



Grammatical Cohesion Used in the Narrative Texts Written by Senior High School Students

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Abstract

The purpose of this research is to describe the type of grammatical cohesion and the appropriate and inappropriate 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. There were 125 students chosen as the population of this research and the sample were 30 students who selected by using random sampling method. 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 occurring 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 inappropriate personal reference when they try to refer between the subject and object in their sentences. From 1002 times of using grammatical cohesion, the most inappropriate use was located in using reference. The frequency of using the inappropriate reference was 72 times.

Key words: *Grammatical Cohesion, Narrative Text*

INTRODUCTION

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 appropriate linguistic elements and acceptable structures in a coherent and cohesive way.

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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. In order to make a coherent and cohesive text, a writer needs an aspect, namely cohesion. According to Leech et al (2001: 82) cohesion is the way of combining ideas into arrays using clause and phrases in order to form the text. Arianto, Refnaldi, and Rosa (2017: 128) also said that “cohesive relations are non-structural relations which work to help a text hang together”. 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 studies on cohesion in writing. First, the research was conducted by Alarcon and Morales (2011) investigated cohesive devices used by students in argumentative writing. This study focused on grammatical cohesion. The result showed that there were four types of grammatical cohesion found in students’ argumentative texts that are reference, conjunction, substitution, and ellipsis. Based on the result of this study, reference had the highest frequency of the total grammatical cohesive devices and the substitution was the least one. It is similar with the study conducted by Gueliane (2016) that showed that students succeed to employ all the types of grammatical cohesive devices that is signed by reference was the most frequently used in students’ argumentative texts.

Moreover, the use of cohesive devices in the narrative text as one of the materials that is learned by the tenth grade students in English subject has an important role. It refers to the 2013 curriculum which requires students to be able to write the narrative text coherently and cohesively. It is because the writing style of narrative text tends to be subjective, so that the cohesiveness between sentences in the narrative text will make the text is interesting to read. It can be said that students are expected to be able to use cohesive devices correctly because it contributes in creating a coherent and cohesive narrative text.

However, some students still have some problems in using cohesive devices. According to Ong (2011) students did not know how to use conjunction as cohesive devices. They had difficulty retrieving unfamiliar conjunctions, such as “*in other words*”, “*for instance*”, “*nevertheless*”, and “*in short*”. Then, students failed to use ellipsis and substitution. It means that students had a relatively low level of proficiency in cohesion. In addition, the researcher also has conducted preliminary research on cohesive devices used in students’ narrative writing. The data from some narrative texts written by the tenth grade students at SMAN 2 Sumatera Barat showed that the students use inappropriate of grammatical cohesion in the narrative text. For example, “*The deer is died in the jungle. She was crying after she see **she** cat*”. From the example, it can be seen that the student use inappropriate possessive adjective.

Although much work has been done to date, more studies need to be conducted to investigate the grammatical cohesion used by the tenth grade students in writing a narrative text. Thus, the goals of this research are to describe

the types of grammatical cohesion used and the appropriate and inappropriate use of grammatical cohesion in the narrative text written by the tenth grade students.

B. RESEARCH METHOD

In relation to the aims of the study, this research used descriptive research with quantitative approach. This research classified, described, and calculated the types of grammatical cohesion used and the appropriate and inappropriate use of grammatical cohesion in the narrative texts written by students. Grammatical cohesion was classified into four types based on the taxonomy of the grammatical cohesive devices proposed by Halliday and Hassan (2014). The population of this research was the tenth grade students of SMAN 2 Sumatera Barat and the number of the population were 125 students. Then, there were 30 students that chosen as the sample of the researcher. The sampling technique used was the random sampling technique.

Moreover, the data were collected through a writing test of a narrative text. The data of this research was analyzed quantitatively by using the percentage formula as follows:

$$P = \frac{Fg}{Tf} \times 100 \%$$

Note:

P = The percentage of each type of grammatical cohesive devices

Fg = The frequency of each type of grammatical cohesive devices

Tf = Total frequency of grammatical cohesive devices

C. RESULT AND DISCUSSION

1. Result

The researcher took 1002 data of grammatical cohesion used in the narrative text written by the students. It consisted of 781 of reference, 200 of conjunction, 15 of ellipsis, and 6 of substitution used by students in the narrative texts. Meanwhile, there were inappropriate use of grammatical cohesive devices in narrative text written by students. The use of inappropriate reference was 72, substitution was 2 times, ellipsis was 5 times, and conjunction was 45. The explanation can be see as follows,

a. The Types of Grammatical Cohesive Devices Used in the Narrative Text Written by Students

The percentage of the types of grammatical cohesive devices used in the narrative text written by students can be seen in the following table.

