

**GRAMMATICAL AND LEXICAL COHESION FOUND IN NARRATIVE TEXT
MADE BY THE TENTH GRADE STUDENTS OF SMA N 1 SAMIGALUH
IN THE ACADEMIC YEAR OF 2016/2017**

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ABSTRACT

This paper aimed to find out what kinds of grammatical and lexical cohesion in narrative text made by the tenth grade students and what kinds of dominant cohesion in narrative text made by the tenth grade students. This research is qualitative research because the researcher made the descriptions toward the finding of collecting the data. The main instrument in this research is the researcher. They used written test as a technique of collecting data. In collecting the data, the researchers did some steps, they were: coming to the school, asking permission to the teacher to get the written document of students writing in her class, asking the students to make a narrative text, analyzed how many grammatical and lexical cohesion in the narrative text and found out how many percentages of grammatical and lexical cohesion that the student use in the narrative text which was written by the students on April 11th, 2017. The results of showed that there are two types of cohesion in narrative text written by students. They are 171 (81%) grammatical cohesion and 39 (19%) lexical cohesion.

Keywords: , grammatical cohesion, lexical cohesion, narrative text, writing

INTRODUCTION

People use the language to communicate with others. Therefore, everyone needs language to interact with each other in their social group. English is one of the international languages intensively used in international communication in written as well as in spoken language. People speak a language to express their wishes, feeling and thought, ideas, and they will be understood by others who know the language. To send their message, the speakers can use spoken or written language. Written language is a means of sending message from the writer to the readers by using the printed media.

Therefore, there are four skills that have to be acquired by the learners. Those are stem that is arbitrary sound used by the members of the social group to work together, to communicate and to identify sounds. reading, listening, writing, and speaking. Writing is one of the skills that is very important to be mastered by the learners. Writing skill is the ability to express ideas or opinions in written English. According to Patel and Jain (2008: 125) writing is a kind of linguistic behavior, a picture is not. It presents the sounds of language through visual symbols.

Writing is one of the four language skills besides listening, speaking, and reading. It is an activity in arranging word, phrases, and sentences that is grammatically correct and appropriate with its purpose. Writing skill is one of the important competences that must be mastered by students because we know that language is not only in spoken form, but also it can be used in written form. This skill does not merely focus on words, phrase, sentences pattern and grammar, but also focus on the idea of each paragraph in the text contextually.

According to Brown (2003:219) there are genres of writing such as academic writing, job-related writing, and personal writing. Brown also states that there are types of writing

such as imitative, intensive, responsive and extensive writing. All of the genres and types of writing always related to text since it written work.

A text consists of sentences and paragraphs that have to be linked each other to develop the unity and coherence of the text. Besides, the uses of cohesive devices can link the sentences and paragraphs to unify the text. Cohesion which is used to combine sentence consists of grammatical and lexical cohesion. According to Cutting (2008: 8), cohesion can be divided into two types: grammatical and lexical cohesion. Grammatical cohesion refers to a combination of items between sentences that form grammatical aspects. While lexical cohesion refers to a combination of terms between sentences that form lexical cohesion.

Grammatical cohesion can be divided into four kinds: 1) Reference, 2) Substitution, 3) Ellipsis, and 4) Conjunction. First, reference is grammatical cohesion devices in a text that can only be interpreted either to some other parts of the text. Second, substitution is the use of forms to represent earlier mentioned entities or event. Third, ellipsis is a grammatical cohesion or a substance language that is described as a form of substitution in which the original item is replaced by zero. Fourth, conjunction is a grammatical cohesion that links one substance to another substance in discourse.

Lexical cohesion is divided into two kinds: 1) Reiteration and 2) Collocation. Besides, Reiteration consists of Repetition, Synonym, Superordinate, and General Word. First, repetition is lexical cohesion that repeats the constituents. Second, synonymy is the word that has similarity in the meaning. Third, superordinate is a lexical cohesion or a relationship between constituents that have general meaning. Fourth, general word is lexical cohesion that a name for a more general class. Then, collocation is the regular pattern of relationship between words. Cohesion is very important in communication. The case of cohesion might confuse people especially of its reference.

For example:

We have been established by an Act of Parliament as an independent body to eliminate discrimination against disabled people and to secure equal opportunities for them. To achieve this, we have set ourselves the goal of: ‘A society where all disabled people can participate fully as equal citizens’.

Here, the personal pronoun ‘them’ refers to the same referent as the noun ‘disabled people’ did. There is also grammatical cohesion through the phrase ‘To achieve this’, in which the demonstrative pronoun ‘this’ is cohesive with the aim of eliminating ‘discrimination against disabled people’ and ‘securing equal opportunities for them’. Based on the discussion of cohesion as a sign relationship such as grammatical cohesion above, the researcher tries to find the signal relationship or signal cohesion and looks for the harmony relationship in writing class.

