AN UNDERGRADUATE THESIS

AN ERROR ANALYSIS ON USING COHESIVE DEVICES IN STUDENTS' NARRATIVE WRITING TEXT AT SMK MUHAMMADIYAH 2 METRO

By:

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STATE INSTITUTE OF ISLAMIC STUDIES OF METRO

1439 H / 2018 M

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Presented as a Partial fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

By:

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APPROVAL PAGE

Title   : AN ERROR ANALYSIS ON USING COHESIVE
                       DEVICES IN STUDENTS' NARRATIVE WRITING
                       TEXT AT SMK MUHAMMADIYAH 2 METRO

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Appendix   : 1 (one) bundle
Matter   : In order to hold Munaqosah

To:

The Honorable the Dean of
Tarbiyah and Teacher Training Faculty
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Assalamu'alaikum Wr. Wb.

We have given guidance and enough improvement to the undergraduate thesis which is written by:

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It has been agreed so it can be continued to the Tarbiyah and Teacher Training Faculty in order to be discussed on the Munaqosah. Thank you very much.

Wassalamu'alaikum Wr. Wb.

Metro, July 2018

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Kepada Yth,
Dekan Tarbiyah and Ilmu Keguruan IAIN
Di Metro

Assalamu'alaikum Wr. Wb.

Setelah kami adakan pemeriksaan dan bimbingan seperlunya maka skripsi yang telah disususun oleh:

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Sudah kami setujui dan dapat dimunaqosahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

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Pembimbing 1   Pembimbing 2

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RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ERROR ANALYSIS ON USING COHESIVE DEVICES IN STUDENTS' NARRATIVE WRITING TEXT AT SMK MUHAMMADIYAH 2 METRO. Written by Adetia Indriyani, student number 14120847, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, July 13th, 2018 at 09.30 – 11.30 am.

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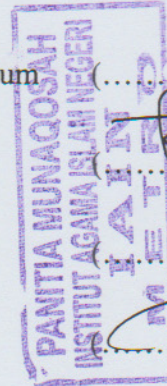
The Dean of Tarbiyah and Teacher Training Faculty,
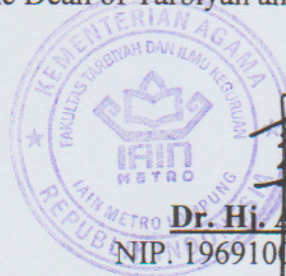
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ABSTRACT

AN ERROR ANALYSIS ON USING COHESIVE DEVICES IN STUDENTS' NARRATIVE WRITING TEXT AT SMK MUHAMMADIYAH 2 METRO

By:

ADETIA INDRIYANI

This research aimed to know students' writing on using cohesive devices and find the type of its errors in narrative writing text that made by tenth graders of SMK Muhammadiyah 2 Metro. In this research, the writer only focused on one types of cohesive devices that is grammatical cohesion. This research is a qualitative research with case study approach. Documentation and interview are used as research instrument. Then, the research analyzed the data by Creswell analysis technique.

The findings of this research were: (1) there were 103 errors on using grammatical cohesion, is reference, conjunction and ellipsis. The errors consisted of 69 reference errors (67%), 30 conjunction errors (29%) and 4 ellipsis errors (4%). As a result, reference has the biggest errors in students' narrative writing text with percentage is 67%. (2) the grammatical cohesion errors in students' narrative writing text is caused because the students felt difficult in writing activity, the students are lack knowledge about grammatical cohesion. (3) its problem solving is the students should study and know more about using of grammatical cohesion. The conclusion of this research is that the tenth graders of SMK Muhammadiyah 2 Metro did not understand the use of grammatical cohesion in narrative writing text. So the students should more study and know about on using grammatikal cohesion in writing.

Keyword: *Grammatical Cohesion, Cohesive Devices, Narrative Text, Writing*

ABSTRAK

ANALISA KESALAHAN PENGGUNAAN PERANGKAT KOHESI DALAM TEKS PENULISAN NARATIF SISWA DI SMK MUHAMMADIYAH 2 METRO

Oleh:
ADETIA INDRIYANI

Penelitian ini bertujuan untuk mengetahui tulisan siswa dalam menggunakan perangkat kohesi dan menemukan jenis kesalahannya dalam teks penulisan narasi yang dibuat oleh kelas X SMK Muhammadiyah 2 Metro. Penelitian ini fokus pada satu jenis perangkat kohesi yaitu kohesi gramatikal. Penelitian ini adalah penelitian kualitatif dengan pendekatan studi kasus. Dokumentasi dan wawancara digunakan sebagai alat pengumpul data. Kemudian, peneliti menganalis data menggunakan teknik analisis Creswell.

Temuan penelitian ini adalah : (1) terdapat 103 kesalahan dalam menggunakan kohesi gramatikal yaitu referensi, konjungsi, dan elipsis. Kesalahan tersebut terdiri dari 69 kesalahan referensi (67%), 30 kesalahan konjungsi (29%) dan 4 kesalahan elipsis (4%). Sebagai hasilnya , referensi memiliki kesalahan terbesar pada teks penulisan naratif siswa dengan persentase sebesar 67%. (2) Kesalahan kohesi gramatikal dalam teks penulisan naratif disebabkan karena siswa merasa kesulitan dalam kegiatan menulis, siswa kurang pengetahuan tentang gramatikal kohesi. (3) Pemecahan masalah ini, para siswa harus belajar dan tahu lebih banyak tentang penggunaan perangkat kohesif. Kesimpulannya adalah siswa kelas X di SMK Muhamadiyah 2 Metro kurang memahami penggunaan kohesi gramatikal dalam teks penulisan naratif. Sehingga siswa harus lebih belajar dan mengetahui lebih tentang penggunaan kohesi gramatikal dalam penulisan.

Kata Kunci*: Kohesi Grammatikal, Perangkat Kohesi, Teks Naratif, Menulis*

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from bibliographies mentioned.

Metro, July 2018

The writer,

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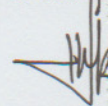
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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Juli 2018

Penulis

ADETIA INDRIYANI
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MOTTO

مُسْتَطَرٌ وَكَبِيرٍ صَغِيرٍ وَكُلُّ

"And all (affairs) that small and large are written."
(QS Al-Qamar:53)

"Tie science with the book (by writing it)"
(HR. Sayyidina 'Ali binAbiTholib)

"Man jadda wajadda"

(the writer)

DEDICATION PAGE

This undergraduate thesis would be highly dedicated to my beloved parents,

Mr. Ateng Suhada and Mrs. Maryam, my amazing lecturer and to all my beloved

friends who sincerely support me. Thanks for the incessant pray, endless love

and guiding me to find my own self for finishing my study and teaching me

about life

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Praise is only to Allah SWT, the most gracious marceful so that the writer could finish this undergraduated thesis. May peace will not stop to be upon time our prophet, Muhammad SAW, who has led us from the darnkness to the lightness.

This undergraduate thesis entitled "An Error Analysis of Using Cohesive Devices in Students' Narrative Writing Text at SMK Muhammadiyah 2 Metro. The research is presented to fulfilll one of the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Department. There were many helpful individuals involved in accomplishing this undergraduate thesis. Thus, the writer would like to express my grattitude to:

1. Prof. Dr. Hj. Enizar, M.Ag as the rector of IAIN Metro.

2. Dr. Akla, M.Pd as the dean of FTIK of IAIN Metro.

3. Ahmad Subhan Roza, M.Pd, as the head of English Departement of IAIN Meto.

4. Dr. Widhiya Ninsiana, M.Hum as the first advisor for the guidance, patience and support.

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9. My almameter IAIN Metro

The writer realizes that this undergraduate thesis is not perfect. Therefore some constructive critical and suggestions are always welcomed. Hopefully, this undergraduate thesis can be a meaningful benefit to us and English languae teaching.

