AN ANALYSIS OF COHESION AND COHERENCE OF THE STUDENTS' NARRATIVE WRITING AT THE FIRST GRADE OF SMA NEGERI 4 LANGSA

THESIS

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STATEMENT OF CERTIFICATION

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The writer,

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ABSTRACT

This study attempted to describe and explain (a) the cohesion and coherence of English narrative writing produced by the students under study; (b) the problems encountered by the students in creating cohesion and coherence in their English narrative writings. This study was designed as qualitative study. This study was conducted on 20 students of the first grade student of SMA Negeri 4 Langsa. The data were collected through students' narrative writings, and teachers' interview. The data were analyzed by using the theory introduced by Halliday and Hasan (1976). The analysis was concerned with: grammatical cohesion (reference, substitution, ellipsis, conjunction), lexical cohesion (reiteration and collocation) and aspect of coherence that were found in the students' writings based on themes and generic structure of narrative text. The results of this study show that (a) The students produced the five types of cohesive devices to serve the coherence of their writings of which reference 48.16% with personal reference as the dominant use. Then, it was followed by conjunction 26.02%, substitution 8.81%, ellipsis 0.20%, lexical cohesion was used 82 items or 16.80%, (b) The students' produced coherence of the narratives through the development of themes, and the generic structure; (c) The problem in using cohesive devices and coherence. Problem in using cohesive devices included the problems with: reference; (personal reference), problem in conjunction, and limited choice of ellipsis and lexical items. In terms of problem in coherence included the problem in their generic structure.

Key words: *Cohesion, Coherence, Narrative*.

CHAPTER I

INTRODUCTION

A. Background of Study

Language is one of the most important things in communication and it is used as a means of communication among the nations in all over the world. By using a language, people can express their feelings, thoughts, and minds. People use language to communicate with each other in fulfilling their daily needs. In fact, language plays an important role in human life. It is important for us to learn a language especially English, as an international language, English is spoken in many international events and it is used as a medium for information on education, science, technology, and culture. In addition, the use of English is very important in communication so that the interest in learning English grow very rapidly.

English is very important and has many interrelationships with various aspects of life owned by human being. English is taught as a foreign language and one of the subjects in the school that also uses Competency Based Curriculum in learning English from elementary school until university level. In Educational context, English has become a compulsory subject, it must be studied by all of students. When learning English, the students are taught four language skills integratedly, They are reading, listening, speaking, and writing. Listening and reading are considered as receptive skills because people are involved in receiving information, while speaking and writing are productive skills since people are

involved in producing information. One of the most important skills in English education is writing.

Writing is a productive skill, in which the students can deliver their ideas, messages and feeling to readers. Because of it, they should organize the system of language well in order to be understood. The skill of writing will help much if one wants to contact people through mass media. Through writing, one can communicate and share information with others. Furthermore, the main focus of teaching writing is to develop competency in creating a good writing. To achieve a good writing, the text should be coherent and cohesive.

On the other hand, writing as one of the four skills in English is considered as the difficult and challenging skill compared to the other skills either for most students or even for teachers. There are many cases in which both teachers and students have difficulties in producing good compositions. The difficulties lie not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. Second language writers have to pay attention to higher level skills of planning and organizing as well as lower skills of spelling, punctuation, word choice and so on. The difficulty then becomes more pronounced if their language proficiency is weak. Because of this, writing is the least popular language skill and most students consider writing to be the least useful language skill.[1]

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[1] Nurmaini Harsyaf, M. Y., and Zakhwan Izmi, *Teaching Writing*: Supplement Module – MGMP – Bermutu (Jakarta: P3G Bahasa Jakarta, 2009), 1.

A good writing requires unity, coherence, and adequate development, with coherence as the most important factor.[2] The teachers are required to assist students in generating, organizing, and ordering the content of a text so that the text they produce becomes coherent. Therefore, the topic of coherence is necessary in the teaching of writing and English learners and teachers are to have clear understanding of the concept of cohesion and coherence. This is because cohesion and coherence are components of writing skill which constitute the crucial part of writing quality and a virtual guarantee of writing quality. Murcia and Olshtain claim that cohesion and coherence are two important features of well-written text that should be considered in writing a text.[3]

Coherence is the way to relate a group of clauses or sentences to the context and cohesion refers to the way we relate or tie together bits of the discourse.[4] Concerning the students' problems in using cohesive devices, recent scholarship demonstrates that many linguists and composition theorists have reached a conclusion that it is useful to analyze cohesion in writing as it contributes to coherence in prose. Cohesion analysis can help distinguish stages of writing development and might provide methods of explaining concretely some of the differences between good and poor student writing. Also, Halliday and Hasan

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[2] Daisy Almaden, O. *An analysis of the Topical Structure of Paragraphs Written by Filipino Students. The Asia-Pacific Education Research*, 15(1), 127-153. December 2006. Available at: *http://www.dlsu.edu.ph/research/journals/tapers/pdf/200612/ALMADEN.pdf*. (retrieved on October 12, 2010).

[3] Marianne Murcia, Celce & Elite Olshtain. *Discourse and Context in Language Teaching.*(Cambridge: Cambridge University Press, 2000), 125

[4] M, A. Halliday, and Ruqaiya Hasan. *Cohesion in English*. (London: Longman, 1976), 23.

contend that through analyzing the use of cohesive device, one could evaluate or assess writing quality from the perspective of coherence.

