Grammatical Cohesion Used in the Narrative Texts Written by the Tenth

Grade Students of SMAN2 Sumatera Barat

Thesis

Submitted as a Partial Fulfillment of Requirements to Obtain Bachelor of Education (B.Ed) in English Language Education Program

Syifa Fauziah Irsyad

1305350

Advisors :

Prof. Dr. Hermawati Syarif, M.Hum
Dr. Refnaldi, S.Pd.M.Litt

ENGLISH LANGUAGE AND LITERATURE DEPARTMENT

THE FACULTY OF LANGUAGES AND ART

UNIVERSITAS NEGERI PADANG

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HALAMAN PERSETUJUAN SKRIPSI

Judul   : Grammatical Cohesion Used in the Narrative Texts Written by the Tenth Grade Students of SMAN 2 Sumatera Barat

Nama   : Syifa Fauziah Irsyad

NIM   : 1305350/2013

Program Studi   : Pendidikan Bahasa Inggris

Jurusan   : Bahasa dan Sastra Inggris

Fakultas   : Bahasa dan Seni

Padang, 16 Agustus 2019

Disetujui oleh,

Pembimbing I   Pembimbing II

Prof. Dr. Hermawati Syarif, M.Hum.   Dr. Refnaldi, S.pd.M.Litt.
NIP. 19510721 197503 2 001   NIP. 19680301 199403 1 003

Mengetahui
Ketua Jurusan Bahasa dan Sastra Inggris
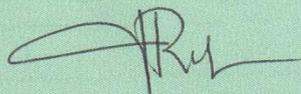
Dr. Refnaldi, S.Pd., M.Litt.
NIP. 19680301 199403 1 003

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi
Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni Universitas Negeri Padang
dengan judul

Grammatical Cohesion Used in the Narrative Texts Written by the Tenth Grade Students of SMAN 2 Sumatera Barat

Nama   : Syifa Fauziah Irsyad

NIM   : 1305350/2013

Program Studi   : Pendidikann Bahasa Inggris

Jurusan   : Bahasa dan Sastra Inggris

Fakultas   : Bahasa dan Seni

Padang, 16 Agustus 2019

Tim Penguji		Tanda Tangan
1. Ketua	: Dr. Hamzah, M.A, M.M.	:
2. Sekretaris	: Fitrawati, S.S., M.Pd.	:
3. Anggota	: Prof.Dr. Hermawati Syarif, M.Hum.	:
4. Anggota	: Dr. Refnaldi, S.pd., M.Litt.	:
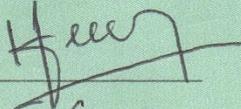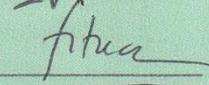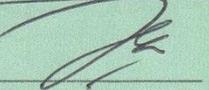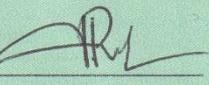
SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama	:	Syifa Fauziah Irsyad
NIM/TM	:	1305350/2013
Program Studi	:	Pendidikan Bahasa Inggris
Jurusan	:	Bahasa dan Sastra Inggris
Fakultas	:	FBS UNP

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Ketua Jurusan Bahasa dan Sastra Inggris

Saya yang menyatakan,

METERAI
TEMPEL
F8FAFAFF499226596
6000
ENAM RIBU RUPIAH

Dr. Refnaldi, S.Pd., M.Litt.
NIP. 19680301 199403 1 003

Syifa Fauziah Irsyad
1305350 / 2013

ABSTRAK

Syifa Fauziah Irsyad. 2019. Grammatical Cohesion Used in the Narrative Texts Written by the Tenth Grade Students of SMAN 2 Sumatera Barat. Thesis. Under Graduate Program of State University of Padang.

Tujuan dari penelitian ini adalah untuk menemukan tipe –tipe kohesi gramatikal dan penggunaan yang benar dan tidak benar dari kohesi gramatikal dalam teks naratif yang ditulis siswa kelas X SMAN 2 Sumatera Barat. Penelitian ini adalah penelitian deskriptif dangan pendekatan kuantitatif. Subjek dari penelitian ini adalah 30 orang siswa dari kelas X MIA 3. Instrumen yang digunakan dalam penelitian ini adalah *writing test.* Hasil dari penelitian ini menunjukkan bahwa siswa mampu menggunakan empat tipe kohesi grammatikal dalam tulisan mereka. Empat tipe tersebut adalah referensi, konjungsi, ellipsis, dan substitusi. Referensi dan konjungsi ditemukan paling sering dalam teks – teks siswa dangan persentase adalah 78% dan 20%. Selain itu, ellipsis dan substitusi, masing – masing memberikan kontribusi terhadap teks siswa hanya 1.5% dan 0.6%. Siswa cenderung menggunakan kata ganti referensi secara salah ketika mereka mencoba untuk merujuk antara subjek dan objek dalam kalimat mereka. Dari 1002 kali penggunaan kohesi grammatikal tersebut. Penggunaan piranti yang paling sering terjadi kesalahan adalah dalam penggunaan referensi. Frekuensi penggunaan piranti referensi yang salah tersebut adalah sebanyak 72 kali.

