

CHAPTER I

INTRODUCTION

1.1 Background

Language is a set of rules which is used by human as a tool of communication. To express our feeling, idea, emotion, and share information with each other humans need a language. English is studied about use language to express inner thoughts and emotion, make sense of complex and abstract thought, to learn to communicate with others, to fulfill our wants and needs, as well as to establish rules and maintain our culture.

English is a language that has played a very important role in the era of globalization. It is an international language; it also becomes a second language in many countries. In other words, it is one of many foreign languages taught at the institution of education. The aim of teaching English is the students can develop their abilities in spoken and written. The students are expected to master the four language skills namely listening, reading, speaking, and writing to be able to use English communicatively. As one of English skills, writing cannot be ignored from its role to improve students' knowledge.

Writing is one of the important skills in learning English among listening, speaking and reading. It is a process of transforming thoughts and ideas into written form. According to Brown (2001:336) "writing is a thinking process". Furthermore, he states that writing can be planned and given with an unlimited number of revise before its release. Harmer (2001:79) states that writing is a form of communication to deliver or to express feeling through written form. Students can share their feelings, ideas, thoughts, emotions, opinion and information in written by having capability in writing. However, many students face difficulties writing. Thus, they are not performing well in English language learning in any countries, particularly when English is

not their first language. Students' capability in writing is still low. There are many cases which students have difficulties in producing good writing. The difficulties are not only in organizing ideas, but also in translating ideas into readable text. Foreigner language writers have to pay attention to higher level skills of planning and organizing as well as lower skills of spelling, punctuation, word choice and so on.

One of the students writing activities at school is to make an essay based on the topic in accordance with the types of writing. Through this writing activity, students can relate ideas. In composing the ideas, students also learn how to arrange words to be a sentence and paragraph until it forms a discourse. When composing the word, there is a lot to notice especially the grammar part in writing a discourse. The writer can know the student's weakness in writing through every paragraph they write.

Teaching writing in Indonesia is basic one in learning English process. Teaching writing is process putting thought, ideas, opinion, event, and histories like as writing letter and notes. The aim of teaching writing is to develop the student writing skill to that the student can write in English language effectively. The purpose of teaching writing is to help the students' write to express their idea. Teaching writing needs long process to complete and spend more time during the process where writing is one of the four basic skills which must be taught in school. The students start learning to communicate through written form as they begin to interact with others at school level. From the four skills, writing is the most complicated to master among others. Writing is not only talks about grammars and vocabularies but also of conceptual and judgment elements. There are five types of writing (Callela, 2001). They are descriptive, expository, narrative, creative and persuasive.

Based on the explanations above, one type of the text is narrative text. A narrative text is text which has function to amuse, entertain and deal with actual or vicarious experience in different ways. Writing narrative text is something interesting that ever happenin the real life because it is a story of human experience in the past. Therefore, students can arrange the composition easily.

Cohesion is one of linguistics devices that show connectedness in text and sentence. Halliday and Hasan (1976:4) define cohesion as “relations of meaning that exist within a text and that define it as a text”. Tanskanen (2006:19) states that “ cohesion and coherence is to have a role to play in contributing to unity in discourse”. Halliday and Hasan classify cohesion into grammatical and lexical cohesion. Grammatical cohesion includes some devices such as reference, substitution, ellipsis and conjunction while lexical cohesion is divided into reiteration (repetition, synonym, etc.) and collocation (co-occurrence of lexical items). Halliday and Hasan emphasized that “grammatical and lexical cohesion are interpreted through their relations to other elements in the text, a cohesive tie is formed. There is no single element can be cohesive by itself except if it is related to another. It can be concluded that a text will be cohesive if the unit of sentences are related to each other.

After doing teaching practice program (PPL) in SMP Negeri 24 Medan around two months. The writer found that the students were lack to be able to formulate their ideas in written language and many students can't write a text well especially narrative text. The student did not know how to explore their idea, some of the students do not even have any idea. They were still confused how to start writing and they cannot arrange the sentence into good paragraph. So, the writer thought that she needs to do an observation again. The writer was doing an observation again in Junior High School. The writer is doing an observation in the 8th grade, especially in the class 8D. The writer tried to analyze how students try to write a narrative text with the right

words, to relate the equivalent meaning or contrast, to connect the sentence to the others in their writing.

The evidence of the statement that writer explained above,as follows:

“During~~I~~ last holiday, I made some handcrafts” should be “During~~my~~ last holiday, I made some handcrafts.” (*my* belong to possessive adjective of personal reference in grammatical cohesion)

“My siblings joined me on the *three* day” should be “My siblings joined me on the *third* day” (*third* belong to deictic of nominal ellipsis in grammatical cohesion devices)

“At *this* time, I was crazy about art and creativity” should be “At~~this~~ time, I was crazy about art and creativity” (*that* belong to nominative demonstrative reference in grammatical cohesion)

“My mother is a tailor so I learn how to sew from *hers*” should be “My mother is a tailor so I learn how to sew from *her*.” (*her* belong to possessive pronoun of personal reference in grammatical cohesion).