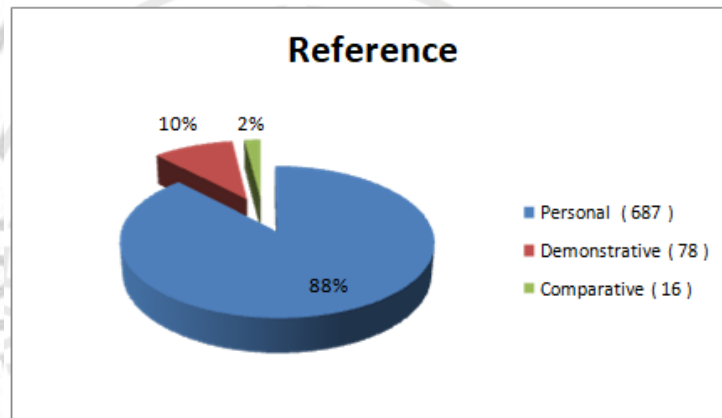
Table 1
The Percentage of the Types of Grammatical Cohesive Devices Used in the Narrative Text Written by the Tenth Grade Students

The types of grammatical cohesive devices	F	%
Reference	781	78
Substitution	6	0.6

Ellipsis	15	1.5
Conjunction	200	20
Total	1002	100

From the table 1 above, it could be seen that the frequency of using reference is 781 times (78%) was the most frequently used of grammatical cohesive devices by students. Then, it was followed by using conjunction was 200 times (20%), the use of ellipsis was 15 times (1.5%). Meanwhile, the frequency of using substitution was 6 times (0.6%) gained the lowest percentage of grammatical cohesive devices used by students. In detail, the grammatical cohesive devices based on per each type found in the students' narrative text can be seen in the following figures

Chart 1
**The Percentage of Subtypes of Reference Used in the Narrative Text
 Written by the Tenth Grade Students**



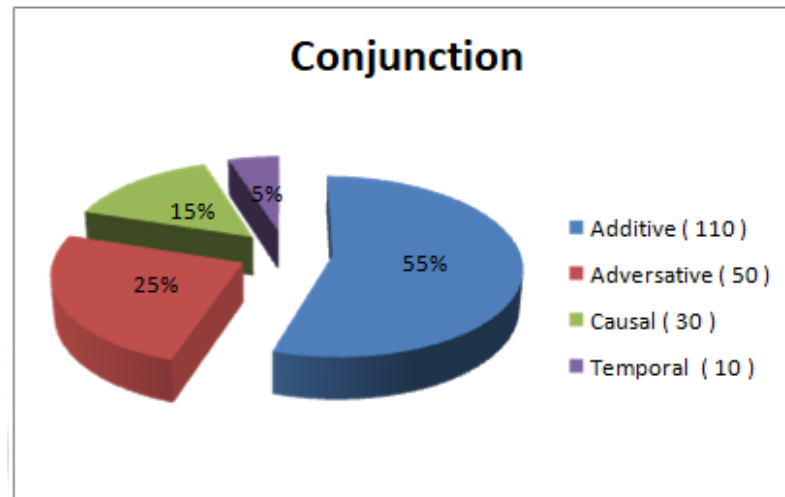
There were four types of reference found in students' narrative text. There were personal reference, demonstrative reference, and comparative reference. The frequency of personal reference was 687 with 88%. It was the most frequent used of reference. Meanwhile, comparative reference was the lowest percentage of reference type. It was 10% . Here is an example of personal reference

“One day, when Malinkundang went to the town to sell all caught fish. **He** met with a rich bussinessman. **He** was about 40 years old” (Retrieved from student 15)

From the bold “**he**” represents the personal reference items. In the example above, first reference refer to Malin kundang, while second reference refers to the rich businessman. It is called anaphoric reference since it points readers or listeners backwards to another word previously mentioned in a text. Meanwhile, cataphoric reference is vice versa by which it looks forwards in the text to identify the elements where the reference item refers to (Halliday and Hasan, 2014). For example,

“It became **his** best day, Dayang Sumbi approved **his** proposal”.
(Retrieved from student 20).

