

**ANALYZING THE GRAMMATICAL COHESIVE DEVICES IN NARRATIVE
TEXTS OF THE FOURTH SEMESTER STUDENTS OF THE ENGLISH
EDUCATION STUDY PROGRAM OF MUHAMMADIYAH UNIVERSITY
KOTABUMI ACADEMIC YEAR 2023/2024**

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Abstract: This study was conducted to analyze the types of grammatical cohesive devices used in writing narrative texts by Fourth Semester Students Of The English Education Study Program Of Muhammadiyah University Kotabumi Academic Year 2023/2024 and to explain the cohesiveness of writing based on the use of grammatical cohesive devices. This research focused on discourse analysis, especially the analysis of grammatical cohesive devices. This research used a descriptive qualitative method. Data collection techniques used tests writing. The data of this study were 4th-semester students of Universitas Muhammadiyah Kotabumi in the academic year 2023/2024, which consisted of 24 narrative texts obtained from subjects with all 24 students. The data were analyzed qualitatively by using the theory of cohesion by Halliday and Hasan (1976). The results of this study, first, students used grammatical cohesive devices (reference and conjunction) in their writing, and the researcher did not find 2 grammatical cohesive device which is grammatical substitution and ellipsis. The second, reference is the most dominant one found in students' writing which covers 396 items which is the highest among other cohesive devices, conjunction grammatical cohesive device is 269 items, although students do not use substitution and ellipsis grammatical cohesive devices, this shows that of the four types of cohesive devices, only two are not used. The third, on average, cohesive devices were used grammatically by students in their writing. With the comparison of grammatical and ungrammatical, the total was 665 grammatical items and 41 ungrammatical items.

Keywords: *Discourse Analysis, Narrative Texts, Grammatical Cohesive Devices.*

Abstrak: Penelitian ini dilakukan untuk menganalisis jenis-jenis perangkat kohesif gramatikal yang digunakan dalam menulis teks naratif oleh Mahasiswa Semester Empat Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Kotabumi Tahun Akademik 2023/2024 dan untuk menjelaskan kekohesifan tulisan berdasarkan penggunaan perangkat kohesif gramatikal. Penelitian ini difokuskan pada analisis wacana, khususnya analisis perangkat kohesif gramatikal. Penelitian ini menggunakan metode kualitatif deskriptif. Teknik pengumpulan data menggunakan tes menulis. Data penelitian ini adalah mahasiswa semester 4 Universitas Muhammadiyah Kotabumi pada tahun akademik 2023/2024, yang terdiri dari 24 teks naratif yang diperoleh dari subjek dengan jumlah 24 mahasiswa. Data dianalisis secara kualitatif dengan menggunakan teori kohesi oleh Halliday dan Hasan (1976). Hasil dari penelitian ini, pertama, siswa menggunakan perangkat kohesi gramatikal (referensi dan konjungsi) dalam tulisan

mereka, dan peneliti tidak menemukan 2 perangkat kohesi gramatikal yaitu substitusi gramatikal dan elipsis. Kedua, referensi adalah yang paling dominan ditemukan dalam tulisan siswa yang mencakup 396 item yang merupakan yang tertinggi di antara perangkat kohesif lainnya, perangkat kohesif gramatikal konjungsi sebanyak 269 item, meskipun siswa tidak menggunakan perangkat kohesif gramatikal substitusi dan elipsis, hal ini menunjukkan bahwa dari keempat jenis perangkat kohesif tersebut hanya dua yang tidak digunakan. Ketiga, rata-rata perangkat kohesif digunakan secara gramatikal oleh siswa dalam tulisan mereka. Dengan perbandingan gramatikal dan tidak gramatikal, totalnya ada 665 item gramatikal dan 41 item tidak gramatikal.

Kata kunci: Analisis Wacana, Teks Naratif, Perangkat Kohesi Gramatikal

I. INTRODUCTION

Language is a set of rules that humans use as a means of communication to exchange emotions, ideas, and feelings, and convey information; Humans need language. English is designed to express inner thoughts and feelings, understand complex and abstract thoughts, learn to communicate with others, recognize our wants and needs, establish relationship rules, and maintain our culture. Brown in Samosir, (2020) says that writing is a thinking process and makes it possible to plan and provide text with an unlimited number of revisions before publication. Harmer in Samosir, (2020) explains that writing is a form of communication intended to convey or express emotions in written form. Students can share information about the most important topics such as problems, feelings, ideas, emotions, and information. However, there are still many students who have difficulty in writing, therefore writing should not be taken lightly. Through writing, students can deepen their knowledge.

Writing skills are skills that everyone should have. One of its goals is to help students write texts in depth. To do this, students must master writing. Writing is a

simple activity because writing develops through students' love of listening to stories or telling stories, through writing articles to pour out their ideas and creativity. Although it is easy, there are still many students who do not know how to write. For example, when learning to write, students have difficulty writing a text. This may be due to a lack of vocabulary or their inability to write texts. English texts are divided into several types, namely narrative, story, descriptive, report, exposition, and procedural texts. Each type has a different structure. Before students write a text, they must determine its type. It is important to write the text in such a way that it achieves its purpose.