Based on the facts above, the problems can be formulated as follows:

1. What kinds of grammatical cohesion are used in narrative text made by the tenth grade students of SMA N 1 Samigaluh in the academic year of 2016/2017.
2. What kinds of lexical cohesion are used in narrative text made by the tenth grade students of SMA N 1 Samigaluh in the academic year of 2016/2017.
3. What kind of cohesion is dominant in narrative text made by the tenth grade student of SMA N 1 Samigaluh in the academic year of 2016/2017

METHOD

This is qualitative research. This research was conducted by observing the authentic documents of the tenth grade students in English class in case to get real result. The

researcher wants to identify and to describe the analysis of grammatical and lexical cohesion in students' writing narrative text. The researcher will analyze the text and find out the cohesion occurred based on Halliday and Hasan covering grammatical and lexical cohesion.

The data are writing results of the students in English class. Meanwhile, the source of the data in this research are documents from students writing in English class. In this research, the researcher is the instrument.

Documentation was used by the researcher as the technique of collecting data. The researcher uses written document in doing the research. The documents are the writing result of students in English class.

In collecting the data, there are several steps carried by the researcher. They are as follows:

1. The researcher asked permission to the teacher to get the written documents of students writing in her class.
2. The researcher collected the data from the teacher.
3. The researcher chose several written documents as his data.

After collecting the data, the researcher took procedures of data analysis. The steps of data analysis are described as follows:

1. Categorizing
2. Classifying
3. Analyzing
4. Discussing
5. Reporting

RESULTS AND DISCUSSION

The researcher analyses the grammatical and lexical cohesion of narrative text made by the students of SMA N 1 Samigaluh based on Halliday and Hasan's theory. Based on the theory the researcher can summarize the result of the analysis in below table to obtain a better view.

The researcher briefly sums up all kinds of cohesion used in the narrative text made by students of SMA N 1 Samigaluh. It can be seen on the table below:

Table 4.11

Summary of Cohesion

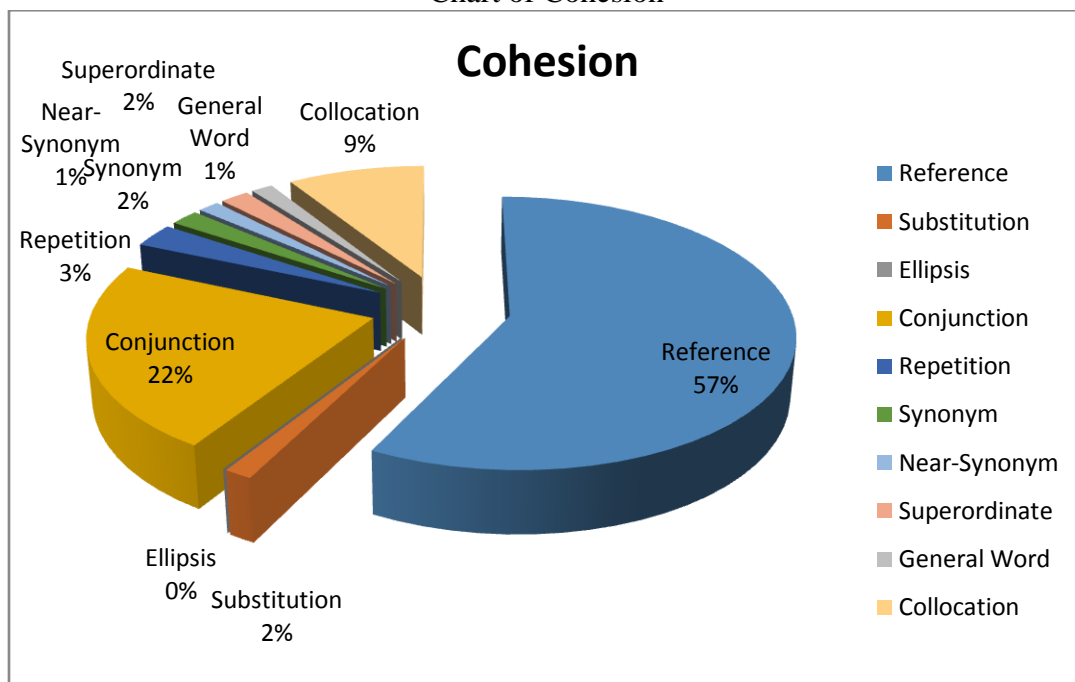
No.	COHESION	TEXTS										Total	%
		1	2	3	4	5	6	7	8	9	10		
GRAMMATICAL COHESION													
1	Reference												
	a. Personal Reference	14	15	10	10	14	7	5	11	11	6	103	49%
	b. Demonstrative Reference	-	2	2	3	3	1	1	-	2	2	16	8%
	c. Comparative Reference	-	1	-	-	-	-	-	-	-	-	1	0%
	Reference Total											120	57%
2	Substitution												
	a. Nominal Substitution	-	2	-	1	-	-	-	-	-	-	3	1%