Chart 2
**The Percentage of Subtypes of Conjunction Used in the Narrative
Written by the Tenth Grade Students**

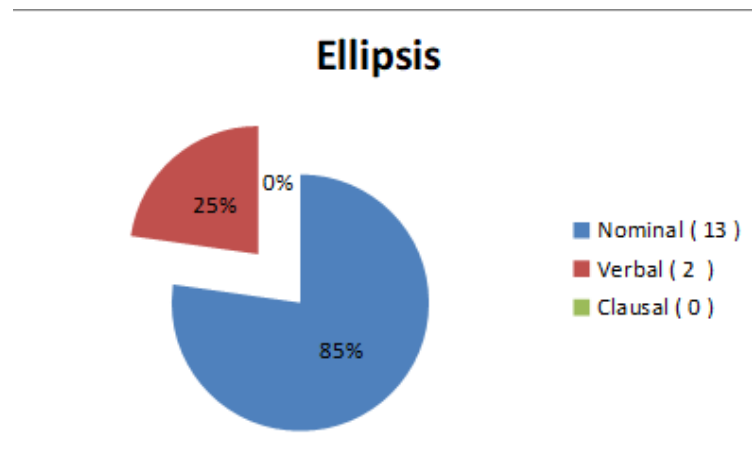


The Chart 2 showed that additive conjunction was the most frequent type of conjunction found in students ‘narrative text was about 110 (55%), followed by adversative conjunction was 50 (25%) , causal conjunction was 30 (15%), and temporal conjunction was the last type of conjunction with the frequency was 10(5%). Here an example of conjunction,

(3)“One day, Bawang Putih’s mother was sick, she didn’t do anything. **So**, Bawang Putih did all of the houseworks to help her mother”. (Retrieved from student 22).

From the example, there is causal conjunction “**so**”. It is a cause-effect relation that includes the specific relation of result and reason. In the example, because of bawang putih’s mother was sick; she has to do all the house works to help her mother.

Chart 3
**The Percentage of Subtypes of Ellipsis Used in the Narrative Text Used by
the Tenth Grade Students**



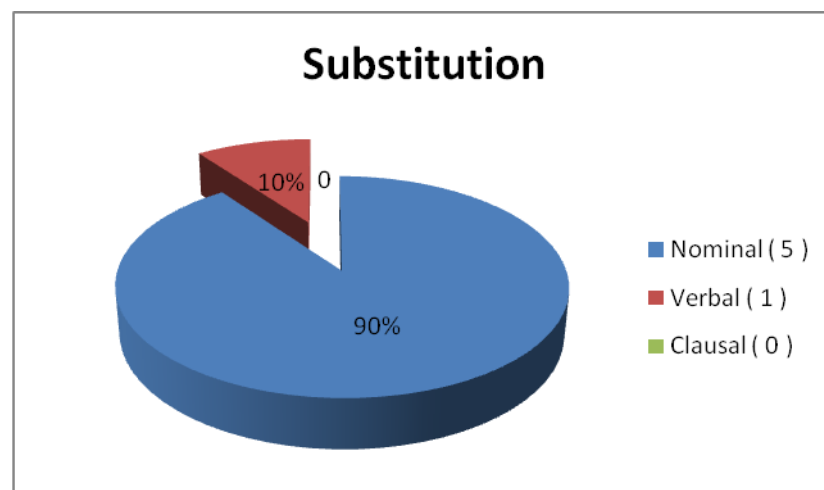
From chart 3, it could be seen that the nominal ellipsis was the predominant compared to verbal ellipsis. Meanwhile, clausal ellipsis was not found in the students' narrative text. The occurrence of nominal ellipsis was 13 (85%) and the occurrence of verbal ellipsis was 2 (25%)

It implied that the ellipsis was rarely used in the students' narrative text. It might be caused by the genre of the text that makes the students find it difficult to use ellipsis in the written form. Therefore, it would be interesting to investigate the comparative study about ellipsis or substitution in writing and speaking as what has been asserted by Thompson (2004) states that ellipsis is typically more fully exploited in speech than writing.

