



**Cohesion in English Narratives Produced by Seventh Semester Students
Academic Year 2010-2011, Majoring in Linguistics at the English
Department, the Faculty of Letters – Jember University: A Study of
Student's Narrative Writing**

THESIS

**A Thesis Presented to English Department, Faculty of Letters, Jember
University in accordance with one of the Requirements for the Degree of
Sarjana Sastra in English Studies**

Written by:

Lerynda Pramitha

NIM 090110101059

**ENGLISH DEPARTMENT
FACULTY OF LETTERS
JEMBER UNIVERSITY**

2015

DEDICATION

This thesis is dedicated to:

1. My beloved father Totok Sugiharto, and my beloved mother Ike Elfiana for their unconditional love and everything. I thank them for teaching me to keep strong whenever life gets harder.
2. My grandmother Masitah and brothers Oky Lerysandi and El Vani for their love, prayers and everything.
3. My best friend ever Eko Prastiyanto, Amd for his support and everything devoted to me.
4. My Alma Mater.

MOTTO

Life is struggle. Be strong



DECLARATION

I hereby stated that the thesis entitled **Cohesion in English Narratives Produced by Seventh Semester Students Academic Year 2010-2011, Majoring in Linguistics at the English Department, the Faculty of Letters – Jember University: A Study of Student’s Narrative Writing** is original piece of writing. I declare that the analysis and the research described in this thesis have never been submitted for any other degree or any publications.

I certify to the best of my knowledge that all sources used and any help received in the preparation of this thesis have been acknowledged.

Jember, May 29th, 2015

The Candidate,

Lerynda Pramitha

090110101059

APPROVAL SHEET

Approved and received by the Examination Committee of English Department, Faculty of Letters, Jember University.

Day :

Date :

Place : Faculty of Letters, Jember University

Jember, May 29th, 2015

Secretary,

Chairman

(Sabta Diana, SS, M.A)

(Drs. Albert Tallapessy, M.A, PhD)

NIP 197509192006042001

NIP 196304111988021001

The Members:

1. Prof. Dr. Samudji, M.A. (.....)
NIP 194808161976031002
2. Riskia Setiarini, S.S, M.Hum (.....)
NIP 197910132005012002

Approved by the Dean,

Hairus Salikin, M.Ed

NIP 196310151989021001

ACKNOWLEDGEMENT

All praise be to Allah. I am grateful for his blessing and mercy, so that I am able to finish this thesis. It is hard for me to complete this thesis without His help.

I also would like to thank to the following people who have given their support and help in completing this:

1. Dr. Hairus Salikin, M.Ed. the Dean of Faculty of Letters, Jember University;
2. Dra. Supiastutik, M. Pd, the Head of English Department;
3. Drs. Albert Tallapessy, M.A, Ph.D, my first advisor who gives me strong support and his precious best knowledge in writing this thesis;
4. Sabta Diana, S.S, M.A my second advisor who gives me a wonderful knowledge, courage and guide me patiently in writing this thesis;
5. All lecturers of English Department who have taught me the precious knowledge.
6. All of staffs of central library and Faculty of Letters' library for helping me in finding books and references.
7. All teachers in May English Private Course and May Joy Club;
8. All my friends in English Department, Faculty of Letters Academic year of 2008, 2009, and 2010.

Jember, 29th May 2015

Lerynda Pramitha

SUMMARY

Cohesion in English Narratives Produced by Seventh Semester Students Academic Year 2010-2011, Majoring in Linguistics at the English Department, the Faculty of Letters – Jember University: A Study of Student’s Narrative Writing; LeryndaPramitha; 090110101059; 2015; 73 pages; English Department; Faculty of Letters; Jember University

The objective of this study is to examine the cohesion used by seventh semester students, academic year 2010- 2011, English Department, Faculty of Letters, Jember University. It is conducted to elucidate what cohesive devices are used in their narrative texts, to analyze texture in texts, and to reveal the relationship between the use of cohesive devices and writing quality of the students’ text.

This study employs both qualitative and quantitative research. Qualitative method is applied to describe the data in the form sentences of narrative text and quantitative one is used to count the cohesive devices elements applied in this study as the method of collecting data.

The result of this thesis presents that the texts in the first topic ACCIDENT produce a greater number of coherence more than the other topic. The incoherent texts occur mostly in HOLIDAY topic. It presents five incoherent texts among twelve texts. Moreover, FREE topic shows that there are three incoherent texts among eight texts. The texts within three topics apply incorrect grammatical sentence structure. Moreover, there are underused of substitutions and failure in presenting ellipsis as part of grammatical cohesive devices. By using basic percentage counting, the percentages of coherence in each topic are gained. The texts in accident topic present coherence texts. The highest percentage of coherence in accident topic is 87%. Holiday topic presents twelve texts that five texts are considered as incoherent textswith 33 % as the lowest percentage among twelve texts. Free topic presents that there are three texts among eight texts

are considered as incoherent texts as well as the lowest percentage is 28 % and the highest percentage is 74%.

The incorrect and inappropriate application of cohesive devices and grammatical structure in the seventh semester students' texts may create misunderstanding and ambiguities for the readers if the readers do not understand the context of situation.

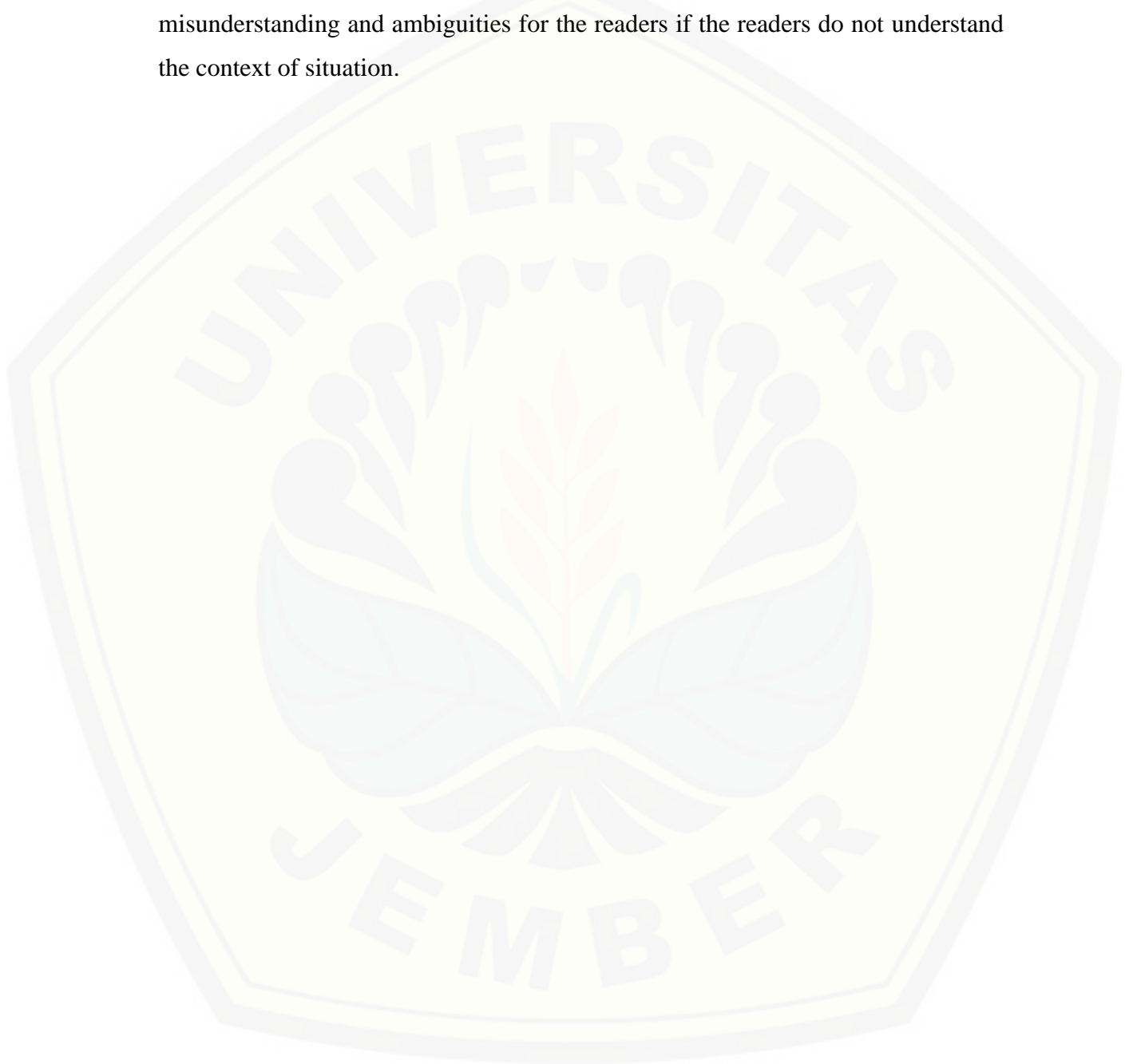


TABLE OF CONTENTS

	Page
TITLE	i
DEDICATION.....	ii
MOTTO	iii
DECLARATION.....	iv
APPROVAL SHEET	v
ACKNOWLEDGEMENT	vi
SUMMARY	vii
TABLE OF CONTENT	ix
LIST OF TABLE	xi
LIST OF FIGURE	xiii
CHAPTER 1. INTRODUCTION	1
1.1 The Background of Study	1
1.2 The Problems to Discuss.....	3
1.3 Research Questions	3
1.4 The Goals of Study	4
1.5 The Organization of the Thesis.....	4
CHAPTER 2. THEORETICAL FRAMEWORK	5
2.1 Review of Related Studies	5
2.2 Theoretical Framework.....	7
2.2.1 Context	8
2.2.2 Discourse	8
2.2.3 Text	8
2.2.4 Genre and Narrative	9
2.2.4 Texture	10

2.2.5 Coherence	11
2.2.6 Cohesion	12
2.2.7 Cohesive Devices	12
2.2.7.1 Grammatical Cohesive Devices	12
2.2.7.2 Lexical Cohesive Devices	20
CHAPTER 3. RESEARCH METHODOLOGY.....	25
3.1 The Type of Research	25
3.2 The Type of Data.....	26
3.3 Data Collection	26
3.4 Data Analysis.....	27
CHAPTER 4. RESULT AND DISCUSSION.....	29
4.1 The Data Analysis	29
4.1.1 Accident	30
4.1.2 Holiday	42
4.1.3 Free Topic	56
4.2 Discussion	67
CHAPTER 5. CONCLUSION.....	69
5.1 Conclusion	69
REFERENCES.....	72
APPENDICES	74
APPENDIX 1. STUDENTS' NARRATIVE TEXTS	
APPENDIX 2. GRAMMATICAL AND LEXICAL COHESIVE DEVICES' TABULATION	
APPENDIX 3. STUDENTS' NARRATIVE TEXTS (ORIGINAL)	
APPENDIX 4. PARTICIPANT'S CONSENT FORM (INDONESIAN VERSION)	

LIST OF TABLES

	Page
2.1 Personal pronoun	14
2.2 Cohesive (conjunctive) and Structural Conjunction.....	19
4.1.1.1 A Total Number of Grammatical and Lexical Cohesive Devices.....	31
4.1.1.2 Cohesive Chain (Text 1).....	34
4.1.1.3 Cohesive Chain (Text 2).....	34
4.1.1.4 Cohesive Chain (Text 3).....	35
4.1.1.5 Cohesive Chain (text 4).....	35
4.1.1.5 Cohesive Chain (text 5).....	36
4.1.1.6 Cohesive Chain (text 6).....	36
4.1.1.7 Cohesive Chain (text 7).....	36
4.1.1.8 Cohesive Chain (text 8).....	37
4.1.1.9 Cohesive Chain (text 9).....	37
4.1.1.11. Arrow Marked.....	38
4.1.1.10 Percentage of Chain Interaction in the Accident Topic.....	38
4.1.2.1 A Total Number of Grammatical and Lexical Cohesive devices.....	43
4.1.2.2 Cohesive Chain (text 1).....	48
4.1.2.3 Cohesive Chain (text 2).....	48
4.1.2.4 Cohesive Chain (text 3).....	49
4.1.2.5 Cohesive Chain (text 4).....	49
4.1.2.6 Cohesive Chain (text 5).....	49

