

**ARTICLE**

**GRAMMATICAL COHESION IN WRITING NARRATIVE  
TEXT AT TENTH GRADE STUDENTS' AT VOCATIONAL  
HIGH SCHOOL SMK SWASTA PUTRA JAYA STABAT**

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## ARTIKEL

### GRAMMATICAL COHESION IN WRITING NARRATIVE TEXT AT TENTH GRADE STUDENTS' AT VOCATIONAL HIGH SCHOOL SMK SWASTA PUTRA JAYA STABAT

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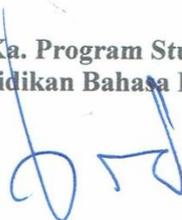
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**GRAMMATICAL COHESION IN WRITING NARRATIVE  
TEXT AT TENTH GRADE STUDENTS' AT VOCATIONAL  
HIGH SCHOOL SMK SWASTA PUTRA JAYA STABAT**

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**ABSTRACT**

**Sutrisno, Adi. 2122121002. Grammatical Cohesion In Writing Narrative Text at Tenth Grade Students' at Vocational High School SMK Swasta Putra Jaya Stabat. A Thesis. Faculty of Languages and Arts. State University of Medan. 2017.**

This study aims at analyzing of grammatical cohesion in writing narrative text. It was conducted by using qualitative descriptive. The subject of this research was tenth (X) grade students of SMK Swasta Putra Jaya Stabat. The number of subjects was taken from one classes, which consist of 37 students' and the data only take randomly for the sample of this research and choose 9 texts of the students' writing. The instrument for collecting data was writing Narrative text. The result of the study showed that (1). The grammatical cohesion was found in the narrative text written by the students' through the applied of the cohesive device in their writing. There were found reference, substitution, ellipsis and conjunction in the students' writing. (2). Each cohesive device those were found in the narrative text categorize good with the percentage around 58,49 – 72,72%, one categorize excellent with the percentage 81,25%. Substitution device categorize poor with the percentage 0- 2,04%. Ellipsis were poor with percentage around 0 – 8,33%. And conjunction were fair with 27,27 – 48,57%.

**Keywords:** *Grammatical cohesion, English writing narrative text, Vocational high school.*

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## **INTRODUCTION**

### *Background of the Study*

In SMK Swasta Putra Jaya, the teaching of English must be considered in line with the national curriculum called Kurikulum Tingkat Satuan Pendidikan or KTSP (school based curriculum). School based curriculum contains two competencies, namely, standar kompetensi (competency standar) and kompetensi dasar (basic competency). Competency standard is a unit of competence which is always expressed as an outcome, describing what a student can do (Depdiknas, 2005). School based curriculum must be used in English subject too. English is taught as foreign language and one of the subjects in the school that also uses Competency Based Curriculum in learning English. When learning English the students are taught four language skills integrately. Those skills are reading, listening, speaking, and writing.

The skill of writing will help much if one wants to contact people through media. Through writing, one can communicate and share information with others. Furthermore, the main focus of teaching writing is develop competency in creating a good writing. To achieve a good writing, the text should be coherence and cohesive. Coherence is the way to relate a group of clauses or sentence to the context (Halliday and Hasan, 1976). And cohesion refers to the way we relate or tie together bits of the discourse.

According to Gorrell (1962) in their book *Modern English Handbook*, "Writing requires thinking, and thinking is always complicated and hard. Writing

is complicated also because the writer needs to do everything at once. The writer produces words, sentence, paragraphs, and extended compositions all at the same time; words must be spelled, sentence punctuated, and paragraph unified". Writing is complete skill among Listening, Speaking, and Reading. Writing is the most difficult skill to learn because it needs hard thinking and produces words, sentence, and paragraphs at the same time. That's why writing is the highest order thinking.

Writing is one of the forms of communication; people can express their idea, opinion, experience and information through writing. Brown (2006:218) states that the ability to write has become an indispensable skill in this global literate community. It takes part in many parts in our lives such as social, academic and professional fields.

Writing in their first language can be something difficult for them, whereas they often write in their first language in schools. Moreover if they are asked to write in their target language, it can be something more difficult. Writing English for foreign learner is difficult because English is different from Indonesian language in its structure, spelling, and lexical meaning. Although students have been studying English from elementary school until senior high school, even university, they cannot write easily as we thought before.

From James' statement above, it could be comprehended that the mastery of structure and material is the key to succeed for students in writing. One of the components which are also very important in making writing is grammar. Consequently, it is difficult for students to develop their English proficiency.

Meanwhile, The English syllabus currently used in the formal education system is text-based syllabus. According to Freez and Joyce (2002) "A text-based syllabus is concerned with units of discourse called text." Text-based syllabus design is based on an approach to teaching language which involves: teaching explicitly about the structure and grammatical features of spoken and written texts, linking units of work which texts to the social and cultural contexts of their use. Designing units work which texts to the social and cultural contexts of their use, designing units of work which focus on developing skill in relation to whole texts, and providing students with guided practice as they develop language skills for meaningful communication trough whole texts.

