

**The Use of Cohesion in Students' Narrative Writing at English Department
of Maulana Malik Ibrahim State Islamic University of Malang**

Thesis

By

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ENGLISH LANGUAGE AND LETTERS DEPARTMENT

FACULTY OF HUMANITIES

**MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF
MALANG**

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of Maulana Malik Ibrahim State Islamic University of Malang**

THESIS

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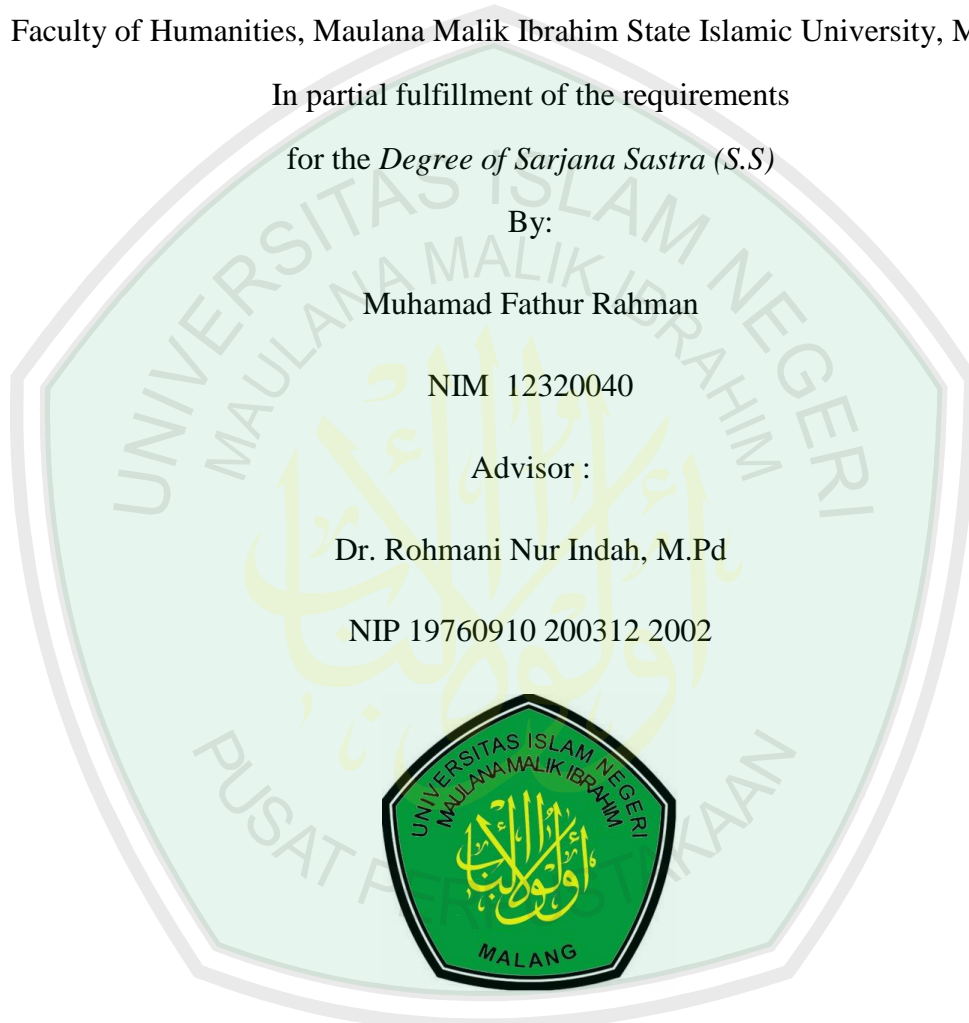
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This is to certify that Muhamad Fathur Rahman thesis entitled “**The Use of Cohesion in Students’ Narrative Writing at English Department of Maulana Malik Ibrahim State Islamic University of Malang**” been approved by the thesis advisor. For further approval by the Board of Examiner


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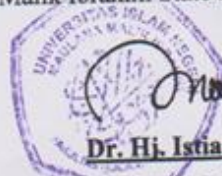
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Hereby, I certify that the thesis I wrote to fulfill the requirement for Sarjana Sastra (S.S) entitled *The Use of Cohesion in Students' Narrative Writing at English Department of Maulana Malik Ibrahim State Islamic University of Malang* is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicate quotations and bibliography. Due to the fact, I am the only person responsible for the thesis if there is any objection or claim from others.

Malang, July . 2016


Muhamad Fathur Rahman



MOTTO

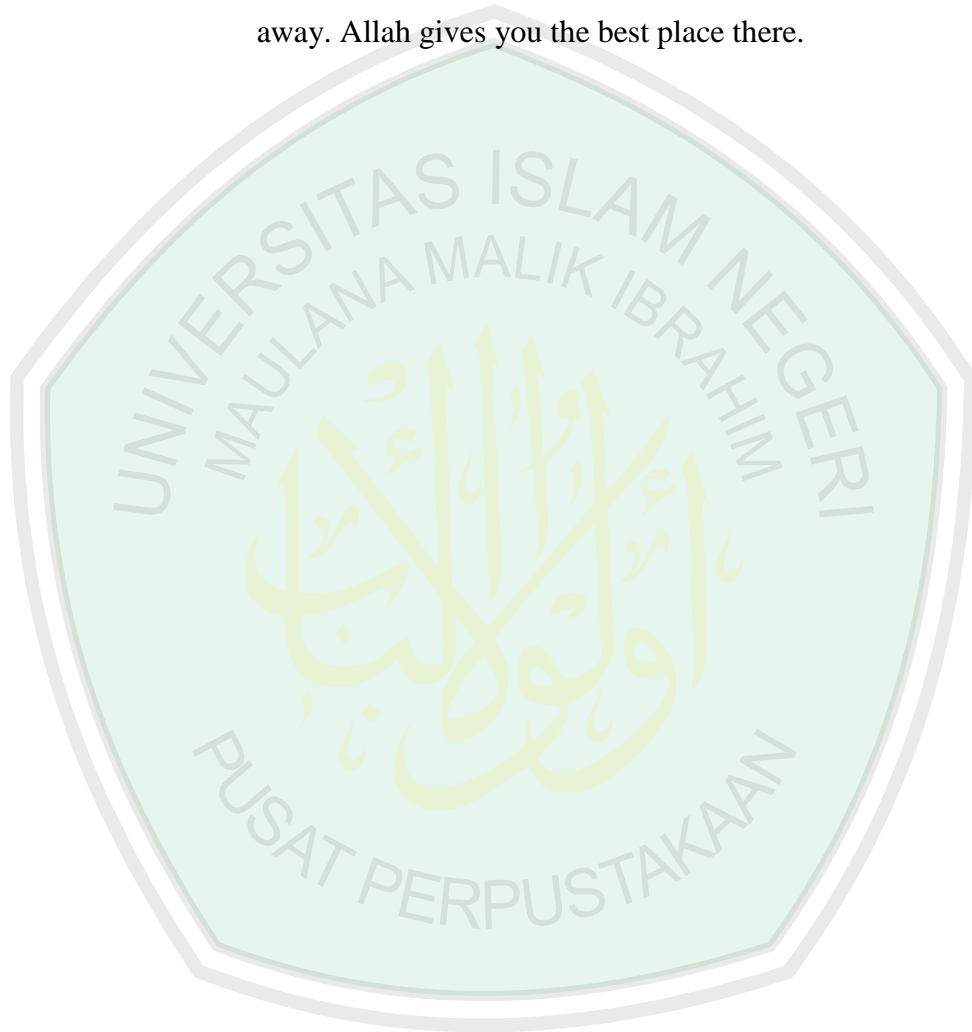
The best of men are those who are most beneficial to others

(HR. Thabrani dan Daruquthni).



DEDICATIONS

For my parents who always give me affection, trust and spirit to provide me the inspiration on how to be a beneficial man, especially to my father who has passed away. Allah gives you the best place there.



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All praise is due to Allah, the Almighty and the Merciful who blesses me with pleasure that I could not deny. Shalawat and salam are proposed to the Prophet Muhammad SAW who brings enlightenment to all moslems.

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Last but not least, I give my regard to all my friends who showed me the greatest fun together and everyone that I cannot mention one by one and who has been there in my past or in my present time helping me find a way to my future. Finally, I expect that this thesis will be useful though I realize that this thesis is far from being perfect. Therefore, any criticisms and suggestions are welcomed and appreciated for the sake of the improvement of this thesis.

Malang, July , 2016

Muhamad Fathur Rahman

ABSTRACT

Rahman, Muhamad Fathur. 2016. *The Use of Cohesion in Students' Narrative Writing at English Department Maulana Malik Ibrahim State Islamic University of Malang*. Thesis. English Language and Letters Department, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Dr. Rohmani Nur Indah, M.Pd.

Keywords: cohesion, writing

This study aims at discovering the use of cohesion in students' narrative writings in terms of its frequency and function. The participants of the study are students' writing I course at State Islamic University of Maulana Malik Ibrahim Malang. This study applies qualitative method. The data are in the form of words. The instrument is the researcher himself. The data are analyzed using the categorization of cohesion, namely grammatical and lexical cohesion proposed by Halliday and Hasan (1976). The findings of the study show the cohesion of the students' narrative writing achieved by the use of cohesive devices. The researcher finds grammatical cohesion including references, conjunctions and lexical cohesion included reiteration. References are the most used cohesion in students' narrative writing, repetition as sub of reiteration are also used in students' narrative writing. The next is conjunction, the types of conjunction used in students' narrative writing are additive, adversative, causal, temporal and continuatives. The function of cohesive devices in students' narrative writing are analyzed by generic structure of narrative. The functions of cohesive devices are effectively used by students' narrative writing in orientation, complication and resolution. References, conjunctions and repetition as sub of reiteration are functioned as emphasizing the idea of the writing and make the chronological writing but the students' writings look monotonous, they do not use of varieties of cohesive devices.

ABSTRAK

Rahman, Muhamad Fathur. 2016. *Penggunaan kohesi dalam tulisan narasi siswa di Jurusan Bahasa Inggris Universitas Islam Negeri Maulana Malik Ibrahim Malang*. Skripsi. Jurusan Bahasa dan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Rohmani Nur Indah, M.Pd.

Kata Kunci: kohesi, tulisan

Penelitian ini bertujuan untuk menemukan penggunaan kohesi dalam tulisan narasi siswa dalam hal frekuensi dan fungsinya. Para peserta adalah *writing I course* di Universitas Islam Negeri Maulana Malik Ibrahim Malang tahun 2015. Penelitian ini menggunakan metode kualitatif. Data dalam bentuk kata-kata. Instrumen ini adalah peneliti sendiri. Data dianalisis menggunakan kategorisasi kohesi, yaitu tata bahasa dan leksikal kohesi dikemukakan oleh Halliday dan Hasan (1976). Temuan dari penelitian ini menunjukkan kohesi penulisan narasi siswa dicapai dengan penggunaan perangkat kohesif. Peneliti menemukan kohesi gramatikal termasuk referensi, konjungsi dan kohesi leksikal termasuk pengulangan. Referensi adalah kohesi yang paling banyak digunakan di siswa menulis narasi, pengulangan sebagai sub dari *reiteration* juga digunakan dalam tulisan narasi siswa. Berikutnya adalah konjungsi, jenis konjungsi yang digunakan dalam penulisan narasi siswa adalah aditif, adversatif, kausal, temporal dan continuatif. Fungsi perangkat kohesif dalam tulisan narasi siswa dianalisis dengan struktur generik dari narasi. Fungsi perangkat kohesif secara efektif digunakan oleh tulisan siswa narasi dalam orientasi, komplikasi dan resolusi. Referensi, konjungsi dan pengulangan sebagai sub dari *reiteration* yang difungsikan sebagai menekankan ide menulis dan membuat tulisan kronologis tetapi tulisan-tulisan siswa terlihat monoton, mereka tidak menggunakan varietas perangkat kohesif.