	b. Verbal Substitution	-	-	-	-	-	-	-	-	-	-	-	0%
	c. Clausal Substitution	-	-	-	-	-	-	-	-	-	-	-	0%
	Substitution Total											3	1%
3	Ellipsis												
	a. Nominal Ellipsis	-	-	-	-	-	-	-	-	-	-	-	0%
	b. Verbal Ellipsis	-	-	-	-	-	-	-	-	-	-	-	0%
	c. Clausal Ellipsis	-	-	-	-	-	-	-	-	-	-	-	0%
	Ellipsis Total											-	0%
4	Conjunction												
	a. Additive Conjunction	3	3	3	3	4	1	2	-	3	3	25	12%
	b. Adversative Conjunction	1	-	-	1	-	-	1	-	1	3	7	3%
	c. Causal Conjunction	4	-	1	2	2	1	-	-	-	1	11	5%
	d. Temporal Conjunction	-	1	1	1	-	1	1	-	-	-	5	2%
	Conjunction Total											48	23%
Grammatical Cohesion Total											171	81%	
LEXICAL COHESION													
1	Repetition	2	2	2	-	-	-	-	-	-	-	6	3%
2	Synonym	2	-	-	-	-	2	-	-	-	-	4	2%
3	Near-Synonym	-	-	-	-	-	3	-	-	-	-	3	1%
4	Superordinate	-	-	-	-	4	-	-	-	-	-	4	2%
5	General Word	-	-	-	-	-	3	-	-	-	-	3	1%
6	Collocation	8	2	3	2	-	-	2		1	1	19	9%
Lexical Cohesion Total											39	19%	
COHESION TOTAL											210	100%	

The table above shows that from 10 texts made by the students of SMA N 1 Samigaluh, students use 171 (81%) grammatical cohesions and 39 (19%) lexical cohesions.

The researcher also presents the percentage result of the usage of cohesions in the chart below:

Chart 1
Chart of Cohesion



From the chart above, the researcher can describe that the dominant cohesions uses in the narrative text made by the students of SMA N 1 Samigaluh is reference, includes in grammatical cohesion which is 57%. The second place is conjunction which is 22%, and the third is collocation which is 9%.

Based on the table above, the researcher can answer the statement of the problems of this research. The first statement is kinds of grammatical cohesion used in the narrative text made by the students of SMA N 1 Samigaluh. They are reference (57%), conjunction (22%) and collocation (9%).

The second statement is kinds of lexical cohesion used in the narrative text made by the students of SMA N 1 Samigaluh. The students uses all kinds of lexical cohesion they are repetition (3%), synonym (2%), near-synonym (1%), superordinate (2%), general words (1%) and collocation (9%).

The last statement is the dominant cohesion used in the students' writing narrative text. The dominant cohesion uses in this text is personal reference as much 103 occurrences. Mostly the students use personal references in their writing. Thus the students mostly used grammatical cohesion in their writing particularly in narrative text.

Student 1. Narrative text entitled: The Smart Monkey and The Dull Crocodile.

Paragraph 1

*One day there was a monkey. **He** wanted to across the river. But **he** did not how to across the river. Then **he** saw the crocodile, **he** asked the crocodile to take **him** across the other side of the river. The crocodile agree then the crocodile swam down the river with the monkey on **his** back too.*

1. Grammatical Cohesion

a. Personal Reference

The personal reference elements which exist within the first paragraph are **he** and **him** as personal pronoun, and **his** as possessive pronoun. **He** in this paragraph refers to **the monkey** and **the crocodile**.

b. Causal Conjunction

Causal conjunction in this paragraph is only **then**. **Then** in here is explains the relations between the sentence “*he do not know how to across the river*” as a reason and sentence “*he asked the crocodile to take him*” as a result.

c. Adversative Conjunction

Adversative conjunction in this paragraph is only **but**. This adversative conjunction explains about expectation of the monkey to cross the river but he did not know how to cross the river.

2. Lexical Cohesion

a. Reiteration

The only reiteration in this paragraph is repetition of **across**. The verb across refers back to across.

b. Collocation

The only collocation in this paragraph is **swam down**. This collocation formed from two words and united to complete the meaning.

Paragraph 2

When they were in the middle of the river the crocodile was hungry. So he stopped and said to the monkey “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again”.