Text is any stretch of language which is held together cohesively though meaning. In 2006 curriculum there are twelve text types taught at senior high school. There are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review.

In this study, the writers choose narrative text because it is one of the genres that must be mastered by first grade students of senior high school as stated in curriculum. According to Pardiyo (2007: 97-98) Narrative has structure or elements which consist of Orientation, Complication, Resolution, Reorientation (Coda).

Narrative writing is a kind or writing which becomes one of the lessons which is taught in senior high school. According to syllabus Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006, In Indonesia, senior high school students have a master some types of paragraph. The first grades have to master recount,

narrative, procedure, descriptive, and news item text. The second grade students have to master narrative, report, and analytical exposition text. Meanwhile, the third grade students have to master narrative, spoof, and hortatory exposition text. In narration students, students have pay attention about simple past tense because it is commonly used in writing narrative. Hence, narrative writing is also the reason why writing becomes difficult for students.

The researcher is interested in the conducting this research related to writing text which has title of text Lake Toba and Banyuwangi legend. The researcher will find out whether the students pay more attention by their writing, whether they get the information easily from the texts and understanding the context of the text.

Concerning the students' problem in using cohesive devices, recent scholarship demonstrates that many linguist and composition theorists have research a conclusion that it is useful to analyze cohesion in writing narrative as it contributes to coherence in prose. Cohesion analysis can help distinguish stages of writing development and might provide methods of explaining concretely some of differences between good and poor student's writings. Also, Halliday and Hasan (1976) content that through analyzing the use of cohesive devices, one could evaluate or assess writing quality from the perspective of coherence.

According to Halliday and Hasan (1976: 6) classify cohesion in English into two board categories: grammatical cohesion and lexical cohesion. Grammatical cohesion is the surface marking of semantic link between clauses and sentence in written discourse and between utterances and turn in speech. Then, lexical cohesion refers to how the writer uses lexical items such as verb,

adjective, nouns and adverbs to relate to the text consistently to its area of focus (Enggins, 1994). It is signaled by means of lexical element/vocabulary.

In grammatical cohesion divided into four they are: reference, substitution, ellipsis, and conjunction. And in the lexical cohesion divided into two major categories, namely: reiteration and collocation (Halliday and Hasan, 1976).

Based on that explanation, the writer is interested in investigating and analysis cohesion of narrative writing written by the tenth grade students of SMK Swasta Putra Jaya Stabat. The tenth grade students should be able produce narrative writing because it is state in the curriculum. However, this studies as well as to find out the problem that affect the cohesion of their writings.

## **REVIEW OF LITERATURE**

According to Richard in Longman (1985) Dictionary of Applied Linguistics stated that “cohesion is the grammatical and/or lexical relationships between the different elements of a text. This may be the relationship between different sentences or between different parts of a sentence.

Cohesion is the resources within language that provide continuity in a text, over and above that provided by clause structure and clause complexes. Hence, cohesive relations are non-structural relations which work to help a text hang together. That is, sequences of sentence or utterances which seem to ‘hang together’. These are words and phrases which enable that writer or speaker to establish relationships across sentence or utterance boundaries, and which help to tie the sentence in a text together.

Halliday and Hasan (1976) mention that cohesion refers to relations of meaning that exist in the text, and that defines it as a text. Furthermore, Halliday and Hasan (1976) explain that cohesion is a semantic relation between an element in the text and some other elements that are crucial to the interpretation of it.

From the information above, cohesion serves to relate individual utterances to be understood logically and chronologically as a discourse or text. The element of discourse or furthermore we can also state that cohesion expresses the relation and continuity that exist between one part of the text and another. This relationship has function to convey meaning from the speaker's mind, idea, or thought in order to make readers easier to understand it. According to Halliday and Hasan in their book *cohesion in English* London (1976), there are four types of grammatical cohesion. There are reference, substitution, ellipsis, and conjunction

#### *Relevant Studies*

The researcher will describe some these that are relevant studies to make the thesis arrangement easier and easy to understand better as follow:

Susilo (2010), Faculty of Tarbiyah State Institute Islamics Studies Walisongo, Semarang (*The Cohesion of Recount Texts in Look Ahead; English Textbook for Tenth Grade Published by Erlangga*), and this research was aim by the electronic text book by used of genre in recount text. The weakness of this research was the researcher didn't take the years when his write the opinion from the researcher or the founded of the researcher. We should be taken it the name of the finding by the opinion from them. So, the strangeness of this research was so

good explaining and the example of Cohesion device and also by the explaining how to analyzed become a good analyzing and also we can understand the statement of this research because the researcher enough clear to calculation the analyzed kind of cohesion like grammatical cohesion and lexical cohesion.

Heydari (2012), Department of Foreign Languages, Shiraz Branch, Islamic Azad University, Shiraz, Iran (Cohesion Analysis of L2 Writing: The Case of Iranian Undergraduate EFL Learners FiroozSadighi, Ph.D.), this research was aim by the cohesion analysis of L2 Writing that the researcher analysis kind of cohesion that written by FiroozSadighi, Ph.D. the weakness of this research is the researcher did not detail to explain in the chapter one, so the research should be clear to explain about the cohesion in the chapter one. And the strangeness of this research is he was explained the kind of example in cohesion like in the grammatical cohesion; namely reference, substitution, ellipsis, and conjunction and also in the lexical cohesion divided into category they are reiteration and collection.