الملخص

الرحمن، محمد فتح. 2016. استخدام التماسك في طالب الأدب السرد في قسم اللغة الإنجليزية في جامعة الدولة الإسلامية مولانا مالك إبراهيم مالانج. أطروحة. قسم اللغة الإنجليزية وآدابها، كلية الآداب، جامعة الدولة الإسلامية مولانا مالك إبراهيم مالانج. المشرف: د. رحمان نور انداه، M.Pd. كلمات البحث: التماسك، والكتابة

وتهدف هذه الدراسة إلى العثور على استخدام التماسك في طلاب الأدب السرد من حيث وتيرة وظيفة. المشاركون يكتبون الدورة الأولى في جامعة الدولة الإسلامية مولانا مالك إبراهيم مالانج. تستخدم هذه الدراسة طريقة النوعي. البيانات في شكل كلمات. هذا الصك هو الباحثين أنفسهم. وقد تم تحليل البيانات باستخدام التماسك التصنيف، وهي قواعد اللغة والتماسك المفردات التي اقترحها هاليداي وحسن (١٩٧٦). نتائج هذه الدراسة تثبت تماسك الطلاب السرد كتابة يتحقق مع استخدام أجهزة متماسكة. ووجد الباحثون التماسك النحوي، بما في ذلك الإشارة، بالتعاون والتلاحم المفردات بما في ذلك الحلقات. المرجعية هي التماسك الذي يستخدم على نطاق واسع في كتابة السرد الطلاب، يتم استخدام التكرار كبند فرعي من تأكيد أيضا في طلاب الأدب السرد. التالي هو العطف، العطف تستخدم نوع في الطلاب السرد الكتابة والمضافات، إضرابي، السببية والزمانية وcontinuatives. تحليل وظائف الجهاز في متماسك طلاب الأدب السرد الهيكل العام للسرد. تعمل أجهزة متماسكة على نحو فعال يستخدمه السرد الطلاب في التوجه، والمضاعفات والقرار. المراجع والعطف والتكرار كبند فرعي من تأكيد أن تعمل التأكيد على فكرة الكتابة وإنشاء ترتيب زمني ولكن كتابات الطلاب تبدو رتيبة، وأنها لا تستخدم مجموعة متنوعة من الأجهزة متماسكة.

TABLE OF CONTENTS

APPROVAL SHEET	i
LEGITIMANTATION SHEET	ii
CERTIFICATE OF THESIS AUTHORSHIP	iii
MOTTO	iv
DEDICATIONS	v
ACKNOWLEDGMENTS	vi
ABSTRACT	vii
TABLE OF CONTENTS.....	x
CHAPTER I.....	1
INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Research Questions	3
1.3 Significances of the Study	3
1.4 Scopes and limitations.....	4
1.5 Definition of key terms.....	4
1.6 Research method	5
1.7 Data Sources.....	5
1.8 Research Instruments	6
1.9 Data Collection.....	6
1.10 Data Analysis	7
CHAPTER II	8
REVIEW OF RELATED LITERATURE.....	8
2.1 Writing.....	8
2.2 Types of writing	8
2.2.1 Descriptive	9
2.2.2 Exposition	10
2.2.3 Narrative	11
2.3 Theory of cohesion	13

2.4 Grammatical Cohesion	14
2.4.1 Reference	14
2.4.2 Substitution	18
2.4.3 Ellipsis	21
2.4.4 Conjunction.....	23
2.5 Lexical Cohesion	26
2.5.1 Reiteration (reproducibility)	26
2.5.2 Collocation (co-occurrence)	28
2.6 Previous Studies	29
CHAPTER III	32
FINDINGS AND DISCUSSION	32
3.1 Finding.....	32
3.1.1 Analysis of The Use of Cohesion	32
Datum 1.1.....	32
Datum 2.1.....	35
Datum 3.1.....	36
Datum 4.1.....	39
Datum 5.1.....	41
Datum 6.1.....	42
Datum 7.1.....	45
Datum 8.1.....	46
Datum 9.1.....	49
3.2 Discussion	51
3.2.1 Grammatical Cohesion	53
3.2.2 Lexical cohesion	55
3.2.3 Functions of Cohesive Devices in Students' Narrative Writing.....	55
CHAPTER IV.....	64
CONCLUSION AND SUGGESTION	64
4.1 Conclusion.....	64
4.2 Suggestion	66
REFERENCES.....	xi

APPENDIXES	xiii
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing narrative is one of subjects that must be passed in a writing class. Zaimar and Harahap (2009) pointed out that a narrative text is signed by chronological the use of time. Students do not need arguments in their story but students have to create the story chronologically so that readers can understand the content of the story. Unfortunately, students do not have same quality in conveying their ideas. The ideas can be received by readers if those have semantic relations within it. Semantic relation is well-known cohesion. Halliday and Hasan (1976) pointed out that cohesion is one of the linguistic system's major resources for text construction.

Cohesion represents the presence of explicit cues in the text that allows readers to find semantic relations within it as part of linguistic system enhancing the semantic potentials of text. A text is meaningful only when elements referring to each other in the text set up a relation. It is a must to the students to understand about cohesion because it is one of important elements to be a good writing. Halliday and Hasan (1976) believed that cohesion has been recognized as important features of good writing. Thus, students need to write cohesive texts if they wish to prove to be qualified English writers, whether they are EFL or ESL students. The ability to write determines students' success both during their study

and after they graduate because writing is one of avoidable tasks from a university student to do for instance writing essays, articles, reports, and research papers.

Writing is complex skill because there are many types of writing, they are descriptive, exposition, and narrative. Narrative writing is taken from students' writing I course as the object in this study because it is important to know their writing skill to make cohesive in their writing, especially in their ability to use grammatical and lexical cohesion a texture of a text and whether cohesion devices are used by them effectively. Writing I course is chosen as the subject of this study because in this course students firstly learn about narrative writing. Narrative writing mostly uses cohesive devices to relate one event to others. This study refers to the use of cohesion in narrative writing, the students convey their idea chronologically. They bridge between their idea and readers so that their writing has to be a cohesive text. Cohesive devices contain many types, every cohesive devices has function themselves. Students have to know every function of them. Moreover, their writing can be understood by the readers.

Studies on cohesion in writing have been conducted by some scholars. For instance, Mawardi's research (2014) found the highest use of parallel progression indicates that the overall view of the topical progression of the students' narrative texts followed a dominant use of parallel progression, realized by the repetition of *I*, *he* and *we* in the beginning sentence as the sentence topics throughout their story writing. Nanta and Didi's research (2015) revealed that grammatical cohesive devices by the use of reference and conjunction as the dominant devices are slightly more preferable to be used as cohesive resources than the lexical ones.

By conducting this study, the researcher investigates the use of cohesion by using the framework of cohesion taxonomy proposed by Halliday and Hasan (1976) because it is the fundamental theory and easy to understand. It is expected to give more understanding in academic writing for students. The importance of this study is learning how used grammatical and lexical cohesion effectively in a writing in order the readers can understand the writing properly and well.

1.2 Research Questions

1. What are the types of cohesive devices used in students' narrative writing?
2. To what extent do the cohesive devices function effectively in students' narrative writing?

1.3 Significances of the Study

Theoretically, this study may confirm the theory of cohesive proposed by Halliday (1976). Practically, the result and suggestion of the present study are expected to be used as a consideration in organizing teaching materials, telling the teachers how far the students have progressed in writing, and providing insights on how to help students become aware of elements of cohesion in writing. For the students, it is expected that this study may be valuable and could help them develop their writing into cohesive writing. For further research, this study may provide a reference for those who are interested in text analysis, especially the study of text cohesion.

1.4 Scopes and limitations

In this research, the researcher focuses on analyzing the use of cohesion that is made by students' narrative writing. The researcher would like to identify the use of cohesion based on taxonomy of cohesion: reference, ellipsis, substitution, lexical cohesion and conjunction by Halliday and Hasan (1976). The research focuses on students' writing I at English Department of Maulana Malik Ibrahim State Islamic University of Malang 2015.

In addition, this research limits its analysis on cohesion in word or clause in narrative writing. It does not take coherence because the object of research is narrative writing which is done by limited time in paper. The researcher does not give time to prepare, it is sure that students make some errors in cohesion.

1.5 Definition of key terms

To avoid misunderstanding about the terms used in this study, it was necessary to define the following terms :

1. Narrative writing is one of text genres which is commonly called as storytelling, whether the writers are relating a single story or several stories related to ones (Langan, 2005: 191).
2. Cohesion is a semantic relation between an element in the text and some other elements that is crucial to the interpretation of it (Halliday and Hasan 1976: 8). Cohesion is clasified the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning. There are

two main types of cohesion: grammatical cohesion which is based on structural content, and lexical cohesion which is based on lexical content and background knowledge. A cohesive text is created in many different ways. In *Cohesion in English*, M.A.K. Halliday and Ruqaiya Hasan identify five general categories of cohesive devices that create coherence in texts: reference, ellipsis, substitution, conjunction and lexical cohesion.

1.6 Research method

The study uses qualitative method because its suitable characteristics (Hancock, 1998: 1-2; Creswell, 2007: 36-38; Patton & Cochran, 2007). The characteristics are: firstly, this study is conducted in natural setting which is English class in which the students learn to write; secondly, this research analyzes how cohesive devices are used and utilized; lastly, this study investigates, analyzes, describes, categorizes, and interpretes the data that are in the writing of products, students' narrative writings.

1.7 Data Sources

The researcher gets the data from one of classes in writing I, third semester, at English Language and Letters Departement of Maulana Malik Ibrahim State Islamic University of Malang 2015. It involves the writing of 22 students.

1.8 Research Instruments

In this research, the main instrument is the researcher himself herself in collecting and analyzing the data in the natural setting, planning and reporting the research.

1.9 Data Collection

The data are obtained from one class, Ek class as the randomly chosen class, in writing I course at English Departement of Maulana Malik Ibrahim State Islamic University of Malang 2015. In collecting the data, The researcher gives a test to the student of English Departement of State Islamic University of Maulana Malik Ibrahim Malang. The researcher asks the students to write narrative text which consists of three paragraphs and the text contains of ± 150 words. The reseacher also puts three topics to be choosen by students. The first topic is “My First Time in The University”, second is “My Most Embrassing Moment” and the last topic is “My Trip”. The test takes time about 60 minutes. For obtaining the data, the first, the researcher reads and rewrites the text. After that, the researcher will select cohesive devices in texts. And next, the researcher reduces the text if the text is written in less than three paragraphs, it does not follow generic structure of narrative and it has no varieties of reference. The last, coding the text containing cohesive devices.

1.10 Data Analysis

In analyzing students' narrative writing, the first step is identification of cohesive devices. The researcher uses taxonomy of cohesion: reference, ellipsis, substitution, lexical cohesion and conjunction. The researcher reads the entire text to understand the context; then, based on taxonomy of cohesion. The purpose of this procedure is to identify the types of cohesion devices use most frequently in each narrative writing as well as the distribution of all cohesive devices. Furthermore, the types of cohesion devices are counted in frequency and percentage.

After finishing the process of analysis and identification; the next step in this study is to examine the effective of each cohesive device used in the narrative writing. In the analysis, the researcher rereads the entire text to examine the relationship between the tied elements. Then, the researcher examines the pattern or structure in narrative writing to find the general tendency for certain cohesive devices being used as well as their effect on intended meanings.

The last step is drawing conclusion. After identification and examination of the effective of cohesion devices has been done, the researcher summarizes what he has got from the data.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher explains about writing including descriptive, exposition and narrative writing. The theory of cohesion also is explained by the researcher both grammatical and lexical cohesion. The researcher also explains the previous study.

2.1 Writing

Many definitions had been given by linguist about writing. According to Lardo (1964: 35), writing is “a partial representation units of language. Learning to write a foreign language is learning to put down the graphic symbols that represent the utterances one has in mind.” Rever (1981: 242) defined writing or composition is one of ways to express an idea, the main purpose of a written is able to express himself in writing literary which requires a particular vocabulary and a certain structure. Meanwhile, Berthoff (1981) defined writing is act of mind which is created by writers, they create original creating from one’s intellectual and linguistic resources without copying someone’s text, or the use of prepared lists to words to sentence or stories.

2.2 Types of writing

Every different types of writing have each purposes of writing. It can be formed in a paragraph, an essay, a story, a novel and so on. Every types of writing

have their organization. The various of writing above, as regard to their sentence organization generally can be divided into three kinds in university level: naration, description, and exposition. The narrative tells a story, the decriptive provides accurate details and appeals to the senses, the expository explains how to do something or informs the readers to do something.

2.2.1 Descriptive

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing (Anderson & Kathy, 1998). According to Woodson (2007), descriptive writing is the process of creating visual images and sensory impression through words. It can also be said that descriptive writing is one of writing types which are functioned to inform audiences about how something or someone looked and persuade audience to see something from the writer's point of view. Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion (Wishon & Burks,1980).