Metro, June 20th 2018

The writer

Adetia Indriyani

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CHAPTER I

INTRODUCTION

A. Background of the Study

In everyday human life, people need communication for talking to each other. In communication, we need language as a media to reveal their feelings, ideas, opinion, and thoughts as well. For instance, when people make a request to someone, they absolutely need language. There are many kinds of language employed by people in the world. One of the most popular languages is English which is applied to be an international language.

English is one of the languages that used in the world. It is a language which is utilized and learned by people for many field. For instance, in the field of business, education, international trade and so forth. Nowdays many countries apply English as a second or foreign language. Indonesia is one of countries which put English as a foreign language. Furthermore, in Indonesia, English becomes a primary subject from elementary until senior high school.

Teaching English in Indonesia, has been taught as a subject matter in both non-formal and formal education. Besides, there are four skills that should be mastered by English learners, namely:speaking, listening, writing and reading. These four skills have their respective

challenges and need to get good attention.Writing is one of skils that should be mastered.However, writing means expressing ideas, opinions or thought and feelings. So, when students would like to express their thought and feeling, they can do it by writing.

Writing is not only expresses an idea in a piece of paper but also has structural text.There are some requirements that have fulfilled to create a high quality text. To create a good text, it needs to master grammar and its organization.Morever, text should have sequence of sentences to make the reader comprehend the meaning. If we will make it sequence, it can use *cohesive devices.* In addition, cohesion refers to a relation of meaning that exist within a text. Some features, namely *grammatical* and *lexical cohesion*, build this aspect of cohesion. Furthermore, cohesion is one of an important aspects to achieve qualified writing. Thus, by the use of cohesive devices can help students improve the quality of their writing. Therefore, cohesive devices help creating unity and coherence that make the text easy to understand.

In writing, there are many kinds of text such as, descriptive, narrative, argumentative, procedure, recount, etc. In this research, the researcher selected narrative text as the source of data. Narrative text is a story of human experience in the past time. Althought, narrative text is considered as easy text for students but cohesive devices influence their writing quality. However, most of the student's still make error in their narrative writing. It is known after doing prasurvey on November 15th,

2017 in the classroom at the tenth graders of SMK Muhammadiyah 2 Metro. The researcher found many errors that done by students in narrative writing text. The students were still often error on using cohesive devices, especially references and conjunctions.

From the case of errors on using cohesive devices in narrative writing illustrated above, the researcher was intended to conduct the research about an error analysis on using cohesive devices in narrative writing text at SMK Muhammadiyah 2 Metro.

B. Focus of the Study

In appropriate with the background of the study, the researcher focuses on investigating a students' errors on using grammatical cohesion in narrative writing text at tenth graders of SMK Muhammadiyah 2 Metro.

C. Problem Limitation

In line with the problems mentioned above, the researcher limits the problem only investigation a students errors on using grammatical cohesion in narrative writing text at the tenth graders of SMK Muhammadiyah 2 Metro.

D. Problem Formulation

Dealing with the problem limitation above, the researcher would like to formulate the problems as follows:

1. What types of grammatical cohesion errors in students' narrative writing text at the tenth graders of SMK Muhammadiyah 2 Metro?

2. Why the errors could be happen in students' narrative writing text at the tenth graders of SMK Muhammadiyah 2 Metro?

3. How to solve problems on using grammatical cohesion error of students' narrative writing text at the tenth graders of SMK Muhammadiyah 2 Metro?

E. Objectives and Benefits of The Study

1. Objectives of the study are:

   Based on the statement of the problem above the researcher has purposes are:

   a. To find out types of grammatical cohesion error in students' narrative writing text that made by students at the tenth graders of SMK Muhammadiyah 2 Metro.

   b. To know the factors of the errors could be happen on using grammatical cohesion in students' narrative writing text at the tenth graders of SMK Muhammadiyah 2 Metro.

   c. To give solutions on using grammatical cohesion error of students' narrative writing text at SMK Muhammadiyah 2 Metro.

2. Benefits of the study

   Hopefully, this research may be brought the following benefits:

   a. For teachers

      Theoretically, this research was showed of the grammatical cohesion problems that found in students' writing. Practically, the

teacher could be helped the students on using of grammatical cohesion to produce better their writing.

b. For students

Theoretically, this research would be showed their errors from the narrative writing text that they made. Practically, the students would be improved their knowledge on using of grammatical cohesion and be able to apply it in their writing.

c. For research futher, this research could be used as references in doing similar research in the same field in the future.

F. Prior Research

Based on the research by Yusiati Azizah, entitled *"Cohesion Analysis on The Students' Descriptive Paragraph of English Education Study Program of STAIN Jurai Siwo Metro".* The research was conducted in year 2011. The research result showed up inclination to the certain cohesive devices use. It could be illustrated from founding a high percentage of conjunction and references. In the same away, ellipsis and substitution as grammatical cohesion were in the law percetage.[1]

Additionally, a research by Zuhroul Lailatul , entitled "*An Error Analysis of Grammatical Cohesion in Analytical Exposition Textat SMAN 2 Metro*" The research was conducted in year 2016 that aimed to identify the types of error, the most and least usage of grammatical

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[1]Yusianti Azizah, *Cohesion Analysis on The Students' Descriptive Paragraph of English Education Study Program of STAIN Jurai Siwo Metro*,(Metro:STAIN Jurai Siwo Metro,2011)

cohesion in analytical exposition text. The result was showed the error on the use of reference on grammatical cohesion types is the highest error found in the students' text than other types. [2]

Based on the two studies above, the researcher can see that the aims the research to know whether the common error made by students. To get the deeper the problems, the researcher would analyzed students error in narrativewriting text. The researcher would found the problems on students narrative writing text. Based on these problems, the researcher thinks that those is needed to be investigated. The difference this research between two studies above are subject and types of text, the types of text that used in this research is Narrative Text. The similarity this research with two studies above is to find some error on using cohesive devices in students' narrative writing text, especially the using of grammatical cohesion. The function of this research was to reinforce previous research, which an error on using grammatical cohesion was still often happen by English learner.For that, the researcher was wanted to conduct a new research about "*An Error Analysis on Using Cohesive Devices in Students' Narrative Writing Text at Tenth Graders of SMK Muhammadiyah 2 Metro*"

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[2]Zuhroul Lailatul, *An Error Analysis of Grammatical Cohesion in Analytical Exposition Text at SMAN 2 Metro,* (Metro: STAIN Jurai Siwo,2016)

CHAPTER II

THEORICAL REVIEW

A. **The Concept of Writing**

1. **Definition of Writing**

Harmer argued that writing is a process that we write is often heavily influenced by the limitations of genres, and then the elements have to be present in learning activities. [3] It means that writing is a part of learning activities that give effect in language style to our life.

In other hand, Thomas stated at other time something about us, experience, and feeling was expressed by writing. [4] It means that writing is the activity for transferring the information to the others. Moreover, by writing people can express the ideas, experiences, thoughts, and feeling into written form.

According to Dorothy and Carlos that writing is also one of the most difficult skills to master in both a first language and a second language. Students can find it challenging to find ideas to include in their writing and each culture has its own style for organizing academic writing. [5] In other word, John stated that

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[3] Jeremy Harmer, *How to Teach Writing,* (England: Longman,1988), p.86
[4] Thomas S Kane, *The Oxford Essential Guide to Writing,* (New York: Berkley Books,2000), p.19
[5] Dorothy E Zemach and Carlos Islam, *Paragraph Writing From Sentence to Paragraph,*(Macmillan,2005), p.iv

writing is a process of discovery that involves a series of steps and those steps are very often zigzag journey.[6]

Furthermore, Brown stated that written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills are not every speaker develops naturally.[7] It means that writing as one of the four language skills is not an activity in its own right but one which serves the other skills.

Based on all definitions above, the writer can be summarized that writing is the activity transfer information to the others in written form. Writing is also the act or art of forming letter and characters in a place or something for the purpose of recording the ideas which characters and word expresses, communicating them to others by visible signs.