1. Grammatical Cohesion

a. Personal Reference

Personal reference in the second paragraph are **they, my** and **he**. **They** and **he** are stand for personal pronoun, meanwhile **my** as possessive adjective. In here **they** refer to the monkey and the crocodile, **my** refers to crocodile’s father, and **he** refers to crocodile.

b. Causal Conjunction

Causal conjunction in this paragraph is only **so**. **So** in this paragraph is refer **to** the reason between the crocodile hungry and as the result the crocodile stopped his swim. The second sentence that using **so** as a reason and result is when crocodile said that his father was very sick as a reason, and the result is he has to eat the heart of the monkey as a result.

c. Additive Conjunction

Additive conjunction in this paragraph is only **and**. And in here is connected between the sentence “the crocodile was hungry so he stopped and said to the monkey”.

2. Lexical Cohesion

a. Collocation

Collocation found in this paragraph is **hungry** and **eat** as a complementary collocation, which is drawn from the same series.

Paragraph 3

The monkey was shocked, he was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swam back to the river bank. “What is for” asked the crocodile. “I will pick my heart because I do not bring it” said the monkey”.

1. Grammatical Cohesion

a. Personal Reference

Personal reference in this paragraph are **he, my** and **it**. **He** is a personal pronoun, meanwhile **my** and **it** are possessive adjective. **He** in this paragraph refers to the monkey. Then **my** in this paragraph is refer to the monkey’s heart, and then **it** is refer to the heart itself.

b. Causal Conjunction

Causal conjunction in this paragraph is only **then**. **Then** in here is explains the relations between the sentence “*he was in the dangerous situation*” as a reason and sentence “*then he had a good idea*” as a result.

c. Additive Conjunction

Additive conjunction in this paragraph is only **and**. **And** in here is connecting between the sentence “*he was in dangerous situation and he had to think hard*”.

2. Lexical Cohesion

a. Collocation

Collocations in this paragraph are **good idea**, **think hard** and **swim back**. All of them have a function to fulfill the meaning of those words.

Paragraph 4

The crocodile agree and turned around. He swam back to the bank of the river. As soon as they reached the river bank the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree.

1. Grammatical Cohesion

a. Personal Reference

Personal references in this paragraph are **he** and **they** as personal pronoun. **He** in this paragraph is refer to the crocodile and the monkey. Meanwhile **they** in here is refer to the crocodile and the monkey.

b. Additive Conjunction

Additive conjunction in this paragraph is only **and**. **And** in here is connecting between clauses “*the crocodile agree and turned around*”.

c. Temporal Conjunction

Causal conjunction in this paragraph is only **then**. **Then** in here explains the sequences between the sentence “*the monkey jumped off the crocodile’s back*” as the first action. **Then** *he climbed up to the top of a tree*” as a next sequence after the first action.

3. Lexical Cohesion

a. Collocation

Collocations in this paragraph are **climbed up**, **river bank** and **swam back**. These pairs of words combined to fulfill the meaning.

b. Reiteration

The reiteration in this paragraph is only repetition. The repetition in here is found on sentence “*he swam back to the bank of the river*” and “*as soon as they reached the river bank*”. **River** in here refers to the **river**.

Paragraph 5

“Where is your heart”? asked the crocodile. “You are dull crocodile. You stupid” said the monkey to the crocodile. “Now I am free and I have my heart”.

1. Grammatical Cohesion

a. Personal Reference

Personal references in this paragraph are **you**, **I**, and **your**. **You** and **I** are personal pronoun, and **your** is stand for possessive adjective. **You** in here refer to the crocodile, **I** refer to the monkey, and **your** refer to the monkey’s heart.

2. Lexical Cohesion

a. Synonym

Synonym in this paragraph is **dull** and **stupid**. Both of those words are similar in meaning. The meaning of both words is stupid.

Student 2. The narrative text entitled: Fox and A Cat

Paragraph 1

One day a cat and a fox were having a conversation. The fox, who was a concerted creature, boasted how clever she was. “Why? I know at least a hundred tricks to get away from or mutual enemies, the dogs” she said.

1. Grammatical Cohesion

a. Personal Reference

Personal references found on this paragraph are **I**, **she**, and **our**. **I** and **she** as personal pronoun, while **our** stand for possessive adjective. I refer to the fox, meanwhile **she** also refers to the fox, and **our** is refer to the fox and the cat.

b. Demonstrative Reference

Demonstrative reference in this paragraph is only **the**. **The** stands as determiner for dog and fox, found in sentence “ *The fox, who was a concerted creature*” and “*get away from or mutual enemies, the dogs*”.

c. Additive Conjunction

Additive conjunction in this paragraph is only **and**. **And** in here is connecting between clauses “*One day a cat and a fox were having a conversation*”.