4.1.2.7 Cohesive Chain (text 6).....	50
4.1.2.8 Cohesive Chain (text 7).....	50
4.1.2.9 Cohesive Chain (text 8).....	50
4.1.2.10 Cohesive Chain (text 9).....	51
4.1.2.11 Cohesive Chain (text 10).....	51
4.1.2.12 Cohesive Chain (text 11).....	51
4.1.2.13 Cohesive Chain (text 12).....	52
4.1.2.14. Cohesive Chain (text 13).....	52
4.1.2.15 Arrow Marked.....	52
4.1.2.16Percentage of Chain Interaction in the Holiday Topic.....	53
4.1.3.1 A Total Number of Grammatical and Lexical Cohesive devices.....	57
4.1.3.2 Cohesive Chain (text 1).....	60
4.1.3.3 Cohesive Chain (text 2).....	60
4.1.3.4 Cohesive Chain (text 3).....	61
4.1.3.5 Cohesive Chain (text 4).....	61
4.1.3.6 Cohesive Chain (text 5).....	62
4.1.3.7 Cohesive Chain (text 6).....	62
4.1.3.8 Cohesive Chain (text7).....	63
4.1.3.9 Cohesive Chain (text 8).....	63
4.1.3.11. Arrow Marked.....	64
4.1.3.12 Percentage of Chain Interaction in Free Topic.....	64

LIST OF FIGURES

	Page
1.1 Narrative Diagram.....	2
2.1 Texture.....	11
4.1.1.1 Chain Interaction in text 7 (87 %).....	40
4.1.1.2 Chain Interaction in text 2 (33 %).....	41
4.1.2.1 Chain Interaction in text 2 (33 %).....	54
4.1.2.2 Chain Interaction in text 11 (84 %).....	55
4.1.3.1 Chain Interaction in text 8 (74 %).....	65
4.1.3.2 Chain Interaction in text 3 (28 %).....	66

CHAPTER 1. INTRODUCTION

1.1 The Background of the Study

Language gives wide space for researcher to satisfy himself with many experiences in it. Most of them explore the use of language in many kinds of text. One of the crucial part in a text is coherent. A coherent text makes readers easily understand and catch the explicit meaning even the implicit one. A text regards coherent if there are elements that unify the text. The elements are called cohesive devices. Cohesive devices are regarded as essential component in creating organized text, ties and comprehensible content to the reader.

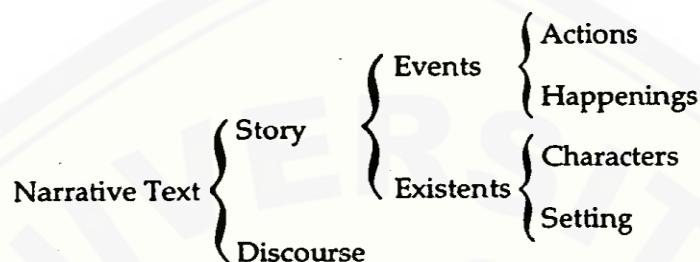
Cohesive devices are a non-structural text forming relation. The relation is not only expressed by grammatical structure but also by lexical cohesive devices that build cohesive ties. It called semantic relation. Based on Halliday and Hasan, (1976: 96), semantic relation refers to the relation that can be built by cohesive devices. Cohesive devices are created to express semantic relation in five ways: by reference, substitutions, ellipsis, conjunction, and lexical cohesion.

In attempt to get better understanding of Halliday and Hasan's concept of cohesion, this study takes Halliday and Hasan framework as its guiding principle. It is expected that with their concept of ties as a framework of analysis, the correct use of cohesive devices in English narrative of seventh semester students, English department, Faculty of Letters, Jember University can be ensured.

Moreover, this study focuses on the use of cohesive devices and the relationship between the numbers of cohesive devices and writing quality of students' narrative text. Narrative is a part of discourse since it has a context and its own genre. Based on *Oxford Dictionary* the term narrative refers to the spoken or written accounts of events. Generic structure of narrative is explored through three stages; orientation or opening stage, complication stage, and resolution (provide in sequence of events). In line with this perception, Chatman (1978:20)

explain that features in narrative are needed and constructed by genre. He describes the distinction of narrative in the diagram recognized since Aristotle's in Poetic:

Figure 1.1



(Chatman, 1978:19)

Furthermore, in understanding the distinctions in the figure above, a crucial part that makes the information in narration transferred from sender (writer) to receiver (reader) is coherence. Chatman (1978:30) clarifies that coherence is another inference for the existence of narrative. Sequence of events in narrative must remain the same from one event to the next. If the sequence is not the same, the explanation of the difference preserved. It is influential to readers' level of interpretation. Hence, the existence of events in narrative identifies the coherence and continuous story that exists in it.

Writing is language skill that is arduous. However, organizing and translating ideas into readable text for second language students sometimes is difficult (Ghasemi, 2013:1). Since narrative is a transaction as a text (Chatman, 1978:31), indeed learners must have a good skill in writing a continuous text. Writing task is important output for learners because its structure expresses learners' thoughts. In line with this, seventh semester students of English Department, Faculty of Letters, Jember University who achieved and learning English as nearly as second language must be able to write a continuous text based on experienced they have. Moreover, they must provide an output, especially in writing skills, for their achievement in learning English. Hence, narrative task would seem to be an ideal

tool for assessing level of language skill for seventh semester students in English Department Faculty of Letters as second language learners.

1.2 The Problems of the Study

The presence of cohesion in a text especially in narrative text indicates an organized and comprehensible text. The sequence of events in narrative text should be in order, continues and understandable. Hence, the presence of cohesive devices and cohesive ties is significant. Seventh semester students should produce a continuous and coherent text in their grade. They were able to use various cohesive devices in their narrative text. Nevertheless, there are some problems in writing such as inappropriate and incorrect use of cohesive devices items in sentences even paragraph and the lack presence of cohesive ties' item. Therefore, it leads to misconception or even misinterpretation of their narrative writing. This research intends to investigate about on how seventh semester students deal with cohesive devices and cohesive ties in their narrative writing and to investigate the relationship between the use of cohesive devices and writing quality to make an organized and coherent text.

1.3 Research Questions

The research problems composed as follows:

1. Do the seventh semester students' Faculty of Letters use cohesive devices in their writing? Which are the categories of cohesive devices that they used?
2. How cohesive ties do create texture to establish grammatical and lexical cohesion to make students' narrative text become cohesive coherent and unified?
3. What is possible relationship between the use of cohesive devices and writing quality of seventh semester students?

1.4 The Goals of the Study

The goals of this study generally are to know how cohesive devices as linguistic tools works on students' narrative text and how coherence of the narrative text expressed through discourse analysis is. Here are the goals of the study in particular:

- a. To elucidate what cohesive ties are applied in composition of the seventh semester student, English Department, Faculty of Letters, Jember University.
- b. To investigate how cohesive ties creates texture to establish relation of meaning that build a coherence discourse in the narrative text of seventh semester students, English Department, Faculty of Letters, Jember University.
- c. To find possible relationship between the use of cohesive devices and the writing quality of seventh semester students, English Department, Faculty of Letters, Jember University.

1.5 The Organization of the Thesis

The organization of this thesis is divided into five chapters. They are introduction, theoretical framework, research methodology, the result and discussion, and conclusion. The first chapter illustrates the background of study, problem to discuss, research questions, the goals of study, and the organization of the study. The second chapter consists of theoretical framework and theoretical review. The third chapter is the research methodologies that explain the methods, data collecting, and analyzing data. The fourth chapter is about the result and discussion of the data analysis that uses discourse analysis on seventh semester students' English narrative. The last chapter, the fifth, is conclusion.

CHAPTER 2. THEORETICAL FRAMEWORK

This chapter consists of two sub chapters: the general view of previous researchers and theoretical framework. The general view of related studies tells the reader about how previous researcher analyzed their data. Theoretical framework provides the theories that are used in this thesis in which, it will support the analysis and data presentation.

2.1 Review of Related Studies

There are several researchers discussing grammatical and lexical cohesion as the tool to overcome the particular problem like the current study. They have their ways and findings in analyzing the texts. The first research is journal written by Zhang (2004) entitled “Use of Cohesive Ties in Relation to The Quality of Composition by Chinese College Students”. In this journal, he analyses the relation between the use of cohesive ties in relation to the quality of compositions using Halliday and Hasan’s concept of cohesion and taxonomy of cohesive ties. The object of this research are a hundred sample of compositions that selected systematically from 4845 compositions written by college non-English majors who took part in the 2004 National Entrance Test of English for M.A/M.S. This study is conducted to reveal that lexical synonymy (LS) and personal reference (RP) among the categories of cohesive ties were better predictors of the quality of the students’ compositions. However, the result of this study suggests a weak relationship between the total number of the ties used and the composition scores.

Another research is journal by Ghasemi (2013) entitled “An Investigation into the Use of Cohesive Devices in Second Language Writings”. This study reviewed some studies focusing on the use of cohesive devices and the relationship between the numbers of cohesive devices and writing quality. The object of this research is collected data from different EFL/ESL researches. Halliday and Hasan’s

framework about cohesion is used in this thesis in analysing the construction of cohesion in ESL/EFL writing. The purpose of this study is to investigate cohesive devices used in different genres such as argumentative writing, descriptive writing, and expository writing composed by the learners and the relationship between the use of cohesive devices and quality of their essays. The writer also expect that this research will help to identify students' problem in using cohesive devices, for instance, overuse or underuse of certain categories of cohesive devices, modify teaching writing and incorporate a more precise plan for teaching the appropriate use of cohesive devices.

The next research is a thesis by Handayani (2012) entitled "The Discourse Analysis on Alice Brown's the Cry Fairy". The object of this research is narrative text entitled *The Cry Fairy* by Alice Brown. It tells about Gillibloom as the main character that invites other fairies to learn how to cry. The theory used in this thesis is Halliday and Hasan' theory of cohesion. This thesis is held to find out grammatical and lexical cohesion applied in *The Cry Fairy*. It elucidates how lexical chain describes texture within chain interaction, and also to find out what context applied in *The Cry Fairy* is.

The first research conducted by Zhang (2004) gives some points and helps the writer to collect data. Even more, this research helps to find out an appropriate method for analyzing the data by his research methodology. The second research, conducted by Ghasemi (2013) sheds a light to the writer to analyse a particular type of writing genre by finding the use and the relationship of cohesive devices in it. Moreover, both previous research conducted by Zhang and Ghasemi provides the focus on how cohesive ties work on students' writing genre and the relationship between the use of cohesive devices and their writing quality. Furthermore, the last unpublished research conducted by Handayani (2012) helps the writer to analyze narrative text and elucidates the way that chain or even texture work on narrative text. Thus, related to the present thesis, this research employs discourse analysis approach and uses Halliday and Hasan cohesion theory as a framework in analyzing coherence and cohesion as well as other

previous researches. The differences lie on a different subject and object which seventh semester students English Department Faculty of Letters, Jember University with their narrative text.

2.2 Theoretical Framework

2.2.1 Context

Context is a term that points to total environment where the text is unfold (Halliday and Hassan, 1989:5). Nunan (1993:7) also stated that context points out to the situation that gives rise and embedded to the discourse. Moreover, Halliday and Hassan (1989:5) explains context as the situation which prior to the text or discourse that relates to it. In line with experts' statements, there are two types of context to be considered and applied in discourse analysis namely context of situation (non-linguistic context) and context of culture (linguistic contexts). In this case, this research only uses context of situation to be considered in this research, as well as this research concern to the situation and the coherence of the text. As the expert, Malinowski proposes context of situation. He points this term as the environments of the text (Halliday and Hassan, 1989:6). In addition, he uses context of situation to express the total environment including verbal environment and situation where the text is elucidated. It relates to the fact that people have to make a conventional text based on their environment to understand each other. In the context of situation, there are three features represented to interpret the social context of text; field, tenor, and mode. Field of discourse refers to what is happening, to the nature of the social action that is taking place. Tenor of discourse refers to who are taking part, to the nature of the participants, their statuses, and roles.

Finally, the mode of the discourse refers to what part language is playing and what it is that the participants are expecting the language to do for them in that situation (Halliday and Hassan, 1989:12). Those variables in this research are tools in describing the social action within language; examine the role of relationships among the participants who are taking part; and the last to examine what language that plays in a particular situation is, in the text.

Furthermore, to get deeper understanding about context of situation, the elaboration about discourse is preserved.