From observation done by the writer herself, the problem to be investigated in this research is the analysis of cohesion that can be found in narrative text made by students. So the researcher analyzes narrative text made by students using the theory of cohesion. The researcher wants to unveil what types of cohesion, to describe that varieties of types of cohesion, and to unveil the frequency of types of cohesion that can be found in narrative text made by students.

The reason why this research becomes important is that cohesion is the one of important aspect of academic writing, because it immediately affects the tone of your writing. Cohesive writing refers to the connection of your ideas both at the sentences level and at the paragaraph level. So, it will be important to describe the cohesion that can be found in the narrative text made by students. Before describing the cohesion, the researcher has to know what types of

cohesion that can be found in the narrative text made by student. The practical benefit of this research is giving broad insight to the usage of cohesion in narrative text.

The result of the observation indicates that cohesion has to be the emphasis in teaching writing and the English teachers should be competent in evaluating the cohesion of students' writings. So, it can be concluded language learners indispensably need to write cohesion text if they wish to prove to be qualified English writing writers. And based on the problem above the writer is interested in analyzing the use of cohesion made by the students in writing narrative text at the eighth grade of Junior High School. Through this research, teachers can evaluate students writing performance. The result of this study would also reflect students' ability in writing narrative text.

1.2 Problems of the Study

Based on the background study above, this study is conducted to answer the problems formulated in the following questions below:

1. What types of cohesion are found by the students in writing narrative text by the eighth grade students of SMP Negeri 24 Medan?
2. What types of cohesion are dominantly found by students in writing narrative text by the eighth grade students of SMP Negeri 24 Medan?

1.3 Objectives of the Study

Concerning the problem mentioned above, the objectives of the study are aimed at:

1. To find out the types of cohesion found by the students in writing narrative text by the eighth grade students of SMP Negeri 24 Medan.
2. To know the dominant types of cohesion are dominantly found by students in writing narrative text by the eighth grade students of SMP Negeri 24 Medan.

1.4 Scope of the Study

In this research, the researcher focuses on analyzing the use of cohesion that is made by students' narrative writing. The writer would like to identify the use of cohesion based on taxonomy of cohesion: grammatical cohesion and lexical cohesion by Halliday and Hasan (1976: 4) to describe the cohesion found in narrative writing. The research focuses on students' writing at 8th grade student at SMP Negeri 24 Medan consist of 15 students. In addition, this research limits its analysis on cohesion in word in narrative writing.

1.5 Significances of the Study

The result of this research are expected to be useful for :

1. Theoretically

- 1) This study expected to know perspective the students' writing achievement by using cohesion in narrative writing.

2. Practically

- 1) The teacher will be able to be useful for teacher to aware their student difficulties in writing a narrative text and how helpful cohesion to reduce their difficulties in writing narrative text.
- 2) The English Department will be able to realize how important to use cohesion in writing narrative text.

- 3) For the future researchers, it is expected that the result of the research can be used to know how to analysis writing narrative text and how to make a good narrative text with cohesion.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

This chapter present a review literature and explanation of the relate materials. Some opinion are needed to explain some concepts or terms that applied in this search concern. It is used to avoid misunderstanding between the writer and the readers. The basic concept of the study should be clear from the beginning to give a clear concept of what has been done to reach the goal of the research. It is used to make the writer and the readers have the same perception of the research. So, in order to strength then the study, the following terms are needed in the study.

2.2. Writing

Writing is a method of representing language in visual or tactile form. Writing system use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals.

According toHarmer (2004: 31) writing is one of the four languages skillshave always formed part of the syllabus in the teaching of English. The importance given to writing differences from teaching situation to teaching situation. Writing encourages students to focus on accurate language use and, because theythink as they write, it may well language development as they resolve problems which thewriting puts into their minds.

Moreover, DiliduzguninKaradeniz, Abdulkerim(2017)states that writing is the process of putting theinformation structured in the mind on paper. Writing is an activity to express thoughts

and feelings in the form of writing that is expected to be understood by the reader and serves as a means of communication indirectly. Writing can inspire someone in making a book that can be read well. Writing can be interpreted as a person's ability to write the main idea or as a message to others.

Nunan (2003:88) defines, "writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the students are expected to explore the ideas and arranging into good paragraph. Writing can inspire someone in making a book that can be read well. Writing can be interpreted as a person's ability to write the main idea or as a message to others.

Writing is an activity of thinking after which it is expressed into graphic symbols, in a communicative written language. In expressing the thought into a written language, feeling plays an important role as well, so that the products will be easily understood and enjoyed by the readers. To do so, of course, it needs a good and interesting language. In other words, writing is closely related with the thought, feeling, and ability in using a language. In this case, a communicative language is completely needed. From those explanations, the researcher concludes that writing is an activity which expresses knowledge, idea, and feeling in form of text so that the result can be enjoyed and understood by others.

