter of using good language, but also a matter of using ability to create unity in a text. It can be concluded that to create a good writing, students have to combine their skill of using a well-patterned language and their ability to relate sentences and paragraphs to become a united text.

The writer selects narrative text because it is a story of human experience in the past time, which has time sequence or plot. Therefore, students can arrange the composition easily.

Based on writer experience in Teaching Practice Program (PPL), At SMA Swasta Mulia Pratama Medan, the writer discovered most of students realized that it is not an easy step to make a good writing. The students lack in formulating ideas from their mind into written language. To be a good writer, the writer must apply the theory of writing they have learned at class into an actual and continuous practice. One of the ways to do it is by practicing the cohesion especially in grammatical cohesion principle appropriately in writing. Related to writing process, grammatical cohesion principle is important to improve the writing ability. By understanding the types of grammatical cohesion such as reference, substitution, ellipsis, and conjunction, the students can more understand to relate each sentence to create a good writing. Based of its function, the writer observes that writing has became one of the basic English subject beside the other language skills. Writing subject is one of the basic compulsory subjects besides Listening, Reading, and Speaking. Basically, what is taught in Writing classes is how to get the skill of Writing, both practically and theoretically. By doing so, it is hoped that the students are not only able to understand the theory, but also able to apply it in a good writing. The result showed that the students were actually able to write with good idea and good grammar, but unfortunately, they were lack of paying attention to the cohesion especially in grammatical cohesion the construct unity of the complete writing. For this reason, the writer desires to make a research entitled “ An Analysis of Grammatical Cohesion Error in Writing Narrative Texts by the Eleventh Grade Students’ at SMA Swasta Mulia Pratama Medan”.

1.2 The Problem of the Study

Based on the Background of the study above, the writer identifies the problem of this study is formulated as following “ What types of Grammatical Cohesion error are most dominant made by the students in writing narrative text by the students of eleventh grade at SMA Swasta Mulia Pratama Medan ?

1.3 The Objectives of the Study

To find out the most dominant types of grammatical cohesion errors in the students writing narrative text.

1.4 The Scope of the Study

The writer focused on the error analysis of grammatical cohesion at the eleventh grade students SMA Swasta Mulia Pratama Medan. There were of grammatical cohesion they are Reference, substitution, ellipsis, and conjunction. So the writer is focused on an error analysis of grammatical cohesion of eleventh grade at SMA Swasta Mulia Pratama Medan.

1.5 The Significance of the Study

There are two kinds of significance in scientific study. The two significances of the two are stated as follow :

1.5.1 Theoretically

Theoretically, the result of the study is expected to be useful for the English learner to enrich the horizon of English learning theory and expected to be significant for English Writing courses by analyzing the errors of using the Grammatical Cohesion in narrative text ?

1.5.2 Practically

1. For the students to help their weakness in their studying kinds of grammatical cohesion in writing narrative text.
2. The Writer : the result of this research can be used as one of the references and information to increase the knowledge of Grammatical Cohesion.

3. The teachers : it can be used as an additional reference to design better teaching material and to improve the achievement of teaching especially in teaching writing of Narrative text by knowing the errors of students in using Grammatical Cohesion in writing narrative text ?

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

The basic concept of the study should be made clear from the beginning. Theoretical frame work aims to give clear concept an error analysis of grammatical cohesion in writing narrative for eleventh

grade students. To describe some theories related to this research is a must in order to prevent the misunderstanding between the writer and the readers.