2. Lexical Cohesion

a. Collocation

Collocation found in this paragraph is only **get away**. This words formed from two words, **get** and **away** which is appear to complete the meaning when unite.

Paragraph 2

“I know only one trick to get away from dogs” said the cat. “You should teach me some of yours!” “Well, maybe someday when I have the time, I may teach you a few of the simplest one” replied the fox airily.

1. Grammatical Cohesion

a. Personal reference

Personal references in this paragraph are **I**, **you**, **me** and **yours**. **I**, **me** and **you** in here classified as personal pronoun. In other hand, **yours** in here is includes in possessive pronoun. **I** in here refers to the cat. **You** refers to the fox. **Me** refers to the cat. Then **yours** refers to the fox’s tricks.

b. Comparative reference

Comparative reference in this paragraph is only **some**, in sentence “You should teach me **some** of yours!”. **Some** in here refers to the fox’s tricks

c. Nominal substitution

Nominal substitution in this paragraph is only **one**. The sentence is “I may teach you a few of the simplest **one**”. In here, **one** refers to the tricks that fox said he had.

2. Lexical Cohesion

a. Reiteration

In this paragraph, the reiteration occurs only one, it is **teach**. This reiteration includes in repetition category. **Teach** in the sentence “*You should teach me some of yours!*” and “*I may teach you a few of the simplest one*” is refer to the *teach itself*”.

Paragraph 3

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder. The dogs were coming to their direction. At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. “This is the trick I told you about, the only one I know” said the cat.

1. Grammatical Cohesion

a. Personal Reference

Personal references in this paragraph are **they, their, its, I, and you**. **I, you** and **they** are include in possessive pronoun, meanwhile **their** and **its** are include in possessive adjective. **They** in this paragraph stands for the cat and the fox, **their** refer to the fox and the cat also. **Its** refer to the tree, **I** refer to the cat, and **you** refer to the fox.

b. **Temporal Conjunction**

Temporal conjunction in this paragraph is only **at once**. In here, **at once** is found in the sentence “*The dogs were coming to their direction. At once the cat ran to the nearest tree...*”. **At once** in the sentence refers to the action took by the cat; ran into the tree and climbed into its branches, after heard the dogs barking and coming to the cat direction. In other word **at once** in this sentence also indicates the parallel of two sequences, which is the second sentence refers to previous event in the first sentence.

c. **Additive Conjunction**

Additive conjunction in this paragraph is only **and**. **And** in this paragraph is connecting two similar words, which is in sentence “*louder and louder*”, and also connecting between two clauses in sentence “*the cat ran to the nearest tree and climbed into its branches*”.

d. **Demonstrative Reference**

Demonstrative reference found in this paragraph is only **this**. In this paragraph, **this** act as determiner from sentence “*this is the trick I told you about*”. In this sentence, **this** refers to the cat’s trick.

e. **Nominal Substitution**

Nominal substitution in this paragraph is only **one**. The sentence is “the only **one** I know”. **One** in this sentence refers to the trick.

2. **Lexical Cohesion**

a. **Reiteration**

In this paragraph, the reiteration occur is only one, it is **louder**. This reiteration includes in repetition category. The sentence is “*the barking grew louder and louder*”. The louder in here refers to the repeated action by the dogs.

Paragraph 4

The fox silently sat under the tree, wondering which trick she should use. Before she could make up her mind the dogs arrived. They fell upon the fox and tore her into pieces.

1. **Grammatical Cohesion**

a. **Personal Reference**

Personal references in this paragraph are **she, they** and **her**. **She** and **they** are includes in personal pronoun, instead of **her** that include in possessive adjective. **She** refers to the fox. **They** refer to the dogs. Then **her** refers to the fox.

b. **Additive Conjunction**

Additive conjunction in this paragraph is only **and**. **And** in this paragraph is connecting two clauses, in sentence “*they fell upon the fox and tore her to pieces*”. In here, **and** is correlate first clause as a reason and the second clause as a result.

2. **Lexical Cohesion**

a. **Collocation**

Collocation in this paragraph is only **make up**. The collocation **make up** is formed from two different words, which is united and forms to fulfill the meaning.

Student 3. The narrative text entitled: The Ant and The Dove

Paragraph 1

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. In order to reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

1. Grammatical Cohesion

a. Personal Reference

Personal references found in this paragraph are *she*, and *her*. **She** is stands for personal pronoun, and **her** is stands for possessive adjective. **She** refers to the ant, and **her** refers to ant's mind.

b. Additive Conjunction

Additive conjunction in this paragraph is only **and**. **And** in this paragraph is connecting two clauses in a sentence. The sentence is "*she slipped and fell unintentionally into the water*".