2.2.1 Purpose of Writing

Purpose is the goal or aim of a piece of writing: to express oneself, to provide information, to persuade, or to create a literary work. There are four purposes writers use for writing. When someone communicates ideas in writing, they usually do so to express themselves, inform their reader, to persuade a reader or to create a literary work. In college, we mostly rely on two purposes for composition style writing, and those are to inform or to persuade the audience. They are three purposes for writing:

1. Entertain

Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use his/her creativity. It must not make the readers laugh, but engage their feeling in some ways.

2. Inform

Writing to inform has purpose to tell the reader about something. This kind of informative writing can focus on objects, places, procedures, and events. It can be seen in newspaper and articles, scientific or business reports, instructions or procedures, and essays for school and university.

3. Persuade

The writer tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow writer's opinions and act upon it.

In conclusion, the purpose of writing is not only to express the ideas, feeling or thought in written symbol but it has also specific purposes such as to entertain, to inform and to persuade the readers.

2.2.2 Process of Writing

Process of writing is very important in teaching writing. The teacher will know the process of students in writing based on some steps. Harmer (2004:86) states that the process of writing is typically involves planning what we are going to write, drafting, reviewing and editing what we have written and then producing a final version. Further, Harmer (2004:41) mentions that the process of writing consists of five stages as follows:

1. Planning (pre-writing)

Pre-writing is the time to get the brain focused. Pre-writing is the thinking, talking, reading, and writing about topic before write a first draft. It also called a way of warming up before write.

2. Drafting/Writing

This is actually writing the first draft of the piece. After thinking about topic and doing necessary pre-writing, the next step in the writing process is writing paragraph. When write the first draft of the paragraph, the ideas generated from pre-writing used as a guide.

3. Revising

It is almost impossible to write a perfect paragraph on the first time. After completing the first draft, a writer must look for ways to improve his writing. This step is called revising. Many students believe that revision is about correcting grammar, spelling and mechanics. While these things are important, revision is primarily concerned with making the ideas clearer. Revision might call for the writer to eliminate sentences, paragraphs or even pages. The draft is just an attempt, but revision is the effort to make sense of the writing.

4. Editing

The editing stage is different from revision, and needs to be done after revising. Editing involves the close-up view of individual sentences and words. It needs to be done after a writer made revision on a big scale.

5. Publishing

Publishing goes beyond getting a piece in a magazine or newspaper. Publishing means getting a piece into the hands of any reader. It means getting a friend or teacher or parents to read a piece is publishing. By knowing that others will read a piece, a writer will work harder to make certain the piece reaches in highest possible potential.

2.2.3 Aspect of Writing

To create a good writing, there are several aspects for the researcher to pay a close attention to. An effective composition should meet the qualities in some terms proposed by Jacobs et al (1981 : 90) below :

1) Content

The substance of writing, the experience of the main idea, groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement and emphasis.

2) Organization

It is scarcely more than an attempt to place together all condition of fact and jumble ideas. Even in early drafts it may still be searching for order, trying to make our pattern in its materials and working to bring particulars of its subject in line with what is still only a half-formed notion of purpose.

3) Vocabulary

The selection of words that is suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he/she can. As a general rule, clarity should be his/her prime objective. Choosing words that express his/her meaning is precise.

4) Language Use

The use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationship in paragraph writing.

5) Mechanic

The use of graphic conventional of the language, the steps of arranging letters, words paragraphs by using knowledge of structure and some other related to one another.

2.2.4 Teaching Writing

Teaching writing effectively is one of the most important life-long skills educators impart to their students. When teaching writing, educators must be sure to select resources and support materials that not only aid them in teaching how to write, but that will also be the most effective in helping their students learn to write.

Teaching writing has some obstacles for teachers. They must know in choosing good approaches appropriately. Considering the writing process, it seems difficult to teach writing. Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.

Harmer.J(2004: 11) states that many traditional approaches failed to apply writing process in teaching writing. For many years the teaching of writing focused on the written

product rather than on the writing process. In other words, the students' concern was directed to the rather than how of text construction.

How to teach writing start by looking at the process that a component speaker of English goes through after they decide to write a piece of a text and at how our understanding if this has implication for the way we should approach of teaching writing (Harmer2004:12). From the explanation above, it can be concluded that the teacher should be clear on what skills he/she is trying to develop. The teacher must have key to help students in writing.

2.2.5 Types of Writing

Fluency may be defined as the ability to speak accurately. Even though, we have to speak fluency because is listeners are able to response about the speaker said. In other word, we have to consider that speech and fluency are rather strongly erected by language problem. There are five main types of writing : expository, descriptive, narrative, persuasive and creative (Callela2001: 12).