Kata Kunci **:** *Kohesi Grammatikal, Teks Naratif*

ABSTRACT

Syifa Fauziah Irsyad. 2019. Grammatical Cohesion Used in the Narrative Texts Written by the Tenth Grade Students of SMAN 2 Sumatera Barat. Thesis. Under Graduate Program of State University of Padang

The purpose of this research is to find out the type of grammatical cohesion and the correct and incorrect use of grammatical cohesion in the narrative texts written by the tenth grade students of SMAN 2 Sumatera Barat. This research was a descriptive research with quantitative approach. The subject of this research was 30 students of the X MIA 3. The instrument used in this research was a writing test. To analyze the data the researcher did some steps such tabulating the data, counting the number, interpreting the result, and drawing conclusion. Furthermore, the result of this research shows that the students are able to use four types of grammatical cohesion in their writing. Those four types found are reference, conjunction, ellipsis, and substitution. Reference and conjunction were found most frequent in students' texts with the percentage of occuring those types were 78% and 20%. In addition, ellipsis and substitution, each of them gives contribution to students texts just 1.5 % and 0.6%. Students tend to use the incorrect personal reference when they try to refer between the subject and object in their sentences. From 1002 times of using grammatical cohesion, the most incorrect use was located in using reference. The frequency of using these incorrect reference was 72 times.

Key words: Grammatical Cohesion, Narrative Text

DEDICATION

  I would like to express my appreciation and faithful gratitude to My beloved parents, Irsyad and Yossy Sufrida for everything that they have done for me; their patience, their care, their prayers, and for their endless love in giving their supports morally and financially.

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Writing is one of the media to transfer our thought and ideas to others. It is one of skills that is learned by students in English learning at senior high school. Writing skill requires thinking strategies that allow students to express their ideas through written form. In addition, it is also a complex activity that needs the knowledge of the general structures of a text, grammar, idioms, and vocabulary. Therefore, students have to master the general structure of the text, grammatical structure, vocabulary, and idiom in writing.

Writing skill in English learning at senior high school refers to the 2013 curriculum. Based on the 2013 curriculum, senior high school students are expected to write some functional texts. There are some functional texts that are learned by students, such as descriptive, recount, narrative, factual report, analytical exposition, news item, and procedure text. Moreover, they are also expected to be able to write these texts with correct linguistic elements and acceptable structures in a coherent and cohesive way. It can be said that students should have the ability to use correct grammatical forms, vocabulary items, and knowledge of how a text is organized and how ideas are linked to create its unity.

A text that is written in coherent and cohesive way is categorized as a good text. It is signed by sentences in the text support one topic that is being discussed. Then, sentences in the text are arranged regularly and systematically. In other words, the writer as a sender of the message should write coherently and

cohesively to produce a good text. As a result, readers would easily follow and interpret the delivered message in the text.

Furthermore, to make a coherent and cohesive text, a writer needs an aspect, namely cohesion. According to Leech et al (2001: 82) cohesion as a way of combining ideas into arrays using clause and phrases to form the text. This aspect provides clarity and harmony between languages. Therefore, cohesion can provide fluency for readers to understand a text. It is because of the role of cohesive devices as a tool of cohesion that can create cohesiveness in the text.

In recent years, there has been an increasing interest shown by researchers in investigating cohesion in writing. There are number of researchers who conducted research on cohesion in writing several genres of text. They are Kadiri (2016), Haris and Yunus (2014), Alarcon and Morales (2011), Gueliane (2016), Abdelreheim (2014), Afrianto (2017), Nasser (2017), Mensah (2014), and Rahman (2013).

There some researchers conducted research about lexical cohesion. First is Kadiri et. al. (2016) he investigated the use of lexical elements of cohesion in the essay writing of students in Nigeria. The results showed that students used three lexical elements to achieve cohesion in writing. These include repetition, synonym, and collocation. Students tended to use more of repetitions to achieve cohesion in writing. Then, there was a study conducted by Haris and Yunus (2014). This study investigated the use of lexical students' in Malaysia. The results showed that there were four types of lexical cohesion used commonly by the students, such as repetition, synonym, antonym, and collocation. Then, the finding of the study showed that there was the overuse of certain types of lexical

cohesion which was repetition. Moreover, the result of the study showed that those types of lexical cohesion created cohesiveness towards the ideas conveyed by the students in writing.

