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## **The Use of Cohesive Devices in the Narrative Texts of the 11<sup>th</sup> Graders**

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### **Abstract**

Writing is one of the skills learned by 11<sup>th</sup> graders. It makes the students consider to make their text communicative to the readers. To recognize whether the students can communicate the text or not, one can analyze its cohesive devices. This study aimed to find out the use of cohesive devices in narrative texts written by 11<sup>th</sup> graders of Pelita Bangsa School. Qualitative method was used in this study. Five texts were chosen by the researcher from 11<sup>th</sup> graders of Pelita Bangsa School Cirebon. The analysis focused on students' texts analyzed by the theories of Halliday and Hasan (1976) and Thornbury (2005). The findings showed that reference, conjunction, substitution, ellipsis, and lexical cohesion were used by the students. However, both substitution and ellipsis were infrequently used by the students. Meanwhile, reference and conjunction were frequently used by the students. In addition, the relationship of the devices in achieving text coherence was important. Cohesive devices create a text that makes sense to read. In conclusion, some cohesive devices were familiar to the students, only substitution and ellipsis were rarely used by them. Moreover, the relationship of cohesive devices in achieving text coherence was the direct involvement of all cohesive devices in making text coherence.

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## INTRODUCTION

In today's learning environment, many students have difficulty in learning English. This problem arises as the students are unfamiliar with English. The students can make different mistakes in proper grammar and vocabulary usage. In addition, the students are not interested in English learning, since they assume that English is difficult and it is unimportant to learn. Additionally, they typically consider it is enough to purely have the native language. Therefore, the teachers should alter their perception about that and make the students more interested in language learning by generating their motivation or giving some rewards in the learning process. It can be an effective way to produce the students more interested in the learning process. Hence, the students will be enthusiastic to learn English, and it makes the students are more capable of penetrating the material.

There are four skills in English, i.e. listening, speaking, reading, and writing (Sadiku, 2015). Those skills have a precisely important element. However, many students still have not mastered all those skills. For instance, in learning writing skill, the students find it difficult to create a text. It can be due to the lack of vocabulary, or they feel reluctant in writing the text.

English texts are divided into some types, i.e. narrative, recount, descriptive, report, expository, and procedure text. Those types produce their generic structure. Hence, before the students compose the text, they should recognize the text type first. It is substantial to produce their writing to achieve the purpose of the text. For instance, the narrative text includes a purpose to entertain the reader or listener (Anderson & Anderson, 1997). It has orientation, complication, resolution, and sometimes there is a coda in it. The narrative text contains a fictitious story or imagination of the author. It means that the text is not about a true story or a factual situation. In fact, the narrative text has been taught since the students are in junior high school. However, in some

schools, they have been unasked for writing a text yet. It seems that writing an English text is difficult to do by the students in junior high school. They merely learn the generic structure, the purpose, and the language features of the text.

Furthermore, in composing written text, they should concern with how to communicate it to the readers well. It generates the text to achieve its purpose. To recognize whether the students can communicate the text, one can analyze its cohesive devices. The term cohesion is important to recognize, although it is not taught by the teachers at the school level. Cohesion is a part of the system of language and relations of meaning that exist within the text (Halliday & Hasan, 1976). It means cohesion refers to how the writer connects the text and relates to the meaning of the text. For instance, the conjunction is managed effectively to connect a new clause or sentence. It produces the text join together. In other words, if cohesion exists in the text, each paragraph or sentence can connect, and the readers can communicate the text well.

Therefore, if the components of cohesion exist in the text appropriately, the text is called cohesive. Moreover, cohesion is essential to recognize the writing quality of students. Several studies highlighted the importance of cohesion in the text (Alarcon & Morales, 2011; Amperawaty & Warsono, 2019; Ersanli, 2015; Singchai & Jaturapitakkul, 2016; Yousef, 2017). They said cohesion was important to investigate. It encouraged the teacher to develop their teaching in English. Moreover, cohesion is needed to make the text easier to understand.

In cohesion term, there are cohesive devices in it. These devices make the text connected together. As Thornbury (2005) stated that to analyze cohesion in the text, it should consider some significant elements in the cohesive devices itself. There are two particular elements in cohesive devices, i.e. grammatical cohesion (reference, conjunction, substitution, and ellipsis) and lexical cohesion (the vocabulary).

However, based on the interview with one of the students in senior high school, cohesion term has not been applied in school level yet. In checking the students' writing, the teacher only focused on the use of vocabulary and the English tenses without considering whether the text is cohesive or not. Some possible reasons are the teachers do not recognize the term of cohesion, or the teachers consider the use of the vocabulary is more substantial than the others. It would be preferable if the teachers take into consideration of cohesive devices. It produces the students' writing better than before. Therefore, related to the discussion above, the researcher attempted to examine the students' text related to the use of cohesive devices in the narrative text.