- 1) Expository writing is where the author intends to inform, explain, describe or define their subject to you. This is the most common type of writing you will find in the text book and online. As the author is mostly trying to tell you all about the subject, their opinios are left out leaving you with facts and figures instead of trying to defend or support an opinion. An example of expository writing is “ How-to” articles, where the author is explaining how to build or do something yourself.
- 2) Descriptive writing uses a lot of great visual words to help you see the person, place or thing they are writing about. The writing can be explain things in the great detail. When you are reading descriptive writing you feel as if you are there or can actually picture in your mind what they are describing.

- 3) Narrative writing is very common in novels and biographies. The author puts themselves in their characters and writes as if they were that person. They tell life stories and involve plots and storylines. Narrative is fun to read because you can replace the author with yourself and it will seem as if the story is happening to you.
- 4) Persuasive writing takes on the opinion of the writer or issue the writer is writing for. This is considered biased material and is most often found in advertising.
- 5) Creative writing is perhaps the most fun type of writing. Anything you think up in your head can be turned into creative writing. Creative writing is often thought provoking, entertaining and more interesting to read than persuasive writing. Short stories, poetry, novels and plays often fall into the creative writing category.

In short, writing has different types based on the purpose and how the researcher writes the text. In current study, narrative writing choose for because narrative text writing is kind of text which is included in junior high school curriculum. Narrative text is also useful for the students because in junior high school levels, the students need to get new information which they can get by sharing about the narrative text with their friends in the class .

2.3 Narrative Text

Narrative is one type of writing. A narrative is construction formats (as a workof speech, writing, song, film, television, video games, photography or theatre) that describe a sequence of non-fictional events. The word derives from the Latin verb *narrare*,to “recount”, and is related to the adjective *gnarus*, “knowing” or “skilled”.Narrative also is a form of discourse, which present an event in a related series.Narrative involves telling a story that is often based on personal experience. A narrative is the form of writing used to relate the events, stories are accidents.

There are three steps of narrative text. The three steps of writing narrative text are social functions, text structure, and lexical grammatical features. They are needed to learn before write narrative text. A social function is to amuse, entertain and to deal with actual or vicarious experience in different ways. Text structure is used to make the writing steps of narrative text well and lexical grammatical features are used to know what grammars are used to make narrative text. Meanwhile, to write good narrative text or narrative text must learn the three steps deeply.

2.3.1 Generic Structure of Narrative Text

1. Orientation: it is about the opening paragraph where the characters of the story are introduced.
2. Complication: where the problems in the story developed.
3. Resolution: where the problems in the story is solved.
4. Reorientation / Coda :optional.

2.3.2 Grammatical Aspects in Narrative Text

1. Action verbs. A verb that shows an action.(killed,walked,dug,etc)
2. Specific character (Cinderella, Snow White, Alibaba,etc)
3. Adverb of time (once upon a time, one day, etc)
4. Use of timeconjunction (when, time, suddenly, etc)
5. Past tense (ate, played, wrote, etc)

2.3.3 The Purpose of Narrative Text

The purpose of narrative text is to amuse or to entertain the reader with a story.

2.3.4 Example of Narrative Text

Cinderella Story

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

Orientation

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and they went to it. Cinderella could not help crying after they had left. "Why are you crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I'm going to see that you do go to the ball". Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautiful gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.

Complication

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind. A few days later, the king's son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly. Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

Resolution

2.4 Cohesion

According to Bee (2001: 55) supports that cohesion refers to the range of grammatical and lexical possibilities that exist for linking an element of language with what has gone before and what follows in a text. Halliday and Hasan (1976:8) define cohesion is a semantic relation between part of a text to another part of the same text. This relationship functions to convey meaning and to get the readers easier to understand the whole meaning. Cohesion refers to the relationship between items in a text such as words, phrases and clauses and other items such as pronouns, nouns and conjunctions. This includes the relationship between words and pronouns that refer to

that word (reference item). It also includes words that commonly co-occur in the text (collocation) and the relationship between words with similar, related and different meanings (lexical cohesion).

Cohesion also considers semantic relationships between clauses and the ways this expressed through the use of conjunctions. A further aspect of cohesion is the ways in which words such as 'one' and 'do' are used to substitute for other words in a text (substitution) and the ways in which words or phrases are left out, or ellipsis, from a text (ellipsis). All of this contributes to the unity of texture.

2.4.1 Types of Cohesion

Halliday and Hasan (1976:6) define that cohesion is divided into two types; grammatical cohesion and lexical cohesion. Grammatical cohesion is divided into four devices: reference, substitution, ellipsis and conjunction and lexical cohesion is divided into two devices: reiteration and collocation.

a. Grammatical Cohesion Devices

Grammatical cohesion comprises reference, substitution, ellipsis, and conjunction. Classification of grammatical cohesions will be discussed below:

1) Reference

It refers to items of language that instead of being interpreted semantically in their own right, make reference to other item for which the context is clear to both sender and receiver. Reference shows relation the language and the world. Reference functions to retrieve presupposed information in text and must be identifiable for it to be considered as cohesive.