There are several ways of organizing sentences which can be applied in writing activity depend on the researcher purpose. According to Wishon and Burks, writing is classified into four types as follows:[8]

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[6]John Langan, *Exploring Writing Sentences and Paragraph, Second Edition,*(New York:,Mc Graw Hill,2010),p.12

[7]H.Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy,* p.335

[8]George E. Wishon and Julia M. Burks, *Lets Write English Revised Edition,* (New York: Litton Educational publishing) p.378-383

a. Narration is the form of writing used to relate the story of facts or events. Narration places occurrence in time and tells what happened according to natural time sequences.

b. Description reproduces the way things look, smell, taste, feel, or sound; it also evokes moods, such as happiness, loneliness or fear. It is used to create a visual image of people, places, even of units of time-days, time of days, or seasons. It may be used also to describe more than the outward appearance of people. It may tell about people traits of character or personality.

c. Exposition is used in giving information, making explanations, and interpreting meanings. It includes editorials, essay and informative and instructional material.

d. Argumentation is used in persuading and convincing. It is closely related to exposition and is often found combined with it. Argumentation is used to make case or to prove disprove a statement or preposition.

In this research, the researcher chooses narrative text. It will collected as the data, because the students at tenth graders are still studying about narrative text at second semester.

2. The Process of Writing

Process of writing is an approach to teach writing that allows students to take charge of their own writing and learning. The process of writing includes four stage, those are prewriting,

drafting, revising and editing. So as to have strong understanding, here are presented in details as follow:[9]

The first is planning. The writers have to think about three main issues. In the first place they have to consider the purpose of the writing since it will influence not only the type of the text they wish produce. Secondly, experienced writers think of the audience they are writing for. Thirdly, writers have to consider the content structure of the piece. The second stage is drafting. After writers or students have generated ideas, they need to write them down, and teacher should command the students to draft their ideas in a number of ways.

The third stage is revising. Uncertainly, students have generated a draft, they can consider revision of the content and organization of their ideas. However, this is not only necessarily easy for students to do it. For that, there are things which can do by the teacher to teach students the concept of revision. The last stage is editing. Editing is another aspect of writing and requires recognizing problems in grammar. Futhermore, writing is an important aspect of communication because it provides the upportunity.

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[9]Jeremy Harmer, *How To Teach Writing,* p.4

3. The Measurement of Writing

There are measurements in writing ability. Jacobs, *et.al* defined that scripts are rated on five aspect of writing: content, organization, vocabulary, language use, and mechanics.[10]

Table 1

The components of writing measurement[11]

Score	Level	Criteria
Content	30-27	**Excellent to very good**: knowledgeable; subtantive; thorough development of thesis; relevant to assigned topic
	26-22	**Good to average:** some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic; but lucks detail
	21-17	**Fair to poor**: limited knowledge of subject; little substance; inadequate development of topic
	16-13	**Very poor**: does not show knowledge of subject; non-substantive; non pertinent; or not enough to evaluate
Organization	20-18	**Excellent to very good**: fluent expression; ideas clearly stated/supported; succinct; well-organized; logical sequencing; cohesive
	17-14	**Good to average**: somewhat choppy; loosly organized but main ideas stand out; limited support; logical but incomplete sequencing
	13-10	**Fair to poor**: non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	9-7	**Very poor**: does not communicate; no organization; or no enough to evaluate

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[10]Sara Cushing Weigle, *Assessing Writing.,* p.115
[11] *Ibid*., p. 116

Vocabulary	20-18	**Excellent to very good**: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
	17-14	**Good to average**: adequate range; occasional errors of word/idiom form, choice, usage; but meaning not obscured
	13-10	**Fair to poor**: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9-7	**Very poor**: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language Use	25-22	**Excellent to very good**: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	**Good to average**: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	**Fair to poor**: major problems in simple constructions; major problems in complex constructions; frequent errors agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured
	10-5	**Very poor**: virtually no mastery of sentence construction rules; dominated b errors; does not communicate; or not enough to evaluate
Mechanics	5	**Excellent to very good**: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	**Good to average**: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured

	3	**Fair to poor**: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	**Very poor**: no mastery of conventions, deminated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or no enough to evaluate

B. The Nature of Narrative Text

According to Jordan, narrative is an account or description of events in the past which entails following a time sequence or chronological order.[12] Narrative tells the story, whereas dialogue, action, introspection and description show the story.[13] It means that narrative text is a text which tell about past stories.

Furthermore, Karen stated that narrative text is a good example of a patterned text that we can teach students to recognize as they are reading. Narrative text typically follows the pattern of establishment of the setting followed by the introduction of the characters.[14] It means narrative as object study to students' which consisted by characteristics and setting in a story.

Based on all definition above, the writer can be concluded that narrative text is a text that tell or recount us about events in order to enable the reader as an experience.

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[12]R.R Jordan, *Academic Writing Course Study Skills in English,* (Cambridge:Longman,1999), p.27

[13]Beth Means and Lindy Linder,*Teaching Writing in Middle School,*(Colorado: Teacher Ideas Press,2006),p.147

[14]Karen Tankersley,*The Threads of Reading: Strategi for Literacy Development,* (USA:ASDC,2002),p.100

The main purpose of narrative text is to entertain the readers and engage them in an magine exprience. This text can also be used to teach, persuade, or inform the reader. Besides, there are many types of narrative. Generally, it could be categorized into fictional narrative or imaginary, non-fictional narrative, or combinstion a both. A fictional narrative likes story of fairy tales, folkates, horror stories, fables, legends, myths, and science fictions. While, a non-fictional narrative likes story of a real-life story (personal experience).

Generic structure of narrative text focuses on a series of stages that proposed a build a story. The stage in narrative text are: a) *orientation* that introduces the participants and informing time and where the story take place, b) *complication* that desribes the rising cries which participants have to do among participants relationship in a process of social interaction, and c) *resolution* that shows the way of participants to solve the cries, d) *coda* which summarizes the point of the story and moral message we may get.

In addition, here are language features of narrative text: a) using processes verbs; 'she said', b) using past tense, c) using conjunctions;then , before that, soon etc d) using adjective and adverb.

C. The Concept of Cohesive Devices

1. Definition of Cohesion

As noted by Richards, cohesion refers to the grammatical and lexical relationships among different elements of a text.[15] Besides, Halliday and Hasan assert that cohesion refers to relation of meaning that exists within the text. Cohesion occurs where the interpretation of some elements in the discourse is dependet on that of another.[16] It means that in making a text should have the right sentence correlatation either grammatically or lexically.

Based on all definitions above, it can be summarized that cohesion is elements of discourse (words or sentences) used to construct a discourse have a cohesive and intact.

2. Definition of Cohesive Devices

Cohesive devices are connectives that link clauses together, pronouns that refer to noun phrases, and semantic overlap that links two semantically related concepts.[17] Cohesive devices as underlie surface utterance. It is a formal links to create relationship between sentences and clauses. These formal links enable the writer to hang stretches of language together and to

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[15]Brian Paltridege, *Making Sense of Discourse Analysis,* (Australia: Gerd Stabler,1999),p.129

[16]M.A.K Halliday and Ruqaiyah Hasan, *Cohesion in English,* (London: Longman,1976),p.4

[17]Jan Renkema,*Discourse of Course,*(Amsterdam: John Benjamin Publishing Company,2009),p.213

create unity. It means that to understand meanings in a text, the speakers needs a instruction. For this, it is a cohesive devices.

Based on explanation above, it can be concluded cohesive devices is the relationship cohesive that marked by the use of formal tools in the form of linguistic forms.

3. Types of Cohesive Devices

It has been argued by Halliday and Hasan classified cohesion into: (1) grammatical cohesive devices, they are referencem substution, ellipsis and conjuntion; and (2) lexical cohesive devices, which are in the form of repetition and collocation.[18]

a. Grammatical Cohesion

Grammatical cohesion identifies the grammatical rules of a text. It refers to the various grammatical devices that can be used to make relations among sentence more explicit.

1) Reference

Reference is a semantic relation in which a meaning is specied through the identification of a referent, the source of identification is the situations. So that, the relation of referent is a basically an exophoric one.[19] It means a semantic relation between an element and the others in text.