This study aimed to find out the use of cohesive devices in narrative texts written by 11th graders of Pelita Bangsa School.

## METHOD

A qualitative case study was operated in this study. The comprehensive result was generated by this design regarding the quality of students' text on the use of cohesive devices. In addition, it was employed to produce a deep description of the use of cohesive devices in the 11<sup>th</sup> graders'. As Merriam (2009) said that qualitative case study was "an intensive, holistic description and analysis of a bounded phenomenon." Hence, this design was appropriate to apply in this research, since this research focused on the use of cohesive devices (references, conjunction, substitution, ellipsis, and lexical cohesion) and the relationship of these devices in achieving text coherence.

The participants of this study were the 11<sup>th</sup> graders of Pelita Bangsa School Cirebon. The researcher took five narrative texts from students in the 11<sup>th</sup> graders of Pelita Bangsa School who had learned the narrative text. In categorizing cohesive devices, the researcher classified the clause and sentence from each narrative text, and then arranged it in the datasheet of the use of cohesive devices in the narrative texts. The datasheet was produced through several tables.

The analysis focused on the theory of Halliday and Hasan (1976) and Thornbury (2005).

## FINDINGS AND DISCUSSION

### References

The findings showed 3 kinds of references were used by the students in the 11<sup>th</sup> graders, i.e. personal reference, demonstrative reference, and comparative reference. Personal reference was frequently used than the other kinds of reference as much as 208 from all the texts. It was followed by demonstrative reference as much 156 clauses from all the students' text, the last is comparative reference as much 25 clauses. It is due to the students were mostly used personal pronouns with their object forms and their possessive forms. Here is an example of the use of reference in the by 11<sup>th</sup> graders of Pelita Bangsa School Cirebon.

(1) *She* only loves *her* two daughter (2) and giving all *her* best to *them*.

The example showed there were 2 clauses, each clause has personal reference. It is presented by bold letters. The example was taken from text 3, entitled "Chickenrella". Pronoun "she" was used to replace noun of "stepmother" in the previous sentence. Subsequently, pronoun "her" was used to replace noun of "stepmother's daughter". The last is pronoun "them" was used to replace words of "two daughters".

### Conjunction

The findings showed that there are six different categories of conjunction used by the 11<sup>th</sup> graders' students. The result showed additive conjunction was mostly used in the 11<sup>th</sup> graders students as much as 94 clauses from 5 texts. It was followed by temporal (21), adversative (18), causal (16), and continuatives (1). Subsequently, the students mainly used additive conjunction to connect further information, like the use of "and, or". Here is an example of the use of conjunction in the 11<sup>th</sup> graders of Pelita Bangsa School Cirebon.

(1)*This little chick is force to clean all the dish*  
 (2)**and** *things in the house* (3)**and** *left her alone*  
 (4)**and** *locked inside the room.*

The example showed there were additive conjunctions in it. It is presented by bold letters. The example was taken from text 3, entitled "Chickenrella". Additive conjunction of "and" was used to connect one clause to another. It makes the text holds together.

### Substitution

The findings showed there were only two categories of substitution, i.e. nominal and verbal substitution. There was no clausal substitution at all. However, the researcher only found 1 nominal substitution and 4 verbal substitutions from five texts. It is due to the students preferred to explain in detail their ideas rather than substitute their ideas to be simpler. Here is an example of the use of substitution in the 11<sup>th</sup> graders of Pelita Bangsa School Cirebon.

(1)*it was even seldom for them to make quarrel with any animals,* (2)*save for the ones they preyed on.*

Clause 2 showed nominal substitution of ones. It was used to substitute animal from the previous information. The example was taken from text 1, entitled "Why Wolves Howl".

### Ellipsis

The findings showed there were only two categories of ellipsis, i.e. nominal and clausal ellipsis. It means there was no verbal ellipsis at all. The researcher only found 1 nominal ellipsis and 21 clausal ellipses from five texts. It might the students are more inclined to explain all items in the text in detail. Here is an example of the use of ellipsis in the 11<sup>th</sup> graders of Pelita Bangsa School Cirebon.

(1)*"It doesn't matter* (2)*if my pace are different than yours,* (3)*at the end of it we will still achieved* (4)*what we want though mine might be slower at time."*

Clause 2 showed nominal ellipsis of yours. It included deictic ellipsis. It was used to omit nominal group become simpler. The example was taken from text 2, entitled "The Undefeatable Ant".