The generic structure of a descriptive text according to Knapp and Watkins (2005) are as follows: the first is identification, it is an introduction to the subject of the description. The second is description of features, it describes the characteristic features of the subject.

While the language features of a descriptive text are follows, they are, use of particular nouns, use of detailed noun groups to provide information about the subject, use of a variety of types of adjectives, use of relating verbs to provide information about the subject, use of thinking and feeling verbs to express the writer's personal view about the subject or to give an insight into the subject's thoughts and feelings, use of action verbs to describe the subject's behavior, use of adverbials to provide more information about this behavior and use of similes, metaphors and other types of figurative language, particularly in literary descriptions.

2.2.2 Exposition

Expository writing is a general term given to non-fiction prose. It is not story telling because it depends on facts, opinions supported by facts, and fully developed ideas that must be made clear through the use of example. Expository paragraphs or essays are usually written in the third person. The writer does not use the pronoun "I", but uses he, she or it. This gives the writing more authority (Leaning Source Service, 2016).

There are many kinds of expository writing, but the most common ones used by students are: the first is Process Writing, This is a "How To" type of writing. For example, if a student is given the topic, "How to Make Beer", then the writing can be developed through the use of steps. This easily explains the topic to the reader. It is the process of doing something (Leaning Source Service, 2016).

The second method of expository writing that is commonly used is called classification, which is simply sorting information into common groups. For example, if the topic of an essay is "Man's Best Friend", then a student makes this topic less general and more manageable by looking for definite links or common characteristics to join the ideas together. Therefore man's best friend could be either dogs or cats because the common link is that they are both pets.

The third method for organizing expository writing is through the use of similarities and differences. This connects ideas that are usually thought of as separate.

The last is persuasive, the whole point of persuasive expository writing is to make a difference in the way a reader thinks or acts. Persuasive writing must emotionally involve the reader, but must not depend on emotional language to produce this result. Emotional language such as, "Abortion is Murder" too simply exaggerates an issue and discredits the writer. Persuasive writing depends on fact to back up the writer's opinion (Learning Source Service, 2016).

2.2.3 Narrative

According to Langan (2005: 191), narration is commonly called as storytelling, whether the writers are relating a single story or several stories related to ones. Through narration, the writers make a statement clear by relating in detail something that has happened to us. In the story the writers tell and present the details in which they happened. They are series of events that

happened to a character (human, animal, plant or thing). Zaimar and Harahap (2009: 47) point out that a narrative text is signed by the chronological use of time. Meyers (2005 : 52) states that narrative is one of the most powerful ways of communicating with others. A good written story lets the reader response to some event told in the story. They do not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, Anderson (1997 : 8) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.

There are many types of narrative. They can be humor, mystery, romance, fantasy, crime, science fiction, real life fiction, diary novels, theoritical fiction, adventure (Neo, 2005: 58). In the case of the generic structure or rhetorical structure of narrative, there are some structures. The structure in traditional narrative the focus of the text is on a series of actions: exposition, rising action, climax, fallling action and resolution (Neo, 2005: 2).

Narrative or narration has the same meaning as stated above, it tells a story chronologically for entertaining or informing the reader. Many types of narrative can be found in writing such as science fiction, real life fiction and many others. It has generic structure for teling a story. Therefore, the researcher takes students' narrative writing as his object of the research because students have to put down their idea in narrative chronolgicaly and writing narrative is the first step to be learnt by students in university level. By generic structure of narrative, the researcher can identify the use of cohesion.

2.3 Theory of cohesion

According to Eggins (1994) defines the term “cohesion” refers to the way of the part of a discourse are related together. Cohesion denotes certain features of a text like the semantic tie in a text, the consistency of participant, and the connection in terms of lexical selections. Similarly, Halliday and Hasan (1976: 8) have described that cohesion is “a semantic relation between an element in the text and some other elements that is crucial to the interpretation of it” Baker (1992) relates cohesion to the study of textual equivalence defining it as “the network of lexical, grammatical and other relation which provide links between various parts of a text.

Cohesion has role of building up sentences in any given text. This comes through the linking of different parts of a text to teach other so that it gives a structure to a text. It helps in hanging sentences together in a logical way, for having a right meaning. Halliday and Hasan (1976: 6) moreover classify cohesion in English into two broad categories: ‘grammatical cohesion’ and ‘lexical cohesion’. Grammatical cohesion in the surface marking of semantic link between clauses and sentences in written discourse and between utterances and turns in speech. In grammatical cohesion, the relationship between and within a text is signed by means of grammatical elements. Meanwhile, lexical cohesion refers to how a writer uses lexical items such as nouns, verbs, adjectives, and adverbs to relate to the text consistently to its area of focus (Eggins, 1994). It is signaled by means of lexical elements or vocabularies.

2.4 Grammatical Cohesion

The grammatical cohesion is established by use of the grammatical elements of the text that expresses the semantic links within and between the sentences. According to Halliday and Hasan (1976) there are four types of grammatical cohesion including reference, substitution, ellipsis, and conjunction.

2.4.1 Reference

Reference uses other signaling items (words or parts) in making meaning instead of semantic meaning of that reference. It requires referential meaning to interpret what signaling items represent. That is why reference is defined as a particular type of cohesion which has specific meaning of information that is referred to. Reference has similar characteristics as definite articles. It carries specific meaning that can be achieved through context of situation which is found in reference. Also, the item that is being referred to should have the same or similar semantic properties, e.g. similar part of speech. Unlike reference, substitution tends to have grammatical relation. Thus, the item that is substituted should have the same grammatical class. For example: *For he is a jolly good fellow. And so say all of us* (Halliday & Hasan, 1976: 32). Although *he* is implicit, his identity is clear to those who are present.

There are three continual analysis in the reference. They are naming, situational reference, and textual reference. Naming is defined as referring to a

thing independently of the context of situation. Situational reference is referring to a thing as identified in the context of situation. Textual reference is referring to a thing as identified in the surrounding text. For example: *Shepperd is near the end of the Cape Fear shoot, in front of a grocer's stand just outside Fort Lauderbale, Florida. He used to have Armani make his jeans, but he felt guilty wearing them.* (Nunan, 1993: 21)

From Nunan's example above, anyone who reads the text can easily understand that *he* refers to *Shepperd* without analyzing the context surrounding or outside the text. It is because of *he* is pronoun for a man. *He* perfectly exemplifies naming. However, those who do not know *Armani* before reading the text should find the information provided in the text. They may infer *Armani* as jeans instead of clothes, because the context surrounding the text clearly limits the range of possible interpretations. The word *Armani* is considered as textual reference. Meanwhile, to understand what *Cape Fear* is, the reader should find the context of situation where the text is published. It can be information about the writer, the picture along with the text, the medium of the text, and so forth. *Cape Fear* represents situational reference.

These continual analyses can be used to draw distinction of the class of reference items based on different set and phoric tendencies. Phoric tendencies refer to the ways of referring in reference. They refer to endophora (anaphora and cataphora) and exophora. Endophora refers to the ways of making interpretation through the elements of the text. It is textual analysis.

Endophora consists of two types which are anaphora and cataphora. Anaphora or pointing backward is the simplest way of referring. It will make cohesive chain referring back to the preceding sentence. In other words, it presupposes elements in the text. It can be verbally explicit and implicit. Meanwhile, cataphora or pointing forward is the way of referring by presupposing other elements next (Halliday & Hasan, 1976: 31). For example: Explicit anaphoric: John John, Implicit anaphoric: John he ,(explicitly) cataphoric: he John (Halliday & Hasan, 1976: 19).

On the other hand, exophora is useful in making interpretation through context of situation that the readers or hearers supply by themselves. Context of situation is defined as all those extra linguistic factors which have some bearing within the text. It possibly comes from type of audience, medium, purpose of communication, and individual characteristics. In other words, it involves the external texture. It is the external elements that are used to distinguish whether it is a text or a sequence of unrelated sentences (Halliday & Hasan, 1976: 31).

However, the only phoric tendency which is cohesive is endophora. It is because reference relation should be easily seen elsewhere and neutral instead of divergent as context of situation is. It relies on what is written in the text. Thus, textual reference is very important for cohesion analysis. On the other hand, situational reference only contributes to the creation of the text instead of the integration of two passages which form a text. It is also difficult to make sure the degree of background knowledge that the readers have to build the situation in comprehending the text (Halliday & Hasan, 1976: 31).

Types of reference and reference items can only be identified based on potential reference regardless whether it is endophora or exophora. A reference item is an item that has potential reference and a systemic account on the different types of reference and their place has to be based on generalized concept of reference (not particular form). In addition, there are three types of reference. They consist of personal reference, demonstrative reference, and comparative reference (Halliday & Hasan, 1976: 31-56).

2.4.1.1 Personal Reference

Personal reference represents person by specifying its role in the speech situation. The term person includes impersonal meaning (human but not individualized) and non-personal (object) which are relevant to the speech situation. In general, personal reference involves personal pronouns, possessive determiners, and possessive pronouns. For examples: *Mikhail Gorbachev didn't have to change the world. He could have chosen the rule much as his predecessors did.* (Nunan, 1993). *He* in the second sentence refers to *Mikhail Gorbachev*. This kind of personal reference is expressed through pronoun (Halliday & Hasan, 1976: 43).

2.4.1.2 Demonstrative Reference

Demonstrative reference is a type of reference that is identified through the scale of proximity. It can be functioned as head, modifier, and adjunct. “this” and “that” refer to singular participant, while “these” and “those” refer to plural participant. On the other hand, “here” and “there” are related to the place, and “now” and “then” are related to time (Halliday & Hasan, 1976: 57). For example:

That car is more expensive. There is an expensive car. That is refers to *car* and *there* refers to *expensive car*, both are demonstrative reference.

2. 4.1.3 Comparative Reference

Comparative reference is a type of reference based on the consideration that a thing is similar or different (in terms of likeness and unlikeness). The elements that are compared are the quantity and the quality of the thing. The comparison is expressed by certain class of adjectives and adverbs. There are called adjectives of comparison (deictic and epithet) and adverbs of comparison (adjunct) (Halliday & Hasan, 1976: 76). For example : *That campus is more expensive than my campus*. This is an example of comparative reference, the comparison that *campus* and *my campus*.

2.4.2 Substitution

Substitution is defined as a replacement of an item with another item. Both items should have the same grammatical class. It is different from reference in which the item that is referred to should have the same semantic property. Substitution is mainly textual. It connects a links between parts of a text anaphorically and encloses them to the text. Exophoric substitution is very rare.

The types of substitution might be defined grammatically instead of semantically and should be based on the grammatical function of the substitute item. It can be as a noun, verb or clause. These correspond with the three types of substitution which are nominal, verbal, and clausal substitution (Halliday & Hasan, 1976: 88).

2.4.2.1 Nominal Substitution

Nominal substitution is defined as a noun-substituting process which uses “one”, “ones”, and “same”. It means that the item that is substituted with one or ones should be the head of nominal group, since one or ones always function as the head of nominal group. The items that are substituted should be in the same position and function. They can be different in number, but they are in the same category which is a count noun. It is because the only possible form of substitution for mass noun (uncountable noun) is substitution by zero (ellipsis) (Halliday & Hasan, 1976: 91).

For examples: *These biscuits are stale. Get some fresh ones. This bread's stale. Get some fresh* (Halliday & Hasan, 1976: 92). *Ones* substitutes *biscuits*. Meanwhile, *bread* is substituted by zero. “One” or “ones” is a substitution that is put to fill the head slot. The meaning is the noun to fill this slot will be found in the preceding text (occasionally elsewhere). “One” or “ones” is always accompanied by some modifying elements which function as defining it in the particular context. It is because “one” or “ones” are presented to change the head of nominal group and differentiate “one” or “ones” here from previously mentioned. Meanwhile, “the same” represents the whole sentence. It is classified into nominal substitution.

2.4.2.2 Verbal Substitution

Verbal substitution operates as head of verb group and its position is always final in the group. The item that supplies the substitution area is “do”. While one always substitutes for a noun which expresses typically a person, creature, object,

institution, or abstraction of some kind, “do” may substitute either a verb or a verb plus certain other element in the clause which represents an action, event, or relation. It can be expressed by “do”, “do so”, “can do”, “can”, “does”, “did”, and “done” (Halliday & Hasan, 1976: 112).