2.2 Writing

Writing is one of English basic skill which is important besides listening, speaking, and reading. It is a way for communicating with others. Writing is a tool for communication and learning that allows us to document, collect, and widely circulate detailed information. In order to make a good writing, a writer should have clear purposes. According to Harmer (2004 : 33), “Writing is frequently useful as preparation for some other activities, in particular when students write sentence as a preamble to discussion activities. This gives students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower levels, find difficult and awkward”. Writing is also language form that is distinguished from speech because it can be permanent and it can be planned and changed before it emerges. Like talk, it can be used to entertain, persuade, express feelings, inform, request, report, express opinion or ideas in written “ In addition, James (1983 : 6) states that “ Writing is hard work. But writing is also opportunity : to convey something about yourself, to communicate ideas to people beyond your immediate vicinity, to learn something you didn’t know. To make good use of those opportunities, you need to develop, the confidence that will enable you to overcome whatever frustrations a writing assignment may present”.

Writing is a medium of communication that represents language through the inscription of signs and symbols. Writing is at the centre of teaching and learning in higher education, filling a range of purposes according to the various contexts in which occurs. Writing is learnt, not taught, and teacher’s role is to be non-directive and facilitating, providing writers with space to make their own meanings through an encouraging, positive and cooperative environment with minimal interference.

2.2.1 Writing Process

The composing processes of individual writers vary greatly, and it is difficult to draw a uniform picture of how successful writers. But even though no text come to their final form in exactly the same

way, it is possible to generalize about successful writing behavior. According Calderonello (1986 : 5-15), there are five common components of the writing process: Inventing, planning, drafting, revising, and editing. All five components are crucial to effective writing, regardless of the sequence in which they occur in your writing process. Elements in writing process. Those are :

1. Inventing

Inventing is any activity that involves the writer is discovering and generating what he wants to say. It can take place at any time, even during drafting, Reading, talking, thinking, brainstorming, doodling, going over notes, and using a specific inventing method (such as a set of questions) to examine a topic are some examples of inventing activities.

2. Planning

Planning is the activity by which a writer tries do determine how to say what he wants to say. It involves answering such questions as :

1. What is my thesis and intention in this text ?
2. Who is my audience for this text ?
3. How much information is relevant to the task ?how will it be presented, in what forms and it what order ?
4. What tone, (humorous, serious, ironic) is best ?

Individual writers do plan differently. Some plans as they invent : some plans largely after they invent ; some plans as they draft and revise.

3. Drafting

In order to produce first draft, all writers, whether skilled or not, require certain implements : pencil and paper; a type writer and paper; or a word processor and printer. Imagine two writers at roughly the same stage of the writing process. They both have done enough preliminary inventing and planning to have a fairly detailed conception of what they want to say and how they think they want to say it. They are both writing first drafts that will, eventually, become finished texts. While drafting these two writers

will go back and forth between inventing and planning, drafting, and even editing-that is, they revise as they write, when and if it is necessary to do so. There the similarity.

4. Revising

Revising is not the same as proofreading or editing. It involves rethinking and changing the text-possibly changing the introduction, or a paragraph, or several paragraphs, or part of a paragraph, or a major argument. Revising involves adding new writing or cutting out writing, or rearranging what is written, or substituting another way of saying something. It is something a skilled writer is willing and able to do, but skilled writers do not always revise extensively every time they write.

5. Editing

Editing means polishing a piece of writing by making word-level changes : in spelling (“I’ve misspelled ‘apparent’ again”), mechanics (“I need to use a comma here”), usage (“I’d better check the past tense of ‘lie’”), word choice (“I’ve used ‘justify’ three times in two sentences; maybe I can substitute another word”), and so on. Most often, writers edit a piece of writing at the end of the writing process, after the piece is finished in all other respects. This gives them one last opportunity to inspect the piece and to determine whether it meets their standards.

It can be stated that the purpose of writing is communicating, the relation of sentence in a writing should be coherent one another, so that the information that will be delivered by the writer can be understood by the reader and the process of writing is a writer should make an outline of what they want to write. It is done to make the process of writing controllable. The outline will help the writer elaborate the idea in the writing process.

In conclusion, writing is a mental process of inventing the ideas, expressing them into written forms, and organizing them into meaningful statement or paragraphs.