2.2.2 Discourse

Discourse is a branch of linguistics unit. It analyses language in use. Yule points that discourse is involved in language usage in the communication, the society and the way society knowing linguistic aspect. Hence, it deals with conversation (2006:124). Moreover, Brown Yule and Cook (in Nunan, 1993:6) state that discourse analysis also examines how the stretches of language concerning in their full contextual, social, and psychological contexts become meaningful and unified to employ texts in order to convey the meaning related to social and psychological. Therefore, in line with this research, this theory is used because discourse analysis concerned on texts and conversation on complete spoken and written texts as well as narrative text include in written text. Discourse provides an understanding and appreciation of the texts. The appreciation of text will be elucidated in the next sub chapter.

2.2.3 Text

In the previous sub chapter, it is explained that context of situation is the environment prior to the text or discourse that relates to it. This kind of relationship establish to the next question, what is text? There are so many definitions about what text is. Halliday (1976:9) points that text is something that is clearly different from a band of sentences. He suggests that text is a unit of language in use and any instances of living language that is playing some part in context of situation (1989:10). A text refers to language that we used in any kind of contexts within different purposes. A text may in the form of spoken or written of whatever length that creates a unified whole. A text relates to a clause or sentence not by its size but by realization (Halliday and Hassan, 1976: 2). A text has certain features and property that cannot be found if some sentences put arbitrarily. A text has a particular structure and purposes. Thereafter, one of the properties of text is generic structure potential. There are many types of text

included narrative text. The generic structure of narrative text is orientation, complication and resolution. Moreover, the purpose of narrative text is to tell stories or past events, and entertain readers. Meanwhile, the important thing about text is how the text creates unified meaning. Narrative text is used as the object in this research. The exploration about type of text or genre will be elaborated in the next sub chapter.

2.2.4 Genre and Narrative

Genre can be elaborated as types of text. The types of text refer to the different style of literary discourse such as sonnets, tragedy, and romance and include short story (Nunan, 1993:48). Genre is also known as a way to examine a textual structure by exploring the generic structure potential of the text (Paltridge 2000: 107). Hence, genre is not only about discourse structures but also patterns of language. The focus of this research is narrative text. Narrative text is one type of written communication. It is typified by a particular structure and grammatical form to elaborate the communicative purpose of the genre. Genre of narrative refers to short story. The generic structure potential of short story is orientation, complication, evaluation, and resolution. Moreover, according to Chatman, (1928:19) narrative has two parts of body; a story (chain of events and the existents of characters) and a discourse (the content).

Narrative is genre of writing used frequently by ESL/EFL learners and users to compose various kind of writing, especially to tell someone or readers about the past event. This type of text is important, because narrative text is a medium for learners to express their thought about retelling something happened around them or telling something in their own mind. Furthermore, the theory of narrative is used to analyse the narrative writing composed by seventh semester students whether they use the structure of narrative or not. The first important step to be known when analyzing text is the property of a text. Texture is a property of a text. Texture is explored to elucidate and to get the coherence of the text.

2.2.5 Texture

Texture, as it is explained by Halliday (1976:10), is the property to be a text. A text must have a texture, because texture of a text differentiates text and passage. The property itself refers to the cohesive relation, for example reference that coded by pronoun then expressing the identity of reference. Hasan (1989:70-71) examines certain conclusion related to what actually texture is. There are three conclusions in it; 1. Texture of a text is manifested by certain kinds of semantic relation between its individual messages. 2. Texture and text structure must be seen as different phenomena. Text structure is closely related to the context of situation and the further description about field, tenor, and mode that can build contextual configuration. 3. The property of texture is related to the listener or reader's perception of coherence. In line with those conclusions, there is also an important part in examining texture; it is a tie or cohesive ties. As it is explained before, that cohesive ties or cohesive devices is a tool to attain semantic relation. Moreover, there are three type of ties; co-referential, co-classification, and co-extension, which are essential to texture and these types of ties, related to each other. Co-referential refers to something within the same meaning, which is typically realised by reference's devices; pronominal, definite article, and demonstrative. Co – classification refers to something within the general field of meaning that realised by either substitutions or ellipsis. Co- extension refers to “content word” or “lexical items” and the relation of this tie naturally does not exist between two randomly co-occurring lexical items (Halliday and Hassan, 1989:78-79). This tie actually is the interpretation of the notion “general field of meaning” that is delimited.

Example 1: I had a big lollipop. I bought it in a small town.

Example 2: I play the doll. My sister does, too.

Example 3: Mama holds flower with white petal.

Figure 2.1:

	A	B	tie type
Example 1:	Big lollipop	↔ it	= co-referential
Example 2:	play the doll	↔ does	= co-classification
Example 3:	flower	↔ petal	= co-extension

The ties can create texture not because the ties have become available. It is through the fact that there is a particular semantic relation obtains. Therefore, by finding an element that depends or relates to another in a text, which means that there is semantic relation, it sets up a relation that build a type of texture explained in the figure above. Hence, this theory is used in this research to elucidate the presence of texture by finding the semantic relation in student's narrative writing.

2.2.6 Coherence

The concept of coherence is clearly developed in a text when clauses or sentences are juxtaposed. There are four ways to achieve coherence in a text; repeating nouns, using pronouns, employing transition signals, and applying logical orders (time, division, and importance). Coherence is set up to distinguish whether it is a text or a passage. Instead, it is clearly stated that coherence is the important part in the text to makes it meaningful and unified. The coherence theory uses in this research because this research deals with particular genre of writing. Seventh semester student's texts can be distinguished as coherent texts or not by seeing cohesion that applied in it.

2.2.7 Cohesion

Cohesion refers to a relation of meaning that exists within the text. The relation occurs when there is one element presuppose the other element in the text or discourse (Halliday and Hasan, 1976:6). Based on those explanations, it can be concluded that cohesion means a relation, a link, or chain. It is explained in the previous chapter that cohesion express partly through grammar and partly through lexis. Both of that part refers to grammatical and lexical cohesion called as cohesive devices (Halliday and Hasan, 1976:6). Halliday and Hasan explained that these two kinds of devices are not work in one sided. They work together to support each other (1989: 82). These tools are used in order to express what they mean by their writing. Hence, this theory is used to explain the kinds relations obtain in seventh semester student narrative writing.

2.2.8 Cohesive Devices


Cohesive devices are able to build relationship between writer to reader and speaker to listener, explicitly. Cohesive devices are expressed through grammar and lexis. Grammatical cohesive devices link sentences by its grammatical function. Those are reference, substitutions, ellipsis, and conjunction. On the other hand, lexical cohesive devices refer to the dictions used in the text. The members of lexical cohesive devices are repetition, synonymy, antonymy, meronymy, hyponymy, and collocation. Those are six distinct members but they are related each other. By seeing the application of those devices in students' narrative text, it is expected to find the possible relationship between the writing quality and the use of cohesive devices in it.

2.2.8.1 Grammatical cohesive devices

a) Reference

Reference refers to or coded when a single sentence is taken out of context and presented in isolation, it is likely to contain elements that are difficult, if not impossible, to interpret. Halliday and Hasan (1976:33) examine that references


items can be exophoric or endophoric, if they are endophoric it can be anaphoric or cataphoric:

- a. Exophoric reference points to the context of situation or refers “outward” to the context in the text and symbolized by .

Example:

The headmaster will pronounce a new discipline.


Determiner *the* refers to a thing outside the text

- b. Anaphoric reference refers “backward” to a previous mentioned item and symbolized by  (Halliday and Hasan, 2: 1976).

Example:

Rinda got a gift because she is smart.

The subject pronoun *she* refers back to *Rinda*

- c. Cataphoric reference refers “forward” and gives us information further about the text to identify to which elements the reference items refer. It symbolized by .

Example:

They told me that I had to send the letter

The object pronoun *me* refers forward to I.

There are three sub-types of referential cohesion; personal, demonstrative, and comparative. (Halliday and Hasan, 1976:37).

1. Personal reference (R:P)

Personal reference is reference by means of function in the speech situation, through the category of person (Halliday and Hasan, 1976:37). It is expressed through pronouns and determiners.

Personal pronoun symbolized by R: P includes subject pronoun, object pronoun, possessive pronoun, possessive adjective and reflexive pronoun.

Table 2.1 Personal pronoun (adapted from Azar, 1999: 132 and 138)

PERSONAL PRONOUN				
Subject Pronoun	Object Pronoun	Possessive Adjective	Possessive pronoun	Reflexive Pronoun
I	Me	My	Mine	Myself
You	You	Your	Yours	Yourself
They	Them	Their	Theirs	Themselves
We	Us	Our	Ours	Ourselves
He	Him	His	His	Himself
She	Her	Her	Hers	Herself
It	It	It	its	Itself

2. Demonstrative reference (R : D)

Halliday and Hasan stated that demonstrative reference refers to location, on a scale of proximity (1976:37). It expresses through determiners and adverbs (Nunan, 1993:23). The aim for representing determiners and adverbs is for avoiding a lot of repetition and simplifying a phrase.

Such as *the, this, that, these, those, here, there, now, and then*. Demonstrative reference symbolized by (R: D).

Rinda got a gift last night. This is because she is smart.

R: D

(preceding clause)

The determiner *this* is anaphorically refers to preceding text. The preceding text is “Rinda got a gift last night”.

3. Comparative reference (R: C)

Comparative reference is indirect by means of identity and similarity (Halliday and Hasan, 1976:37). It is expressed through adjective and adverbs (Nunan, 1993: 24). The purpose is comparing items in a text within the term or similar identity.

Example:

The lion roars louder than the big one.

←

R: C

The big lion

The noun phrase *the big one* refers to the noun *lion*. It is used to describe the differences in text that it compares *the lion* and *the big lion*.

b) Substitutions

“Substitution is a relation between linguistic items, such as words or phrases” (Halliday and hasan, 1976:89). Halliday and Hasan explained that substitution is the replacement of one item by another (1976: 88). Nunan stated that substitutions occurs when words like *one*, *do*, *so* replace a part of preceding text respectively and these words can be interpreted in relation to what has gone before (1993:25). There are three types of substitutions: nominal, verbal, and clausal.

1. Nominal Substitution. (S:N)

Nominal substitution is substitution as an item that the substituted can replace a noun or a noun phrase. They are *one*, *ones*, and *same*. “*One* or *ones* function only as head of nominal group and *same* can substitute to the entirely nominal group including any modifying elements” (Halliday and Hasan, 1976: 105). Nominal substitution symbolized by (S:N).

Examples:

- a. These books are not interested. Can I take another one?

S:N

(books)

The word *one* replaces the noun *book*

- b. There are some sweets in the small box. Those ones are for my brother.

S:N

(Some sweets)

The word *ones* replace the noun *some pencils*.

- c. John : I'll have banana split, please

Joan : I'll have the same.

S:N

(banana split)

The word *same* replaces the noun *banana split*.

2. Verbal Substitution. (S:V)

Verbal substitution in English is *do*. It refers to the replacement a verb phrase and works as Head of a verbal group. The position of this substitution is always final in the group (Halliday and Hasan, 1976:112). Moreover, S:V is the symbol of verbal substitution.

Example:

Daddy likes Orange. So do I

S:V

(likes)

The word *do* replace the verb likes.

3. Clausal Substitution. (S:C)

Clausal substitution refers to an item that can replace not only a clause but also an entire clause. The clausal substitutions use *so* and *not* for replacing a clause. (Halliday and Hasan, 1976:130). In addition, S:C is the symbol of clausal substitution.

Example:

A: Today will not become a rainy day again.

B: I hope so.

S:V

The clause *Today will not become a rainy day again* is replaced by the words *so*.

c) Ellipsis

Ellipsis set up when some structural items are omitted from a sentence a clause and only can be recovered by referring to an element in the preceding text. In line with this perception, Halliday and Hasan also stated that ellipsis is the omission of an item (1976:88). There are three kinds of ellipsis. They are Nominal Ellipsis, Verbal Ellipsis, and Clausal Ellipsis.

1. Nominal Ellipsis.

Nominal ellipsis occurs when the noun or noun phrase is omitted. Halliday and Hasan examine that nominal ellipsis refers to ellipsis within nominal group (1976:147). There are three types of ellipsis: nominal ellipsis, verbal ellipsis, and clausal ellipsis. Nominal ellipsis is symbolized by E:N.

Example:

Silver and gold uses to make jewellery, both are included to metal.

After the word both must be noun *silver and gold* but it is omitted, but the sentence can be understood.

2. Verbal Ellipsis.

Verbal ellipsis occurs when the verb or the verb phrase is omitted. It refers to ellipsis within the verbal group (Halliday and Hasan, 1976: 167). Verbal ellipsis is symbolized by E:V

Example:

A: Take your book and put it on the table!