For examples: *the words did not come the same as they used to do. I don't know the meaning of half those long words, and what's more, I don't believe you do either! He never really succeeded in his ambitions. He might have done, one felt, had it not been for the restlessness of his nature.* (Halliday & Hasan, 1976: 112-113)

In Halliday and Hasan's example above, *done* substitutes *succeeded in his ambition*. The verbal substitution is always anaphoric. It may presuppose an element within the same sentence as itself, so that there is already a structural relation in linking the items. However, it frequently substitutes for an element in a preceding sentence, and therefore it is the primary source of cohesion in a text.

2.4.2.3 Clausal Substitution

Clausal substitution substitutes an entire clause instead of within the clause. The clausal substitution is expressed by the word “so” and “not”. Three environments that clausal substitution takes place are report, condition, and modality. It may take either positive or negative form. The positive form is expressed by “so”, and the negative form is expressed by “not”. However, there is limitation for the existence of clausal substitution. The clausal substitution exists in the declarative sentence. There is no substitution in the interrogative or

imperative sentence. It also doesn't occur in the verb such as "wonder", "order", or "ask". For example: *My religion teaches me that to eat too much food is bad and the research said so* (Halliday & Hasan, 1976: 130). In the example above, *so* substitute *to eat too much food is bad*. It resembles the substitution for the whole clause within the sentence and sits as object.

2.4.3 Ellipsis

Ellipsis is a means of establishing semantic relation by using grammatical elements. Although it is the same with substitution, it has different structure and pattern. In ellipsis, something is understood without saying. In other words, it is substitution by zero. Ellipsis is a matter of structural relation. It is established within the sentence. There is no structural relation between the sentences. Thus, there is no need to add additional idea of cohesion to make sentences hang together. Even, by explaining the structure within the sentence, it shows the relation between the sentence and it is important aspect of texture. That is why ellipsis is really important for grammatical cohesion and written discourse analysis. There are three types of ellipsis. They are nominal, verbal and clausal ellipsis (Halliday & Hasan, 1976: 142).

2.4.3.1 Nominal Ellipsis

Nominal ellipsis is a type of ellipsis in the nominal group. The nominal ellipsis lifts a word positioning as pre modifier (deictic, numerative, epithet, or classifiers) to Head. For example: *My kids play an awful lot of sport. Both are incredibly energetic* (Nunan, 1993: 26). *Both* is omitting the position of *my kids*.

2.4.3.2 Verbal Ellipsis

Verbal ellipsis refers to ellipsis within the verbal group. The verbal group before presupposes the next verbal group which is not fully expressed in its systemic features. The interpretation is made within the verbal group system. For example: *Have you been swimming? Yes I have. What have you been doing? Swimming* (Halliday & Hasan, 1976: 167). *Have* and *swimming* can be interpreted as stands for I have been swimming.

2.4.3.3 Clausal Ellipsis

The clause in English consists of two elements which are modal and propositional elements. Modal element consists of subject and the finite element in the verbal group. The propositional element includes the remainder of the verbal group and any complement or adjunct that may be occurred. The different of complement and adjunct is the complement can become a subject if the clause was turned around in some way, whereas the adjunct could not. The clausal ellipsis includes the omission in the modal and propositional elements. For examples: The whole sentence is “*The duke was going to plant a row of poplars in the park*”. *What was duke going to do? Plant a row of poplars in the park. Who was going to plant a row of poplars in the park? The duke wa.* (Halliday & Hasan, 1976: 197-198). In the example, the modal element is omitted in the answer. Meanwhile, in the example, the propositional element is omitted. Again, ellipsis is

primarily grammatical relation. They hold the words and structures rather than relating them through their meanings. They are purely textual.

2.4.4 Conjunction

Conjunctive elements are primarily devices to create cohesion by the virtue of their specific meanings. It means that they by themselves express certain meanings and their meanings enable them to presuppose the presence of the other elements. They can relate to the preceding or following text. By specifying the way that is the next is semantically connected to what has gone before, conjunction can establish the semantic relation. In the point of view of cohesion, conjunction is seen from their actual sequence in the text. It is because in connecting the sentences, sentences of a text can only follow one after the other. Hence, the focus is not semantic relation, but it is their function in relating linguistic elements that occur in succession (sequence). Again, conjunction is not only a matter of connecting two sentences, but also relating two events semantically. There are four types of conjunction. They are additive, adversative, causal, and temporal. They have different signal words and they relate sentences in different ways based on their actual meanings (Halliday and Hasan, 1976: 226).

2.4.4.1 Additive

Additive refers to a type of cohesion that structurally appears and coordinates each other. It means that it depends on the structure of the sentence. It functions to add the existing information by the virtue of coordination. They are tied to structural coordination and express the succession of two independent

elements. Under this heading, the source of cohesion can be derived from the comparison of the semantic similarity between what is being said and what has gone before. For example: *Our garden didn't do very well this year. By contrast, the orchard is looking very healthy* (Halliday & Hasan, 1976: 247). The word *by contrast* expresses that there is a contradiction between the previous sentence and the next sentence. The contradiction represents the dissimilarity between them and reflects how coordination is gained in this particular additive relation.

2.4.4.2 Adversative

Adversative refers to the contrary expectation. The connection in the adversative relation is gained by contrasting expectation which is derived from what is mentioned before. The expectation can come from the text or speakerhearer configuration. For example: *He showed no pleasure at hearing the news. Instead he looked even gloomier* (Halliday & Hasan, 1976: 254). The word *instead* connects the information mention before by means of correcting the meaning. At first, the expectation that is derived from the first sentence is that he would like to be sad because he expressed no pleasure. Then, the correction comes that he is not sad, even his face looked gloomier. The word *instead* clearly shows that there is a contradiction in terms of expectation and it connects the sentences by means of correcting the meaning.

2.4.4.3 Causal

Causal relation represents one of cause and consequence (Nunan, 1993: 27). It means that one clause becomes the cause and the rest is the consequence. It involves the interpretation from the readers of the text to distinct them. That is why the clear-cut is difficult to be presented. In fact, causal relation includes result, reason, and purpose to form a cohesive chain. For example: *Chinese tea is becoming increasingly popular in the restaurants, and even in coffee shops. This is because of the growing belief that it has several health-giving properties* (Nunan, 1993: 27). The word *because* connects the two sentences by means of showing their causal relation. The first sentence is the consequence that occurs because of the effect of the belief. The belief that Chinese tea has several health-giving properties becomes the cause of its popularity.

2.4.4.4 Temporal

Temporal relation represents the sequence of time. It exists when the events in the text are related in terms of timing of their occurrence (Nunan, 1993: 27). The relation can be determined by the particular stage that communication process has reached. What makes temporal relation different from all types of conjunction is it occurs in correlative form. It means that it can occur with cataphoric expression in one sentence. As previously mention, cataphoric tendencies refers to the way of referring by means of pointing forward. It best represents by the words such as “first”, “first of all”, “to begin with”, and so forth.

For example: Brick tea is a blend that has been compressed into a cake. It is taken mainly by the minority groups in China. First, it is ground to a dust. Then, it is usually cooked in milk (Nunan, 1993: 27). The words *first* and *then* correlate the second and third sentences to the first sentence by means of sequential ways. It explains how to make brick tea and the steps are forward. It is impossible to do it randomly or backward.

There are other conjunctive items (continuatives), now, ofcourse, well, anyway and surely. They do not express any particular one of the conjunctive relations indentified above but they express some internal relations that are closely linked to it. These are used with a cohesive force in the text (Halliday & Hasan, 1976: 267). For example : *They'll think you're. Nobody could be stupid as to think that, surely.*

2.5 Lexical Cohesion

Lexical cohesion is the central devices for creating a text connect together experientially, defining the aboutness of a text (Halliday and Hasan, 1976). They define lexical cohesion as “the cohesive effect achieved by the selection of vocabulary”. Moreover, they divide lexical cohesion into two major categories, namely: “reiteration’ and ‘collocation’.

2.5.1 Reiteration (reproducibility)

Reiteration is a type of lexical cohesion that establishes the semantic links by means of using repetition, synonym, superordinate, and general word (Halliday &

Hasan, 1976: 77). Repetition refers to re-writing the same word in another place as the item being referred. Synonym includes the words that have similar meaning to the word that is being referred. Superordinate is a means of establishing semantic relation by mentioning the word that has more general classification than the word that is previously mentioned. General word refers to the most general category of the word being referred. All shares the same purpose to establish the link semantically based on the presence of lexical items. Reiteration often refers back to the previously mentioned item. It connects the words anaphorically. It functions as cohesive reference. Reiteration solely depends on the words that are mentioned in the text. It is mainly textual cohesion.

For examples: *What we lack in a newspaper is what we should get. In a word, a "popular" newspaper may be the winning ticket.*

You could try reversing the car up the slope. The incline isn't all that steep. Pneumonia has arrived with the cold and wet conditions. The illness is striking everyone from infants to the elderly.

A: did you try the steamed buns? B: Yes, I didn't like the things much (Nunan, 1993: 29).

From Nunan's example, the word *newspaper* is repeated in the second sentence. It is the example of repetition. *the slope* in the first sentence is reiterated using its synonym which is *the incline*. It perfectly exemplifies synonym. In the first sentence is linked to the second sentence by using the word *Pneumonia* and

illness. It expresses superordinate. General word is best described in mentioning *things* as exchange to *steamed buns*.

2.5.2 Collocation (co-occurrence)

Collocation refers to tendencies of common occurrence. It does not depend on any semantic relationships. The tendency is derived from the same lexical environment. In other words, it should have similar context since similar context will generate a cohesive force if they occur in adjacent sentences. With this regard, some researchers might recognize this kind of lexical item as one of the potential element to cause a problem in written discourse analysis. Even, several researchers refuse to deal with this. It is because it is difficult to determine for sure whether cohesive relationship exists or not (Nunan, 1993: 29). Despite of this characteristic, collocation is mainly textual, for the context is mainly found in the text. For 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* (Nunan, 1993: 29). In this example, 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.

The conclusion is the types of cohesion are grammatical and lexical cohesion. There are five general categories of cohesive devices including lexical cohesion and conjunction. The researcher takes taxonomy of cohesion because cohesion is one of elements which students' writing can be good. Moreover, in narrative writing, students have to be linked each events so that the story can be understood.

2.6 Previous Studies

Study on cohesion in writing has ever been conducted by some scholars. These are some previous studies:

The first is conducted by Anom, Seken, Suarnajaya (2011) entitled “An Analysis of The Narrative Writing The Ninth Grade Students of SMP Negeri 1 Gianyar Based on Text’s Cohesion and Coherence”. The study showed the cohesion of the narratives was achieved by the used of cohesive devices. Grammatical devices included references, substitution, ellipsis and conjunction. Lexical devices included reiteration and collocation. The coherence of the narratives was also achieved through the development of themes, the generic structure, and the tenses used. Most of the students have created cohesive and coherent narratives although some problems identified. They were in sentence patterns, verb patterns or forms, conjunction, spelling, word choice, plural form, over generalization, the use of article, ellipsis, and the use preposition, the use of pronoun, apostrophe, adverb forms, syllabification, and capital letters

The second is entitled “An Investigation into The Use of Cohesive Devices in Second Language Writing” by Ghasemi (2013). The study focused on the use of CDs and the relationship between the number of CDs and writing quality. The analysis of collected data from different EFL/ESL researchers had shown that the learners were able to use various CDs in their writings. Additionally, the study highlighted some of the cohesive problems in writing and the possible pedagogical implications for teachers. The purpose of the present study investigated CDs used in different genres composed by learners from

around the globe and the relationship between the use of CDs and quality of their essays. The findings also provided insight into the abilities of native and non native writers to convey their ideas into written forms. The results of this research would provide us with insights into the general pattern of CDs in EFL/ESL learners' academic and non academic writing. This would help to identify students' problems in using CDs, for instance, overuse or underuse of certain categories, and, thereby, modify teaching writing and incorporate a more precise plan for teaching the appropriate use of CDs.

The next is conducted by Mawardi (2014) entitled "An Analysis of the Cohesion and Coherence of The Students' Narrative Writings in The English Language Education Department of Nahdlatul Wathan Mataram University". This study aimed at describing the cohesion and coherence of narrative Essays written by the students of Nahdlatul Wathan Mataram University (UNW). To meet the purpose, 20 students of the third semester at the faculty of teacher training and education UNW Mataram were used as the subjects of the study. The data were collected through administering writing task and interviewing. The data collected were analyzed qualitatively on the basis of Halliday and Hasan's theory of cohesion (1976) and Lautamatti's TSA. The findings of the study show the necessity of explicit teaching of the elements of coherent writing. The results confirm the obligation of English teachers to explain the role of each element in building coherent text.