2.3 Text Genre

The genre narrating or narrative is one of the most commonly read, though least understood of all the genres. Because narrative has been and continues to be such popular genre, there is a belief that it is a

genre that students 'pick up' and write naturally. According to Knapp &Watkin (2005:27), there are twelve types of genre.

The types of genres contemporary society are expanding. This is due, n part, to the proliferation of information technologies. Considerable emphasis has been placed on students developing competencies in reading and constructing multi-modal texts. Schools, however, need to start by teaching students the basic written genres that have been developed to deal with the exchange of information and knowledge.

2.3.1 Types of Text

Knap states (2005:29), text is a language system of communication that is organized as cohesive units. Different types of texts have characteristics, depending on what they are made to do. There are many types of text, they are recount, narrative, report, explanation, descriptive, there are :

1. Recount text

Recount is text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative .

2. Narrative text

Is a story with complication or problematic events and tries to find the resolutions to solve problems. An important part or narrative text is that narrative mode, the set or methods used to communicate the narrative through a process narration.

3. Report text

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis.

4. Explanation text

Explanation is a text which tells processes relating to forming of natural social, scientific and cultural phoneme. Explanation text is to say 'why' and 'how' of the forming of the phenomena.

5. Descriptive text

Descriptive writing is the clear description of people, place, objects, or events using appropriate details.

2.4 Narrative Text

Narrative is one of the most common writing types. Narrative is a type of spoken or written text which tells a story. The purposes of narration is to amuse or entertain the readers actual or imaginary experiences in different ways.

Narrative is one of texts that should be mastered by senior high school students. Narrative text is a text that tells a story. The story may be true as in the writing of history, autobiography, or news reports, and the story may also be fictional as in a short story or novel. In learning narrative text, the student must know the structure of the text, plot of the story-when crisis arises and what the resolution is. In order to teaching the students about narrative text, the teacher must focus on how to develop the text becoming a good sequence story.

Knap and Watkins (2005:220-221) defines, “narrative is powerful medium for changing social opinions and attitudes. Think about the way that some soap operas and television dramas use narrative to raise topical social issues and present their complexities in ways that are not possible in news reports and current affairs programs. Narrative is also a big or macro genre in that it can accommodate one or more of the other genres and still remain dominant”. A narrative is some kind of retelling, often in words (though it is possible to mine a story), of something that happened (a story) Narrative is a form of writing used to relate to events, stories or accidents. It is pattern of thought consist of following a sequence of action in the time. In the word, narrative is text which retells the story or previous experience. It is a text that focusing on a specific participants. It is a representation of a series events connected the temporal and casual way. Other opinion about definition of narrative text said by Jo Ray & Anthony (1987:133) said that “narrative is an organizing pattern the treats experience in dynamic rather than static term: people interact, events come to climax, cause leads to effect, psychological impulses are satisfied”. The other opinion is James (1983:159) said that “Narrative is a story told to make a point. It can be used in an

abbreviated form to introduce or illustrate a complicated subject-that is, writers often used narration to lead into the body of their writing – or in an extended form to provide a detail, personal account of “what happened”.

Narrative or narration simply tells a story a relay a sequence of events. Generally, these events are told in chronological order which is the order, which is the order in which they happened. It functions to entertain and amuse people.

2.5 Error

Error is natural part of language learning. It is impossible that learners’ never make any errors in language learning. Errors can occur in phonological, Grammatical, and Semantic Level. Actually, the learner’s errors do always have feedback for themselves. In learners’ error, the teacher will also know in which part of the subject matter that most students make errors and most students do not. The teachers should realize that errors made by the students need to be analyzed, that is by conducting error analysis. Carl (1998:1) states error is like wise unique to humans, who are not only *sapiens* and *loquens*, but also *homo errans*.

From that explanations, the writer states that errors are the human natural part and every people defenetely ever make some errors.