B: I **will**

E:V

After the modal ***will*** it should be verb phrase *take my book and put it on the table* but it is omitted.

3. Clausal Ellipsis.

Clausal ellipsis occurs when the clause is omitted. Clausal ellipsis refers to ellipsis of the whole clause or a part of clause (Halliday and Hasan, 1976:138 and 139).

Clausal ellipsis is symbolized by E:C

Example:

A: Have you got your lunch?

B: **Yes.**

E:C (I have got my lunch)

After the words ***yes***, should be the clause *I have got my lunch* but it is omitted.

d). Conjunction

Based on Halliday Hasan (1976:224), conjunction is rather different from other cohesive relation. Conjunction is the device caused by its signal relationship that can only understand through reference to other parts of the text. Halliday and Hasan explain that conjunction is the borderline between of two items in the text: mainly grammatical, with a lexical component in it (1976:6). There are four types of conjunction; temporality, causality, addition, and adversity (Halliday and Hasan, 1976:238).

Table 2.2 Cohesive (Conjunctive) and Structural Conjunction

Category	Textual Meaning Cohesive Conjunction (Conjunctive Adjunct)	Logical Meaning Structural Conjunction	
		Coordinator	Subordinator
Additive	Moreover	And	Besides
Adversative	However	But	Otherwise
Temporal	Subsequently	Then	After
Clausal	Consequently	So	Because

(Taken from Halliday and Hasan, 1976: 322)

1) Additive conjunction.

Additive conjunction is conjunction that is expressed by *and*, *or*, *nor*, etc (Halliday and Hasan, 1976:245). Additive conjunction refers to conjunction that presents additional information. The additive conjunction is symbolized by C:Add.

Ex: Michelle has two apples **and** Edo has six star fruits.

C:Add

The conjunction **and** shows the second clause to give additional information to the previous one.

2). Adversative conjunction.

Adversative conjunction is conjunction that gives signal about contrast to expectation between clauses or sentences in the text. The adversative conjunction are but, yet, however, on the other hand, etc and symbolized by C:Adv.

Examples:

Madelline is smart **but** she sometimes makes trouble in her house.

C:Adv

The conjunction but in the text shows the first clause is contrast with the previous one.

2) Temporal conjunction.

Temporal conjunction is conjunction that gives a signal about the sequence in time: the one subsequent to the other (Halliday and Hasan, 1976: 261). The temporal conjunction are then, after, before, etc. temporal conjunction symbolized by C:Tem.

Example:

Edo did Mathematic **after** he did dictation.

C: Tem

The conjunction *after*, in this text gives signals to the sequence of time activity. It is explained that the second clause is the first activity after the first clause.

3) Causal conjunction.

The causal conjunction is conjunction that gives signal about the consequences. It means that a cause sentence will produce a consequence sentences. The causal conjunction are because, therefore, thus, etc and symbolized by C:Cau.

Example:

Alexa is a smart girl **because** she always studies hard.

C:Cau

The causal conjunction because in this text gives a signal that the second clause is the consequence of the first one.

2.2.6.1 Lexical Cohesion

Halliday and Hasan (1976: 318) explain that lexical cohesion is “phoric” cohesion that is established through the structure or the lexis or vocabulary and embraces two related aspects which refer to reiteration and collocation. These devise occur when two words in a text are semantically related in some way, in the other hand, related in terms of their meaning. Halliday and Hasan (1976:278) explain reiteration as a form of lexical cohesion, which involves the repetition of lexical item. Reiteration includes repetition, synonym, antonym, hyponym, co-

hyponym, meronym, and co- meronym. Furthermore, Halliday and Hasan (1976: 319) elaborates that collocation refers to a word, which is associated with another word in preceding text because of direct repetition, a sense of synonymous with it, or occurs in the same lexical environment.

a). Repetition

Repetition is the words that relates sentence to the preceding sentence. Based on Halliday and Hasan (1976:278) repetition refers to the words that have same lexical unit.

Examples:

- Keith makes two patterns for his cupcakes and he makes other cupcakes for his grandma.

The word *makes* is repeated in another clause.

- She has a schedule for private course today and the schedule will be at 10.00 pm.

The word *schedule* is repeated in another clause.

b). Synonym

Synonym refers to different words but they have the same idea or meaning. Synonym is experiential meaning of two lexical items that are identical. Identical does not mean that there is a total overlap of meaning. They mean the same (Halliday and Hasan, 1985:80). There are two words or more that have similar meaning. Synonym is symbolized by L:S

Examples:

- Irene is a beautiful girl and she is pretty when she uses her pink hair clip.

The adjective *beautiful* and *pretty* are different words but they have the same meaning.

- My Grandma was happy when I visited her house yesterday and I was glad to meet her.

The words *happy* and *glad* are synonymous.

c). Antonym

Antonym refers to two words, which contrast. As Halliday and Hasan identified that antonym is the oppositeness of experiential meaning (1985: 80). Antonym is symbolized by L:A.

Examples:

- Mother cannot find a big basket in the market, she find the small one.
The adjectives of *big* and *small* are opposite. They are antonymous.
- The girl is *beautiful* now, although she was an *ugly* one.
The adjectives of *beautiful* and *ugly* are opposite. They are antonymous.

d). Hyponym

Hyponym refers to words that have a relation between general class and sub-classes (Halliday and Hasan, 1985:80). The general class is called super ordinate, and the sub- classes called hyponyms (Halliday and Hasan, 1985:80). Hyponym is symbolized by L:H.

Example:

- Madelline likes many sports; swimming is her favourite sport.
The noun *sports* is general class, and *swimming* is subclass.

e). Co-hyponym

Co- hyponym refers to the relation between words into a sub class. Co-hyponym is symbolized by L:Ch.

Examples: He is drinking coca cola and his wife drinks lemon tea.

L:Ch

L:Ch

The words *coca-cola* and *lemon tea* are subordinates of *beverages*.

- My mother likes yellow skirt, but my sister likes the blue one.

L:Ch

L:Ch

The words *yellow* and *blue* are subordinates of *colour*.

f). Meronym

Meronym refers to or like as a sense of relation that there is another lexical pattern, which contributes to textual meaning (Halliday and Hasan, 1985:81). Strictly speaking, it is a correlation between a whole class and part class. The example relations of meronym are the relation between stem and plant, and shoulders and body. Meronym is symbolized by L:M.

Examples:

- Shoulders are part of body.

L:M L:M

The word *shoulders* are part of *body*.

- He has changed the machine; hence, he can ride his car well now.

Machine is one component found in a *car*.

g). Co-meronym

Co-meronym refers to two words that are included in the same class. Co-meronym is symbolized by L:Cm.

Examples:

- Stem, and leaves are part of plant.

L:Cm L:Cm

Stem and *leaves* are the two lexical items referring to parts of *plant*.

- Asian people usually have brown skin and flat nose.

L:Cm L:Cm

Skin and *nose* are the two lexical items referring to part of *body*.

h). Collocation

Based on Halliday and Hasan collocation refers to cohesive ties between any pair of lexical items that stand to each in some recognizable lexicosemantic (word meanings) relation (1976: 285). For instance, collocation occurs between teacher and teaching, and salmon and sea.

Examples:

- The teacher is teaching math using English.

The activity for *teacher* is *teaching*. That is why, the relation between person and verb is collocation.

- Salmon fish never get decreases in the sea.

Salmon lives in the *sea*. The relation between things and places is also collocation.

These all cohesive devices is used in this research to explore and classify which ties type the students used in their narrative text based on the classification that has explored above.

CHAPTER 3. RESEARCH METHODOLOGY

This chapter comprises several parts: the type of research, the type of data, the data collection, and data analysis. Research methodology is needed to get the validity and accuracy of the research. This step is one of the important steps of doing scientific research. The aim is to illustrate the way researcher conduct the research.

3.1 The Type of Research

This study employs mixed method, which are taken from two different approaches: qualitative and quantitative research. “Qualitative research generally are not set up as experiments; the data cannot be easily quantified and the analysis is interpretive rather than statistical, while quantitative research generally followed by the quantification of data and some sort of numerical analysis is carried out”(Mackey and Gass, 2005:2). Qualitative method is applied in this research to produce descriptive data in the form of text composed by seventh semester students, majoring linguistic, English Department, Faculty of Letters, Jember University. Furthermore, quantitative method is applied to count the type of cohesive ties type applied in their composition as well as counting the frequency ties type is used.

Based on Mackey and Gass, (2005:4) this research is included into exploratory-qualitative-statistical. The form of data is based on qualitative one (texts) and the method of analysis is statistical. By the data, the number of grammatical and lexical cohesive devices in the texts is counted in order to get the coherence and to find the possible relationship between the use of cohesive devices in the text and students’ writing quality. This research uses non-experimental design and the analysis provides a statistical rather than interpretative analysis.

3.2 The Type of Data

The types of data in this thesis are qualitative and quantitative. Qualitative data are in the form of sentences or words and stated in the form of sentences (Blaxter *et al*, 1997:177). The qualitative data in this thesis are in the form of a narrative text, which consist of sentences in the use cohesive devices taken from seventh semester students, English Department, Faculty of Letters, Jember University. On the other hand, quantitative data presents in the form of numbers. The calculation on the number of the type of grammatical (reference, substitution, and ellipsis) and lexical cohesive devices (repetition, antonym, synonym, etc) and the calculation on the percentage of coherence in the texts applied in this study.

3.3 Data Collection

The current study uses documentary technique to collect the data and applies non-experimental design. Documentary technique is conducted by abstracting from each document, those elements which we consider to be important or relevant by grouping together those findings, or setting on them alongside others which we believed to be linked. The texts, narrative text, written by seventh semester students, majoring linguistic, English Department, Faculty of Letters, Jember University are the primary data in this study.

Some procedures are set up to collect the data as follows:

a. Participants

The participants in this current research are seventh semester students Majoring Linguistics, English Department, Faculty of Letters, Jember University who now on the higher level of study in bachelor degree and has prepared for doing thesis. Consent form is necessarily provided in this study to collect the data because its involve human participant and expected to provide, or even, add benefits (Mackey and Gass, 2005:25-26). Consent form is produced in bilingual, which is English and Indonesia in order to minimize the risk of participants' misunderstanding about the form.

b. Narrative text

All participants are going to write their text. The instruction is designed to have the students create or retell about the theme given, which asked them to produce a narrative story about \pm 200 words as the minimum number. Moreover, students will have around 30 minutes to compose their narrative text. The texts written by the students are collected as the primary data.

In this research, the data are analyzed whether they use either grammatical or lexical cohesive devices in narrative text and to account for degree of coherence of the narrative text produced by students in linguistics major in the seventh semester, English Department, Faculty of Letters, Jember University.

3.4 Data Analysis

The data analysis in this research uses descriptive, statistical, and interpretative method. Descriptive method is used to apply the theory of narrative proposed by Chatman (1982) in order to review whether the text written by seventh semester students, English Department, Faculty of Letters uses generic structure potential of short story or not. Then based on Zhang (2004), the following steps are followed for identifying cohesive ties and coherence's percentage in each student composition by using theory of cohesion proposed by Halliday and Hasan.

Procedures for identifying cohesive devices:

1. Each text is separated into three division based on the topic they have chosen.
2. Each text in each topic is given an index number which later coded as text 1, text 2, and so on.
3. Each text is read without commenting.
4. Each text in each topic is divided into four parts of generic structure, which consists of orientation, complication, evaluation, and resolution.
5. Each text is reread sentence by sentence to identify and mark cohesive devices.

6. Each cohesive device in the texts is checked again to make sure it is not missed.
7. Next, the type of cohesive device in the sentence is classified and counted as well as counting the frequency of the type of cohesive devices in the texts.
8. Cohesive devices in students' narrative texts are identified to get the incorrect and inappropriate use of cohesive devices and make correction in it.
9. Further, chain interactions are identified by providing an identity chain and similarity chain. Both identity chain and similarity chain are taken by total tokens of cohesive devices that interact or enter into any kind of chain. The chain itself are built by the presence of texture which formed by co referential, co classification and co extension.
10. Last, the writer accounts for the percentage of coherence by displaying a picture diagram of chain interaction to find relationships between the use of cohesive devices, incorrect use of cohesive devices and also writing quality in the narrative texts composed by seventh semester students, English Department, Faculty of Letters.

Chapter 4. Results and Discussion

This chapter discusses a narrative construction (describing about how seventh semester students construct their texts with narrative elements), grammatical and lexical cohesion, chain interaction and about possible relationships arise in the seventh semester students' composition for each topic.