The last is from Hananta and Sukyadi (2015) entitled "The Use of Cohesion in Students' Argumentative Writings". This study 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 writing performances. 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 questions, 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), which was also a tool for analyzing students' texts.

From previous study above, the researcher conclude that every scholar has different object for their study even they use same theory. The first previous study focused on describing and explaining the coherence and cohesion, the second focused on the use of CDs and the relationship between the number of CDs and writing quality, the next aimed at describing the cohesion and coherence of narrative Essays written and the last is the use of cohesion in students' argumentative writings in terms of its frequency and function. The present study has the same method as the last previous study but it differentiates from previous study in object of the study.

CHAPTER III

FINDINGS AND DISCUSSION

3.1 Finding

The finding covers the use and frequency of cohesion, both grammatical and lexical cohesion used in students' writing. There were 22 data which was reduced if it was more or less than three paragraph or does not follow generic structure of narraive and it has no varieties of reference. Eventually, the data collected are 9 essay.

The data covers 9 titles; 1. My First Time in The University, 2. My First Time in The University, 3. My Unforgettable First Semester, 4. First Time in This University, 5. Waiting, 6. Sumber Pitu, Pujon Kidul, 7. My Trip, 8. My Most Embarrassing Moment, 9. My First Time in State Islamic University Maulana Malik Ibrahim Malang.

In the analysis, it is coded 1.1, which means first title and first paragraph. The datum which contains cohesive devices is marked by italic.

3.1.1 Analysis of The Use of Cohesion

Datum 1.1

The first time *I* came to *this* university as a college student is on August the 13th, *I* still remember the date *because it* was right after *my* birthday. *I* had visited UIN Malang before, *so I* wasn't really surprised *or amazed* by *this University*. *There* are a lot of freshmen at that time, *but I* didn't know any of *them*.

In the first paragraph, there are some cohesive devices; reference, conjunction and reiteration. The reference refers to writer even it is not mentioned such as “I”, “my” and “me”. The first person is used as pronoun because the writer tells her story, “it” is used to refer to situation, “this” refers to UIN Malang, “there” refers to UIN Malang and “them” refers to freshmen. She uses subject pronoun, possessive and demonstrative. The next is conjunction in first sentence “because” and next sentence “so”. It is as causal conjunction, it is for reason that she remembered something and the reason why she wasn’t really surprised. Then, “or” is as additive conjunction, it is used effectively because she connects different possibilities.”but” is as adversative, it is used effectively because she puts negative sentence after it. The next is “university”. It is reiteration as repetition. “amazed” is synonymous with “surprised”.

Datum 1.2

Even though, I wasn’t really surprised when I saw UIN at that time, but when set my feet on my dormitory, it was another story I was shell shocked when I saw my dormitory. There were too many people there, and everyone was wearing a long skirt, everyone except me. I was wearing skinny jeans, and as soon as I entered my room, I became the center of the attention. Someone finally spoke to me, she said that it is forbidden to wear a jeans while we are in the dormitory.

The second paragraph has three cohesive devices; reference, conjunction and reiteration. “my”, “I”, “me” is personal reference, it refers to writer and it is used effectively. ”it” refers to situation. “she” refers to someone, it shows the context writer’s friend is woman. “there” refers to dormitory. Then, “surprised”, ”longskirt”, “dormitory”, “university”, ”wear”, ”everyone” and “UIN” are

repetition. They are repeated twice because she emphasizes her idea in first paragraph. “shocked” and “surprised” have synonym meaning. So, it is included reiteration. The next is conjunction. “even though” is adversative, it is as connector to the story related. “but” is also adversative. It is used effectively because what the writer imagination is difference with reality. “and” is additive. It is conjunction by meaning one part happening after the other part. “finally” is temporal, it means after long time.

Datum 1.3

I didn't own any long skirt at that time, so I decided to wear my mukenah to walk around the dormitory area while I was trying to find my parents. Everyone was looking at me at that time. I was so glad when I finally find my parents. I told them about my experience, they laughed at me for a long time before they finally decided to buy me some skirts. That was the story about my first time in the university and also my most embarrassing moment.

The third paragraph consists of three cohesive devices; reference, reiteration and conjunction. Reference is used effectively for example “they” and “them” refer to parents. The next is reiteration. “dormitory”, “everyone”, “that time”, “long skirt”, “dormitory”, “wear”, “parents” and “university” is repeated twice because she wants to keep her idea. “finally” is temporal, it means a after long time. “and” is used effectively because she combines two situations. “also” is additive conjunction for adding her idea.

Datum 1 is cohesive. It contains some cohesive devices. Paragraph 1, 2 and 3 are related to one another.

Datum 2.1

I came to *this* university for the first time in a year ago. The atmosphere that *I* felt in that time was about busy people. Every *people* round *me* was *busy* with *their* own activities. *There* were *people* with *their* books in *their* hands, *people* with *their* cellular phone in *their* hands, *and also* people without anything in *their* hand out had noisy talking with *their* friends.

In the first paragraph, there are some cohesive devices; reference, conjunction and reiteration. The reference refers to writer even it is not mentioned. The first person is used as pronoun because writer tells her story, “this” is used to refer to her university, it can be known from the context. “their” refers to people. “there” refers to university. She uses subject pronoun, possessive and demonstrative. The next is conjunction. “and” and “also” is additive conjunction, it is for adding information and used effectively by writer. The next is “people”, “hand” and “busy”. It is reiteration as repetition.

Datum 2.2

It was different with *my* school *atmosphere* where everyone had the same activity in the same time, not various *activity* like *college* student did. *That* was making *me* relize that *I* was on the new level where someone must have *their* own principle that not easy to be involved with *their* friends.

The second paragraph shows two cohesive devices; reference and reiteration. “it” is as personal reference, it refers to situation in university. Then, “my”, “me” and “I” is also personal reference, it refers to writer and it is used effectively. “that” refers to situation in university. “their” refers to someone. The next is reiteration. “activity”, “friends” and “atmosphere” are repetition. They are repeated twice because she emphasizes her idea in first paragraph. “college” is synonymous with “university”.

Datum 2.3

I was in the new place where many people came from many cities in this country. They were all had their own culture, habitul, and a principle in their life. If I didn't have a strong principle, I will involved by them. So, I decided to always try bit this university or i was the one who will be bitten by them, since the first time I came to this university.

In the third paragraph, there are three cohesive devices; reference, reiteration and conjunction. Reference is used effectively named personal reference for example “i” refers to writer. “this” refers to Indonesia because the writer lives in Indonesia.”they” and “their” refers to people, it means student. “This” refers to UIN Malang, it isn't mentioned in the text but it can be seen the writer's university. “principle”, “university” and ”bitten”are repeated twice because she wants to keep her idea. The last cohesive device is conjunction. ”and” is as additive used effectively, it means for adding information. “so” is as causal conjunction used effectively because she gives a reason not to involve her friend . “or” is additive conjunction for adding her idea.

Datum 2 is effective in terms of cohesion. Paragraph 1, 2, and 3 are related to one another.

Datum 3.1

I never thought that I could study in a university. I can't believe that I enrolled in UIN Maliki to study English. In the first time, I never heard of any information related to UIN Maliki. I was supposed to take English course in University Negeri Malang, but i was not accepted. When arriving here, I was shocked that the students should stay in Ma'had. I would live at dormitory. Honestly, I don't come from the Islamic boarding

school background. *I* wondered how *I* lived *there*. *I* heard some bad thing related to *boarding schools* from *my* relations. *They* lost some clothes when *they* were *there*. Luckily, *I* never experience about *it*.

In the first paragraph, there are some cohesive devices; reference, conjunction and reiteration. “I” and “my” are personal reference. The reference refers to writer even it is not mentioned, it is the first person used as pronoun because writer tells his story. “they” relates to his relations. “here” is used to refer to her university: UIN MALIKI, it can be known from the context. “their” refers to people. “there” refers to dormitory. “it” refers to situation in dormitory. He uses subject pronoun, possessive and demonstrative. The next is conjunction. “but” is adversative conjunction, it is used effectively for giving different idea. The next is “UIN MALIKI”, “boarding school” and “lived”. They are reiteration as repetition for keeping their idea but “live” is as synonymous with “stay”.

Datum 3.2

After getting used to *live* in *dormitory’s* rhytm, *I* tried to get used with university’s learning style. When *my* lecture gave an assignment, *I* didn’t finish *it* on time *because* *I* had been tired after having an orientation for new students. No wonder *my* lecturer scolded *me*. *She* also gave an *explanation* about how *university’s* learning style was. Everything must be prepared well before *we* begin the *class*. *I* attempted to learn from some mistakes that *I* made. Before starting a *class*, *I* always *prepare myself* by reading a book. *I* used to prepared *myself* before class *began*.

In the second paragraph, there are three cohesive devices; reference, conjunction and reiteration. “it” is as personal reference, it refers to a assignent. Then, “my”, “me”, “myself” and “I” is also personal reference, it refers to writer and it is used effectively. ”she” refers to his lecturer. It is stated in previous sentence. “because” is conjunction as causal, it is used effectively for giving a

reason why he did not finish on time. “also” is additive, it is used effectively for adding information. The next is reiteration. “dormitory”, “lecturer”, “gave”, “explanation”, “university’s learning style”, “prepare” and “began” are repetition. They are repeated twice because she emphasizes her idea in first paragraph and previous sentence. “began” is synonymous with “starting”.

Datum 3.3

Beside of that, I got used to argue what a teacher explained. I saw a sea of difference between university’s learning style and high school’s. I used to accept all what a teacher explain to me. Now, I am used to argue something related to the material what a teacher have explain. I am glad to have a teacher who give me an influence on my life. Now, I look forward to seeing what will happen next.

The third paragraph has three cohesive devices; reference, reiteration and conjunction. Reference is used effectively named personal reference for example “I”, “my” and “me” refer to writer. “university’s learning style”, “teacher”, “used to”, “argue”, “explain”, “give” and “seeing” are repeated twice because she wants to keep her idea. “teacher” is synonymous with “lecturer”. The last cohesive device is conjunction. “and” is as additive used effectively, it means for adding information. “so” is as causal conjunction used effectively because she gives a reason not to involve her friend . “now” is continuatives conjunction for informing new situation.

Datum 3 is effective in terms of using cohesive devices. Paragraph 1, 2, and 3 are related to one another. One weakness of this essay is the introductory sentences in paragraph 1, which are a little bit too long.

Datum 4.1

A years ago, after *I* graduated from senior high school, *I* was looking for university to continue *my* study UIN Malang is the one of *my* destination. Actually, *I* didn't know why *my* felling prefered to *that university*. After *that I* tried to *search* information about *that*. *I* tried to asking *my* friends and also *my* teacher After *i*'ve done everything to search *information*, *i* applied application to *that university*.

In the first paragraph, there are some cohesive devices; reference, conjunction and reiteration. In this datum among the first, the second, and third paragraph, personal refereces which use first person; “i” and “my”. The reference refers to writer even it is not mentioned because writer tells his story. All “that” are as demonstrative refer to UIN Malang. The next is conjunction.”after that” is temporal, it is used effectively for showing sequence of the story. “and” and “also” are additive conjunction, they are used effectively for adding more information. The next is “information” and “university”. They are reiteration as repetition for keeping his idea. “search” is synonymous with “look for”, it is also reiteration.

Datum 4.2

Alhamdulillah *my apply application* is accepted and then *I* should re-registered to university. At the first time when *i* visited in this university *i* was shocked because *there* are many students, great buildings etc. *The reason why I shocked* is *I*'ve never seen large education place like *this university*.

The second paragraph, there are three cohesive devices; reference, conjunction and reiteration. Demonstrative reference “there” refers to unversity

and “this” refers to UIN Malang. The next is conjunction. “and” is additive conjunction, it is used effectively for adding information. “then” is temporal conjunction, it is used effectively for showing next step. The next is reiteration “because” and “the reason why” are causal conjunction, it is used effectively for giving a reason, “apply application”, “university” and “shocked” are repetition. They are repeated twice because he emphasizes his idea in first paragraph and previous sentence.