“One day, Bawang putih and Bawang merah did laundry. At the river, they found an old woman. She gave them two pumpkins, Bawang putih chose the small pumpkin, Bawang merah chose the big **one**”. (Retrieved from student 3)

For the example, it is as nominal ellipsis because the word pumpkin involves omission of noun headword.

Chart 4
The Percentage of Subtypes of Substitution Used in The Narrative Text Written by the Students at the Tenth Grade



Based on the chart 4 above, it could be seen that there were only two substitutions occur in students' essay writing. It was similar with the ellipsis where the existence of both kinds was rare found in writing. The relation between substitution and ellipsis very close because it was merely that ellipsis is substitution by zero (Halliday and Hasan, 2014).

“Unfortunately, Bawang Merah was so greedy, She wanted all the tresures inside the pumpkins that given by the old woman. she wanted what she **has** and what her mother and Bawang Putih **have**”. (Retrieved from student17)

The substitutes “have, has” in the example represent the cohesive relation to what has been mentioned. Those substitutes showed possession of what Bawang Merah has and what her mother and Bawang Putih have.

b. The appropriate and Inappropriate Use of Grammatical Cohesive Devices

Table 2

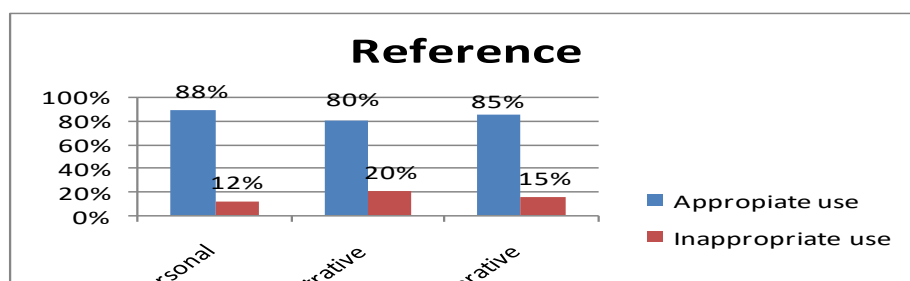
The Appropriate and Inappropriate Use of Grammatical Cohesive Devices

Grammatical Cohesive Devices	Appropriate use		Inappropriate use	
	F	%	F	%
Reference	709	70.8	72	7.19
Substitution	4	0.4	2	0.2
Ellipsis	10	1	5	0.52
Conjunction	155	15.47	45	4.49
Total	878		124	

Table 2 above indicated number of appropriate and inappropriate used of grammatical cohesive devices found in students' narrative text as well as their percentages. From the table 4.8 above, it can be seen that most students used the grammatical cohesive devices appropriately with total (878) while inappropriate use only gained (124). In detail, reference is 709 (70.8%) was the predominant of the appropriate use of grammatical cohesive devices while substitution is 4 (0.4%) was the least one. It implied that most students were able to use the reference appropriately in the narrative texts. It also implied that they have sufficient knowledge about the material regarding with the reference. However, there are some students still found it difficult in using reference. It can be seen that reference is (7.19%) was the predominant of inappropriate use of grammatical cohesive devices in the texts. In detail, the appropriate and inappropriate use of grammatical cohesive devices based on per each type found in the students' narrative text were described as follows:

Chart 5

The Percentage of the Appropriate and Inappropriate Use of Reference in the Narrative Texts Written by the Tenth Grade Students



Based on Chart 5 the use of personal reference was the most appropriate use of reference. The frequency was 605 (88%). Then, it was followed by demonstrative reference was 62 (80%). While, the most inappropriate use of reference was personal reference. The frequency was 82 (12%). Then, it was followed by demonstrative reference was 16 (20%).