However, for some students, it is not easy to write cohesive and coherent text. Here, the students often produce incoherent writing. It was found that the students faced problems in producing a good writing. There are three characteristics of a good writing namely; unity, coherence, and adequate development.[5] Based on the theory of a good writing, the first grade students of SMA Negeri 4 Langsa did not understand how to make a good writing. It could be seen in their writings. The students used inappropriate cohesive devices. They also had problem in organizing their ideas. Their writings could not deliver the message well because the writings lack of unity and coherence. Particularly, this study is intended to look at the texts written by the first grade students in terms of their cohesiveness, coherence and the problems may occur in creating both aspects in their writing.

Based on the phenomena illustrated above, the researcher interested in investigating and analyzing cohesion and coherence of narrative writings written by the first grade students of SMA Negeri 4 Langsa and take the title "**An Analysis of Cohesion and Coherence of The Students' Narrative Writing at The First Grade of SMA Negeri 4 Langsa ".**

B. **Research Question**

In conducting research, the researcher would like to formulate the problem in this research. Without having problem, there is nothing to do if the researcher

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[5] Sutama, I. *Perkembangan Koherensi Tulisan Siswa Sekolah Dasar*. (Malang: Institut Keguruan dan Ilmu Pendidikan, 1979),

does not know how to respond the problem through this research. The research questions of this research are :

1. How are the cohesion and coherence of English narrative writing produced by students in writing narrative text at the first grade of SMA Negeri 4 Langsa ?

2. What are the problems encountered by the first grade students of SMA Negeri 4 Langsa in creating cohesion and coherence in their English narrative writing?

C. Purpose of Study

The purposes of study are :

1. To describe the cohesion and coherence of English narrative writing produced by students in writing narrative text.

2. To explain the problems encountered by the students in creating cohesion and coherence in their English narrative writing.

D. Significances of Research

1. Theoretically

The researcher hopes that this research would be useful to improve the learners understanding about good writing. Besides, the researcher hopes this research can provide the readers some information about cohesion and coherence especially in writing narrative text.

2. 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 learners have progressed, and providing insights on how to help students become

aware of elements of coherence in writing. For the students, it is expected that this study may be valuable and could help them develop their writing into a good and creative one. For further research, this study may provide a reference for those who are interested in text analysis, especially the study of text cohesion and coherence.

E. Terminology

Terminology is a term that will be used in this research. It was as follow:

1. Cohesion

Since the term of cohesion in paragraph refers to the content relationship, Halliday and Hasan propose five cohesive devices in English as a mark of cohesion in discourse. Cohesion has role of building up sentences in any given text. This comes through the linking of different parts of a text to each 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. So, cohesion has a relation with the broader concept of coherence. Classify cohesion in English into two broad categories: grammatical cohesion and lexical cohesion.[6]

2. Coherence

The term 'coherence' is regarded as the link in a text that connects ideas and makes the flow of thoughts meaningful and clear for readers.[7] Coherence refers to the elements internal to a text which consist of cohesion and register.[8] Coherence

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[6] M, A. Halliday, and Hasan, R. *Cohesion in English*. (London: Longman, 1976), 6.
[7] Castro, C.D. *Cohesion and the Social of Meaning in the Essay of Philiphine College Students' writing in L2/English. Asia Pacific Education Review*//5 (2) (2004)215-225.
[8] M, A, Halliday, and Hasan, R. *Cohesion in English*. (London: Longman, 1976), 23.

is an umbrella term for many aspects, such as the sequencing of events covered in the text, completeness of the actions or concept laid out in it and whether the text conforms to what we would expect from a piece of writing belonging to a given genre.[9] Enkvist defines coherence as "the quality that makes a text conform to a consistent world picture and is therefore summaries able and interpretable" and coherence is primarily related to the nature and property of the text.[10] Enkvist distinguishes between two types of semantic connection: (1) connection through cohesion in the surface level and (2) connection through coherence in the profound level.

3. Narrative

Narration is commonly called as storytelling, whether we are relating a single story or several stories related to ones.[11] Through narration, we make a statement clear by relating in detail something that has happened to us. In the story we tell, we present the details in which they happened. They are series of events that happened to a character (human, animal, plant or thing). Narrative text is signed by the chronological use of time.[12] In relation to the types of narrative, there are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads,

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[9] Roland Pearson, and Speck, Barry Pennock. *Coherence in English Essay Written by Non Native Students of Sociology. Quarders de Filologia Estudies Linguistics. Vol. X (2005) 261-278.*

[10] N.E. Enkvist. Seven Problems in the Study of Coherence and Interpretability. In U. Connor and A.M. Johns (Eds.), *Coherence in writing: Research and Pedagogical Perspectives.* (Alexandria, VA:TESOL. 1990), 11-28.

[11] John Langan. *College Writing Skill. 6th Edition*. (NewYork: The McGraw Hill Companies, Inc. 2005), 191.

[12] Zaimar and Harahap. *Telaah Wacana*. (Jakarta: The intercultural Institute. 2009), 47.

slice of life, and personal experiences. 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: orientation, complication and resolution.