It is divided into 3 types, they are personal reference, demonstrative reference, and comparative reference (Halliday and Hasan, 1976:37).

a) Personal Reference

The personal references refer to something by specifying its function or role in the speech of situation. The category of personal reference includes:

- (1) Personal pronoun: a pronoun that is associated primarily with a particular person, in the grammatical sense (I, you, she, he, we, they).
- (2) Possessive determiner (possessive adjective): a type of function word used in front of a noun to express possession or belonging (my, your, her, his, our, their).
- (3) Possessive pronoun: a possessive pronoun is used to show possession, or to point out the person who owns the object (mine, yours, hers, his, theirs, ours).

b) Demonstrative Reference

Halliday & Hasan (1976:37) states that demonstrative references by means of location, on a scale of proximity. The categories of this reference include two classes namely: nominative demonstrative and circumstantial demonstrative. Nominative demonstrative: this, these, that, those and Circumstantial demonstrative: here, there, now, then. An example of demonstrative reference is:

"Will you play football today?"

"Of course," said Andy.

"Okay. You'll see me there," said Ronald.

From the sentences, there refers to the place where playing football will be happened.

c) Comparative Reference

Comparative reference is cohesion in the form of reference that shows comparison between one thing and another. The classification of comparative reference into two kinds, namely:

“general” and “particular” comparison. General comparison deals with comparison which is simply in terms of likeness and unlikeness, without respect to any particular property: two things may be the same, similar or different (where “different” includes both “not the same” and “not similar”). Then, here are the examples of general comparison and particular comparison:

General comparison:

*They were three **different** shapes.*

The word **different** in that sentence means different to each other.

Particular comparison:

She is a **better** woman than I am.

The sentence is comparison of quality, with an Epithet as comparative, and I as a *referent*.

2) Substitution

Substitution as replacement of a language element by another one which is used to replace repetition. They also explain that there are three types of substitution, namely: nominal (one/ones), verbal (do, does, did, done) and clausal (so, not).

a) Nominal Substitution (one, ones, same)

In nominal substitution, there are three items occurring as substitution : one, some, and same. Example: my car has broken. I must buy the new **one**. The word **one** is the substitution for car.

b) Verbal Substitution (do/does/did/done)

Verbal substitution is a replacement of a linguistic unit that categorized verbal with other part linguistic that have same category. That verbal substitute is do. Example: I **don't** know the meaning

of half those long words, and, what's more, I don't believe you do either. Do in that sentence substitutes for know the meaning of half those long words. **Does** Jhon work? Yes, he does. In this sentence, **does** substitutes work.

c) Clausal Substitution (so, not)

Clausal substitution is a replacement of lingual unit that categorized clausal or sentence with other part lingual. Example: everyone seem to think he's guilty. If **so**, no doubt he'll offer to resign. In the example, the word **so** substitutes he's guilty.

2) Ellipsis

Halliday and Hasan (1976: 142) state Ellipsis is substitution by zero. It means that an item in a text is replaced by nothing but the meaning still be able to understand. Ellipsis occurs when some essential elements are omitted from a sentence or a clause and can only be recovered by referring to the elements in the preceding text or sentence. Same as substitution, ellipsis has nominal ellipsis, verbal ellipsis, and clausal ellipsis.

a) Nominal Ellipsis

Halliday & Hasan (1976: 142) divided nominal ellipsis into three parts: Deictic, Numerative, and Epithet. *Deictic* involves the class of determiner (demonstrative, possessive and indefinite determiners), *numerative* is a part of ellipsis that showed by numerals or other quantifying words which formed of three subcategories: ordinal (first, next, last, second, third, etc.), cardinal (one, two, three, four, five, etc.), and indefinite quantifier (many, much, more, most, few, several, a little, lots, a bit, hundreds, etc.), while *epithet* is usually qualified by an adjective.

Examples:

Deictic

My kids practice an awful lot of sport. **Both** are incredibly energetic. The word **both** functions elliptically. It refers back to my kids. The word ellipsis here is my kids.

Numerative

Tara was the **first** person to sing. Dara was the **second**. The word **first** and **second** functions enumerative.

Epithet

Chilies are **the most expensive** in wet season.

b) Verbal Ellipsis

There are two types of verbal ellipsis: lexical ellipsis & operator ellipsis. Lexical ellipsis means the omitting lexical word of the verbal group. All of the modal operators (*can, could, will, would, shall, should, may, might, must, ought to, and is to*) could not be function of lexical ellipsis, just two other modal operators can be function of lexical ellipsis those are *need* and *dare*. For examples:

Lexical ellipsis

*Ryan should **have been working** every day. I don't think he has been working.*

For '**has been working**', we may omit the word '**working**' or '**been working**'. Hence, the second sentence could be '**I don't think he has been**' or simply '**I don't think he has**'.

Operator ellipsis

*Some **were** reading and others writing.*

In this sentence, there is an omit word '*were*' which is functioned as an operator. The original sentence should be 'Some *were* reading and others *were* writing'.

c) Clausal ellipsis

Clausal ellipsis is ellipsis within the clause. In English, the clause is considered as the expression of the various speech functions, such as statement, question, response, and so on, has modal element and propositional element as the parts of clausal ellipsis structure. Modal element consists of speechfunction of the clause such as subject plus finite element in the verbal group.