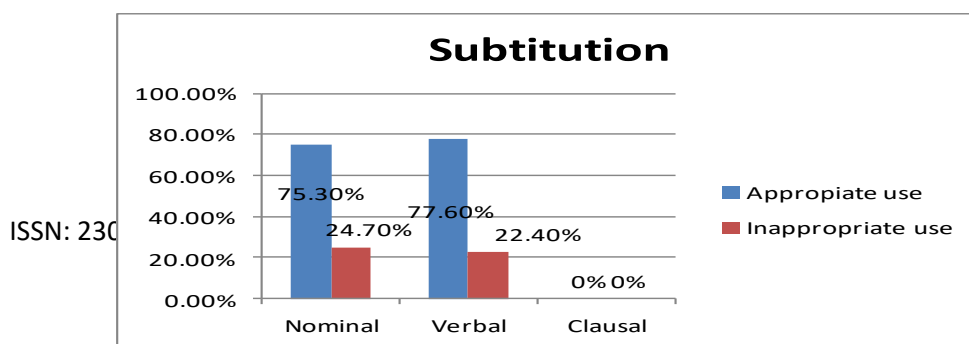
From the types of grammatical cohesive devices, reference was the predominant compared to other types. It was due to the students tend to use reference in order to create cohesion by linking one element to another.

“Once upon a time, lived a diligent boy named Malin Kundang. He lived with his mother. Malinkundang was very poor, so that he didn’t have enough money to fulfil their need .”. (Retrieved from students 9)

“Malinkundang lived with his mother. Malin Kundang didn’t has brother or sister, they didn’t have any relatives”. (Retrieved from student 25)

In the two examples above, the students were inconsistent to use singular or plural pronoun of singular or plural noun. the possessive pronoun “their” did not appropriately refer to “Malinkundang”. To make it cohesive, it is better for student to make “Malinkundang” becomes “Malinkundang and his mother” or change “their” into “his”. So that, the appropriate sentence is “Once upon a time, lived a diligent boy named Malinkundang.” He lived with his mother. Malinkundang was very poor, so that he didn’t have enough money to fulfil his need”. In addition, personal pronoun “they” is inappropriate refers to “Malin Kundang”. to make cohesive link appropriately “they” should be changed into “he”. It means that the appropriate sentence is “Malinkundang lived with his mother”. Malin Kundang didn’t has brother or sister, he didn’t have any relatives”. This phenomena occurred because their habits in daily conversation. They generalized it. It means that they applied what had been studied about some specific patterns to other patterns in English. It was called as overgeneralization (intralingual transfer).

Chart 6
The Percentage of the Appropriate and Inappropriate Use of Substitution in the Narrative Texts Written by the Tenth Grade Students



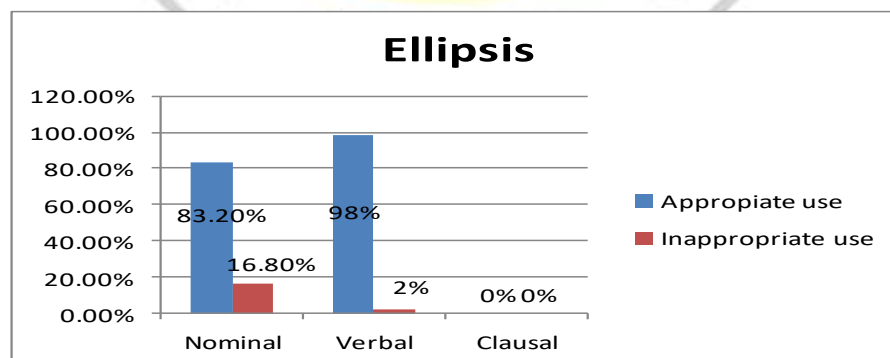
From chart 6 above, the frequency of the appropriate use of nominal substitution was 5 (75.3%). It was the most frequent of the appropriate use. Meanwhile, the inappropriate use of nominal substitution was 1 (24.7%).

The occurrence of substitution devices was less defined on the students' narrative texts. The researcher only found few cases in their narrative texts so that only one example that can be illustrated. It was due to most students used references since nominal substitution has similar function with personal reference in constructing sentence.

“Bawang Merah got many treasures from the pumpkins, because she collected what her mother and Bawang Putih have and what she has . (Retrieved from student 17)

The example above denoted the nominal substitution. The substitution items “have and has” in the text above represent the possessiveness. This referred to element that was previously mentioned in the text. It was appropriate already since “have” referred to the plural noun of “her mother and Bawang Putih” and “has” referred to singular noun of “she” (Bawang Merah)

Chart 7
The Appropriate and Inappropriate Use of Ellipsis in the Narrative Text at Tenth Grade Students