4.1 The Data Analysis

The data are obtained from 30 narrative texts written by seventh semester students within multiple topics. The data coded as text 1, text 2 and so on. The topics chosen are about accident, holiday, and free topic (outside of the previous topics). First, all texts in each topic are divided into four parts based on the generic structure of narrative. Second, narrative elements in the texts of each theme are explored by giving some examples. Third, grammatical and lexical cohesive devices that are used in the texts are analyzed for determining the number of grammatical and lexical cohesive devices.

Further, the numbers of inappropriate and incorrect use of cohesive devices in the texts of each theme are explored. Chain interaction will be determined after grammatical and lexical cohesive devices are tabulated as the basic number of all tokens. Tokens are divided into two kinds, relevant tokens and peripheral tokens. Relevant tokens belong to central and non-central token, which arise after the chain interaction has made. Peripheral tokens are tokens that do not interact into any kind of chain. Last, lexical rendering is constructed in order to identify the identity chains and similarity chains that create picture diagram of chain interactions of the texts. Moreover, figure 4.1.1.1 and 4.1.1.2 are displayed for showing chain interactions in the texts for each theme. The analysis and the discussion present as follow.

4.1.1 Accident

In this first topic, there are nine texts written by the students. Those nine eleven data represent the generic structure of narrative; **orientation** ^ **complication** ^ **resolution** ^ **evaluation**. The sign ^ shows the order of the element in the generic structure (Halliday and Hasan, 1989). Moreover, Orientation is the part where the characters and setting of the story in the texts are introduced. Complication is part where the problems in the story arisen. Resolution is the part where the problems in the story is solved, either in happy or in sad ending. The last is evaluation. This part explains the evaluation through problem arisen, and ending's story resume. The two data of text 1 and text 2 completely represent full part of narrative's generic structure. Meanwhile, other seven data represent three main part of narrative, **orientation** ^ **complication** ^ **resolution** only. Those parts of narrative deeply elaborate the role of elements in narrative story, such as; characters, plot, and setting.

Hence, Kane (2000: 363-364) elaborates that characters and action are completely significant to the story of narrative that the students can build many kinds of characters particularly an actual people in their stories.

For instance:

1. On 15th of May 2013, **I** woke up and doing my daily activities in the morning.
(Text 1)
2. A few years ago, when **I** was in Senior High School my father got an accident.
(Text 5)
3. One day, there was **a kid** about five years old. (text 8)

Most of the stories use personal reference "*I*", among those nine data. Meanwhile, there are three data using other references in their texts, such as; father, kid, and civil servant. It means that all of the students are able to apply the use of characters in their texts. Moreover, all of the texts in this first topic constitute the simplest chronology of narrative. Their stories start from the first to the end, as written follows.

“Bleeding” (text 8)

One day, there was a kid about five years old. He had played with his friends on the road. They had run each other on that road. They crossed left inside together and had not forgotten bringing their ice cream.

However, one of them had crossed into the wrong way, did not think anything whatever thing that passed the way. Suddenly, motorcycle had passed on the opposite way too, and it that time, the motorcycle smashed that kid until he flew then dropped into the land. His nose was bleeding and also his front. He cried so loudly making his friends so scary.

At the last moment, people had help him, took him, washed his hurt with water. One people had called his mother and his mother came to him bringing to the near hospital. In that hospital, the kid had been cared by the doctor and his bleeding was stopping.

In order to build sequence of events in the story, the students not merely put all events randomly but they also explore or design their words to sentences, becoming paragraphs, then finally become sequential and meaningful events. Moreover, to make such kind of condition, these nine students composed their texts by using grammatical and lexical cohesion in their narrative stories. Table 4.1.1.1 below give an overview of how the different cohesive devices are distributed in their stories

Table 4.1.1.1 A Total Number of Grammatical and Lexical Cohesive devices

Cohesive Devices	Text 1	Text 2	Text 3	Text 4	Text 5	Text 6	Text 7	Text 8	Text 9
Reference	140	113	125	83	74	54	40	86	78
Substitution	3	5	3	1	3	1	-	4	2
Ellipsis	-	-	-	-	-	-	-	-	-
Conjunction	29	26	14	16	16	9	2	8	5
Lexical Cohesion	62	63	48	27	15	16	11	25	35

There are some differences in the distribution of cohesive ties over these nine stories. Table 4.1.1.1 shows that there are a great number of references as can be seen in the appendices. The use of reference mostly applied in a great number in the complication part (middle story) which talked about the problem or when climax happen. Reference consists of three parts: personal, demonstrative, and comparative reference. As van Dam (2010:25) emphasizes that reference, requires a complex integration and organization of idea by referring back to 'he', 'she', or 'it'. It is shown that in the current study, the seventh semester students of academic year 2010/2011 were applying reference except ellipsis as their devices to organize different events. Nevertheless, there are some incorrect uses of reference and other grammatical cohesion in their texts as present below;

Text 1

1. I woke up **and** doing my daily activity.
(Inappropriate use of conjunction)
Paraphrase: I woke up **and then** did my daily activities.
2. I went to the campus to joined French class **in** 7 o'clock.
(Incorrect use of preposition)
Paraphrase: I went to go to campus to join French class **at** 7 o'clock.
3. I have to spend my holiday **on** my home.
(Incorrect use of adverb)
Paraphrase: I have to spend my holiday **at** my home.

Text 2

4. My sister **who** rode that motorcycle.
(Inappropriate use of relative pronoun)
Paraphrase: My sister rode that motorcycle.
5. We did not pass **it** road.
(Incorrect use of reference)
Paraphrase: we did not pass **the** road.

6. I called my friend **that** was keeping **it** café.

(Incorrect use of relative pronoun and reference)

Paraphrase: I called my friend **who** works in the café.

Text 6

7. When we **arrived at hospital and meet** a doctor. He said “**my** father and his neighbour must be operated”.

(Incorrect use of conjunction and reference; pronoun)

Paraphrase: When we **arrived at the hospital and met** a doctor. He said, “**Your** father and his neighbour must be admitted for an operation”.

Text 7

8. On the way, I road passing to **the** traffic light.

(Incorrect use of reference “the”, because the traffic light was not mentioned earlier)

Paraphrase: on the way, I was passing **a** traffic light.

Text 9

9. The bus’s driver cannot see clearly **the front**.

(Incorrect use of reference “the”, the front was not mention earlier)

Paraphrase: The driver could not see clearly the road **in front of** him.

The explanations above concern the use of cohesive devices. They have direct connection with the percentage of chain interaction which later built coherence among the texts. In order to account for the percentage of chain interaction, the distribution of identity chain and similarity chain of the data are presented in the tables below. Cohesive chain is a chain that is created by a set of items that is related to the other. The items are included into co-reference, co-classification and/or co-extension that later built a texture of the texts. Those relations are formed based on the existence of identity and similarity chain that

work in grammatical and lexical unit of each text. Consider the cohesive chain in the tables below.

Table 4.1.1.2 Cohesive Chain (Text 1)

Identity chain	Number	Similarity Chain	
I	50	Joined	Come
Lecturer	2	Arrive	Come
People	1	Woke up	Doing daily activity
Rider	1	Something bad	Accident
Doctor	1	Overtake	Passing
Nurse	4	Opposite condition	Opposite direction
		Called	Told
		Sewing	Surgery
		Just lied down	Not able to moved
		Can do	Have to
Total	70	11	11

Text 1, the student, often uses repetition in great number. There are the same activities in the paragraph three and four. The presence of co-referential and co-extension are frequently found. The text explores reference well in each sentence. Despite, there is incorrect use of personal reference in one of reported speech made by the student. Meanwhile, the student can make the intrusion of this text.

Table 4.1.1.3 Cohesive Chain (Text 2)

Identity chain	Number	Similarity chain	
I	34	Went to	going to
Sister	14	Going to	Go to
A woman	4	Road	Way
A Man	9	Without passing	Did not pass
People	3	Angry	Underestimated
Another Woman	3	Protest	Debated
		Underestimated	Judge
		Because of	Impact
		Gathered	
Total	94	9	8

Text 2 mainly explores incorrect and inappropriate use of reference, for instance personal reference "it" (line 9). There are also many inappropriate uses of subject pronoun such as who (line 7) and which, and object pronoun such as that (line 12) and whom. The student applies incorrect grammatical structure in the text. As a result, there many ambiguities exist in the text.

Table 4.1.1.4 Cohesive Chain (Text 3)

Identity chain	Number	Similarity chain	
I	7	Several years	Five years
Students	5	Somewhere	Beach
A Boy	5	Went to	Going to
The Boy's friend	11	Hit	Pushed
The driver	2	Passed away	Tragic
People	6		
Total	36	7	7

Text 3 raises grammatical problems. The use of past tenses and present tenses are not applied in appropriate way. There are inappropriate use of adversative conjunction (line 6 and 10). Co referential and co classification as the part of texture are built in the story. There is not any intrusion given by the student as his or her comment to the story. As result ambiguities exist in it.

Table 4.1.1.5 Cohesive Chain (text 4)

Identity chain	Number	Similarity chain	
I	21	Went to	Go to
Ita	7	Picked up	Asked
The rider	1	Accident	Crashed
Another rider			
Total	29	3	3

Text 4 is a quite short text compared to the other text made by seventh semester students. This text develops only three parts of narratives. It does not have evaluation part. In the writing of the story, the use of punctuation is not applied in appropriate way. The use of coma and full stop mark repeatedly switch, as line 4 is written in the text. Co referential and co extension are constructed well along the text. As a result, the text has the same problem in presenting ellipsis as the other texts do.

Table 4.1.1.5 Cohesive Chain (text 5)

Identity chain	Number	Similarity chain	
I	8	Accident	Trouble
Father	16	Rode	Passing
People	2	Immediately Told	Quickly Advise
Total	34	4	4

Text 5 uses third – person narrative, which means that the student does not become the main character of the text. However, in the last part of the text, the student gives his or her intrusion about what happened by giving an indirect speech in it. Moreover, as the other texts, the presence of texture is clearly developed by the existence of co referential and co extension ties. Over all, the uses of other lexical and grammatical devices in the text are developed well.

Table 4.1.16 Cohesive Chain (text 6)

Identity chain	Number	Similarity chain	
My father	7	Accompany	Take care
Neighbour	5	Accident	Fall
Doctor	3		
I	2		
Total	21	2	2

Text 6 develops texture by using co referential and co extension in the text. The inappropriate use of reference is found in the last line of the text. It creates ambiguity in meaning distribution. The result of the story in the text does not give either happy conclusion or sad ending. This text has an open plot which allows the reader conclude about the end of the story on his or her own.

Table 4.1.1.7 Cohesive Chain (text 7)

Identity chain	Number	Similarity chain	
I	4	Broke	Stop
A rider	4		Crush
Police	6		
Total	14	1	2

Text 7 develops first person narrative. It uses direct expression for example “praaakkk....!!!” as the expression when the other women was knocked down suddenly. The texture of this text is created by the existence of co referential and co extension. Over nine texts only text 7 that does not have any substitutions devices compared to the others.

Table 4.1.1.8 Cohesive Chain (text 8)

Identity chain	Number	Similarity chain	
A Kid	21	Crossed	Passed
Another kid	2	Smashed	Dropped
People	2	Played	Ran
		Help	Cared
		Took	Bringing
Total	26	5	5

Text 8 is built using third person narrative. The main characters in this story are two children that are playing on the road. Moreover, there are inappropriate use of grammatical structure in this story and inappropriate use of reference devices. As line 5 and 8 were written in it.

Table 4.1.1.9 Cohesive Chain (text 9)

Identity chain	Number	Similarity chain	
Buyers	3	Go to school	Go to office
Students	1	To cross	Run over
Civil servant	1		
Another civil servant	5		
People	1		
A bus driver	1		
Total	15	2	2

Text 9 is the last text in this theme. Underuse of substitution and the lack of ellipsis are clearly seen in the text. As the other text, co referential and co extension are developed well. The absence of co classification can be caused by the absence of the devices which it has to be available in substitution and ellipsis. This text applies close plot, which the result or end of the text is clearly found.

Figure 4.1.1.1 The Interaction Diagram on the First Topic “Accident”

Figure 4.1.1.1 and 4.1.1.2 show the relations between tokens of a chain to the other are related by arrows. These arrows are called arrow marked which has a roman number. Each arrow gives different information to the kinds of interaction or relation set up by those chains. Arrow marked can be seen in the table 4.4.11.