2.5.1 Error Analysis

Error analysis is the identification, description and explanation of errors that occur both in spoken and written form. According to Brown (2000:218) error analysis is the fact that learners do the errors, and that these errors can be observed, analyzed, and classified, to reveal something of the system operating within the learner, led to a surge of study of learners’ errors. Richards et.al (1985:96) states the error analysis is the study of errors made by the second and foreign language learners. Crystal (1987:112) ads that error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone a foreign language, using any of the principles and procedures provided by linguistics.

Error analysis is used to show students' problem. Moreover, it gives information to teacher about the process of acquiring a foreign language made by students. Carder (1981:25) adds that learners error are significance in three different ways. Firstly, errors can tell the teacher about the progress of learner and how far the learner can apply the teachers' method. Secondly, they tell the researcher how actually language is learned, therefore researchers through errors discover strategies applied in acquiring a language. The last, errors can serve as good feedback to learners for self-adjustment, hence they will not make the same errors again. From the definition above, it can be concluded that errors occur when the learners speak or write. An occurring of those areas are caused by the learners still developing acquisition of the L2 (target language) rules system. By classifying errors that learners made, researchers could learn a great deal about the second language acquisition process by inferring the strategies that the learners were adopting. Futhermore, the result of error analysis will inform teacher some problems faced by students.

2.5.2 The Types of Error

There are many types of error. According to Dullay (1981) Errors are still classified on a superficial basis as :

1. Error of Omission

It is sentence which one of its aspect (word) is omitted

Ex :

1). *I write message*

Should be :*I write a message* because the sentences above the determiner "a" is omitted

2). *Bobby drinks juice*

Should be :*Bobby drinks an juice* because the sentences above determiner "an" is omitted.

2. Error of Addition

It is a sentences where some elements are presented, which should be there. The error of addition happens because add letter or word in sentences where should not be added there.

Ex :

1). *Does have you Dinner?*

Should be :*Have you had Dinner?* Because the sentences above the auxiliary “does” is added.

2). *Do you have seen Jessica?*

Should be :*Have you seen Jessica?* Because the sentences above the auxiliary “do” is added.

3). *I am go to School seven day*

Should be :*I go to School seven day.* Because the sentences above to be “am” is added.

3. Error of Misformation

It is a sentences which one of its aspect (word) is substituted by another.

Ex :

1). *Your blouse is different with them.*

Should be :*Your Blouse is different from theirs* because the sentences above should use the reflexive pronoun “theirs” instead of “them” as an object.

2). *We take we flowers*

Should be :*We take our flowers* because the sentences above should use the possessive pronoun “our” instead “we” as a subject.

3). *He hair is long*

Should be :*His hair is long* because the sentences above should use the possessive pronoun “his” instead of “he” as a subject.

4. Error is Misordering

It is sentences which is order incorrect or a certain aspect of language rule is not suitable. The sentence can be right in presented elements, but wrongly sequenced.

Ex :

1). *I don't know what does she want*

He said that he wants a cup a coffee

The first sentence is wrongly word ordered, and the second one is wrongly sequence of time.

2). *They are students Best.*

Should be : *They are Best students* because the sentence above, the rule of structure is not suitable.

3). *I write a homework yesterday.*

Should be : *I wrote a homework yesterday* because the sentence above the sequenced of time is wrong.

2.6 Cohesion

Cohesion is the resources within language that provide continuity in a text, over and above that provide by clause structures and clause complexes. In other words, cohesion refers to the range of possibilities that exist for linking something with what has gone before. Since this linking is achieved through relation in meaning.

Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another. The one presupposes the other in the sense that it cannot be effectively decoded except by recourse to it. Moreover in English writing, the use of cohesion in connecting sentence into a good paragraph is something difficult by students. This happens because students are difficult to use coherence devices in their writing. According to Taboada (2004:159) stated that "Cohesion is part of system of a language, and like other semantic relations, it is expressed through the strata organization of language". An the other opinion, According to Bex (1996:91) considers cohesion as residing in the semantic and grammatical properties of language. Cohesion guides the ways in which units of the text are to be understood in relation to each other. Cohesion concern the ways in which texts can refer to themselves and it typically achieved through the use o grammatical device and lexical repetition. Cohesion expresses the continuity that exist between one part of text and another one. This continuity is significant from two aspects. On the one hand, the continuity shows at each stage in the discourse the points of relations or

contact with what has been said before. Grammatical cohesion is established by use of the grammatical elements of the text expresses the semantic links within and between the sentences.