Also, in composing a text, you need to pay attention to how to communicate effectively with the reader. The text is created to achieve its purpose. To find out if students can identify with the text, the manner of engagement can be examined. It is important to know consistency, even if it is not taught in school. Coherence is part of the linguistic process and relational meaning inherent in the work of Hasan & Halliday, (1976). Coherence refers to how the author communicates the text and relates it to the meaning of the text. For example, conjunctions are used to combine

sentences or new sentences. Tanskanen in Samosir, (2020) notes that coherence and coherence play a role in discourse uniformity. Thornbury, (2005) argues that to analyze a text's coherence, it is important to consider some important factors in the coherence process itself.

The reason why this study is important is because cohesion is an important aspect of academic writing. However, cohesion directly affects the tone of the article. Writing concisely involves connecting ideas at the sentence and paragraph levels. Therefore, it is crucial to demonstrate cohesion in the narrative texts that students write. Before researchers can describe cohesion, they need to know what types of connections are found in the narrative texts written narrative texts among Fourth Semester English Language Education Study Program Students at Muhammadiyah University Kotabumi Academic Year 2023/2024. The practical application of this study provides comprehensive information about the use of grammatical cohesive devices in narrative texts.

II. RESEARCH METHOD

The research method used in this research is descriptive qualitative.

The data was taken from students. Participants in this study are fourth-semester students of the English Education Study Program who are taking advanced writing at Universitas Muhammadiyah Kotabumi academic year 2023/2024. The number of participants is 24 (twenty-four) students.

In this study, a writing test was used to examine the use of grammatical cohesive

devices used by the students. The results showed that of the four grammatical cohesive devices reference and conjunction, were the types that students used in their writing and the researcher did not find 2 grammatical cohesive devices namely substitution and ellipsis.

In this study, researchers not only examined the types of grammatical cohesive devices used by students, but also examined the most dominant grammatical cohesive devices and how to use grammatical cohesive devices.

III. FINDINGS AND DISCUSSIONS

Result

After the researcher obtained data from the writing test, the researcher identified grammatical cohesive devices from students' narrative writing. The researcher used the taxonomy of grammatical cohesive devices to analyze the use of reference, substitution ellipsis, and conjunction, in students' writing and then coded the types of grammatical cohesive devices in codes as follows: reference (REF), substitution (SUB), ellipsis (ELP), conjunction (CNJ), and tabulation of student data and as a whole will be tabulated, and data displayed.

Use of Types of Grammatical Cohesive Devices

The researcher found that there are 2 cohesive tools used by the 4th-semester students in their writing: grammatical cohesive devices (reference and conjunction). Of the 4 types of grammatical cohesive devices, substitution and ellipsis are cohesive devices that are not used by students.

The Most Dominant Grammatical Cohesive Devices

The most dominant grammatical cohesive devices in using narrative texts written by students are references totaling 396 items and conjunctions totaling 269 items.

Error in The Use of Grammatical Cohesive Devices

Errors occur due to gaps in students' understanding; errors arise when students are unsure of the correct answer Ellis (1992) in Ayu et al., (2024). Errors that students often make are grammatical. 2 grammatical cohesive devices are on average used grammatically. First, out of 396 references, 381 items are used grammatically, 15 uses of references are not used grammatically, the error of using references by students in writing such as the wrong use of pronouns such as "he" and "she" if it shows that "he" is the subject pronoun, this is not correct if you want to show "he" as the subject, "she" should be the subject pronoun used if the woman is the perpetrator of the action in the sentence. The second use of cohesive devices conjunction is 269 items, 243 items are used grammatically and 26 items are not used unmechanical, the mistake that is often found in student writing is the use of the word "and" without using comma marks first. The use of the conjunction "and" is a complete clause, so comma punctuation is used.

IV. CONCLUSION

Based on the results of data analysis and findings in this research, researcher drew 3 (there) conclusions. The First, of

the four grammatical cohesive devices reference and conjunction, are the types of the students in their writing and the researcher did not find 2 grammatical cohesive devices namely substitution and ellipsis.

The second, reference is the most dominant one found in students' writing which covers 396 items which is the highest among other cohesive devices, conjunction grammatical cohesive device is 269 items, although students do not use substitution and ellipsis grammatical cohesive devices, this shows that of the four types of cohesive devices, only two are not used. This shows that students have good competence in using grammatical cohesive devices in their writing because they use almost all grammatical cohesive devices in their writing. However, only two grammatical cohesive devices of substitution and ellipsis are absent in the students' writing.

The third, on average, cohesive devices were used grammatically by students in their writing. With the comparison of grammatical and ungrammatical, the total was 665 grammatical items and 41 ungrammatical items.

Suggestion

The researcher offers several recommendations for lecturers, students, and future researchers:

1. English lecturers should introduce cohesive devices in students' writing, especially lecturers such as basic writing in the early semesters so that students understand what cohesive devices are and use them more deeply so that students writing is coherent.

2. For students, students must be able to learn and pursue the use of cohesive devices.

3. Researchers who are interested in this topic are expected to deepen the use of cohesive devices in English language learning. Given that this research still has

many shortcomings, it is hoped that future researchers can deepen their research related to cohesive devices either at the high school or university level.

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