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[18]M.A.K Halliday and Ruqaiyah Hasan, *Cohesion in English*,p.6
[19]*Ibid*, p.308

There are three types of reference: personal, demonstrative and comparative.

a) Personal Reference

Personal reference is reference by means of function in speech situation through the category of person. There are three types of personal reference:

(1) Personal pronoun: I, me, you, we, us, they, them, she, her, he, him, it.

(2) Possesive pronoun: mine, yours, ours, theirs, his, hers, its.

(3) Possesive adjective: my, your, our, their, his, her, its.

They refer to individual and objects that one mentioned in some other parts of a text.

For instance:

One day, **Cinderella** was having a wonderfully good time. **She** danced again with Prince.

(the personal pronoun *she* refers to Cinderella)

b) Demonstrative Reference

Demonstrative reference is reference by means of locations on a scale of proximity. It is a form of verbal pointing. The speaker identifies the referent

by locating it on scale of proximity. There are two types of demonstrative reference:

(1) Adverbial demonstrative refers to the location in of process in space or time. Adverbial demonstrative includes *here, there, then.*

(2) Nominal demonstrative refers to the location of somthing typically some entity, person, object that is participating in the process. They occur as element within nominal group. It includes *this, these, that, those, the*.

c) Comparative Reference

Comparative reference is indirect reference by means of identity or similarity. It used to compare similarities or identities between items in a text. There are two types of comparative reference:

(1) Comparative adjective, the functions is as deistic or as epithet into the nominal group. It includes *some, identical, equal, other, different, more, better*.

(2) Comparative adverb, the function in the clause as adjunct. It includes *similarly, differently, more, less*.

For instance:

Some students read narrative text while *others* write narrative text.

(the comparative referential tie *others* to the *students*)

2) Substitution

Substitution is the replacement of one item by another at particular place in a structure.[20] In English, the subsitute may function as a noun, as a verb or as a clause. There are some special words in English which contributate to cohesion by substituting for words that have already been used. The most important of these special words are *one, do* (or one of the other forms of *do,* namely *does, did, done* and *doing*) and *so*.[21] According to Nunan there are three types of substitution are nominal, verbal and clausal.[22]

For instance:

Verbal substitution

Cinderella **danced** with the prince and her stepsisters **did** to.

(*Did* refers to *danced*)

3) Ellipsis

Ellipsis is the omission of elements normally required by the grammar which the speakerlwriter assumes are obvious

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[20]*Ibid,* p.7

[21]Raphael Salkie, *Text and Discourse Analysis, (*New York:Taylor & Francis e-library, 2001),p.35

[22]David Nunan, *Introducing Discourse Analysis,*(England: Penguin Group. 1993),p.24

from the context and therefore need not be raised.[23] Besides, Halliday and Hasan stated that ellipsis is a form of substitution in which the item is replaced by nothing, but reader or listener still can understand the meaning by looking back to the preceding item.[24] There are three types of ellipsis are nominal, verbal and clausal.

For instance:

Nominal ellipsis

One day, they hijacked to the rice field with only a crow. They used to use *two*.

4) Conjunction

In the fourth and final types of cohesion relation that we find in the grammar is conjunction. Conjunctions is rather different in nature from the other cohesive relation.[25] Conjunctive elements are cohesive not in themselves but indirectly. They are not primarily device for teaching out in the presense of other components in the discourse. With conjunction, we move into a different type of semantic relation, one which is a longer any kinds of a search instruction, but a spesification of the way in which what is to follow is systematically connected to what has gone before.

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[23]Michael Mccharty, *Discourse Analysis For English Teacher,* p.43
[24]M.A.K Halliday and Ruqaiyah Hasan, *Cohesion in English*, p.143
[25]*Ibid,* p.226

Conjunction is the semantic system where by speaker relate clause in term temporal sequence, consequence, comparison, and addition.[26] Below are types of conjuction:

a) Temporal Sequence Conjunction

Temporal relations connect clauses depending on whether the actions they make take place at the same time or one after the other.[27] It consists like *that, next, after that, at the same time.*

b) Clausal Conjunction

Clausal conjunction relations include of result, reason and purpose.[28] It consists like *so, thus, therefore, because.*

c) Adversative Conjunction

Adversative relations pick out contrast and similarities between clauses.[29] It consists like *and, but, however, only.*

d) Addition Conjunction

Additive or addition relations simply add or substitute extra alternative clauses to a text.[30] It consists like *morever, futhermore, in addition.*

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[26]David Nunan, *Introducing Discourse,* p.26
[27]M.A.K Halliday, *Discourse in English,* p.261
[28]*Ibid,* p.256
[29]*Ibid,* p.250
[30]*Ibid,* p.244

b. Lexical Cohesion

Lexical cohesion identifies the semantic relations of words that make up a text. Thus, lexical cohesion is achieved by the selection of vocabulary.[31] Furthermore, lexical cohesion comes abouy through the selection of items that are related in some way to those that have gone before.[32] It means the lexical cohesion may be established in a text by the choice of words that is related in some way to a previous one. There are two types of lexical cohesion: they are reiteration and collocation.

1) Reiteration

The first type of lexical cohesion can occur through the use of a wird that is systematically linked to a previous one, for example 'young' and 'old'. In general, reiteration is divided into the following five types; they are repetition, synonymy, hyponymy, metonymy and antonymy.[33]

(a) Repetition: a conference will be held on national environmental policy. At this conference the issue of salination will play an important role. From the example, it may shown that repetition is reoccurance of the words that have been mentioned before or refers to

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[31]Maja Stanojevic Gocic, *Cohesive Devises,p.5*
[32]M.A.K Halliday and Ruqaiyah Hasan, *Cohesion in English*,p.330
[33]Jan Renkema, *Discourse Studies an Introductory Textbook,*(Amsterdam:John Benjamine,1993), p.39

words that are repeated in text. It means that repetition is a lexical item coheres with preceding occurrence.

(b) Synonymy: a conference willl be held on national environmental policy. This environmental eymposium will be promarily a conference dealing with water. From the example, it can be inferred that synonymy referes to the relationship between words that are similar in meaning. It means that synonymy is a relationship two predicates that have the same sense.

(c) Antonym: the *old* movies just don't do it anymore. The new ones are more appealing. It is like synonymy , antonymy is also a relation of a word meaning. But, it is an opposite or contrastive meaning, such as 'old' and 'new', 'good' and 'bad', 'happy' and 'sad'. It means that synonymy is a relationship two predicates that have not the same sense.

(d) Hyponym: we were in town today shopping for *furniture*. We saw a lovely *table*. The example gives information that 'table' is included om the 'furniture'. In other words, hyponym is a term to refer a set or a group of words that are included in a higher term or a type of subclasses amd group members. The researcher

conclude that hyponym is a two or more lexical item used in a text are related through sub classification.

(e) Meronymy: a its six-month checkup, the *breaker* had to be repaired. In general, however the *car* was in good condidition. The example gives information that 'brake' is a part of whole of the 'car'. It means that a metonymy is concerned with substitution of words in the text that the words are associated with the object being conveyed.

2) Collocation

The second type of lexical cohesion deals with the relationship between words on the basic of the fact that these often occur in the same surroundings. Some examples are: 'sheep and wool', 'congress and politician' or 'college and study'.[34] It is said that lexical cohesion can be crucial problem, for discourse analysis because it includes many items in a text are semantically related, then those items have correlation among the choice words which is discussing what about, for instance, the text belongs to the scientific field, the education and the religious field. Concluding from the statement above, a

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[34] *Ibid,*p.39-40

collocation is a relation a lexical items that are likely to be found together within the same text.

This research only focused on using of grammatical cohesion for analysis that found in students' narrative writing text at the tenth graders of SMK Muhammadiyah 2 Metro.

D. Definition of Error Analysis

Error analysis is the study of the learner's error, which can be observed, analyzed, and classified to reveal something of the system operating, within the learner's.[35] Besides other authors stated that error analysis is a significant for the insights. It provides into strategies employed in second language acquisition.[36] Error analysis can keep us to closely focused on specific languages rather than viewing universal aspects of language. It means that error analysis is as process of determining the incidence, causes, consequence.