2.7 Grammatical Cohesion

Grammatical cohesion refers to the interconnected way to construct sentences in a grammatical form. To achieve the grammatical cohesion, there are some grammatical devices that have summarized by Halliday they are reference, substitution, ellipsis, and conjunction.

2.7.1 References

Taboada (2004:160) state that “References, with exception in the demonstrative adverbs, part of the system of determiners in the noun phrase. The referring item is one that cannot be interpreted semantically on its own, but needs to find its resolution somewhere else. We have already seen how the pointing can be exophoric, it is, to the context of the text. References is defined as a particular type of cohesion which has specific meaning of information that is referred to Halliday and Hassan it uses other signaling items (words or parts) in making meaning instead of semantic meaning of that reference. Reference is system which introduce and track the identify of participants through text.

2.7.1.1 Personal Reference

Is a reference by means of function in the speech situation, through the categories of person, such as I, me, you, we, us, him, etc. the category personal includes the three classes of personal pronoun, possessive pronouns (mine, yours, ours, etc). For example :

- a. Jasmine is the new students from Italia.
- b. He sits next to me.

In the second sentence, she refers Cathy to in the preceding sentence. The word she is personal reference. It is called pronoun of the third person singular which is grammatically function as a head.

2.7.1.2 Demonstrative Reference

is a reference by means of location, on scale of proximity. In the case demonstrative, the words this, these, that, those, here, now, there, the, and them and used. Halliday and Hassan add this, these and here imply distance from the speaker. The use of demonstrative reference is shown the example below :

- There seems to have been a great deal of sheer carelessness. This is what I can't understand.
- There seems to have been a great deal of sheer carelessness. Yes, that what I can't understand.

That basic sense of this is one proximity, this refers to something as being near, that refers to something as being not near. The that term tends to be more exclusive, though the two are more evenly balanced in English than their equivalents in some other languages. Proximity is typically from the point of the speaker, so this means 'near me'.

2.7.1.3 Comparative Reference.

In comparative reference, the reference items still signals you know which, not because the same entity is being referent to which what I am now talking about it the same or different, like or unlike, equal or unequal, more or less.

For example :

- It's the same cat as the one we saw yesterday.
- It's a similar cat as the one we saw yesterday; and
- It's a different cat from the one we saw yesterday.

The referent was the one we saw yesterday, and the comparative same, similar and different were pointing forward to it.

2.7.2 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 semantic property.

2.7.2.1 Nominal Substitution

In nominal substitution, there are three items that occur as substitutes: one, ones, and same.

Example: There are some new tennis balls in the bag. These ones have lost their bounce.

The underlined in the second sentence above, this is one, is the substitution of tennis ball in the preceding sentence. And so, the word one in the second sentence illustrates cohesion based on substitution.

2.7.2.2 Verbal Substitution

Example: You think John already knows? I think everybody does.

The word does in the sentence above, is the substitution of knows in the preceding sentence.

2.7.2.3 Clausal Substitution

Example: It is going to rain? I think so.

The word so in the sentence above, is the substitution of going to rain in the preceding sentence.

2.7.3 Ellipsis

According to J. Meshane (2005:3) "Ellipsis is a universal property of natural language, but its scope means of realization differ substantially from language to language. Considering the ubiquity of this phenomenon, it may seem rather surprising that ellipsis studies are relatively undeveloped or, at least, Jack Breadth and depth of coverage". Ellipsis is simply 'substitution by zero', where understood is used in the special sense of 'going without saying'. As substitution, there are three types of ellipsis: 1.