Here, the example of clausal ellipsis: who was going to plant a row of poplars in the park?—The Duke was. In this example **going to plant a row of poplars in the park** in second clause as clausal ellipsis.

3)Conjunction

Conjunction is linking or phrase connecting words, phrases or clause, such as but, and, when. This is usually achieved by the use of connectives. Also, conjunction is concerning between sentences in order has the whole idea and harmony. To prove that conjunction as part of cohesive device, the focus is not only on grammar of language and relation of semantic, but their certain aspect. That is, the relation of their function with the other elements of linguistics which found in a set of sentence but not related by structural. Conjunction is divided into four types: additive, adversative, causal, and temporal. Each type of conjunction has different markers that show a relation between parts of text.

a) Additive Conjunction

Additive conjunction contributes to give additional information without changing information in the previous clause or phrase. Example: She walked into the room **and** sat on the sofa.

b) Adversative Conjunction

Adversative relation basic meaning is contrary to expectation. The expectation is come from the content of what is being said. Adversative conjunction is marked in the text by the coordinating conjunction but and other conjunctions such as however, instead, and in contrast that mark the difference or contrast between parts of a text. Example: She failed. **However**, she tried her best.

c) Causal Conjunction

Causal conjunction marks the relationship of reason, result, and purpose. Causal relationship is marked by expressions such as therefore, as a result, and so. So is an informal marker of causation. Example: He was fired **because** he was always late.

d) Temporal Conjunction

Temporal conjunction specifies the time sequence relationship which exists between sentences. This temporal relation is expressed in its simplest form by then. Besides that there are still many sequential senses like *after that, an hour later, finally, at last and other expressions*. Example: **Then**, as dusk fell, he sat down to rest.

b. Lexical Cohesion Devices

Lexical cohesion is the central devices for creating a text connect together experientially, defining the about of a text. They define lexical cohesion as “the cohesive effect achieved by the selection of vocabulary”. Lexical cohesion divided into two types: reiteration and collocation.

1) Reiteration

Reiteration is a part of lexical cohesion which involves the repetition of a lexical item, that is, the use of the general word to refer back to a lexical item and a number of things in the using of a synonym, near-synonym, or superordinate (Halliday and Hasan, 1976 : 278).

a) Repetition

The most common form from all of the lexical cohesion devices is repetition, that is the repetition of words or phrases occurred within the text. For example:

*There was a large **mushroom** growing near her, about the same height as herself; and, when she had looked under it, it occurred to her that she might as well look and see what was on the top of it. She stretched herself up on tiptoe, and peeped over the edge of the **mushroom**,...*

There is Repetition: **mushroom** refers back to **mushroom**.

b) Synonym

Synonym is the repeating word by using another word that has the same meaning or almost the same. Here, the example of a synonym:

*Accordingly ... I took leave, and turned to the **ascent** of the peak... The **climb** is perfectly easy...*

Climb refers back to **ascent**, of which it is a synonym.

c) Superordinate

Superordinate is terms for words that refer to the upper class itself. In contrary, the terms for words that refer to the lower class itself. Superordinate can be understood by the example below:

*Henry's bought himself a new **Jaguar**. He practically lives in the **car**.*

The word **car** refers back to **Jaguar**, and **car** is the superordinate of **Jaguar** in the previous sentence.

d) General Word

General words, which correspond to major classes of lexical items, are very commonly used for cohesive force. They are on the borderline between lexical item and substitution. For example:

The kitchen is for us not for **the four legs** (general word).

The word “**the four legs**”, which expresses the general word of “animal”.

b) Collocation

Collocation is a regular combination of words in which to fulfill the meaning, these words must occur together such as fast food instead of quick food and powerful engine instead of strong engine. In other words, it deals with the relationship between words on the basis of the fact that these often occur in the same surrounding. Collocation includes not only synonym or near-synonym and superordinate, but also complimentary, antonym, converses, words drawn from the same ordered series, relations between part and whole, and also hyponym (Halliday and Hasan (1976:285)).

Example: **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 the example above, 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.

2.5 Previous Research

The study of analysis the students' ability in the writing narrative text has been done by some researchers. The writer took some previous researches from journal and thesis. The first, *An Analysis of The Cohesion and Coherence of The Students' Narrative Writings In The English Language Education Department of Nahdlatul Wathan Mataram University* (Mawardi : 2014). In this research, there is a factor that effect students' writing narrative text, namely the use of cohesion and coherence. The use of cohesion and coherence will affect the quality of students' writing narrative text. Text with high cohesion and coherence create a good text or paragraph. The finding research, the implication of the present study is that cohesion and coherence are better taught, explicitly or implicitly, either through exercises, classroom instructions or common to students' texts. This also contributes to students in the process of teaching writing because it gives the view to the students to write a cohesive and coherent text. The teachers can improve the strategies in teaching writing based on the weaknesses of the students. There are similarities between these researches focus on cohesive and coherence of a text. Second, the instrument of these researches is text and conduct in classroom. Third, both researches have implication for teaching the English Language writing. The differences are the previous research focused on the cohesion and coherence in students' English writing text in the University, whereas this research will focus on cohesion and coherence in writing narrative text in school.