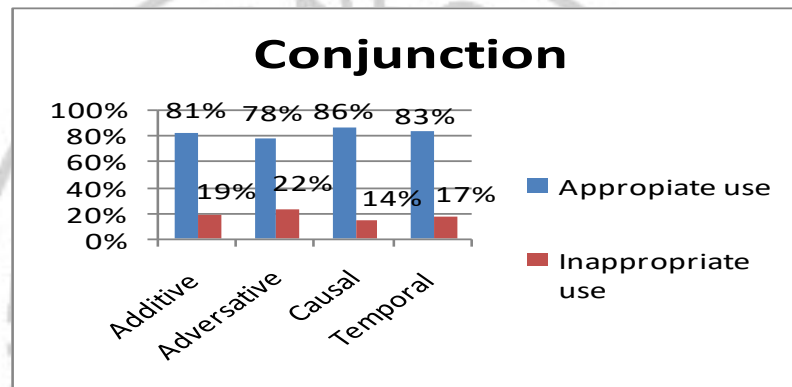
From chart 7, it could be seen that nominal ellipsis was the most frequent appropriate use of ellipsis. The frequency was 11 (83.2%). In other hand, the frequency inappropriate use of nominal ellipsis was 2 (16.8%).

Like substitution, ellipsis was also less found in the students' narrative text. In this sense, the researcher only describes few examples of ellipsis

“Malin Kundang wanted to become successful bussinessman and Ø could make his wife happy” (Retrieved from student 9).

The example above showed the ellipsis of personal reference “he” which was combined by the conjunction “and”. It was appropriate since the subject were equal and did not change the meaning of its sentence.

Chart 9
The Appropriate and Inappropriate Use of Conjunction in the Narrative Text at Tenth Grade Students



From the chart 9 above, the appropriate of using additive conjunction was 89 (81%). It was predominant appropriate use of conjunction. While, additive conjunction was the most frequent inappropriate use of conjunction. The frequency was 21 (19%)

It implied that the students were familiar with types of conjunction, but they still had insufficient knowledge about it. From all cases of inappropriate uses of conjunction, it can be noted that most of those mistakes are unable to use the conjunction items in creating cohesion by linking or combined the clause, sentences, and paragraph. The researcher also found less the use of conjunction as transition functioned to keep continuity of the main idea of the text. This problem might be derived from overgeneralization of the rules or pattern to another pattern in English

“ Malinkundang became a successful bussinessman, he had many ships. Beside that as a successful businessman, he had many companies” (Retrieved from student 13)

In the example above, the use conjunction “beside that” was inappropriate. it was used as additive. However, such conjunction should not be added “ that”. It should be “besides”. In this case, there are two possible causes namely overgeneralization (intralingual transfer) and mother tongue interference (interlingual transfer). They might generalize some rules to another pattern and

they might transform the word in Bahasa Indonesia into English since the words “beside that” in bahasa Indonesia meant “disamping itu”.

2. Discussion

The investigation of the use of grammatical cohesive devices in the narrative texts by the 30 tenth grade students at SMAN 2 Sumatera Barat showed some interesting results. The primary analysis was based on determining the grammatical cohesive devices used by the students in the narrative text writing, the frequent types of grammatical cohesive devices and the appropriate and inappropriate used of grammatical cohesive devices. In this sense, the researcher then adapted the descriptive research with quantitative approach analysis was conducted to detect any problems connected with the use of grammatical cohesive devices by students in narrative texts writing. The further explanation is presented below

a. The Types of Grammatical Cohesive Devices Used in the Narrative Text Written by students

The finding revealed that students used numerous grammatical cohesive devices in their writing in which reference 77.9% was the most frequently used of grammatical cohesive devices by students. Meanwhile, substitution 0.6% gained the lowest percentage of the grammatical cohesive devices by students. This finding of this research was similar with the finding of Alarcon and Morales (2011) revealed that the reference was the highest frequency of the grammatical cohesive devices while substitution was the least used type of grammatical cohesive devices from the total grammatical cohesive devices. However, it did not automatically imply that students’ writing was effective by the predominant of reference. It implied that they overused the reference engaging them to commit repetitive use of reference in creating links between elements in the text. They rarely use another of grammatical cohesion especially the use of ellipsis and substitution which were possible to be used in writing, although most researchers stated that both ellipsis and substitution were commonly found in speaking (Tsareva, 2010). It is in line with the result was conducted by Abdelreheim (2014) the use of elliptical and substitutional devices were limited in text written by Emirati EFL learner.