Nominal Ellipsis

Example: Samuel brought some carnations and Jenny sonic sweet peas.

Ellipsis item: Brought in the second clause.

2. Verbal Ellipsis

Example : have you been swimming? Yes , I have.

Ellipsis item : been swimming in the second clause.

3. Clausal Ellipsis

Example : what was the duke going to do? Plant a row of poplars in the park.

Ellipsis item : the duke was going to in the second clause.

2.7.4 Conjunction

Conjunction differs from reference, substitution and ellipsis in that it is not a device for reminding the reader of previously mentioned entities, action, and states of affairs. In other words, it is not what linguists call anaphoric relation. However, it is a cohesive device because it signals relationship that can only be fully understood through reference to other parts of the text.

Ossisanwo in Omolade (2011:29) identifies the following types of conjunction as follows :

1. Adversative Conjunction

Example : Carol, however, changed her behavior because she wanted to become part of a new group.

2. Additive Conjunction

Example : No one wants to be rejected. And to prevent rejection we change our behaviors often.

3. Temporal Conjunction

Example : a friend of mine went to an out-stage college. Before, she left, she expressed her feelings about playing a role to win a new friend.

2.8 Grammar

Grammar is partly the study of what forms (or structures) are possible in a language. Grammar though is not included as the four main skills that are expected to be mastered in English Language Learning, may not be considered as a trifling matter. Grammar is important because it is the language that makes it possible for us to talk about language. Patel and Jain (2008:17) state, grammar is an attempt to develop concepts, principles and rules relating to usage and the structure of language. Grammar provides a stock

of ideas and understanding that help to make language intelligible, to give some insight into its structure, to supply some help in the use of language from in the correction of errors.

The knowledge of grammar in this sense is not just concerned with rules for what can and can't be done with the organization and use of words in English sentence, but also with the way written English functions to communicate experiences and knowledge of the world. In addition, narrative genres often deliberately break the rules of grammar and punctuation for literary effect. The genre and grammar model of language we are describing requires use to become aware of the forms the language takes in the social contexts in which text are commonly used.

2.9 Previous Research

The research will describe some of these that are previous research to make the thesis arrangement easier and easy to understand better the follow :

Analysis of Grammatical Cohesion errors in Argumentative Essays by Norwegian and Russian Students by Scott and Thompson (2001 : 14) . I made the results of this study a reference in discussing an analysis of grammatical cohesion errors in writing narrative texts by eleventh grade students at Mulia Pratama Private High School. This effort was made to show how various grammatical cohesion errors function as cohesive links for independent sentences and clauses. To achieve this goal, four main types of grammatical cohesion have been studied. There are similarities between this research. First, the research instrument is text. Second, Second Study has implications for teaching English writing. The difference is: first, this journal focuses on students' mistakes about grammatical cohesion in essay texts, because this study only focuses on grammatical cohesion in writing narrative texts. both of these journals are presented in High School Electronic Textbooks, while this research is produced on student writing paper. third, this journal focuses on grammatical and lexical cohesion, while this study focuses on grammatical cohesion.

Cohesion in narrative texts presented In The Electronic Textbook of Senior High School Grade X by Astri Olivia Kun Cahaya (2015). She said that there is a effects Cohesion, namely the number of sentence in a text. The number of sentence will affect the use of cohesive ties. Text which high cohesion tend to have more sentences than texts with middle and low Cohesion. The highly cohesive texts employ

more cohesive devices because there are more ideas to connect relation to the number of the sentence. The finding of this research, it is implied that the analysis of cohesion can be a means of analyzing the compatibility of texts as language inputs. Thus, in order to be able selected the teaching material, the teacher should know and master the cohesion analysis. This research is expected to be contribute enough the process of deciding which texts should be included in the textbook. There are three similarities between this study. First, both studies investigate the cohesive device consisting of grammatical cohesion. Second, the instrument of this study is text and conduct in the classroom. Third, both studies have implications for teaching the English language writing. The difference is this journal presented in the electronic textbook of Senior High School, while this study produced in students' writing paper.