The advantages previous researches above are to make the writer easier in doing her research and also to find out the comparison between this previous research and her research.

The second, *The use of Cohesion in Students' Argumentative Writings* (Hananta and Suyakti : 2015). This research discovered the use of cohesion in students' argumentative writings in terms of its frequency and function. Moreover, it also investigated whether or not there is a correlation between students' knowledge on cohesion and their writings performance. The

participants of the study were seventeen students of English language and Literature study program at Universitas Pendidikan Indonesia (UPI) who had learned how to compose argumentative writing as well as cohesion. To answer all research question, this study employed a mixed method research design embracing the characteristics of a case study approach. The data were obtained from students' argumentative writings, their writing score, and a cohesion test. This research study was grounded by the framework of Cohesion Taxonomy proposed by Halliday and Hasan (1976: 4), which was also a tool for analyzing students' text. This previous research is very helpful for the writer in order to complete the theory of thesis, especially in cohesion in her research.

2.6 Conceptual Framework

Writing is generally a process to communicate between the writer and reader through the text. In English language skill, writing is very important. It is a way for expressing thought, idea, and opinion in written form. There are some stages of writing process such as pre-writing, drafting, revising, editing, and publishing. To create a good writing, there are several aspects for the researcher to pay a close attention to like content, organization, vocabulary, language use, mechanic. Learning about writing is learning about genre or type. There are five main types of writing (Callela 2001: 12) : expository, descriptive, narrative, persuasive and creative. From all various types of writing above the writer will choose narrative text as students' assignment.

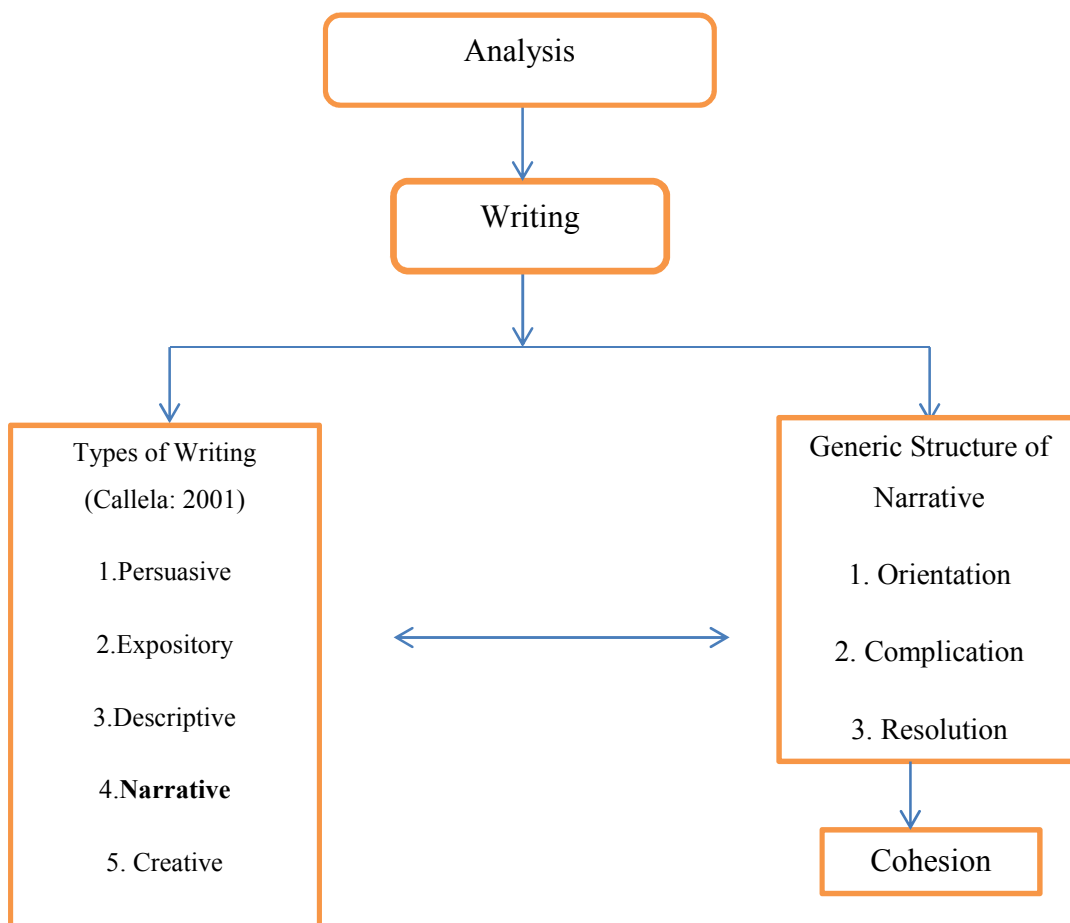
Narrative is a story that familiar in our daily life. People used narrative deals with problematic events which lead to a crisis to turning points of some kind, which turn finds