2. Lexical Cohesion

a. Reiteration

Reiteration in this paragraph shows in form of repetition, they are **water** and **spring**. Water and spring are repeated in the sentences; "*an ant was seeking for some water*" and "*she slipped and fell unintentionally into the water*". The second sentence is "*she came into the spring*" and "*...to reach the spring*". **The water** refers to **water**, and **the spring** refers to **spring**.

Paragraph 2

She could have sunk if a dove up a nearby tree and not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safety to dry ground.

1. Grammatical Cohesion

a. Personal Reference

Personal references in this paragraph are *she*, *it*, and *her*. **She** and **it** in here are included in personal pronoun. **She** refers to the ant, and **it** refers to the leaf. Meanwhile **her** is includes in possessive adjective and personal pronoun. **Her** in possessive adjective since **her** refers to the ant's safety. In other hand, **her** includes in personal pronoun since it change **the ant** become object in the sentence.

b. Demonstrative Reference

Demonstrative reference found in this paragraph is only **there**. **There** in this paragraph found in sentence "*Then the ant moved towards the leaf and climbed up there*". **There** refers to the leaf.

c. Temporal conjunction

Temporal conjunction in this paragraph is only **then**. **Then** in this paragraph found in sentence "*Then the ant moved towards....*". **Then** in this sentence is indicates the next step took by the ant.

c. Additive Conjunction

Additive conjunction in this paragraph is only **and**. **And** in this paragraph can be found in three sentences. They are "*She could have sunk if a dove up a nearby tree and not seen her*", "*the dove quickly put off a leaf from a tree and dropped it*", and "*Then the ant moved towards the leaf and climbed up there*". **And** in these sentences are connecting two clauses in each sentence.

d. Causal Conjunction

Causal conjunction in this paragraph is only **if**. In this paragraph, the function of **if** is to explain the reason and result of first clause and second clause contrastively in sentence "*She could have sunk if a dove up a nearby tree...*".

2. Lexical Cohesion

a. Collocation

Collocations found in this paragraph are **climbed up** and **flew away**. Both of those collocations are derived from two words that formed to complete the meaning. **Climbed up** originally formed from **climb** and **up**, and **flew away** originally comes from **fly** and **away**.

Paragraph 3

Not long after that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in his way.

1. Grammatical Cohesion

a. Personal Reference

Personal references found on this paragraph are **his** and **it**. **His** is included in possessive adjective. **His** refers to the hunter's net. **It** is included in personal pronoun, the function is become an object of the sentence and **it** in here refers to the dove.

b. Temporal Conjunction

Temporal conjunction in this paragraph is only **not long after that**. This temporal conjunction is indicates the time sequence that happen when the ant has just saved from falls into the water and then the hunter try to trap the dove.

Paragraph 4

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from the net.

1. Grammatical Cohesion

a. Personal Reference

Personal references in this paragraph are **he**, **him**, and **his**. **He** in this paragraph can be found in sentence "*Guessing what he should do...*" and refers to the ant. **He** in here is included in personal pronoun. **Him** in the sentence "*quickly bit him on the heel*" refers to the hunter, and **him** is included in personal pronoun since **him** is stands as object of the sentence. **His** in this paragraph can be found in sentence "*the hunter dropped his net*". **His** in here stands as possessive adjective and refers to the hunter's net.

b. Additive Conjunction

Additive conjunction in this paragraph is only **and**. **And** in this paragraph can be found in the sentence "*the hunter dropped his net and the dove...*". **And** in this sentence indicates the actions that happen in one time, and equal, which is "the hunter drop his net and the dove fly away".

2. Lexical Cohesion

a. Collocation

Collocation found in this paragraph is only **flew away**. This flew away derived from two words that formed to complete the meaning, they are originally comes from **fly** and **away**.

Student 4. The narrative text entitled: True Friends

Paragraph 1

Once upon a time there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest so they promised each other that they would always be together in any case of danger.

1. Grammatical Cohesion

a. **Personal Reference**
Personal reference in this paragraph is only **they** and found in these sentences “*They knew that anything dangerous....*” And “*so they promised each other that they would always be together...*”. All of **they** in those three sentences indicates personal pronoun and refers to two close friends.

b. **Causal Conjunction**
Causal conjunction in this paragraph is only **so** and can be found in the sentence “*so they promised each other...*”. **So** in this sentence indicates the relation between reason that they went to the forest together and as the result they promise to be together no matter happens.

Paragraph 2

Suddenly they saw a large bear getting closer toward. Then one of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb the tree. So being led by his common sense he lay down on the ground breathless and pretended to be a dead man.