Based on both previous research above, the writer concludes that the grammatical cohesion influences the students writing paper. When, the students have more knowledge about the grammatical cohesion they will more understand to relate each sentence that they have to construct a good writing. This research will be focused in analyzing the students error in using grammatical cohesion in narrative text.

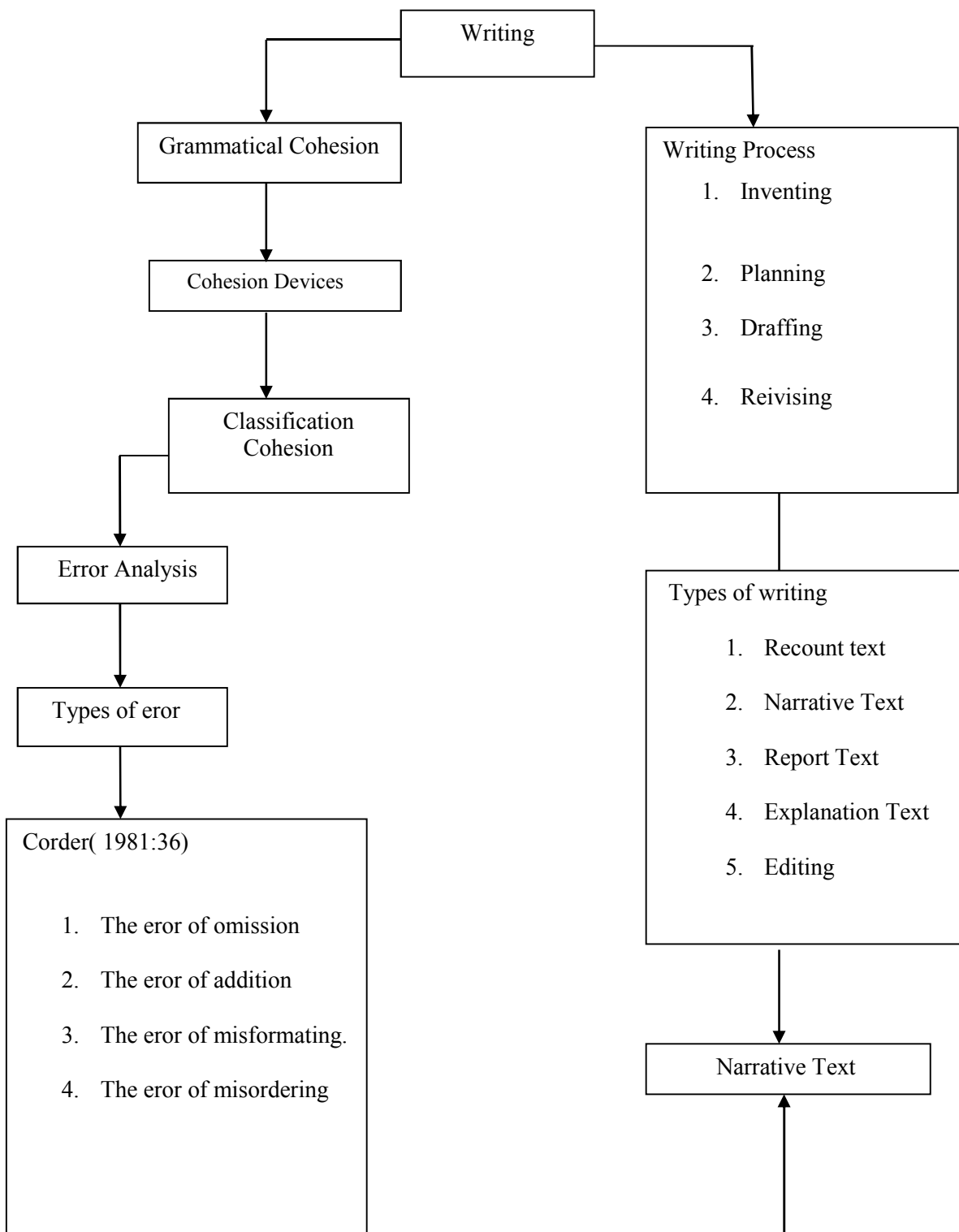
2.10 Conceptual Framework

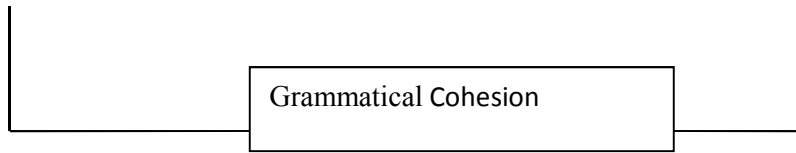
Writing is Generally a process to communicate between the writer and reader through the text. In writing, the writer the gathers the information and ideas that will be told to readers by doing steps such as selecting, combining, arranging, and developing ideas in order to make good sentence and paragraphs. In making a good paragraph we cn call it as process writing. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polish an comprehensible to reader.

Error means something done wrong by the learners because they do not know or cannot use the correct system. Errors are only when there was no intention to commit one. Actually making error or mistake when they write or speak although the language istheir mother tongue therefore it is their second language. Learners commonly make errors in writing skill. They are unable to write by using connect grammatical rules.

Cohesion is all about the relation of meaning that exist within the text, and defines something as a text because a text is unit of meaning, not a form. Cohesion 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, at all, 2013 : 139). Cohesion refers to range of grammatical and lexical possibilities that exist for linking an element of language with what has gone before or what in a text (Bae 2001 : 55).

Cohesion falls into two major groups : grammatical cohesion and lexical cohesion. The Grammatical cohesion includes refers, substitution, ellipsis, and conjunction. Mean while, lexical cohesion includes repetition, and collection. 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.





CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This writer was use descriptive qualitative research. Fred and Perry (2005 : 75) states that “qualitative research is characterized by verbal description its data”. Its mean the data of the study was analysis by describing, identifying, and analyzing the text. Descriptive research meant that the data of this study was described or explained. The researcher used this method because the intention of this study described the analysis of cohesive used in narrative text at eleventh grade in Senior High School.

3.2 Subject of Study

The Subject of this research is the eleventh grade students of SMA Swasta Mulia Pratama Medan. The writer selected one class from two parallel classes namely XI IPA and XI IPS. The subject was taken randomly by applying the random sampling technique. The writer chose XI IPA as the subject of this research that consisted of 10 students.

3.3 Instrument of Collecting Data

In collecting the data, the writer was apply one instrument to elicit students’ grammatical cohesion errors. The instrument was writing test. The students were assigned to write a narrative text.

3.4 Technique of Collecting Data

In collecting the data, the writer do some steps to identify the students' error of using grammatical cohesion in their writing a narrative text. The writer took the following steps :

1. Collecting the student's writing about narrative text.
2. Checking the student's writing to find out the errors that made of student's
3. Identifying the student's grammatical cohesion by underlining every error from the students writing test
4. Classifying the types of error based on the types of grammatical Cohesion.

3.5 Technique of Analyzing Data

After collecting the data, the writer will analyze by the collecting data to achieve the intended objectives. Based on descriptive qualitative research applies in this study with the following steps :

1. Identification

After collecting the student's work, the writer will identified the students' error by underlining the errors,

2. Classification

The writer will identified the students error in using the grammatical cohesion. According to Dullay (1981) errors are still classified in a superficial basis as : error of omission, error of addition, an error of misforming and error of misoderming. In this study, the writer was analyzed error by using a theory of error Dullay.

3. Concluding

After analyzing the data based on the Dullay's theory of error analysis, the writer will concluded the analyzed data.