Furthermore, Rod and Gary stated that error analysis consists of a set of procedures for identifying, describing and explaining learner errors.[37] While according from Dulay et al argued that the error analysis can be characterized as an attempt to account for learner

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[35]H.Douglas Brown, *Principle of Language Learning and Teaching*,(San Fransisco State University: Pearson Longman,2007), p.260
[36]Jacek Fisiak, *Contrastive Linguistics and the Language Teacher,* (New York: Oxford University Press, 1967), p.208
[37]Rod Ellis and Gary Barkhuizen, *Analyzing Learner Language,* (New York: Oxford Univeristy, 2009),p.51

errors.[38] It means that error analysis is a tool to find students' error in learning process.

Based on all above experts' assumption, the writer can be concluded that error analysis is as process of determining the incidence, causes, consequence that done by people, especially in this research is students to find some errors.

E. Procedure of Error Analysis

In this research, the researcher uses Ellis's theory for analyzing students' error on using cohesive devices in writing narrative text. Ellis classified the error through explaining, three steps of analyzing the errors. They are identifying error, describing error and explaining error.[39]

The first step is identifying errors. In this step, the researcher reads each of students' narrative writing text. To identify the errors, the researcher writes down and underlines the errors to differetiate each error. Then, the second step is describing errors. In this step, the researcher lists the errors of cohesive devices in form of table, which concists of the example of sentences in using cohesive devices in context of narrative text. morever, the error sentence will be identified into its types of error. In addition, the errors will be calculate into percentage of erros to identify the frequency of errors.

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[38]Heidi Dulay et.al, *Language Two, (*New York: Oxford University Press, 2010),p.141
[39]Rod Ellis, *Second Language Acquicition*¸(Oxford: Oxford University Press,1997),p.15-19

Furthermore, the last step is explaining errors. In this last step, after analyzing error sentence in the table, the researcher explains the result of error more complex. Therefore, the reader can comprehend the error sentences clearly by themselves.

CHAPTER III

RESEARCH METHOD

A. Type and Characteristics of Research

This research was implemented by qualitative research. Qualitative was used by researcher is aimed to analyze a phenomeon deeply. In condition, the research discussed about an error analysis of cohesion devices in students' narrative writing text. In this research the researcher only focused on one types of cohesive devices that is grammatical cohesion. According to Geoffray, he stated that qualitative research is often used a source of hypothesis for later testing on quantative research.[40] Moreover, qualitative research is paid attention much more on the process that the result of the research.

In other hand, qualitative research has various characteristics which differ with other research. Qualitative research takes place in the natural setting. The qualitative research often goes to site (home, office) of the participant to conduct the result. This enable the researcher to develop a level of detail about the individual or place and to be highly involved in actual experience of the participant.[41]It means that qualitative research need to pay more attention in detail data and actual data.

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[40]Geoffrey Marczyk, *Essential of ResearchDesign and Methology,* (USA: John and Willey and Sons Inc,2005),p.17

[41]John W, *Research Design Qualitative, Quantitative and Mixed Methods Approaches,* (USA: Oxford University Press,1987),p.233

The type of this research was a case study. According to Creswell, a case study is in which the researcher discovers in depth a program, event, activity, a process or one or more individuals.[42] The case (s) is limited by time and activity, and researcher collect detailed information using a variety of data collection procedures over a continuous period of time. It means that the researcher collected information constructed on data collection techniques from one or more individuals.

According to Nunan, a case study is an empirical that investigates a present phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.[43] It means that the researcher investigated the problem in which the source was used as evidence.

Based on the best knowledge of the main explanation of students' narrative writing as the instrument of the research, the researcher would be focused toanalyze some errors on the use of grammatical cohesion that commonly found in the students' narrative writing text at the tenth graders of SMK Muhammadiyah 2 Metro.

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[42]John W Creswell, *Research Design (Qualitative, Quantitative and Mixed Method Approaches,* 2nd Edition, (USA: Sage Publication, Inc,2003),p.17

[43]David Nunan,*Research Method in Language Learning,* (New York:Cambridge University Press, 1992),p.76

B. Data Resource

There were basically two kinds of sources. Firstly, there were the primary sources that werefirsthandinformation. Then, secondly there were secondary sources, which providedsecondhandinformation. In this research, the primary sourcewas documentation.It would be found out the types of grammatical cohesion errors on the use of grammatical cohesion in students' writing. Then, the secondary sources were from books, articles, English dictionary, encyclopedia and documentation thatwas related to the research is gained.

C. Data Collection Technique

There were several technique in collecting the data including interview, questionnaire, observation, documentation. In this research, the researcher would be conducteddocumentation and interview.

1. Documentation

   Documentation is a technique of data collection, which involved a record of events in the past in forms of handwriting, pictures or even litelature works is used. In this research, the researcher would be used documentation to collect information from written sources. The documentation would be used to reinforce this research, so that to be more trusted. The students'narrative writing helped the researcher to know the types of error on the use of grammatical cohesion used on the students' narrative writing text.

2. Interview

The research would be used semi-structured interview. The interview wasconducted face to face with the participants.The participants were students. There were4 students which become the participants. It was in-depth interview with open ended questions.Then, the questions were related on errors in narrative writing text. Finally, the interview result would becollected to support the data primary research data.

D. Data Analysis Technique

Discussion of the plan for analyzing the data might have several components. As Creswelll stated the process of data analysis involves preparing the data for analysis, reading through all the data, applying the coding process, description, representation and interpretation.[44] Because of that, the researcher would be applied the six steps to analyze the gained data. The steps can be explained as follows:

1) Firstly, the researcher preparedthe data of analysis. For this step, the researcher would be conductedto the tenth graders student of SMK Muhammadiyah 2 as a subject. Then, the researcher would betaken and collected their writing as a main research document.

2) The second step, reading allthe data. The researcher read all collect data. The researcher tried to understand the information convey. Also, the researcher looked some errors on the use of grammatical cohesion of each students narrative writing. So the researcher could be

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[44]John W Creswell, *Research Design,* p.191

knownthe types of errors on using grammatical cohesion used to be written as finding result.

3) The third steps wascoding process. After reading all data, the researcher made the some categories of the finding result. The categories involved inappropriate use of the grammatical cohesion. They were code on the field note in each data. They were code into symbols, numbers and word forms..

4) The next step was describing the data. This description was the result of the coding process. Then, the made of the writing result on the students writing served on the table.

5) The fifth step, the researcher conveyed and generated the descriptive information of finding other analysis about the writing result. In this situation, the researcher analyzedthe students writing and calculated the proportions (frequency and percentage) some errors in narrative writing made by the students.

The formula of percentage below was used:[45]

$$P = \frac{f}{n} \text{ x } 100\%$$

Note:

P= Percentage

f= Frequency of a type of error

n= Number of total errors occur

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[45]Allan G Bluman, *Elementary Statistics: A Step by Step Approach,* (New York: McGraw Hill,2004),p.74

6) The last step was the interpretation the data. After represting the descriptive information, the researcher taken some lessons interpreting it. From the analysis, it could be obtained or concluded the measurement of grammatical cohesion on the students' narrative writing.
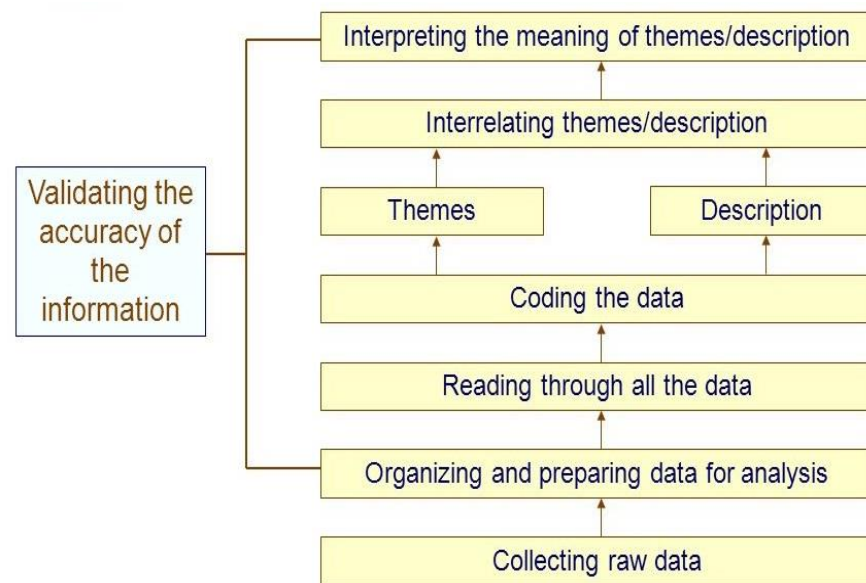
Figure 1 Analysis Components of Creswell Model