1. Grammatical Cohesion

a. **Personal Reference**
Personal references in this paragraph are **they, them, his,** and **he**. **They** and **he** are included in personal pronoun, found in sentence “*Suddenly they saw...*” and “*...he lay down on...*”. **They** refers to two close friends and **he** refers to friend on the ground. In other hand, **his** and **them** are possessive adjective, found on sentence “*So being led by his common sense ...*” and “*Then one of them climbed ...*”. **His** refers to the friend on the ground’s common sense, and **them** refer to two close friends.

b. **Temporal Conjunction**
Temporal Conjunction found in this paragraph is only **then**. The sentence use **then** in this paragraph is “*Then one of them climbed a nearby tree at once*”. **Then** in this sentence indicates the sequence of action took by one of two friends after heard the bear was come.

c. **Additive Conjunction**
Additive conjunction in this paragraph is only **and**. **And** in this paragraph found in sentence “*So being led by his common sense he lay down on the ground breathless and pretended to be a dead man*”. **And** in this sentence indicates the actions that happen in one time, and equal, they are *breathless and pretended to be a dead man*.

d. **Adversative conjunction**
Adversative Conjunction in this paragraph found in sentence “*But unfortunately the other one did not know how to climb the tree*”. **But** in this sentence indicates the sequence between this sentence and the previous sentence “*Then one of them climbed a nearby tree at once*”. It means that the two sentences have reversed sequences. The first one is indicate the close friend able to climb the tree, but the other friend is not able to climb the tree.

e. **Nominal Substitution**
Nominal substitution in this paragraph is only **one**, and can be found in sentence “*But unfortunately the other one did not know how to climb the tree*”. The one in this sentence refers to one of two close friends. The sentence without substitution would be “*But unfortunately the other close friend did not know how to climb the tree*”.

2. Lexical Cohesion

a. **Collocation**
Collocation in this paragraph is only **common sense**. This common sense derived from two words that are formed to complete the meaning, they are originally comes from **common** and **sense**.

Paragraph 3

The bear came near the one who was lying on the ground. It smelt in his ears and slowly left the place because the bear does not want to touch the dead creatures.

1. Grammatical Cohesion

a. **Personal Reference**

Personal references in this paragraph are *it* and *his*. **It** in here is includes in personal pronoun, while **his** includes in possessive adjective. **It** refers to the bear, and then **his** refers to the one of two close friends' ears just like in this sentence "*It smelt in his ears and slowly left...*".

b. **Additive Conjunction**

Additive conjunction in this paragraph is only **and**. **And** in this paragraph found in sentence "*...ears and slowly left...*". **And** is indicates the sequence of actions took by the bear.

c. **Causal Conjunction**

Causal conjunction in this paragraph is only **because**. **Because** in here is explains the relations between the sentence "*...slowly left the place because the bear does not want to touch the dead creatures*". **Because** in this sentence indicates the result of the bear slowly left the place, and the reason is because the bear does not want to touch the dead creatures.

Paragraph 4

After that the friend on the tree come down and asked his friend that was on the ground. Friend that was on the ground asked "friend, what did the bear whisper into your ear?" The other friend replied "just now the bear advised me not to believe a false friend".

1. Grammatical Cohesion

a. **Personal Reference**

Personal references in this paragraph are *his*, *your*, and *me*. **Me** is includes in personal pronoun meanwhile **his** and **your** are possessive adjective. **Me** refers to one of two friends who was lying on the ground. **His** refers to friend of one of two friends who climb the tree. Meanwhile **your** refers to one of two friend's ear. Those personal reference can be found on these sentences "*...asked his friend that was on the ground*" and "*...what did the bear whisper into your ear?*" and "*just now the bear advised me...*".

b. **Temporal Conjunction**

Temporal conjunction in this paragraph is only **after that**. In here **after that** indicates actions sequence they are the time of one of two friends come down from the tree and the time when one of two friends who was lying on the ground approached by his friend. The sentence is "*After that*

d. **Additive Conjunction**

Additive conjunction in this paragraph is only **and**. **And** in this paragraph found in sentence "*...come down and asked his friend...*". In here, and is indicates the action took by one of two friends after he escaped from the bear by climbed the tree.

2. Lexical Cohesion

a. **Collocation**

Collocation in this paragraph is only **came down**. This came down derived from two words that formed to complete the meaning, they are originally comes from **come** and **down**.

Student 5. Narrative Text entitled: A Fox and A Goat Paragraph 1

A fox fell into a well and could not get out. By and by a thirsty goat came along. Seeing the fox in the well, the goat asked if the water tasted good. "Good" said the fox. "It is the best water I have taste in all of my life". "Come down and try it by yourself".