Datum 4.3

After *I*’ve done all of registered steps *I* began *my* study. At *the first time* *I* started *my study* *i*’ve *shocked* by awesome lecturer *because* some of *them* is *graduated* from abroad, *they* had great ability to teach some lessons. *And also* *my* classmates *they* were so care to each other. After all *my* first time in *this university* so interesting.

In the third paragraph, there are three cohesive devices; reference, reiteration and conjunction. Reference is used effectively named personal reference for example “them” and “they” refer to lecturer. “shocked”, “graduated”, “study” and “university” are repeated twice because she wants to keep her idea. The last cohesive device is conjunction. “and” and “also” are as additive used effectively, it means for adding information. “because” is as causal conjunction, it is used effectively because he gives reason for being shock by lecturer.

Datum 4 is effective in terms of using cohesive devices. Paragraph 1, 2, and 3 are related to one another.

Datum 5.1

Sun shine brightly, *it* was very hot in the middle of summer season. *I* was sitting in the beach *for* enjoy *my* plesure time. *I* leaned under the shady tree. Seeing many people spent *their* time together *thats* made *me* smile.

In the first paragraph, there is only one cohesive device; reference. In this datum among the first, the second, and third paragraph, personal references which use first person; “I”, “me” and “my”. The reference refers to writer even it is not mentioned because writer tells his story. “it” refers to situation at that time. “their” is as personal reference. It refers to people. “that” is a demonstrative reference. It refers to previous situation.

Datum 5.2

The kids began to build *their* castle which made from sand, *and* the other *kids* was tried to caught *their* friend while running. Some *kids* was also played soccer. *Although I* just sitting *here*, *I* was enjoyed with *that* moment.

In the second paragraph, there are three cohesive devices; reference, conjunction and reiteration. All “their” refer to kids, they are personal reference. “here” is demonstrative reference, it refers to place beside playing kids. “that” is demonstrative, it refers to situation. The next is conjunction. “and” is additive conjunction, it is used effectively for adding information. “although” is adversative conjunction, it is used effectively for opposing the fact. The next is reiteration. . “kids” ,“sitting” and “enjoyed” are repetition. They are repeated twice because he emphasizes his idea in first paragraph and previous sentence.

Datum 5.3

Suddenly, a ball rolled to. *I* tried to caught *the ball and* began to search the owner. *I* saw a *little boy* coming. *He* smiled brightly, *I* approached *him* gived *the ball*. Funnily, *he* said thanks to *me*. *I* was *smile* happily *and* messed up *his* hair then, *he* run toward *his* friends. *It* was funny seeing *him* run *and* smile. *After that*, someone give *me* a bottle of colla, *i* tried to look at *him*, *he* smiled *and* said “ sorry for waiting *me*”.

The third paragraph has three cohesive devices; Reference, reiteration and conjunction. Reference is used effectively named personal reference for example “he”, “him”, and “his” they refer to little boy. “it” refers to situation. The next is reiteration. “ball” and “smile” are repeated twice because she wants to keep her idea. “boy” is synonymous with kids, it is reiteration. The last cohesive device is conjunction. “and” is as additive used effectively, it means for adding information. “for” is as causal conjunction, it is used effectively because he gives reason for being sorry. “after that” is temporal conjunction, it is used for sequence of the story.

Datum 5 is effective in terms of using cohesive devices. Paragraph 1, 2, and 3 are related to one another. However, concluding sentence in paragraph 3 is not really clear and irrelevant to the content of the whole paragraph.

Datum 6.1

Batu-Malang are famous place for education *and* recreation. *But* don’t fault, out of several *place* for *recreation* at Batu-Malang, *you* can find consolation besides. *This* is a waterfall with 8 sources. One of which is big *waterfall*. *This* place is Sumber Pitu *or* Grojokan Pitu.

In the first paragraph, there are some cohesive devices; reference, conjunction and reiteration. In this datum among the second and third paragraph, personal references which use first person; “i” and “my”. The reference refers to writer even it is not mentioned because writer tells his story. “we” is personal reference, it refers to writer and her friends. All “this” are as demonstrative refer to recreation. The next is reiteration. “place”, “recreation” and “university” are as repetition for keeping their idea. The last is conjunction, that is “or” as additive for adding information. Then, “but” is adversative, it is used effectively because it gives utterance different from what she said previously.

Datum 6.2

I visited this place in last holiday with my friend. My friend and I came after dhuhur, I thought if I would go to the waterfall, I just need one hour. But it's wrong. My friend and I changed for drive until sumber pitu. I thought that I was walked with my friend so far, we have done. Once again. We wrong.

The second paragraph, there are three cohesive devices; reference, conjunction and reiteration. Demonstrative reference “this” and “the” refer to sumber pitu. “we” refers to writer and her friend. The next is conjunction. “and” is additive conjunction, it is used effectively for joining two subjects. Then, “but” is adversative conjunction, it is not used effectively for opposing other situation because it is independent. The next is reiteration, “place”, “waterfall” and “my friend” are repetition. They are repeated twice because he emphasizes her idea in first paragraph and previous sentence.

Datum 6.3

After drove motorcycle, *we* arrived at parking area. *And we* must walked again to *the* waterfall. *We* thought that *the* waterfall have close, *but* once again. *We* wrong. *We* must *walked* so far, about 5 Km. *Finally we arrived* at waterfall. Like picture, *the waterfall* is so beautiful. *Although we* must passed the extreme road, *but we* happy of *this* trip.

The third paragraph has three cohesive devices; reference, reiteration and conjunction. Reference is used effectively named personal reference for example “we” refers to writer and her friend. “the” refers to sumber pitu and “this” refers to her trip, they are demonstrative reference. The next is reiteration, “walked”, “arrived” and “waterfall” are repeated twice because she wants to keep her idea. The last cohesive device is conjunction. “and” is as additive used effectively, it means for showing next step. “although” and “but” are as adversative conjunction, it is used effectively because he shows different utterance from what she said before. Then, “finally” is temporal conjunction, it shows the last step of her story.

Datum 6 is effective in terms of using cohesive devices. Paragraph 1, 2, and 3 are related to one another. However, there are too many grammatical mistakes in this essay.

Datum 7.1

Sometimes *I* am confused about spending *my* holiday time. *I* am bored with *my* activity that is just doing nothing in *my* house. *And* everything gets worse when a long holiday coming. *I* think about going to somewhere *that* is nice a beautiful, *spending* most of *my* holiday time at *that* place.

In the first paragraph, there are some cohesive devices; reference, conjunction and reiteration. In this datum among the first, the second, and third paragraph, personal refereces which use first person; “i” and “my”. The reference refers to writer even it is not mentioned because writer tells his story. All “that” are as demonstrative refer to somewhere. The next is conjunction. “and” is additive conjunction, it is used effectively for showing next story. The next is “spending” and “my holiday”. They are reiteration as repetition for keeping his idea.

Datum 7.2

When Ied Adha holiday was *coming*, *my* friend took *me* for a trip to the one of most beautiful places in east java, *that* is the paradise of the highest mountain in Java Island. *My friend* didn't tell *me* about where *we* would go before. *He* just asked *me* to join with *him*.

The second paragraph has two cohesive devices; reference and reiteration. Demonstrative reference “that” refers to beautiful places. “we” is personal reference, it refers to writer and his friend. “he” and “him” refer to writer’s friend. The next is reiteration. “coming” and “my friend” are repetition. They are repeated twice because he emphasizes his idea in first paragraph and previous sentence.

Datum 7.3

First, we went to Tumpang then continue to Lumajang, specifically Ranupani Village. We parked our motorcycle then went to locket we paid the fee for entering the mountain then we started to hike at 04.00 pm. We walked on and on through the jungle for about 4 hours. Finally, we arrived at the paradise at 08.00 pm. I felt very happy though the weather was very cold. I will never forget that memory forever.

The third paragraph consists of three cohesive devices; reference, reiteration and conjunction. Reference is used effectively named personal reference for example “we” and “our” refer to writer and his friend. The first “the” refers to highest mountain, the next “the” refers to mountain. The next is reiteration. “mountain” is repeated twice because he wants to keep his idea. The last cohesive device is conjunction. “first”, “then” and finally are temporal conjunction, they connects sequences of the story. “and” is as additive used effectively, it means for adding equal word. “though” is as adversative conjunction, it is used effectively because he shows two sentences in different meaning.

Datum 7 is effective in terms of using cohesive devices. Paragraph 1, 2, and 3 are related to one another.

Datum 8.1

It was rainy, I felt very lazy going out. I saw the dark sky, suddenly I felt alone isolated. My Alarm clinked noisy and I relized that it already 5 o'clock. I had very special event with my best friend, Clara. It was her birthday party in her home. So, i go to bathroom and grap my clothes quickly.

In the first paragraph, there are some cohesive devices; reference and conjunction. In this datum among the second and third paragraph, personal referenes which use first person; “I”, “me” and “my”. The reference refers to writer even it is not mentioned because writer tells his story. “her” is personal reference, it refers to clara. Then, “it” refers to alarm. The next is conjunction. “and” is additive conjunction, it is used effectively for adding equal words or sentences. “so” is causal conjunction, it is used effectively because it gives result from what she said before.

Datum 8.2

It was very cold outside, *and* heavy rain, didn't stop yet. *I* enter again *and* take *my* raincoat. Where were people in this *rainy* days? *I* yelled in *my* inner heart. *There* was several *people* in the road. *I* tried to keep *my* birthday present dry, *so i* walked *quickly* as possible.

In the second paragraph, there are three cohesive devices; reference, conjunction and reiteration. Demonstrative reference is “there” refering to the road. Then, “and” is additive conjunction, it is used effectively for adding equal words or sentences. “so” is causal conjunction, it is used effectively because it gives result from what she said before. The next is reiteration, “rainy”, “people” and “quickly” are repetition. They are repeated twice because he emphasizes her idea in first paragraph and previous sentence.

Datum 8.3

Arrived in clara's home, made thought twice where's another *people*, *i* looked to clara's wall clock. *It* already 6 when *i* arrived. Not far from *me*, *clara* approached *me* "dear, *my birthday party* is at 5 o'clock in evening, why *you'd* came at 6 o'clock in morning?". *I* realized ! that *It* was still *morning*. *I* felt ashamed, very *ashamed*." *But*, thanks for *your birthday present* dear".

In the third paragraph, there are three cohesive devices; reference, reiteration and conjunction. Reference is used effectively named personal reference for example "my" and "me" in third sentence refers to clara and "you" refer to writer, "you" in the last sentence refers to clara, it is used effectively because it can be seen from the context. "it" in the second sentence refers to clara's wall clock and "it" in the fifth sentence refers to situation. The next is reiteration, "people", "clara", "birthday party", "morning", "ashamed" and "birthday present" are repeated twice in the second paragraph and the previous sentence because she wants to keep her idea. The last cohesive device is conjunction. "but" is as adversative conjunction, it is used effectively because he shows different utterance from what she said before.

Datum 8 is effective in terms of using cohesive devices. Paragraph 1, 2, and 3 are related to one another.

Datum 9.1

I am 18, studying English Language and letters In State Islamic University of Malang, It has been a year and I still remember what has happened the first time. I arrived in this city, Malang. I want to this university, with my mom by train, bringing many things which I had to bring, such as clothes, shoes, and another. I felt so bored in the train because I had to wait for a long time to arrive in malang. I did not do anything.

In the first paragraph, there are some cohesive devices; reference, conjunction and reiteration. In this datum among the first, the second, and third paragraph, personal refereces which use first person; “I” and “my”. The reference refers to writer even it is not mentioned because writer tells his story. “it” refers to “studying in State Islamic University of Malang”. “this” in the second sentence refers to Malang and “this” in the third sentence refers to State Islamic University of Malang. The next is conjunction. “and” is additive conjunction, it is used effectively for showing next story and equal word. “because” is causal conjunction, it is effectively for a reason the writer waites for a long time. The next is “university”, ”bring”, ”train” and “Malang”. They are reiteration as repetition for keeping his idea.

Datum 9.2

Finally, in the beautiful morning I arrived in Malang around 9, then we bought food to be eaten, and continoud going to my university. I felt so glad when I arrived my university. Then our destination was Ma’had Sunan Ampel al-a’aly. This building looked old, and my mom had to wait me in front of ma’had because she did not have a permission to enter.