Table 4.1.1.11. Arrow Marked.

Roman Number	Meaning
I	‘actor-action’ reaction
Ii	‘action acted-upon’ relation
Iii	‘action and/or actor location’ relation
Iv	‘saying text’ relation
V	‘attribute-attribuand’ relation
Vi	In ‘conjunction’

The findings presented in the tables 4.1.1.2 until tables 4.1.1.9 of cohesive chain above have a great role to the interaction diagram and percentage of chain interaction. Identity and similarity chain are chains included into relevant token. Those chains are the members of the chains that enter into chain interaction. The members that do not enter into any kind of chain are called peripheral tokens. The percentage of chain interaction gives an overview about the degree of coherence of seventh semester students, which subsumed from the number of relevant tokens divided by the number of total token. The lower the proportion of the peripheral token to the relevant ones, the more coherent the text is likely to be (Halliday and Hasan, 1989). The percentage of chain interaction in each data are subsumed and distributed in table 12 below.

Table 4.1.1.10 Percentage of Chain Interaction in the Texts

Percentage	Text 1	Text 2	Text 3	Text 4	Text 5	Text 6	Text 7	Text 8	Text 9
%	78	71	77	85	76	83	87	73	73

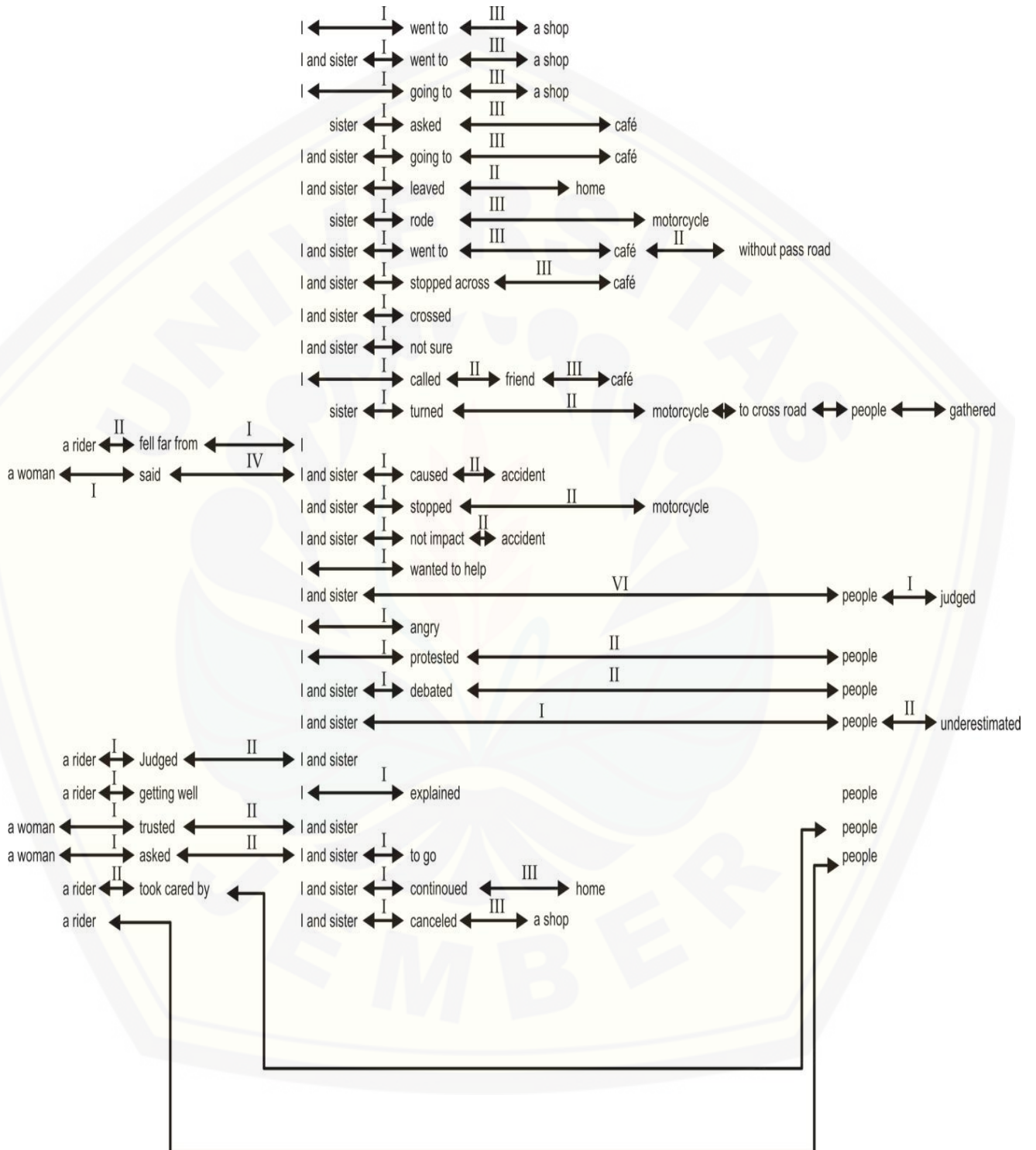
Halliday and Hasan (1989) states that the higher percentage of central token, more than 50%, over the total token in the text shows that texture build a higher number of coherence. The data presented in the table show that their stories gradually build a good coherence or interpretable stories. Figure 4.1.1.1 and 4.1.1.2 are the picture diagrams that show chain interactions in the texts of holiday topic. Hence, it can be concluded that in writing holiday topic, the students can build up coherence text, although there are some elements that need to be

developed in it. As the results one text has the lowest percentage (71%, text 2), and one text has the highest percentage of coherence (85%, text 4).



Figure 4.1.1.2

Chain Interaction in Text 2 (71 %)



4.1.2 Holiday

Holiday is the second chosen topic in seventh semester students' narrative texts. There are thirteen narrative stories written in this topic. Additionally, some particular features are identified in the writing of those texts; first, the generic structure of narrative, second, the chronological order of students' narration and the third is underuse, overuse, and inappropriate or incorrect use of cohesive devices' elements. Seventh semester students' narrative text presents the same order of generic structure as the previous theme (accident), **orientation** ^ **complication** ^ **resolution**. There is one text entitled "*Experiencing Jogja City in the End of the Year*" has developed one additional part of generic structure. The generic structure of this story is **orientation** ^ **complication** ^ **resolution** ^ **evaluation**. Moreover, it represents a complete part of narrative's generic structure. As well as the first topic presents, this topic also developed first-person Narrative. The narrator characterizes the narrative texts in the situations and events recounted (Prince, 1987:31).

For instances;

1. Last year, **my friend** and **I** went to Jember in holiday. (Text 3)
2. **I** always spend my holiday at home. (Text 6)
3. **My** recent holiday was three months ago with my boyfriend. (Text 10)
4. **I** went to Jogja last December. (Text 4)

All stories explore seventh semester students' experience about holiday. As the generic order shows narrative part it also explains that the texts produced by the students construct a simple chronological plot of the story; beginning, middle, and end. Prince stated that beginning part of story does not necessary to be built, but the incidents or events in the beginning part necessarily followed by other accidents in order to build coherence text (Prince, 1987: 10). Meanwhile, there are two stories that do not use temporal opening words. Those stories directly open the main events of each part of generic structure.

Consider these two beginning Texts;

1. I always spend my holiday time in my home. (Text 6)
2. It is very hard actually to write about my holiday. (Text 8)

As the beginning part of narrative story, the temporal opening words such as; three days ago, long time ago, last week, this story begin..., a couple months ago, etc are needed. Hence, those temporal opening words are needed. It indicates the actual time when the story happens. Further explanation will account for the total number of grammatical and lexical cohesion in this second chosen theme. The distribution of total number is drawn as follows;

Table 4.1.2.1 A Total Number of Grammatical and Lexical Cohesive Devices

Cohesive Devices	1	2	3	4	5	6	7	8	9	10	11	12	13
Text													
Reference	82	49	75	95	74	57	85	42	49	37	60	43	36
Substitution	2	2	14	2	1	5	7	2	-	3	1	1	-
Ellipsis	-	-	-	-	-	-	-	-	-	-	-	-	-
Conjunction	16	11	15	11	10	6	22	7	6	7	12	9	10
Lexical Cohesion	15	21	24	9	20	18	24	18	24	15	13	13	12

There are great variety uses of cohesive devices in the texts. As well as the previous topic, on holiday, the current topic also shows that substitution is less used. Additionally, there is a text which does not use substitution as its device. Moreover, ellipsis is not applied in the texts. The presence of substitution and ellipsis is important in the text as the stories applies verbal language or express the intrusion of the narrator. They are also constructed one part of texture. It is called co classification. Despite that the use of cohesive devices are variant in seventh semester students' texts, there are a lot of inappropriate, in order, even incorrect

grammatical structure constructed. This problem influences the other feature that identified in students' texts, as follows;

Text 1

1. Finally Devi suggested **Lia and me** to look around Malioboro street.
Paraphrase: Finally, Devi suggested **us** to look around Malioboro Street.
2. We took those flower and offer people in order **that they buy** it.
Paraphrase: We took those flowers and offer people **to buy** it.

Text 2

3. **In a group consist of** Galang Rijal Nia Afi and Elaine...
Sentence structure (consider revising)
Paraphrase: **We are in a group** which consists of Galang, Rijal, Nia, Afi, and Elaine...
4. Sophisticated but fun
Ambiguity, it does not refer to any part of sentence or clause
5. **The day we presented** our work our friends was terrified.
Ambiguity, it lacks of conjunction between the word 'day' and the word 'we'
Paraphrase: **the day when we presented** our work, our friends were terrified.

Text 3

6. Last year, my friend and I went to Jember **in** holiday.
Incorrect use of demonstrative reference "in"
Paraphrase: Last year, my friend and I went to Jember **on** holiday.
7. We were in the heavy rain and we could not go **everywhere** because there **are not gasoline for one of the motorcycle of** my friend.
There are grammatically error, incorrect use of adverb of place and lack of simplification words.

Paraphrase: We were in the heavy rain and we could not go **anywhere** because **there is not gasoline for my friend's motorcycle**.

8. **There**, we take a rest until our cloth **is dry**.

Incorrect use of grammatical structure.

Paraphrase: There, we took a rest until our cloth **is dried**.

Text 4

9. I will never forget my experience of being in Jogja city...the people, the sceneries, the language, **the traditions**.

Less of additive conjunction "and"

Paraphrase: I will never forget my experience in Jogja ...the people, the sceneries, **the language, and the traditions**.

Text 5

10. Last month on November, **I spent time on holiday went to Malang city**.

The sentence is lack of reference and inappropriate use of preposition.

Last month on November, **I spent my time for holiday in Malang**.

11. I met **with** my sister there.

Ambiguity, Inappropriate use of "with"

Consider; **I met my sister there or I meet someone with my sister there**.

Text 6

12. So, **in a fifth day**, we went back to Banyupoh.

The sentence shows that there is inappropriate use of article "a"

Paraphrase: so, **we went back to Banyupoh in the fifth day**.

13. We spent our remaining day **to get on** together with family.

Inappropriate use of "to get on"

Paraphrase: **we spent our remaining day with family**.

Text 7

14. I know you will imagine **that**.

This sentence is not clearly mention earlier. The demonstrative pronoun element “that” has no presupposition.

Text 8

15. I can make some kinds of meals with my sister **for me**.

Ambiguity.

Paraphrase: I can make some kinds of meals with my sister.

Text 9

16. Although it’s difficult to go **in** there.

Inappropriate use of preposition “in”

Paraphrase: although it was difficult **to go there**

17. We **taken** a picture and got a sweet memory with her **I think**.

Ambiguity, the utterance shows that the narrator was not sure with about the activity that he/she has been done before.

Paraphrase: We **took** a picture and that was my sweet memory with her.

18. She is a kind person **that** I met from abroad.

Inappropriate use of demonstrative reference

Paraphrase: She is a kind person **whom** I met.

Text 10

19. It was beautiful **and won’t all the times I spent climbing a hill to reach it**.

Incorrect use of additive conjunction “and”, sentence structure needs to be revised.

Paraphrase: It was beautiful. **It is rare for me to climb and reach a hill**

Text 11

20. Then **tomorrow morning**, we went to railway station

Incorrect use of demonstrative reference “tomorrow morning”

Paraphrase: then, **in the next day**, we went to railway station. We went there in the morning.