Moreover, the finding showed that personal reference, such as ‘she’, ‘he’, ‘him’, ‘his’, ‘they’, ‘them’, ‘it’, and ‘its’ were frequently found in students’ text. This finding was similar to Shekaili (2011) stated that personal reference was the most frequent used in students’ writing. The possible factor included the nature of narrative text. The writing test required the student to write the narrative about legend. Therefore, the reference devices, mainly personal reference items, were much found in the narrative text. Therefore, personal reference (‘he’, ‘him’, ‘his’, ‘she’, ‘her’, ‘hers’, ‘it’, ‘its’, ‘they’, ‘them’) are found in students narrative text. It is possible to say that the narrative text about legend requires the use of personal reference. On the other hand, it implied that the substitution was not familiar with the students so that it almost did not appear in the student’s text. it also implied that the existence of substitution in the text were less identified as what have been asserted by Tsareva (2010). Moreover, if it was compared with the reference

result, the use of conjunction was almost equal to the use of reference. In the other words, reference and conjunction mostly occurred in students' text. The use of additive ('and', 'and also', 'or', and 'beside that') and adversative conjunction ('but', 'however', 'on the other hand') were dominant use of other types of conjunction. This finding was similar with the finding done by Gueliane (2016) revealed that the use of the reference and conjunction as the dominant features in grammatical cohesive devices. It can be said that, students had sufficient knowledge to use both reference and conjunction in creating cohesion by creating links between elements and combining clauses (Halliday and Hasan, 2014).

b. The appropriate and Inappropriate Used of Grammatical Cohesive Devices in the Narrative Text Written by Student

From the finding of appropriate and inappropriate used of grammatical cohesive devices, it can be interpreted that most students had sufficient knowledge to use the grammatical cohesive devices appropriately in creating text unity with total (878) if it was compared to the total of inappropriate use gained (124). In detail, reference was the predominant of the appropriate use of grammatical cohesive devices while substitution was the least one due to it less defined in the writing. This result denoted that the students were able to use the reference appropriately by the students in their writing and implied that they have sufficient knowledge about the material regarding with the reference. In this sense, Wahby (2014) highlighted that students who have better cohesive knowledge and who are more trained on using cohesive ties appropriately write better well organized coherent text. Meanwhile, reference also was the predominant of inappropriate use of grammatical cohesive devices in students' narrative writing. Student found it difficult to distinguish the singular reference to the plural one. It was occurred either in personal and demonstrative reference. This finding was in line with the finding of Gueliane (2016) the result of this research found that the most students' inappropriate use of grammatical cohesion was the use of reference. Then, ellipsis became the least one.

D. CONCLUSION

Based on the analysis of students' writing, most students have sufficient knowledge to use the grammatical cohesive devices. It can be seen that all of the types of grammatical cohesive devices are found in the narrative text written by students. The most frequent use of grammatical cohesive devices is the use of reference. Reference becomes the most appropriate use of grammatical cohesive devices found in students' writing. However, it also becomes the most inappropriate use of grammatical cohesive devices in students' writing. It seems that the inappropriate use of grammatical cohesive devices is concerned with references which are most commonly used. Besides that, conjunction is the second type of grammatical devices which is used appropriately and inappropriately and is followed by ellipsis and substitution. The lowest use of substitution as type of grammatical cohesive devices is caused by the lack of experiences of students and little understanding about the type. They do not know how, when and where to use the substitution in their writing.

It can be concluded that, student are more familiar with the use of reference although they are able to use other type of grammatical cohesive devices well. In addition, concerning to inappropriate use of grammatical cohesive devices, students are able to use grammatical cohesive devices and they are able to integrate the grammatical cohesive devices in their narrative texts. It can be seen between the percentages of appropriate uses compared to the inappropriate ones.

Based on the conclusions above, the researcher suggested that the English teacher to review and recognize the syllabus, the English teacher also deliver the cohesion theory in the hope that the students are aware of the important of cohesion in creating text unity, and applied it in their writing activity. Moreover, students should be accustomed to use the grammatical cohesive devices in their writing appropriately related to English's rules and patterns. Furthermore, further researchers should investigate comparative study about cohesion in writing and speaking in the hope that the existence of substitution and ellipsis are more defined.

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