Jambak (2014), Faculty of Language and Art, UNIMED Medan (An Analysis of Cohesive Device In the Headline News of The Jakarta Post). This research was aim at analyzing kinds of cohesive there have two namely grammatical cohesion and lexical cohesion. Theobjective of Vany research were find out the types of cohesion device in headline news of Jakarta post. The weakness of this researcher only take one of text or title in the newspaper and also this research not focusing with the education system. The researcher only focusing with the analysis of one newspaper. The strangeness of this research was given the

explanation and example of her analysis. So the research only needed to take by other newspaper.

## **RESEARCH METHODOLOGY AND FINDINGS**

### *Methodology*

This research used descriptive qualitative research. Fred and Perry (2005:75) state that qualitative research is characterized by verbal description as its data. Its means the data of the study was analyzed by describing, identifying, and analyzing the text. Descriptive research meant that the data of this study were described or explained. The reseacher used this method because the intention of this study described the analysis of cohesive devices used in narrative text at tenth grade in senior high school.

### *Techniques of Analyzing the Data*

In analyzing the data, the reseacher used text analysis as the technique. Text analysis is the study of how sentence in written language from larger meaningful unit such as words, sentence and paragraph. The researcher will be analyzed the data by using the following step:

1. Dividing and numbering sentence into clauses
2. Identifying grammatical cohesive devices within the clauses.
3. Putting the number of cohesive devices into tables based on its types.
4. Counting the number of cohesive devices in the form of percentages

The purpose of this research is to know what kinds of grammatical cohesive devices perform mostly in narrative texts in English. Furthermore,

the writer counted the types of grammatical cohesion into percentages. In this analysis, the writer used a simple formula:

$$X = \frac{N}{\sum N} \times 100\%$$

Where;

X : the percentage of cohesion devices in narrative text

N : the number of each type of cohesion in narrative text

$\sum N$  : The total number of the cohesion items found in narrative texts

To categorize whether or narrative text written cohesively, the writer used certain criterion based on Halliday and Hasan (1976), the data criterion as follows:

The criterion based on Halliday and Hasan (1976)

Categories	Number of cohesive devices in %
Poor	0-25
Fair	26-50
Good	51-75
Excellent	76-100

### *Findings*

Research findings present the description of grammatical cohesion that written by tenth grade students in the vocational high school and how are grammatical cohesion used in the narrative text. All the narrative texts that wrote by the students were analyzed by the researcher. There were two titles of narrative text namely Lake Toba and Banyuwangi Legend. But, when the researcher was

doing the research all of the students' choose of Lake Toba text. The reseacher had analyzed applied cohesion aspect to relate some words and ideas in the paragraph of the text. In constructing texts that written by students', the reseacher only analyzed grammatical cohesion and how are grammatical cohesion used in the narrative text. From all of the narrative text the writer analyzed. It can be seen that they contain many aspect in grammatical cohesion such as reference, substitutions, ellipsis, and conjunction. Even though, all types for each types of cohesion didn't use by the students, but their writing texts is good, they used the cohesion to avoid the redundancy in the paragraph. The result of the analysis showed that reference is mostly used in the students' writing text especially the personal reference.

From the data analysis, the students' writing texts are categorized in good, and for AZ, ZR, and MP writing texts are categorized in excellent, because the percentage of the reference they used were 71,83%, 72,72%, 81,25%. It is concluded that they understand to use cohesion in writing narrative text.

The data analysis of using cohesion in previous explanations, answers the second problem of the study. Even though, not all types for each kind of cohesion is used by the students, but the result shows that the narrative texts that wrote are good. They use the cohesion well, and the text that made can convey their ideas in writing narrative text. The conclusion is the result of this research is appropriate to the theory which claim that the students use cohesion in their writing narrative texts in order to avoid the redundancy word or repeat the same sentence in the text.

## CONCLUSION AND SUGGESTIONS

### *Conclusion*

Based on the data analysis it was found that the students made of the grammatical cohesion was found in the previous chapter enable the researcher to draw conclusions.

1. The narratives texts that were written by the students are written cohesively since the kind of the grammatical cohesion are applied in those texts. Reference, substitution, ellipsis and conjunction are used by the students in the texts.
2. The used of grammatical cohesion items in the narrative text are commonly personal reference and additive conjunction.

### *Suggestions*

After drawing the conclusions, the researcher presents some suggestions:

1. Since the researcher was just analyzing the grammatical cohesion in writing text especially narrative text, it gives little explanation about cohesion and discourse. So this study can be used as comparison for another study, which is related to the cohesion in written text or spoken text.
2. For the students, they can apply more cohesive devices in their writing to make the cohesion better.

3. For the teacher, the result of this study can give information about the students' ability in using the grammatical cohesive devices. So the teacher can increase the students' writing ability through cohesiveness.

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