E. Research Approach

Research approach was the problem-solving technique of the research which conducted to organize the fact field and precis field forpreparing, reading, coding, describing, generating and interpreting the condition of the analysis. In this research, the researcher applied case study as the method of qualitative research. A case study is a holistic method that uses multiple sources of evidence to analyze or evaluate a

specific phenomenon or instance.[46] It means that case study is research method that describes a phenomenon deeply and clearly. Therefore, the researcher chose this method because the researcher would be knownthe phenomenon of errors made by students in narrative writingand explore deeper problems faced in students' narrative writing. This research conducted on the tenth graders of SMK Muhammadiyah 2 Metro.Furthermore, narrative text as the data, becausethe students at tenth grades wasstill studying about narrative text at second semester.

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[46]Gary Anderson with Nancy Arsenault, *Fundamental of Educational Research,* (USA: Falmer Press,2005),p.161

CHAPTER IV

RESULT AND DISCUSSION

A. **Description of Research Setting**

1. **Profile of SMK Muhammadiyah 2 Metro**

   a. **Historical Background of SMK Muhammadiyah 2 Metro**

   SMK Muhammadiyah 2 Metro is located at theJI. Khairbras II Ganjarasri No. 12 14/IV Kec. Metro Barat Kota Metro. SMK Muhammadiyah 2 Metro was standing on 1977, firstly build by Drs. Zaini djas as the principle of school at that time. On the first time, learning activites at this school held in the afternoon at the SMA Muhammadiyah 1 Metro, because did not have own building yet. SMK Muhammadiyah 2 Metro was standing by initiative of some Muhammadiyah person or Muhammadiyah figure on Metro City in Ganjar Asri West Metro, Drs Simin Effendi, M.M. The effort to have own building have been proofed at 1986. Standing on a land area of 6356 m^2.

   Since SMK Muhammadiyah 2 Metro was established, SMK Muhammadiyah 2 Metro has been led by the following principles:

   1. Drs. Zaini Djas   (1977)

   2. Drs. Hi R. Sukidal, M.A   (1977 – 1978)

   3. Soekamtono   (1978 – 1986)

   4. Drs. Simin Effendi, M.M   (1986 – 2006)

   5. Mushonif Socheh, S.P   (2006- 2016)

6. Wihan Afriono, S.T., M.Pd.   (2016 up to present)

SMK Muhammadiyah 2 Metro has Vission and Mission.

The Vision are :

1. The realization of learning based on the Islamic   Aqeedah.

2. The realization of learning based nobility of character

3. The wstablishment of an Islamic character of students to become life attitude daily both at school and in the community.

4. The realization of the development of self-learners through the development of talents based technology.

5. The realization of competitive behavior, and growth oriented technology for the entire school community.

The mission are :

1. Implement effective learning and guidance so that they can develop optimally in accordance with its potential.

2. Develop a spirit of excellence in pensively to all school members.

3. Planting, understanding and practice of the values of Islam.

4. Implement participatory management involving the whole school community.

5. Provide learning infrastructure.

6. Implement system management information that is accurate.

b. **The Condition of Teacher and Official Employees at SMK Muhammadiyah 2 Metro**

Condition of Teacher and the Official Employers in SMK Muhammadiyah 2 Metro, the numbers of teacher and official employers in SMK Muhammadiyah 2 Metro in the academic year of 2016/2017 are that can be identified as follows:

Table 1
The Condition of Teacher and the Official Employers at SMK
Muhammadiyah 2 Metro In the academic year of 2017/2018

No	Name	Sex	Occupation
1.	Wihan Afriono, S.T., M.Pd	Male	Principal
2.	Ismariah, A.Ma	Female	Administration
3.	Julitri Maria, M.Pd.	Female	Curriculum Affair
4.	Mushonif, S.P	Male	Industrialist
5.	Sulistiyo Yeni A, S.T, M.Pd	Male	Counselor
6.	Damri Umar, S.T.	Male	Physics Teacher
7.	Dra. Murni Astuti	Female	PKN Teacher
8.	Siti Maesaroh, S.Ag.	Female	PKN Teacher
9.	Yulianto,S.Esy	Male	Bankin industry
10.	Sumardi, EM., S.Pd.	Male	Matematic Teacher
11.	Dwi Oktiani, S.Pd.	Female	Matematic Teacher
12.	Puji Handayani, S.Pd.	Female	Matematic Teacher
13.	Dra. Reni Gusfiarni	Female	English Teacher
14.	Nova Cahya Sari, S.S., S.Pd	Female	English Teacher

15.	Peni Asih, S.Pd.	Female	English Teacher
16.	Agus Firmansyah, S.Pd.	Male	English Teacher
17.	Drs. Amin Hamidi, M.Pd	Male	Indonesia Language Teacher
18.	Drs. Sukoco	Male	Machine Teacher
19.	Heri Setiawan	Male	Machine Teacher
20.	Adi Susanto, S.T.	Male	Machine Teacher
21.	Eko Atmojo, S.T.	Male	Automotive Teacher
22.	Ali Rosad, S.Pd.	Male	Automotive Teacher
23.	Doni Efendi, S.Pd.	Male	Automotive Teacher
24	Martati, S.Ag	Female	Religion Teacher
25.	Heryadi, S.Pd.I.	Male	Religion Teacher
26.	Sumarlan	Male	Sport Teacher
27.	Maman Sudirman, S.Pd	Male	Sport Teacher
28.	Neti Dewantari, S.Pd	Female	Computer Teacher
29.	Endang Mulyati, S.Pd.	Female	History Teacher
30.	Arzulkha Saputri, S.Pd	Male	History Teacher
31.	Yuli Santoso,S.T.	Male	Electrical Engineering Teacher
32.	Wahyu Ari Saputra, S.T.	Male	Electrical Engineering Teacher
33.	Rico Ade Irawan, S.T.	Male	Electrical Engineering Teacher
34.	Sidiq Mahfudin, S.T.	Male	Electrical Engineering Teacher
35	Sudarno, S.T.	Male	Electrical Engineering Teacher
36	Agung Wibowo, S. Kom.	Male	Network Communication Teacher

37	Debi Triyanto, S.T.	Male	Network Communication Teacher
38	Ahmad Nanang T, S.T	Male	Network Communication Teacher
39	Masfufatul Khoiriyah,S.Pd.I	Female	KMD
40	Asep Komarudin, S.Ag.	Male	Arabic Language Teacher
41	Bandiyah, S.Ag.	Female	Arabic Language Teacher
42	Endah Sulistiawati, S.Pd.	Female	Chemistry Teacher
43	Novianti Ekasari, S.Pd.	Female	Chemistry Teacher

Source : Result of documentation at SMK Muhammadiyah 2 Metro

on June 6th 2018

c. **The Quantity Students of SMK Muhammadiyah 2 Metro**

The quantities of the students at SMK Muhammadiyah 2

Metro that can be identified as follows:

Table 2
Table The Students Quantity of SMK Muhammadiyah 2 Metro in
the Academic Year of 2017/2018

No.	Class	Sex		Total
		Male	**Female**	
1.	Class X	320	130	450
2.	Class XI	294	117	411
3.	Class XII	295	85	380
Total		909	332	1241