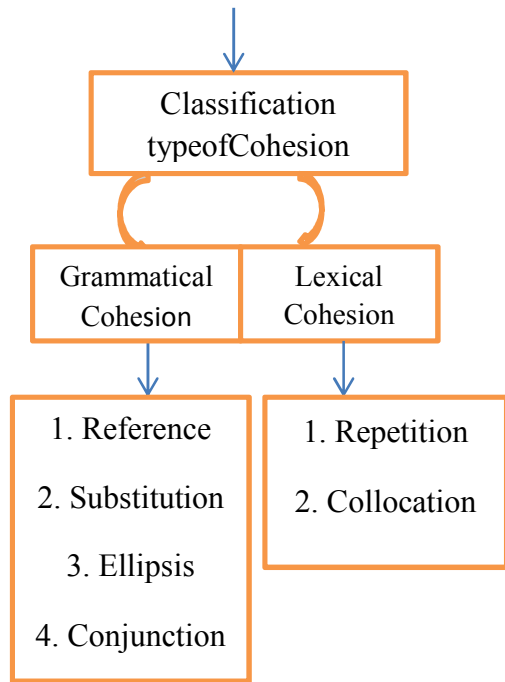
resolutions. But some students have problems to write narrative text; it means that students make the meaning of the sentence is awkward.

Halliday and Hasan (1976:6) defined cohesion as “relationship of meaning that exist within a text and that define it as a text. Halliday and Hasan classify cohesion and into grammatical and lexical cohesion. Grammatical cohesion includes some devices such as reference, substitution, ellipsis, and conjunction. While lexical cohesion is divided into reiteration and collocation.

Figure 2.1

Conceptual Framework of Cohesion in Narrative Text (Risky Samosir, 2020)





CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design of this study was descriptive qualitative because the result of this study concerned to identify and analyze cohesion in writing narrative text. Best and Khan (2006:22) says that “qualitative descriptive research uses systematic procedures to discover non-quantifiable relationships between existing variables”. The result of the study was An Analysis of Cohesion on Narrative Writing of the Eighth Grade Students at SMP Negeri 24 Medan.

3.2 Subject of the Research

The subject of this study taken from fifteen students' composition focusing on cohesion made by the students in writing narrative text to know what types of cohesion that they use. Those students were from the Eighth Grade students of SMP Negeri 24 Medan.

3.3 Data and Source Data

3.3.1 Data

The data of the study was the narrative text written by students from the eighth grade students of SMP Negeri 24 Medan. The writer focus on narrative analysis by word in the sentence to determine types of the cohesion and the dominant types of cohesion.

3.3.2 The Source of Data

The sources of data taken from the results of the student's narrative text writing from the eighth grade students consist of fifteen students' of SMP Negeri 24 Medan. The researcher did the research on the eighth grade students because the researcher wanted to find out the types of cohesion and determine the dominant types of cohesion that used by the eighth grade students of SMP Negeri 24 Medan.

3.4 The Instrument of Collecting Data

In collecting the data, the writer used writing test as the instrument of this study the students assigned to write a narrative text. The students were free to choose the topic and the students given 45 minutes to finish the text.

3.5 The Procedure of Collecting Data

The data analyzed to identify the cohesion in students' writing narrative text. The researcher applied some procedures of collecting data, they were:

1. Asking the students to write a narrative text where the test takes time about 45 minutes.
2. Collecting students' worksheet after they finish the test
3. For obtained the data, the first, the researcher read and rewrites the text.
4. The writer reduced the text if read the text and wrote in less than three paragraphs, it does not follow generic structure of narrative and it has no varieties of reference.
5. Underlined the data to find types of cohesion devices from students' narrative text.

3.6 Analyzing the Data

The technique of analyzing the data was:

1. Identification of cohesive devices from students' narrative writing. The researcher used taxonomy of cohesion: reference, ellipsis, substitution, lexical cohesion and conjunction.

2. The researcher was read the entire text to understand the context then based on taxonomy of cohesion. The purpose of this procedure was to identify the types of cohesion devices use most frequently in each narrative writing as well as the distribution of all cohesion devices.

3. Next, the researcher counted the total of cohesion items. This percentage was using AnasSudijono's formula.

$$p = \frac{f}{N} \times 100\%$$

With:

f = the total number of cohesion items on students' narrative writing

N = the number of each type of cohesion on students' narrative writing

p = the percentage of types of cohesion on students' narrative writing

4. Tabulated the dominant types of cohesion made by students in writing narrative text.

5. Conclusion drawing, conclusion drawing was design in the form of description and explanation in order to answer the problems stated in this study.