Text 12

21. **We** rode there at 7

The presupposition of personal pronoun “**we**” is not mentioned earlier.

22. We passed **the** sandy **area**.

There is no explanation about preposition “the” and adverb “area” in the previous sentences or clauses.

Paraphrase: we passed **a** sandy **path**.

23. Then, we climbed **the hill** hard.

Inappropriate use of “the”, there is no explanation about which hill that the narrator supposed to be. Sentence structure considers revising.

Paraphrase: then, we struggled to climb a hill.

Text 13

24. He **want** to swim with my sister, **but** my mother and I went to Sukawati to shop some souvenir and clothes.

Incorrect use of adversative conjunction “but”

It should show contrariness’ between two utterances or sentences.

Paraphrase: He **wanted** to swim with my sister **while** my mother and I went to Sukawati to shop some souvenirs and clothes.

Those inappropriate and incorrect words, either for grammatical or lexical cohesion will play an important role of meaning’s distribution of the story. The ambiguities that exist in the text can confuse the reader. When the confusion

happens, the story fails to be understood. Such inappropriate or incorrect use of cohesive devices can be caused by; significant influence of students' L1 (first language) in doing their narrative text.

Some types of cohesive tie are not appropriately used because the students are less understands about it. The role of identity chains and similarity chains are important in order to distribute meaning and build coherence among the sentences in the stories. Those chains are the tools to account for the interaction of tokens in the texts, which later will show about the percentage of all tokens that interact in the text. Let us examine about the chain interaction among the texts.

Table 4.1.2.2 Cohesive Chain (text 1)

Identity chain	Number	Similarity chain	
I (narrator)	6	Went to	arrived
We (narrator and friends)	12	Took a rest	Took those flower
She (cousin)	2	Decided	Ordered
Devi and Lia	2		
Total	22		

Text 1 builds coherence well. In spite of the last paragraph, resolution part, it starts to have many ambiguities. It is caused by the inappropriate use of reference and the absence of presupposition of some words in the previous sentences or clauses.

Table 4.1.2.3 Cohesive Chain (text 2)

Identity chain	Number	Similarity chain	
We (narrator and friends)	16	Were known	Were realizing
Nobody	1	Saw	See
The informant	2	Went	Go
I (Narrator)	1		
Total	20		

Text 2 constructs a temporal event. It is developed well in the text by the presence of words such as; first, second etc. In the other hand, it has a number of intrusions, which sometimes does not have any relation to the previous or even to the next clauses or sentences because of the lack of references. As a result, it creates some ambiguities in the text.

Table 4.1.2.4 Cohesive Chain (text 3)

Identity chain	Number	Similarity chain	
I (Narrator)	1	Expected	Hoped
We (Narrator and friends)	25	Took a rest	Took a picture
		Decided	Blamed
Total	26		

Text 3 emphasizes grammatical problems. It is influenced by the inappropriate use of cohesive devices. Moreover, the uses of demonstrative reference frequently appear in inappropriate way too, for example; *in, on, the, a, or even there*. Text 3 applies inappropriate use even incorrect uses of grammatical and demonstrative reference.

Table 4.1.2.5 Cohesive Chain (text 4)

Identity chain	Number	Similarity chain	
I (Narrator)	21	Crossed	Passed
We (Narrator and friends)	2	Smashed	Dropped
They (People)	2	Played	Ran
Kid's mother	1	Help	Cared
		Took	Bringing
Total	26		

Text 4 is quite long text. Some grammatical errors occur in the text. The use of conjunction is not applied well in it. The example is in the fourth paragraph in line 19. The student does not put additive conjunction "*and*" as the connector of the words in the story. Based on the identity chain showed in the table above there are 26 chain constructed in this fourth text. Furthermore, texture is created by applying co referential and co classification chain.

Table 4.1.2.6 Cohesive Chain (text 5)

Identity chain	Number	Similarity chain	
I	17	Was interesting	Was amazing
We	3		
Total	20		

Text 5 applies overuses of demonstrative reference "*there*". Moreover, the student's first language (bahasa) influences a lot in the story. It can be seen from overuse of demonstrative adverb, for instances; really-really happy (paraphrase: very happy). Furthermore, there are 20 chain construct in this story, but similarity chain is filled up by those two words only. It means there is lack of similar words in text 5.

Table 4.1.2.7 Cohesive Chain (text 6)

Identity chain	Number		Similarity chain
I	15	Made	Decided
Family	1	lives	Slept
We	2		
Total	18		

Text 6 has a lack of temporal opening word. The student is likely to present the main point of the story. In addition, texture of this text is built well by the presence of co referential and co extension. Moreover, because of underuse of substitution and an absence of ellipsis, co classification cannot be constructed well in it.

Table 4.1.2.8 Cohesive Chain (text 7)

Identity chain	Number		Similarity chain
I	21	Wonderful	Special
Grandma	15	Cruel	Trouble
People	3	Peace	Happily
		Told	Say
		Lovely	Nice
Total	39		

Text 7 forms direct and indirect speeches. The text has the same problem like other texts. There are under use of substitution an absence of ellipsis, which later influence the presence of co classification. In addition, there are some inappropriate uses of demonstrative reference such as over use of the word “*then*”.

Table 4.1.2.9 Cohesive Chain (text 8)

Identity chain	Number		Similarity chain
I	14	Vacation	Holiday
		House	Home
		Various	Variety
Total	26		

Text 8 constructs direct and indirect speech well. Grammatical problem as the basic problem also occur in this story. Moreover, there is inappropriate uses of demonstrative reference for instance the word “*anywhere*”, which should be replaced by “*everywhere*” and so on.

Table 4.1.2.10 Cohesive Chain (text 9)

Identity chain	Number	Similarity chain	
I (Narrator)	6	Famous	Interesting
I and my friend	5		
Tourist	2		
Total	13		

Text 9 shows a problem in creating some similar words. There are two similar words in the similarity chain among the words in the text. It influences the chain interaction. Chain interaction depends very much on the cohesive chain. Moreover, there is inappropriate use of reference and conjunction. Grammatical problem arise in this text is the incorrect use of to be.

Table 4.1.2.11 Cohesive Chain (text 10)

Identity chain	Number	Similarity chain	
I	13	Fun	Happy
I and boyfriend	4	Took	Did
Boyfriend	2		
	1		
Total	26		

Text 10 applies correct structure in his or her text. Besides, the use of reference is applied well in it. However, there is inappropriate use of some vocabularies. Text 10 cannot apply ellipsis in it. As result, there is one type of texture, co classification which cannot be found in it.

Table 4.1.2.12 Cohesive Chain (text 11)

Identity chain	Number	Similarity chain	
I and friend	21	Accepted	Join
		Going to go	Went
Total	21		

Text 11 does not use temporal conjunction as one item of grammatical cohesive devices in appropriate way. There are also inappropriate uses of some vocabularies such as, *then tomorrow morning, got more fresh* etc.

Table 4.1.2.13. Cohesive Chain (text 12)

Identity chain	Number	Similarity chain	
I	10	Passed	Climbed
I and friend	7	Passed	Crossed
Total	26		

Text 12 applies many inappropriate use of reference. First, there is not any presupposition for personal pronoun “we” in the third line. It also applies some grammatical errors in the fifth line of the text.

Table 4.1.2.14. Cohesive Chain (text 13)

Identity chain	Number	Similarity chain	
I	6	See	Watched
Father	1	Dinner	Ate
Family	2		
I and father	4		
Total	26		

Text 13 has the shortest one among the others. In this story, there is inappropriate use of adversative conjunction “but” and temporal word problem. Texture is built by the presence of co referential and co extension. Among those twenty six-identity chains, there are only four words belonging to similarity chain.

Figure 4.1.2.1 The Interaction Diagram on the Second Topic “Holiday”

Figure 4.1.2.1 and 4.1.2.1 show the relations between tokens of a chain to the other are related by arrows. These arrows are called arrow marked which has a roman number. Each arrow gives different information to the kinds of interaction or relation set up by those chains. Arrow marked can be seen in the table 4.1.2.15.

Table 4.1.2.15 Arrow Marked.

Roman Number	Meaning
I	‘actor-action’ reaction
Ii	‘action acted-upon’ relation
Iii	‘action and/or actor location’ relation
Iv	‘saying text’ relation
V	‘attribute-attribuand’ relation
Vi	In ‘conjunction’

The findings presented in the tables 4.1.2.2 until 4.1.2.14 of cohesive chain above have a great role to the interaction diagram and percentage of chain interaction. Identity and similarity chain are chains, which included into relevant token. Those chains are the members of the chains that enter into chain interaction. The members that do not enter into any kind of chain are called peripheral tokens. The percentage of chain interaction gives an overview about the degree of coherence of seventh semester students, which subsumed from the number of relevant tokens divided by the number of total token. The percentage of chain interaction in the data are subsumed and distributed in table 4.1.2.16 below. In addition, it is in order to account for the chain interaction built in students' narrative. Consider the percentage below. These are the findings found in the narrative text written by seventh semester students, English Department, Faculty of Letters, Jember University.

Table 4.1.2.16 Percentage of Chain Interaction in the Holiday Topic.

Percent	1	2	3	4	5	6	7	8	9	10	11	12	13
Text													
%	48	33	45	44	65	52	47	61	74	78	84	74	78

The table above shows degree of coherence in the second chosen topic by seventh semester students, English Department, Faculty of Letters, Jember University. Among those texts, there are eight stories over thirteen stories has build a good coherence. Their narration shows that those eight texts create higher proportion of central tokens and fewer breaks in the picture of interaction.

Figure 4.1.2.1

Chain interaction in text 2 (33 %)