*Source : Result of documentation at SMK Muhammadiyah 2 Metro
on June 6th 2018*

d. **The Building of SMK Muhammadiyah 2 Metro**

The condition of facilities in SMK Muhammadiyah 2 Metro in the academic year of 2016/2017 that can be seen on the table below:

Table 3

The Building of SMK Muhammadiyah 2 Metro in the Academic Year of 2017/2018

No	Names of Building	Total
1.	Headmaster Room	1
2.	Teachers Room	2
3.	Administration Room	1
4.	Student Council	1
5.	Workshop	1
6.	Mosque	1
7.	Laboratory	1
8.	Library	1
9.	Kitchen	1
10.	Class Room	27
11	Computer Room	3
12	Parking Area	1

Source : Result of documentation at SMK Muhammadiyah 2 Metro on June 6th 2018

e. The Structural Organization of SMK Muhammadiyah 2 Metro

The Organization Structure of SMK Muhammadiyah 2 Metro in the Academic Year of 2016/2017 can be shown in the figure as follow:

Figure 2
The Organization Structure of SMK Muhammadiyah 2 Metro
In the Academic Years 2017/2018

DINAS PENDIDIKAN

KEPALA TATA USAHA
Ismariah, A.Ma.

PIMPINAN CABANG MUHAMMADIYAH MAJLIS PENDIDIKAN DASAR DAN MENENGAH
Drs. Hi. Suwahab

KETUA KOMITE SEKOLAH
Drs. Amin Nurdin, M.Ag.

KEPALA SEKOLAH
Wihan Afriono, S.T., M.Pd.

WakaKesiswaan
SulistivoYeniA. S.T. M.Pd

WALI KELAS

WakaSaranaPrasarana
AdiSusanto. S.T

WakaHumas&Industri
Mushonif. S.P

WakaKurikulum
Julitri Maria. S.Pd..M.Pd

Kajur Perbankan Syariah
Wiwit A, S.E..

KajurTeknik Listrik
Sudarno, S.T.

Kajur TeknikMesinOt omotif
Ali Rosad. S.Pd.

KajurTKJ
Agung Wibowo,S.Kom.

KajurTeknikP emesinan
HeriSetiawan, S.T.

SISWA

Source : Result of documentation at SMK Muhammadiyah 2 Metro on June 06th 2018

B. Description of Data Analysis

The data of the research is the information collected by doing qualitative research. In this research, the writer analyzed the use of grammatical cohesion in students' narrative writing. Therefore, the writer required the writing as the research data.

The writer conducted the research on June 6, 2018 at the tenth graders of SMK Muhammadiyah 2 Metro. In this research, the writer used documentation and interview as the data collection.

C. Description of Findings

1. Data Analysis Result

After analyzing the data from students' writing narrative text the writer found the use of grammatical cohesion. Afterwards, the writer classified data that analyzed. The classifications can be seen as below:

Table 4
Table of the Students' Reference Errors on the Narrative Writing Text

a. Reference

Error Sentence	Right Sentence
Ana liked run small animals. He liked to run for crikets, frogs and firefiles.	Ana liked run small animals. Sheliked to run for crikets, frogs and firefiles.
The fox jumped but he failed to grap the hanging grapes.	The fox jumped but it failed to grap the hanging grapes.

The ants looking for water after walked around for sometime, <u>he</u> arrived at the spring.	The ants looking for water after walked around for sometime, <u>it</u> arrived at the spring.
There lived a young girl with she's stepmother and two stepsister which didn't like <u>she</u>.	There lived a young girl with she's stepmother and two stepsister which didn't like <u>her.</u>
The farmers' wife gave birth to a beautiful baby girl. They call <u>it</u>Timun Mas.	The farmers' wife gave birth to a beautiful baby girl. They call <u>her</u> Timun Mas.
When <u>children their</u> have grown up.	When <u>their children</u> have grown up.
So, the leading the child of sheep, <u>he</u>soon made a meal.	So, the leading the child of sheep, <u>it</u> soon made a meal.
One day, __ eagle fly and land a tree.	One day, <u>the</u> eagle fly and land a tree.
An ant was searching for some water. <u>She</u> came to a spring.	An ant was searching for some water. <u>It</u> came to a spring.

	spring.

Source: Documentation data conducted on June 6ᵗʰ2018

Based on the table above, the errors which mostly occur in using grammatical cohesion in students' writing. Here, the writer narrated the table to make easily.

The first error on the table is the subject "he" was error in sentence above Ana was a girl. So, the subject should be "she". The second error on table is the subject "he" was error. The fox is an animal, so the subject that right is "it". The third error that happen like the second error, the subject "he" was error. In that sentence the ants is an animal so the subject that suitable is "it".

The next error is caused because the object "she" was misformation in sentence, "she" actually as subject of person. Whereas, the context of the story have functioned as object. So, "she" should be changed by "her".

The fifth error is the student made error in using personal pronoun "it". The context of the story told that Timun Mas as a baby girl. However, in the sentence above, the student used "it" to refer to Timun Mas. Therefore, it should use "her", because the function of "her" was as object of female third person.

The next error is the sentence was error. Possessive adjective should be placed before noun. So, "children their" should be change by "their children". The seventh error was

error because the child of sheep, so the pronoun "he" in that

sentence was error. Because the child of sheep is an animal. So

the pronoun that right is "it".

Table 5
Table of the Students' Conjunction Errors on the Narrative
Writing Text

b. Conjunction

Error Sentence	Right Sentence
"Besides lazy, she was also very spoiled."	"Besides that, she was also very spoiled."
"____ Timun Mas was very healthy and smart girl. She was also very diligent."	"In addition, Timun Mas was very healthy and smart girl. She was also very diligent."
___, Ana liked playing in the fields.	Once upon a time,Ana liked playing in the fields.
____, the bear came near the one who lying on the ground.	At the same time, the bear came near the one who lying on the ground.
___, ants move towards the leaf and rise up there.	Finally, ants move towards the leaf and rise up there.

Source: Documentation data conducted on June 6th2018

According to the table above, the erros which mostly occur in using grammatical cohesion. Here, the writer narrated the table to make easily.

The first error is "beside lazy" in the sentence on the tablewas error. The sentence above should be changed by "besides that". To make the sentence coherence, the writer must used right conjunction. The second error is if making the good sentences that can be the reader understand what you write. In next sentences, for new sentence should be added conjunction. So, the sentence above should be added "in addition".

The next error is there is no conjuntion that must used in opening in text. Should be add "once upon a time", for make a reader can understanding why the rules a story. The fourth errors has a some problem. There is no conjuntion in the next paragraph. It make the story is not understanding. Should be add "at the same time" to continue the paragraph before. The fifth errors is, that sentences was wrong because the sentence in the writing in the closing text. Should be add "Finally".

Table 6
Table of the Students' Ellipsis Errors on the Narrative Writing
Text

c. Ellipsis

Error Sentence	Right Sentence
They ____to have sacrificed their child to ButoIjo.	They <u>were </u>to have sacrificed their child to ButoIjo.
The dove ____hoping to trap it.	The dove <u>was </u>hoping to trap it.
I ___not he did a fromdewa.	I <u>was</u>not he did a fromdewa.

Source: Documentation data conducted on June 6th2018

According to the table above, the erros which mostly occur in using grammatical cohesion. Here, the writer narrated the table to make easily.

The first error is there is ommited word in the sentences. After "they" there is no word that could happen the sentences is not complete. The sentences after "they" must be add "were" to make the sentence was complete. Why "were" because in narrative text, the sentences make past tenses.

The second error liked the first error, there is omitted word in the sentence. The sentence was error, because after "the dove" there is no word that could happened the sentences is not complete.

The sentences after "the dove" must be added "was" to make the sentence was complete.

Same problem, in the third errors liked that. The sentence was error, because after "I" there is no word that could happen the sentences is wrong. The sentences after "I" must be add "was" to make the sentence was complete.