Moreover, there are some researchers conducted the studies focused on grammatical cohesion. Alarcon and Morales (2011) investigated cohesive devices used by students in argumentative writing. This research focused on grammatical cohesion. The result showed that there were four types of grammatical cohesion found in students' argumentative texts. It is similar with the study conducted by Gueliane (2016). It showed that students succeed to employ all the types of grammatical cohesive devices are signed by reference was the most frequently used in students' argumentative texts. Meanwhile, research conducted by Abdelreheim (2014) and Afrianto (2017) were different from previous research. These research investigated the type of grammatical cohesive devices in students' expository texts and figured out the incorrect use of the devices. The results showed that students employed all four types of grammatical cohesive devices.

Furthermore, there are some researchers conducted research about students' problems in using cohesion in writing. The first research was conducted by Nasser (2017). He states that students encountered difficulties in the use of grammatical cohesive devices. Because of some difficulties, they were found to use wrong grammatical cohesive devices in producing cohesive text. In addition, based on Mensah (2014) many students have limited knowledge about the use of grammatical cohesive devices. It is proved by students' weaknesses to pronoun reference. The problems relate to ambiguous or wrong employment of pronouns. Another research was conducted by Rahman (2013) that investigated the students'

problems in using cohesive devices to achieve cohesion in descriptive text. The result found that students overused certain types of repetition and reference.

The phenomenon of cohesion in writing has been the focus of attention for several researchers in some genres of text. The previous research mentioned above investigated the use of grammatical cohesion and lexical cohesion in the argumentative text, the expository text, and the descriptive text. However, the research about the use of cohesion the in narrative text was limited. Therefore, the researcher conducted the research on grammatical cohesion used in the narrative text.

B. Identification of the Research

Based on the background above, there are some research that can be conducted as follows:

First, the research about the use of lexical cohesion in writing. This research investigates the types of lexical cohesion used by students in writing. Second, the research about the students' problems in lexical cohesion in writing. Then, the research about the grammatical cohesion used in argumentative text written by students. This research is about the types of grammatical cohesion used in argumentative text written by students. Fourth, the research about the incorrect use of grammatical cohesion in the expository text. Fifth, the research about the students' problem in using cohesive devices in descriptive writing.

Based on the five research that can be conducted, the researcher chooses the research about grammatical cohesion in writing.

C. Limitation of the Problem

It is important to make the limitation of the problem to avoid misunderstanding, so the researcher only focuses on analyzing the grammatical cohesive devices used in the narrative text written by the tenth grade students at SMAN 2 Sumatera Barat.

D. Formulation of the Problem

Based on what has been described above, the problem of the research is formulated as follows: "How is grammatical cohesion used in the narrative texts written by the tenth grade students of SMAN 2 Sumatera Barat?"

E. Research Question

Based on the formulation above, there are some research questions as follow:

1. What are the types of grammatical cohesive devices used in the narrative texts written by the tenth grade students of SMAN2 Sumatera Barat?

2. What is the correct and incorrect use of grammatical cohesive devices in the narrative texts written by the tenth grade students of SMAN 2 Sumatera Barat?

F. Purposes of the Research

The purposes of this research are

1. To find out the types of grammatical cohesive devices used in the narrative texts written by the tenth grade students of SMAN 2 Sumatera Barat.

2. To find out the correct and incorrect use of grammatical cohesive devices in the narrative texts written by the tenth grade students of SMAN 2 Sumatera Barat.

G. Significance of the Research

The findings of the research were expected to be useful theoretically and practically. Theoretically, the result of this research was expected to give a contribution to provide additional information for further educational research development in the field of grammatical cohesion.

Moreover, this research was expected to be useful practically. For the teacher, this research were expected to be the sources to explore their skills in order to comprehend discourse analysis materials. Then, this research also useful for students. This research provides information for the students about the importance of grammatical cohesion to make a cohesive text. For the reader, it will give useful information about grammatical cohesion. In addition, for the other researchers who are interested in analyzing grammatical cohesion can get the basic information from this research. Therefore, they can do their research in deeper, further, and better technique.

H. Definition of Key Terms

To avoid misunderstanding in this study, the researcher defines specific key terms as follows:

1. Grammatical cohesion is the interconnected way to construct sentences in a grammatical form.

2. The narrative text is a text which tells a story to entertain and inform the reader or listener.