### Lexical Cohesion

The findings showed reiteration and collocation were used by the students. The researcher found 97 clauses are included in reiteration and 38 clauses included in collocation. It means reiteration items were frequently used by students. It is due to there were many repetitions that showed by the students' narrative texts. It can be said that the students used these items as a signal to connect the idea until the story ends. Here is an example of the use of lexical cohesion in the 11<sup>th</sup> graders of Pelita Bangsa School Cirebon.

(1)*Once upon a time there a lived an unhappy young chicken.* (2)*Her mother died and her father married a widow that already have two children.*

The example above showed there were hyponymy of family (mother, father, and children) and a general word of chicken. Those are included in lexical cohesion. It was used to explain that family has its own subclass. Subsequently, the general word of chicken referred to a kind of animal. The example was taken from text 3, entitled "Chickenrella".

### The Relationship of the Devices in Achieving Text Coherence

The findings showed some clauses have logical relationship in using cohesive devices. Moreover, cohesive devices have a major influence to support text cohesive. Furthermore, cohesive devices also make a text make sense to the reader. Therefore, the relationship of cohesive devices in achieving text coherence was the direct involvement of all cohesive devices in making text coherence. However, there are some placements of cohesive devices that were incorrect in the students' narrative text. It makes the text was not cohesive, and less coherence.

Therefore, it makes cohesive devices were important in achieving text coherence. The researcher used logical relationship to find out the relationship of the devices in achieving text coherence. The result was some sentences were not logical due to inappropriate used cohesive devices. Here is an example of logical relationship used by 11<sup>th</sup> graders of Pelita Bangsa School Cirebon.

(1) *Lion loved to trick other animals, and while Bee was flying, he accidentally threw his food at Bee and caused him to fell down.* (2) *His small body was lying on the floor and no one helped him to stand up.*

Sentence 1 above showed conjunction “and” as a relation of addition. *He* and *his* are an unidentified pronoun. It is due to the placement of pronoun *he* and *his* still make the reader confused as to who is being referred. *Him* refers to the bee. Subsequently, sentence 2 showed Pronoun *his* and *him* refer to the bee. Conjunction “and” as a relation of addition. The example was taken from text 4, entitled “The Strong Bee”.

## CONCLUSION

Based on the findings and discussions, the researcher drew six conclusions. The first research question answered the use of reference in narrative texts written by 11<sup>th</sup> graders of Pelita Bangsa School. The researcher found 3 kinds of references were used by the students in the 11<sup>th</sup> graders, i.e. personal reference, demonstrative reference, and comparative reference. Personal reference was mostly used in the narrative texts of 11<sup>th</sup> graders.

The second research question answered the use of conjunction in narrative texts written by 11<sup>th</sup> graders of Pelita Bangsa School. The findings showed that there were six categories of conjunction used by the 11<sup>th</sup> graders’ students of Pelita Bangsa School. The researcher found additive conjunction was frequently used in the 11<sup>th</sup> graders students. It was followed by temporal conjunction, adversative conjunction, causal conjunction, and continuatives conjunction. It can be said the students are more familiar using conjunction to connect previous information with another in the text.

The third research question answered the use of substitution in narrative texts written by 11<sup>th</sup> graders of Pelita Bangsa School. The researcher only found two categories of substitution, i.e. nominal and verbal substitution. Clausal substitution was not found in the texts at all. However, both nominal and verbal substitutions were rarely found in the text.

It can be argued the students preferred to explain in detail their ideas rather than substitute their ideas to be simpler.

The fourth research question answered the use of ellipsis in narrative texts written by 11<sup>th</sup> graders of Pelita Bangsa School. The researcher only found two categories of ellipsis, i.e. nominal and clausal ellipsis. It means there was no verbal ellipsis at all. The use of ellipsis in the students’ narrative text was rarely found. It can be argued, the students did not get used to using ellipsis in their text.

The fifth research question answered the use of lexical cohesion in narrative texts written by 11<sup>th</sup> graders of Pelita Bangsa School. The researcher found reiteration and collocation items in the text. Reiteration items were mostly used by the students in the 11<sup>th</sup> graders. It is due to there were many repetitions that presented by the students’ narrative texts.

The last research question answered the relationship of the devices in achieving text coherence. The findings showed cohesive devices were important elements to produce text cohesive. Moreover, cohesive devices also create a text make sense to read. Therefore, the relationship of cohesive devices in achieving text coherence was the direct involvement of all cohesive devices in making text coherence. However, there were some placements of cohesive devices that were incorrect in the students’ narrative text. It makes the text was less cohesive, and less coherence.

In addition, the weaknesses of this research are the researcher did not observe the students in the class directly. It is due to the researcher only received the students’ text via email. It makes there was no any interaction between the researcher and the students. Therefore, the researcher did not know the students’ ability directly. Moreover, the findings of this research were not significant since this was subjective research. It only tended to the researcher’s assumptions and opinions. There were no specific results as in quantitative research.

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