2. Interview Result

The writer conducted interview to students. There were 4 students of SMK Muhammadiyah 2 Metro, the students answer questions from the researcher.

The first question "Do you know the type of narrative text? Please explain and give an example!". The students' answer that narrative text is an essay that tells an event based on the size of time (*two students)*. Another answer that narrative text is an article that tells the events that have occurred in the past. *(two students)*

The second question "Do you find it difficult to write a narrative text? Why? Give a reason!".The students' answer is that "yes because writing is not very easy, it takes a thought or idea that mature." (*three students)*. Another answer that because writing it takes a mature concentration so that the paper can be good. *(one student)*

And then the next question is "What makes you often experience mistakes in making a narrative text?". The students' answer that she

has lack knowledge's about English subject and little vocabulary. (*four students*)

The fourth question is"How do you resolve these errors? What should an English teacher do?". The students' answer that she must more study English subject and the teacher will give more attention and ask students' to study English subject. Another answering that she must remember some vocabularies and search knowledge about grammatical cohesion from other reference like handphone. And the last question "Do you know if your writing is true or error in a discourse?". The students' answer that yes, they know that their writing was errors. (*four students*)

D. Discussion

Based on the data analysis result above, the writer considered that so many usages of grammatical errors in the students' narrative writing text. It can be reflected from their mistake that they have made in using grammatical cohesion in their writing. To make the clearly in this research, the writer presented the chart that represented the types of grammatical cohesion error is frequently used in the students' writing as follows:

Figure 3
Grammatical Cohesion Errors found in Students' Narrative Writing
Text at SMK Muhammadiyah 2 Metro
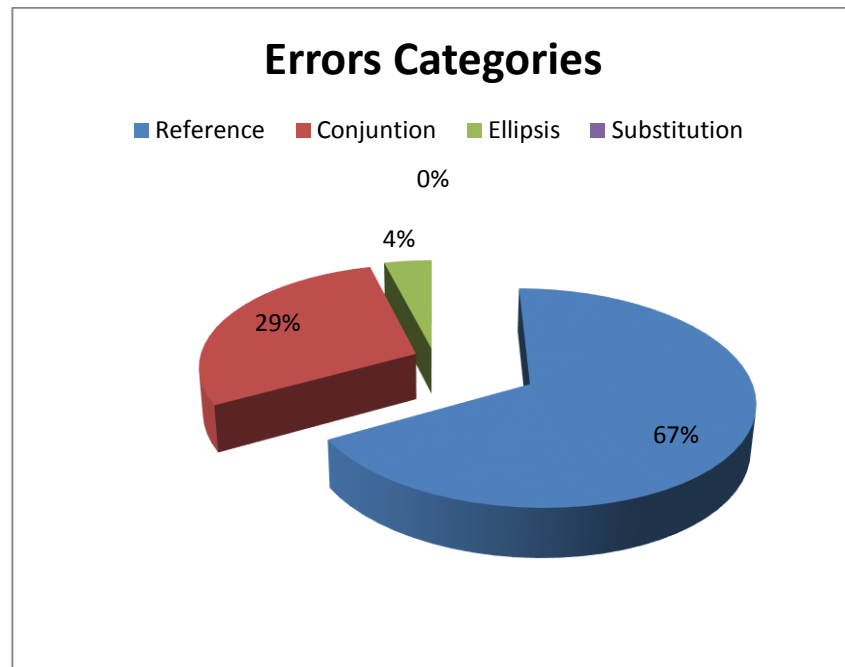
Based on the chart, the types of grammatical cohesion errors which frequently used are reference was 69 errors (67%), conjunction was 30 (29%), and another error on the use of grammatical cohesion was ellipsis. The subtypes of ellipsis occurred in students' text. The total number of ellipsis errors was 4 (4%). It is clear that the types of grammatical cohesion are frequently used in narrative writing text is reference, conjunction and ellipsis.

This is potentially caused by students misunderstanding about applying grammatical cohesion in writing text. Some students often felt confused in using of grammatical cohesion. It can be concluded that the students did not understand the

right rule of grammatical cohesion. When the students could not apply the right rules of grammatical cohesion well on their writing, as the consequence all of the reader surely felt difficult to understand their writing result.

To solve this problem, the students should study and know more about the mechanical aspects especially in usage grammatical cohesion. Many resources that can be reference in understanding the grammatical cohesion, and so this research does. By knowing the theory and the types of grammatical cohesion, the students will give more attention in using grammatical cohesion in writing activity.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the result of the data analysis, there were 103 errors in using cohesive devices identified in 14 students' narrative writing text at SMK Muhammadiyah 2 Metro. The types of cohesive devices errors that occurred in students' narrative writing text were reference and conjunction. The errors consisted of 69 reference errors (67%) and 30 conjunction errors (29%). The dominant error was reference. The writer found five subtypes of reference such as personal pronoun, possessive pronoun, nominal demonstrative, adverbial demonstrative and comparative references. The dominant error of reference subtypes was personal pronoun. In addition, the writer found four subtypes of conjunction such as simple additive, simple temporal, simple clausal and complex temporal. The dominant error of conjunction subtypes was simple additive. Another errors is ellipsis, there is 4 errors (4%) in students writing.

B. Suggestion

Considering the conclusion above, the writer would like to propose some suggestions, which hopefully will be useful for teachers, students and other researchers.

1. For Teachers

   English teachers should give more attention in teaching grammatical structure especially in terms of cohesion and give more explanation about the rules, kinds, functions and position of cohesion to the students. So, they can avoid the errors.

2. For Students

   The students of X TKJ class at SMK Muhammadiyah 2 Metro especially and students generally, they have to improve their knowledge in grammar especially in cohesion. They can learn from some errors found in their narrative writing text because grammatical cohesion is very important in their writing. So, they will not make same errors in the future time.

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She took her elementary school at Elementary Schoool 2 North Kotabumi, Kotabumi from 2002-2008. Then, she continued her study at Junior High School 3 Kotabumi for three years during the period of 2008-2011. Having graduated from junior high school, she continued her study at Vocational High School 1 Kotabumi and finished in 2014. In the same of year, she took her undergraduate program at IAIN Metro, majoring English Department. Her motto is *"Manjadda Wa Jadda"*

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2. Syahreni Siregar, M.Hum
Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama   :   Adetia Indriyani
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Jurusan   :   Tadris Bahasa Inggris
Judul   :   An Error Analysis on Using Cohesive Devices in Student's Narrative Writing Text at SMK Muhammadiyah 2 Metro

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan + 1/6 bagian
   b. Isi + 2/3 bagian
   c. Penutup + 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

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Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1955/In.28/D.1/TL.01/06/2018, tanggal 05 Juni 2018 atas nama saudara:

Nama	:	**ADETIA INDRIYANI**
NPM	:	14120847
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK MUHAMMADIYAH 2 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS ON USING COHESIVE DEVICES IN STUDENTS' NARRATIVE WRITING TEXT AT SMK MUHAMMADIYAH 2 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 05 Juni 2018
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Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

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Untuk :

1. Mengadakan observasi/survey di SMK MUHAMMADIYAH 2 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS ON USING COHESIVE DEVICES IN STUDENTS' NARRATIVE WRITING TEXT AT SMK MUHAMMADIYAH 2 METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 05 Juni 2018

Mengetahui,
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السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Waba'du, disampaikan dengan hormat bahwa :

Dasar : Surat dari IAIN Metro Nomor : B-1956/In.28/D.1/TL.00/06/2018 tanggal 05 Juni 2018
   perihal Izin Research.

Menjawab permohonan surat dimaksud pada prinsipnya kami memberikan izin kepada Mahasiswa
IAIN Metro, untuk melaksanakan Penelitian di SMK Muhammadiyah 2 Metro, dengan identitas
mahasiswa sebagai berikut :

   Nama   : **ADETIA INDRIYANI**
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        IN STUDENTS' NARRATIVE WRITING TEXT AT SMK
        MUHAMMADIYAH 2 METRO"

Demikian Surat ini kami sampaikan untuk dapat digunakan sebagaimana mestinya.

وَالسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

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