In the second paragraph, there are three cohesive devices; reference, conjunction and reiteration. The first is reference. “we” and “our” are as personal reference, they refer to writer and his mom. Demonstrative reference “this” refers to ma’had. “she” is personal reference, it refers to writer’s mom. The next is conjunction. “finally” and “then” is temporal conjunction, it is used effectively for showing sequences of the story. “and” in the first sentence is additive, it has meaning showing next step. “and” in the last sentence is additive, it is used effectively for relating statement together or joining two phrases. “because” is causal conjunction, it is used effectively for a reason writer’s mom has no permission. The last is reiteration. “arrived”, “Malang”, “my university”, “mom” and “ma’had” are repetition. They are repeated twice because he emphasizes his idea in first paragraph and previous sentence.

Datum 9.3

When *I entered my room* at 2nd floor in room 20. *I met friends from different city; Ambon, blitar, Lampung, and Padang. I felt so excited. Then i am sure, my true life began at the time, my real life, real future.*

The third paragraph has three cohesive devices; reference, reiteration and conjunction. Personal reference has analyzed in the first paragraph. The next is reiteration. “entered” is repeated twice because he wants to keep his idea. The last cohesive device is conjunction. “then” is temporal conjunction, they connects sequences of the story. “and” is as additive used effectively, it means for adding

equal word. “though” is as adversative conjunction, it is used effectively for equal words.

Datum 9 is effective in terms of using cohesive devices. Paragraph 1, 2, and 3 are related to one another. However, introductory sentences are too long. Concluding sentence is also too short.

3.2 Discussion

The discussion presents the result from the data analysis about cohesion including grammatical and lexical cohesion in students’ narrative writing I at English Language and Letters Departement of Maulana Malik Ibrahim State Islamic University of Malang 2015. The discussion describes about the types and function which has been presented in the data analysis. The table 1 shows generally the appearance and percentage of types of cohesion in students’ narrative.

Table 1. Types of Cohesion in Students’ Narrative Writing

Title of Writing	Types of Cohesion					
	Grammatical Cohesion				Lexical Cohesion	
	Ref	Sub	Ell	Conj	Reit	Coll
1	51	0	0	12	18	0
2	32	0	0	5	10	0
3	41	0	0	7	20	0

4	34	0	0	10	10	0
5	31	0	0	9	6	0
6	32	0	0	11	9	0
7	30	0	0	8	5	0
8	31	0	0	7	9	0
9	30	0	0	12	10	0
Total	312	0	0	81	97	0
Percentage	63.68%	0%	0%	16.53%	19.79%	0%

Notes:

1. Ref :Reference
2. Sub :Substitution
3. Ell : Ellipsis
4. Conj : Conjunction
5. Reit : Reiteration
6. Coll : Collocation

There are 490 cohesive ties in students' narrative writing I at English Language and Letters Departement of Maulana Malik Ibrahim State Islamic University of Malang 2015. The grammatical and lexical cohesion appear. They include two sub categories of grammatical cohesion such as reference and conjunction, and a sub category of lexical grammatical such as reiteration. Reference is the most frequent type among all types of grammatical and lexical cohesion which appears 312 times or 63.68%. The second rank is reiteration. It appears 97 times or 19.79%. The third position is conjunction which occurs 81 times or 16.53%. Meanwhile, substitution, ellipsis and collocation disappear in the

writing. The appearance and percentage of grammatical and lexical are showed particularly in the next table.

3.2.1 Grammatical Cohesion

Grammatical cohesion appears 393 times of total occurrences. They include reference and conjunction. The details are described as follows.

3.2.1.1 Reference

Reference is the most frequent type among all sub categories of cohesive ties. It appears 312 times or 63.68% of total occurrences of cohesive ties. However, it is in the first rank of grammatical cohesion. Reference is divided into three types such as personal reference, demonstrative reference and comparative reference. The following table describes the number of occurrences and percentages of each types of reference.

Table 2. Types of Reference in Students' Narrative Writing

No.	Types of Reference	F	%
1.	Personal	270	86.54%
2.	Demonstrative	42	13.46%
3	Comparative	0	0%
Total		312	100%

The most frequent type of reference is personal reference. Personal reference appears 270 times, or 86.54%. The second position is demonstrative

reference. It occurs 42 times, or 13.46%. The last is comparative reference. It appears 0 times, or 0%.

3.2.1.2 Conjunction

Conjunction takes place in the third rank. It appears 81 times or 16.53%. Conjunction consists of additive, adversative, causal, temporal and continuatives. The details are described as follows.

Table 3. Types of Conjunction in Students' Narrative Writing

No.	Types of Conjunction	F	%
1.	Additive	35	43.21%
2.	Adversative	14	17.28%
3.	Causal	16	19.76%
4.	Temporal	14	17.28%
5.	Continuative	02	02.47%
Total		81	100%

Additive is the most frequent type of conjunction. It appears 35 times, or 43.21%. The second is causal which appears 16 times, or 19.76%. The next is adversative and temporal. They appear 14 times, or 17.28%. The last is continuatives, it appears 02 times or 02.47%.

3.2.2 Lexical cohesion

Lexical cohesion is a type of cohesion that establishes the semantic link through the choice of vocabulary. It consists of reiteration and collocation. It appears 97 times or 19.79%. In the data analysis, collocation disappears in the writing.

Table 04. Types of Reiteration in Students' Narrative Writing

No.	Types of Reiteration	F	%
1.	Repetition	89	91.75%
2.	Synonym	08	08.25%
3.	Superordinate	0	0%
4.	General word	0	0%
Total		97	100%

The findings show that repetition appears 89 times or 91.75%. The next is synonym which appears 8 times or 8.25%. Meanwhile, there is no occurrence superordinate and general word in the writing.

3.2.3 Functions of Cohesive Devices in Students' Narrative Writing

In investigating the functions of cohesive devices in students' narrative writings, it is related to the general structure of narrative writing in three stages, according to Anderson (1997: 8) there are orientation, complication and sequence of event, resolution and coda.

Orientation is a stage in which the writer usually mentions about the setting of the story including characters, time and actions. Complication is sets off events that influence the plot of the story. The next is a sequence of events where characters react to complication. While in resolution, the writer in which characters finally solve the complication, and coda (an optional step) that provides a comment or moral value based on the story.

To answer the second research question, the analysis is meant to examine the functions of cohesive devices in three stages of the narrative writing structure.

3.2.3.1 Functions of Grammatical Cohesion

There are two grammatical cohesions found in students' narrative writing. Ellipsis and substitution are not found in students' narrative writing. They have a function in writing, the function is described below.

3.2.3.1.1 Function of Reference

In the orientation, complication and resolution stage, reference is used to refer to writer, people, time and place. For this reason, it is not surprising when

most of the writings use a first personal reference “I” to refer to writer. It is used mostly in the whole writing. Then, “we” is used also to refer to writer and his/her friend. The next is “they” as personal reference. It refers to “freshmen”, “people”. For demonstrative references, they refer to place and time, sometimes refers to situation or condition. References are functioned effectively in narrative writing. It should be noted that the dominant use of anaphoric reference and a cataphoric reference is less used in three stages of narrative writing. There is no comparative reference in students’ narrative writing.

Example: *There* are a lot of freshmen at that time, but *I* didn’t know any of *them* (1.1).

“There” is a demonstrative reference. It refers to “place where the writer stayed”. “I” is personal reference, it refers to the writer. The last is “them”, it refers to freshmen.

Example: *There* were people with *their* books in *their* hands, people with *their* cellular phone in *their* hands, and also people without anything in *their* hand out had noisy talking with *their* friends (2.1).

“There” refers to place where the writer stayed. All “their” refer to people.

Example: *This* is a waterfall with 8 sources (6.1).

“This” refers to a place where the writer pointed. It is an anaphoric function as a scale or proximity to indicate closeness in which the identity can be retrieved from the preceding clause. .

Example: *she* said that *it* is forbidden to wear a jeans while *we* are in the dormitory (1.2).

“She” refers to writer’s friend, “it” refers to condition at that time, it is a personal reference in which the identity can be retrieved from the preceding clause. And “we” refers to the writer and writer’s friend.

Example: No wonder *my* lecturer scolded *me*. *She* also gave an explanation about how university’s learning style was (3.2).

“My” and “me” refer to the writer. “She” refers to my lecturer.

Example: Although *we* must passed the extreme road, but *we* happy of *this* trip (6.3).

Both “we” refer to the writer and writer’s friend and “this” refers to situation and condition, it is an anaphoric function as a scale or proximity to indicate closeness in which the identity can be retrieved from the preceding clause.

3.2.3.1.2 Function of Conjunction

The use of conjunction is widely used in students’ narrative writing after reference. In the orientation, complication and resolution, the most frequent conjunction used by students is additive conjunction. The most dominant additive conjunction is the word “and”, it is used for relating equivalent part of speech, the words of additive in students’ narrative writing are “and”, “or”, and “also”. The others are adversative, causal, temporal and continuative. Adversative conjunction is used for giving constrastive ide, the words are “but”, “even though”, “although” and “though”. Then, causal conjunction is used for giving cause effect, the words

are “because”, “so”, “for”, and “the reason why”. Next, temporal is used for showing time and place, the words are “first”, “then”, “after that” and “finally”.

The last is continatives used for giving an explanation of a new situation.

Example : I had visited UIN Malang before, *so* I wasn't really surprised *or* amazed by this University. There are a lot of freshmen at that time, *but* I didn't know any of them (1.1).

“So” is functioned for giving effect that the writer was not really surprised.

“Or” is used for relating equivalent meaning. “But” is functioned for giving constrative idea.

Example : There were people with their books in their hands, people with their cellular phone in their hands, *and also* people without anything in their hand out had noisy talking with their friends (2.1).

“And” and “also” are functioned for relating equivalent idea between people with their books and their cellular phone and people without anything.

Example : *The reason why* I shocked is I've never seen large education place like this university (4.2).

“The reason why” is functioned for giving an effect, the effect is shocked.

Example : Some kids was also played soccer. *Although* I just sitting here, I was enjoyed with that moment (5.2).

Although is used for giving constrative idea, that is some kids played soccer and the writer the writer just sit but she enjoyed.

Example : *Finally* we arrived at waterfall. Like picture, the waterfall is so beautiful. *Although* we must passed the extreme road, *but* we happy of this trip (6.3).

“Finally” is functioned for showing time and place, it is used for concluding the story. “Although” and “but” are functioned for giving contrastive idea.

Example : *Finally*, we arrived at the paradise at 08.00 pm. I felt very happy *though* the weather was very cold. I will never forget that memory forever (7.3).

“Finally” is functioned for showing time and place, it is used for concluding the story. In the narrative writing, it is signal of the end of the story. “though” is functioned for giving contrastive idea.

In the orientation and complication, additive, adversative, causal and temporal are functioned for emphasizing idea of the story. Temporal is used for the steps of the story. The writers does not use the variety of conjunction. In the resolution, temporal, causal and continuative conjunction are used for concluding the story.

3.2.3.2 Function of Lexical Cohesion

Lexical cohesion has two types, reiteration and collocation. The researcher finds only reiteration. Reiteration has a function, the function of reiteration is described below.

4.4.2.1 Function of Reiteration

As seen in the orientation, complication, or resolution stage, the students mostly use on repetition to sustain the continuity as well as to remind the readers of the story.

Example : I came to this university for the first time in a year ago. The atmosphere that I felt in that time was about busy people. Every *people* round me was *busy* with their own activities. There were *people* with their books in their hands, *people* with their cellular phone in their *hands*, and also people without anything in their hand out had noisy talking with their friends (2.1).

After getting used to *live* in *dormitory's* rhythm, I tried to get used with university's learning style. When my lecture gave an assignment, I didn't finish it on time because I had been tired after having an orientation for new students. No wonder *my lecturer* scolded me. She also *gave* an *explanation* about how *university's learning style* was. Everything must be prepared well before *we* begin the *class*. *I* attempted to learn from some mistakes that *I* made. Before starting a *class*, *I* always *prepare* myself by reading a book. *I* used to prepared myself before class *began* (3.2).

Suddenly, a ball rolled to. I tried to caught *the ball* and began to search the owner. I saw a *little boy* coming. He smiled brightly, I approached him gived *the ball*. Funnily, he said thanks to me. I was *smile* happily and messed up his hair then, he run toward his friends. It was funny seeing him run and smile. After that, someone give me a bottle of colla, i tried to look at him, he smiled and said “ sorry for waiting *me*” (5.3).