1. Grammatical Cohesion

a. Personal Reference

Personal references in this paragraph are *it, I, my,* and *your*. **It** is included in personal pronoun. **It** refers to the water in the well, the sentence is "*It is the best water...*". Meanwhile **my** is includes in possessive adjective, then it refers to the fox's life. The sentence is "*...I have taste in all of my life*". Then **your** found in sentence "*...try it by yourself*" indicates the goat. **Your** in this sentence includes in possessive pronoun.

b. Additive Conjunction

Additive conjunction in this paragraph is only **and**. **And** in this paragraph found in sentence "*A fox fell into a well and could not get out*". **And** in this sentence indicates two conditions that happen in one time, which is fell into the well and could not get out. The second and is uses in sentence "*Come down and try it by yourself*". This **and** is explain about the relation between two verbs that occur in one sentence to indicate two things in a sequence.

c. Causal Conjunction

Causal conjunction in this paragraph is only **if**. In this paragraph, the function of **if** is to check whether the water is good or not as indicates in the sentence "*the goat asked if the water tasted good*"

Paragraph 2

The goat was thirsty so he got into the well. When he head drunk enough, he looked around but there was no way to get out. Then the fox said "I've good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back. From there I'll step on your horns and I can get out. And when I'm out, I'll help you out of the well".

2. Grammatical Cohesion

a. Personal Reference

Personal references in this paragraph are *he, I, you,* and *your*. **He, I** and **you** are included in personal pronoun. **He** in here refers to the goat. **I** refers to the fox, and **you** refers to the goat. Meanwhile **your** is included in possessive adjective, and in this paragraph **your** refers to the goat's hind legs, the goat's forelegs, the goat's back, and the goat's horns.

b. Additive Conjunction

Additive conjunction in this paragraph is only **and**. **And** in this paragraph can be found on the sentences "*..your hind legs and put your forelegs...*", "*your horns and I can get out*", and "*And when I'm out, I'll help you out of the well*". **And** in the first sentence is indicates an imperative sentence, then in second sentence it is indicates the reason and the result, and then in the third sentence indicates the promise of the fox to the goat.

c. Causal Conjunction

Causal conjunction in this paragraph can be found in sentence "*The goat was thirsty so he got into the well*". Causal conjunction in this sentence is the usage of **so**. **So** in here is indicates the reason of goat went to the well.

d. Demonstrative Reference

Demonstrative reference found in this paragraph is only **there**. **There** in this paragraph is found in sentence "*From there I'll step on your horns...*". In this sentence, **there** is refers to the goat's back.

e. **Temporal Conjunction**

Temporal Conjunction found in this sentence is only *then*. The sentences use **then** in this paragraph are “*Then the fox said “I’ve good idea” and “Then I’ll climb on your back”*”. **Then** in these sentences indicates the fox plan to get out from the well and shows the sequences that refer to the previous event.

2. **Lexical Cohesion**

a. **Superordinate**

Superordinate in this paragraph can be found in several sentences, they are “*You stand on your hind legs and put your forelegs against the side of the well. Then I’ll climb on your back. From there I’ll step on your horns and I can get out*”. In these sentences, the researcher can found hind legs, forelegs, back, and horns. Those stated are part of body. It means **part of body is the superordinate of hind legs, forelegs, back, and horns**.

Paragraph 3

The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turned to him and said “if you only had thought carefully about getting out, you wouldn’t have jumped into the well””.

CONCLUSIONS

By using the theory of Halliday and Hasan concept of cohesion in English, the narrative text made by the students of SMA N 1 Samigaluh finally revealed. Hence, the researcher draws conclusions as follows:

1. The researcher presented ten texts written by the tenth grade students and found out that there are three kinds of grammatical cohesion used by the tenth grade students of SMA N 1 Samigaluh in writing narrative text. They are reference with 103 personal references occurrences, substitution with 3 occurrences, and conjunction with. There is no students used ellipsis in their narrative text.
2. In the ten texts presented, the researcher also found out that there are six kinds of lexical cohesion used in the narrative text written by the tenth grade students of SMA N 1 Samigaluh. The lexical cohesions used are repetition with 6 occurrences, synonym with 4 occurrences, near synonym with 3 occurrences, general word with 3 occurrences, super ordinate with 4 occurrences and collocation with 19 occurrences.
3. From the explanation above, it can be seen that students of SMA N 1 Samigaluh mostly used personal reference as grammatical cohesion used in their writing narrative text with 103 occurrences, or 57% from total cohesions used. The researcher also can summarize that the tenth grade students of SMA N 1 Samigaluh are able to combine grammatical and lexical cohesion in their writing of narrative text. The researcher can conclude that the narrative text made by the students of SMA N 1 Samigaluh rich with cohesion both grammatical and lexical cohesion. Thus the students have sufficient knowledge in writing narrative text.