Reiteration can be in the form of repetition, synonym, superordinate, and general word. As shown in example above, repetition is a reiteration cohesive device that is used most frequently. It is simply because it is functioned for emphasizing the idea of the story, the writers need to repeat their word. In the students' narrative writing, repetition and synonym appear.

The function of synonym, moreover, is similar to the one of other reiteration devices like superordinate and general word. Both of these reiteration devices function to refer to the same referent and to remind the readers of the previous item (Halliday & Hasan, 1976).

Example : I wasn't really *surprised* or *amazed* by this University(1.1). It was another story I was shell *shocked* when I saw my dormitory (1.2).

.... I was shocked that the students should *stay* in Ma'had. I would *live* at dormitory. Honestly,...(3.1).

Before *starting* a class, I always prepare myself by reading a book. I used to prepared myself before class *began* (3.2).

... I was *looking for* university to continue my study UIN Malang is the one of my destination. Actually, I didn't know why my felling prepered to that university. After that I tried to *search* information about that.(4.1)

This finding is in line with what is found by Anom D, Seken K, Suarnajaya, W (2011), Mawardi (2014) and Nanta Hananta and Didi Sukyadi (2015) whose findings indicate the excessive use of reference in comparison to other reiteration devices. It was obvious in the students' writings that they tended to use the same vocabulary item to convey their ideas and support their story; their limited vocabulary resulted in repetition of word use.

This finding is not in line with what is found by Mohsen Ghasemi (2013), his finding provided insight into the abilities of native and non native writers to convey their ideas into written forms. It is different finding from others.

This research has some weaknesses, one of them is limited time for the students to write narrative writing, it probably makes them underpressure and they have to follow the rules of the researcher. One of the rules is the researcher has provided some titles for students, they can not choose what they are interested in. The next, the researcher does not separate the students in quality of writing. So, the researcher does not know which one is able to use cohesive devices correctly or not.



CHAPTER IV

CONCLUSION AND SUGGESTION

In this chapter, the conclusion of the research is described based on the research finding and discussion in the previous chapter. Then, it is followed by suggestion for the lecturers/teachers, students and next researchers.

4.1 Conclusion

The main result of this research is focused on the use of cohesion in students' narrative writing. The conclusion of this research is determined based on research questions. The first research question is the types of cohesive devices used in students' narrative writing. Based on students' narrative writing, the types of cohesive devices are reference and conjunction in grammatical cohesion, reiteration in lexical cohesion. Ellipsis, substitution and collocation are not found in students' narrative writing. The first type of cohesive is reference, it is the most used in students' narrative writing. The types of reference are used by students, they are personal and demonstrative reference. Personal reference is mostly used by students rather than demonstrative. Comparative reference is not found in students' narrative writing. The next is conjunction, the types of conjunction are used by students are additive, adversative, causal, temporal and continuative. Additive is the most used by students. The second is causal. The next is adversative and temporal. The last is continuatives, it is rarely used in students' narrative writing. In lexical cohesion, there is only reiteration in students' narrative writing. The types of reiteration are in students' narrative writing,

repetition and synonym. The researcher found that repetition is the most used in lexical cohesion after reference. Synonym is rarely used in students' narrative writing.

The next is to what extent the cohesive devices function effectively in students' narrative writing. Based on general structure of narrative writing, that is orientation, complication and resolution. Reference is used by students in structure of narrative, they are mostly used personal reference, "I" as writer. There are many personal and demonstrative reference used by students such as "we", "they", "it", "he", "she", "you", "the", "that" and "this". The students use reference effectively. Then, conjunction is used by students, In the orientation and complication, additive ("and", "or", and "also"), adversative ("but", "even though", "although" and "though"), causal ("because", "so", "for", and "the reason why") and temporal ("first", "then", "after that" and "finally") are functioned for emphasizing idea of the story. Temporal is used for the steps of the story. The writers does not use the variety of conjunction. In the resolution, temporal, causal and continuative (now) conjunction are used for concluding the story. They use effectively conjunction in narrative writing. The next is reiteration. In the orientation, complication, or resolution stage, the students mostly use on repetition to sustain the continuity as well as to remind the readers of the story. Even, it looks boring when many words are repeated but it is used effectively by students as writing I students as first step to the next level writing.

4.2 Suggestion

The researcher limits the analysis only on cohesion in students' narrative writing. Therefore, for the next researcher who takes the same topic is expected to do it better and more complete such as analyzing both cohesion and coherence or using other subject such as argumentative or other genres.

The students' writing shows monotonous use of cohesive devices, the use of cohesion is not various. For the students, they have to write more cohesive to make the writing more variety. The main important is the writer has to be used grammar and tenses correctly.

The finding shows that students do not have knowledge about cohesion, for the lecturers or teachers, they have to introduce about cohesion even it is learnt in the next level. It can make narrative writing more interesting to read. Hopefully, this research can be useful for those who read it or interested in this field.

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APPENDIXES

Datum 1

My First Time in The University

The first time I came to this university as a college student is on August the 13th, I still remember the date because it was right after my birthday. I had visited UIN Malang before, so I wasn't really surprised or amazed by this University. There are a lot of freshmen at that time, but I didn't know any of them.

Even though, I wasn't really surprised when I saw UIN at that time, but when set my feet on my dormitory, it was another story I was shell shocked when I saw my dormitory. There were too many people there, and everyone was wearing a long skirt, everyone except me. I was wearing skinny jeans , and as soon as I entered my room, I became the center of the attention. Someone finally spoke to me, she said that it is forbidden to wear a jeans while we are in the dormitory.

I didn't own any long skirt at that time, so I decided to wear my mukenah to walk around the dormitory area while I was trying to find my parents. Everyone was looking at me at that time. I was so glad when I finally find my parents. I told them about my experience, they laughed at me for a long time before they finally decided to buy me some skirts. That was the story about my first time in the university and also my most embarrassing moment.

Datum 2

My First Time in The University

I came to this university for the first time in a year ago. The atmosphere that I felt in that time was about busy people. Every people round me was busy with their own activities. There were people with their books in their hands, people with their cellular phone in their hands, and also people without anything in their hand out had noisy talking with their friends.

It was different with my school atmosphere where everyone had the same activity in the same time, not various activity like college student did. That was making me relize that I was on the new level where someone must have their own principle that not easy to be involved with their friends.

I was in the new place where many people came from many cities in this country. They were all had their own culture, habitul, and a principle in their life. If I didn't have a strong principle, I will involved by them. So, I decided to always try bit this university or i was the one who will be bitten by them, since the first time I came to this university.

Datum 3

My Unforgettable First Semester

I never thought that I could study in a university. I can't believe that I enrolled in UIN Maliki to study English. In the first time, I never heard of any information related to UIN Maliki. I was supposed to take English course in University Negeri Malang, but i was not accepted. When arriving here, I was shocked that the students should stay in Ma'had. I would live at dormitory. Honestly, I don't come from the Islamic boarding school background. I wondered how I lived there. I heard some bad thing related to boarding schools from my relations. They lost some clothes when they were there. Luckily, I never experience about it.

After getting used to live in dormitory's rhytm, I tried to get used with university's learning style. When my lecture gave an assignment, I didn't finish it on time because I had been tired after having an orientation for new students. No wonder my lecturer scolded me. She also gave an explanation about how university's learning style was. Everything must be prepared well before we begin the class. I attempted to learn from some mistakes that I made. Before starting a class, I always prepare myself by reading a book. I used to prepared myself before class began.

Beside of that, I got used to argue what a teacher explained. I saw a sea of difference between university's learning style and high school's. I used to accept all what a teacher explain to me. Now, I am used to argue something related to the material what a teacher have explain. I am glad to have a teacher who give me an influence on my life. Now, I look forward to seeing what will happen next.

Datum 4

First Time in This University

A years ago, after I graduated from senior high school, I was looking for university to continue my study UIN Malang is the one of my destination. Actually, I didn't know why my felling prefered to that university. After that I tried to search information about that. I tried to asking my friends and also my teacher After i've done everything to search information, i applied application to that university.

Alhamdulillah my apply application is accepted and then I should re-registered to university. At the first time when i visited in this university i was shocked because there are many students, great buildings etc. The reason why I shocked is I've never seen large education place like this university.

After I've done all of registered steps I began my study. At the first time I started my study i've shocked by awesome lecturer because some of them is graduated from abroad, they had great ability to teach some lessons. And also my classmates they were so care to each other. After all my first time in this university so interesting.

Datum 5

Waiting

Sun shine brightly, it was very hot in the middle of summer season. I was sitting in the beach for enjoy my plesure time. I leaned under the shady tree. Seeing many people spent their time together thats made me smile.

The kids began to build their castle which made from sand, and the other kids was tried to caught their friend while running. Some kids was also played soccer. Although I just sitting here, I was enjoyed with that moment.

Suddenly, a ball rolled to. I tried to caught the ball and began to search the owner. I saw a little boy coming. He smiled brightly, I approached him gived the ball. Funnily, he said thanks to me. I was smile happily and messed up his hair then, he run toward his friends. It was funny seeing him run and smile. After that, someone give me a bottle of colla, i tried to look at him, he smiled and said “ sorry for waiting me”.

Datum 6

Sumber Pitu, Pujon Kidul

Batu-Malang are famous place for education and recreation. But don't fault, out of several place for recreation at Batu-Malang, you can find consolation besides. This is a waterfall with 8 sources. One of which is big waterfall. This place is Sumber Pitu or Grojokan Pitu.

I visited this place in last holiday with my friend. My friend and I came after dhuhur, I thought if I would go to the waterfall, I just need one hour. But it's wrong. My friend and I changed for drive until sumber pitu. I thought that I was walked with my friend so far, we have done. Once again. We wrong.

After drived motorcycle, we arrived at parking area. And we wust walked again to the waterfall. We thought that the waterfall have close, but once again. We wrong. We must walked so far, about 5 Km. Finally we arrived at waterfall. Like picture, the waterfall is so beautiful. Although we must passed the extreme road, but we happy of this trip.

Datum 7

My Trip

Sometimes I am confused about spending my holiday time. I am bored with my activity that is just doing nothing in my house. And everything gets worse when a long holiday coming. I think about going to somewhere that is nice a beautiful, spending most of my holiday time at that place.

When Ied Adha holiday was coming, my friend took me for a trip to the one of most beautiful places in east java, that is the paradise of the highest mountain in Java Island. My friend didn't tell me about where we would go before. He just asked me to join with him.

First, we went to Tumpang then continue to Lumajang, specifally Ranupani Village. We parked our motorcycle then went to locket we paid the fee for entering the mountain then we started to hike at 04.00 pm. We walked on and on through the jungle for about 4 hours. Finally, we arrived at the paradise at 08.00 pm. I felt very happy though the weather was very cold. I will never forget that memory forever.

Datum 8

My Most Embarrassing Moment

It was rainy, I felt very lazy going out. I saw the dark sky, suddenly I felt alone isolated. My Alarm clinked noisy and I relized that it already 5 o'clock. I had very special event with my best friend, Clara. It was her birthday party in her home. So, i go to bathroom and grap my clothes quickly.

It was very cold outside, and heavy rain, didn't stop yet. I enter again and take my raincoat. Where were people in this rainy days? I yelled in my inner heart. There was several people in the road. I tried to keep my birthday present dry, so i walked quickly as possible.

Arrived in clara's home, made thought twice where's another people, i looked to clara's wall clock. It already 6 when i arrived. Not far from me, clara approached me "dear, my birthday party is at 5 o'clock in evening, why you'd came at 6 o'clock in morning?". I realized ! that It was still morning. I felt ashamed, very ashamed." But, thanks for your birthday present dear".

Datum 9

My First Time in State Islamic University Maulana Malik Ibrahim Malang

I am 18, studying English Language and letters In State Islamic University of Malang, It has been a year and I still remember what has happened the first time. I arrived in this city, Malang. I want to this university, with my mom by train,

bringing many things which I had to bring, such as clothes, shoes, and another. I felt so bored in the train because I had to wait for a long time to arrive in Malang. I did not do anything

Finally, in the beautiful morning I arrived in Malang around 9, then we bought food to be eaten, and continued going to my university. I felt so glad when I arrived my university. Then our destination was Ma'had Sunan Ampel al-a'aly. This building looked old, and my mom had to wait me in front of ma'had because she did not have a permission to enter.

When I entered my room at 2nd floor in room 20. I met friends from different city; Ambon, Blitar, Lampung, and Padang. I felt so excited. Then I am sure, my true life began at the time, my real life, real future.