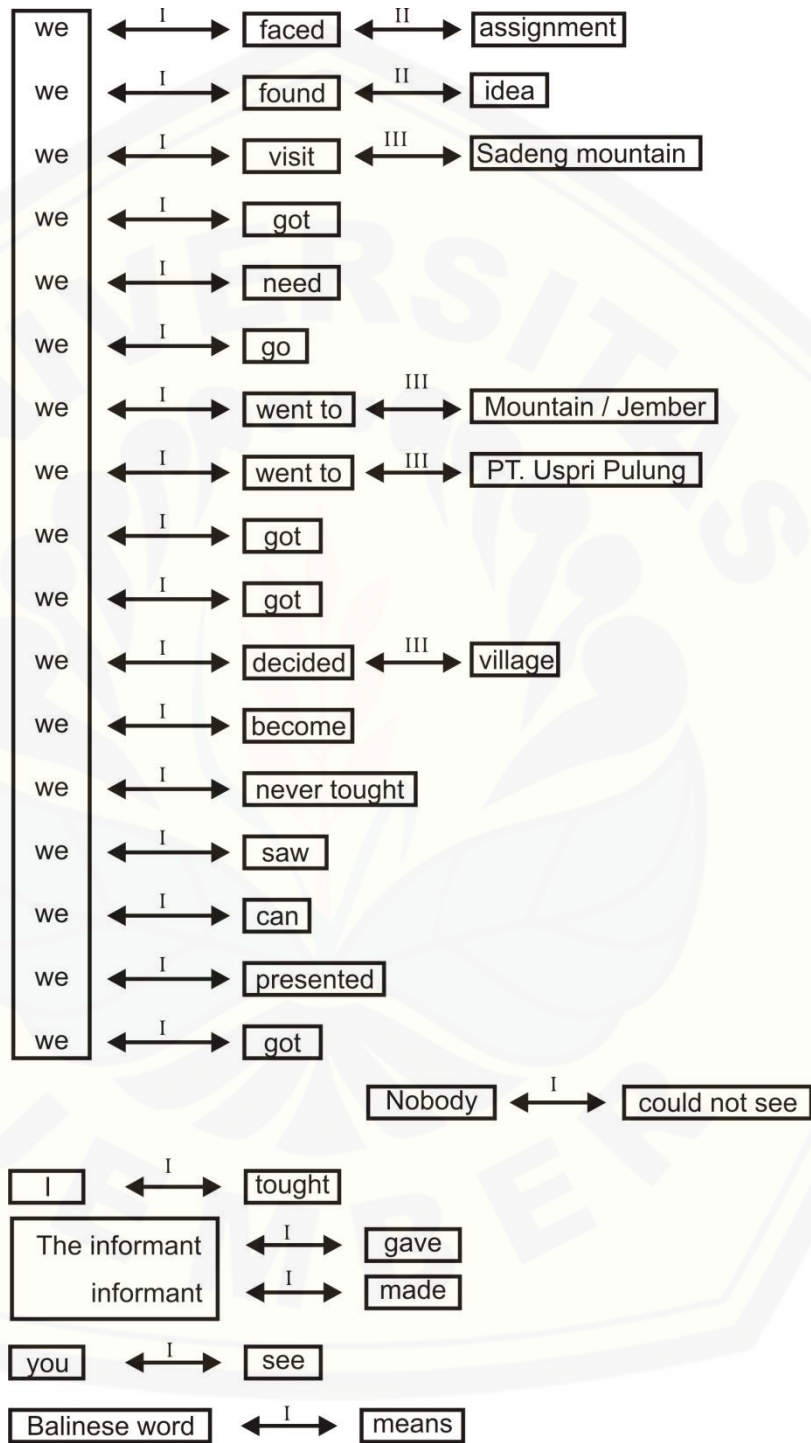
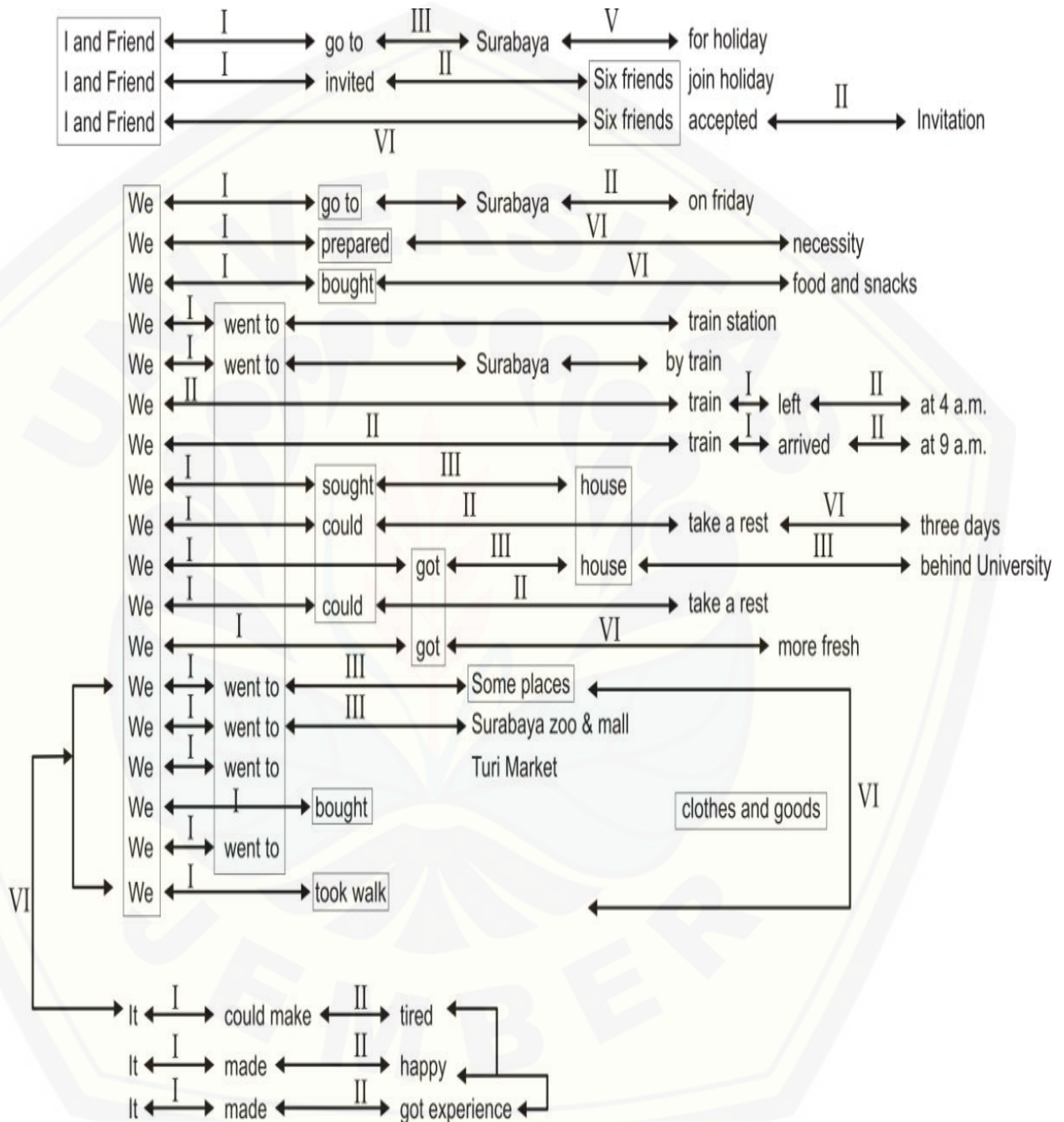


Figure 4.1.2.2
Chain interaction in text 11 (84 %)



4.1.3 Free theme

There are eight texts written using this third chosen theme. Free theme means, the stories written by seventh semester students were talking about other story out of holiday and accident theme. Other kinds of story that the students build are about fictional narrative such as folk tales and mystery, and non-fictional narrative. There are five texts developed in non-fictional narrative, and three texts were written in fictional one. Generic structure potential in this theme represents **Orientation ^ Complication ^ Resolution ^ Evaluation**. Nevertheless, over eight texts, there are five texts that represent only some part of generic structure; **Orientation ^ Complication ^ Resolution**.

As the previous theme and based on the sign ^ in the generic structure, this topic also presents a simple chronological order of narrative which started from beginning, middle, and end. Among those eight texts there is a text was not use temporal opening word. This text directly uses the main part of sentences as follows; Melinda is one of beautiful girl who...school. Over eight texts there are five texts build using First person narrative and the rest are build using third person narrative.

For instances: (First Person narrative)

1. About three years ago, **I** have accepted in English Department Jember University. (text 1)
2. **I** was just home from my best friend party. (text 2)
3. Someday, there was a Korean actor whom **I** love the most. (text 5)

(Third person narrative)

1. This event happened three years ago when **a kid** passed an empty house in the corner of the street. (text 3)
2. This story tell about **a dumb princess**. (text 5)
3. One noon in a wood a **young beautiful princess** went out to take a walk by her beautiful puppet. (text 6)

Table 4.1.3.1 A Total Number of Grammatical and Lexical Cohesive devices

Cohesive Devices / Text	1	2	3	4	5	6	7	8
Reference	23	18	54	43	32	45	62	31
Substitution	2	-	2	-	1	-	-	3
Ellipsis	-	-	-	-	-	-	-	-
Conjunction	8	7	11	5	9	12	18	8
Lexical Cohesion	45	25	32	41	13	22	38	15

The uses of grammatical and lexical cohesion are found in the texts of the last theme chosen by the seventh semester students. Nevertheless, inappropriate uses of both of cohesive devices have been found in the texts written by seventh semester students. Let us examine these inappropriate and even incorrect uses of cohesive devices below;

Text 1

1. **Then made a friendship** with seven friends and we created a group, called Beathink.

(There is no explanation about who made friendship in the previous statement. It should be added with personal pronoun)

Paraphrase: **Then I/we made a friendship** with seven friends and created a group, which called Beathink

2. **It was** just like somebody **we** have never known, **stranger**.

Paraphrase: They were like somebody I have never known before. They looked like strangers.

Text 2

3. Then I brought a glass of water **with me** and threw it up to him, and finally he woke up.

Paraphrase: Then I brought a glass of water and threw it up to him. Finally, he woke up.

4. **That's** dream that will not be come true. (ambiguity)
(Which dream does the narrator mean?)

Text 3

5. Today is my 18th birthday. **My big family** gather in **our** house.

Paraphrase: Today is my 18th birthday **party**. **All of my family** come together in **my** house.

Text 4

6. To connect with people around her, she uses sign language, of course her parents, all of the waitress and **hers** also learn that language when they have conversation with princess. (ambiguity)

(inappropriate use of possessive adjective)

Paraphrase: to connect with other people, the princess used sign language. Of course, her parents and all servants learned the sign language.

7. She never feel sad **and** happy (ambiguity)

(Incorrect use of conjunction, “and” should be combining two equal sentences or clauses).

Paraphrase: She never feels sad. She never feels happy

However, the next sentences do not improve the correct relation with the previous sentence because the narrator wants to show about contrariness.

Hence, it should be; she never feels sad **but** she always happy.

8. Princess **produce** her voice for first time

Paraphrase: princess **produces** her voice for the first time.

Text 5

9. For **that** reason, I started to like him after knowing his information and his daily life according to the reliable sources.

(The demonstrative reference “that” is not mentioned earlier)

10. However, in this case my heart was melting because in fact his personality was not **bad as** his character in his drama.

Paraphrase: However, in this case my heart was melting because in fact his personality was not **as bad as** his character in his drama.

11. I realized it from **the one reality show**.

Paraphrase: I realized it from **one of reality shows**.

(Article “the” is not mention earlier in the previous sentences or clauses)

12. I still kept melting **into** him.

Paraphrase: I still kept melting **toward** him.

Text 6

13. The princess **looked into the bushes after her puppet**. (ambiguity)

Paraphrase: the princess **looked for the puppet in the bushes**.

14. Then she said so thanks to the rabbit **by force of him**. (ambiguity)

(Personal reference “him” is not mentioned earlier in the previous sentences or clauses).

Text 7

15. I learned so much more about **the thing** I have never realized to be my talent.

There is not presupposition for the words “the thing”, it does not mention earlier in the previous sentences or clauses).

16. I thought **this was the effort of Mr. Hadiri’s motivation did work on me**.

Paraphrase: I thought that **Mr. Hadiri’s motivation worked on me**.

17. I remembered **on** that time.

Paraphrase: I remembered **in** that time.

Text 8

18. A **guy** successfully blinded her eyes.

Paraphrase: **A person/boy** successfully blinded her eyes.

Table 4.1.3.2 Cohesive Chain (text 1)

Identity chain	Number	Similarity chain	
I	11	Made	Created
I and friends	7	Tried	Wanted
Friends	4	Happy	Laughing
		Seldom greeted	Had not any Communication
Total	22	4	4

Text 1 has twenty-two identity chains, which later build chain interactions in order to account for its coherence. This text has inappropriate application of reference particularly personal reference as shown as in the example above. There are inappropriate use of personal reference “*its*” (line 8) and a lack of personal pronoun in line 3. No ellipsis devices are found in this text.

Table 4.1.3.3 Cohesive Chain (text 2)

Identity chain	Number	Similarity chain	
I	17	Was home	Want home
Brothers	5	Wanted	Asked
Our dog	2	Entered	Walked
		Asked	Doubted
Total	24	4	4

Text 2 builds a great ambiguity in it. The student did not apply the use of conjunction well in his/her text. However, there are no variance uses of conjunction in it. Moreover, there are also lacks of using Ellipsis and collocation in this story.

Table 4.1.3.4 Cohesive Chain (text 3)

Identity chain	Number	Similarity chain	
A kid	53	Passed	Enter
House	3	Come closer	Walked
		Open	Begin
		Search	Find
		Curious	Intend
		Mysterious	Strangely
Total	56	6	6

Text 3 applies reference and other grammatical and lexical devices well. However, there is inappropriate use of it as line 11 was written in it. Moreover, ellipsis is not used in this text. As the other uses of cohesive devices, the structural writing of the text is needed to revise. The incorrect use of tenses applies in a great number in all along the paragraphs of this text. There is also inappropriate use of article “*an*” as in line 6. This text builds a third personal point of view and an open plot which characterized by unclear ending in it. The readers should conclude the end of the story by themselves.

Table 4.1.3.5 Cohesive Chain (text 4)

Identity chain	Number	Similarity chain	
Princess	23	Dumb	Cannot speak
King and Queen	2	Can hear	Can speak
People	1	Heal	Solves
Wicked waitress	5	Put	Stub
		Excess	Extraordinary
Total	31	5	5

Text 4 tells about the dumb princess. The use of tenses is poorly applied in the text. The narrator does not use the correct tenses as well as the use of reference is not applied well in it, such as in line 5 and 8. The student often uses expression words such as “HAH!!!” and “WHAT HAPPEN???” etc. Moreover, conjunction words, for instances; *however*, *moreover*, *meanwhile*, *etc*, cannot be found in the text

Table 4.1.3.6 Cohesive Chain (text 5)

Identity chain	Number	Similarity chain	
I	12	Love	Impression
Male Korean Actor	5	Crossed	Passed
		Drama	Played
		Bad	Scary
		Smashed	Dropped
		Played	Ran
		Help	Cared
		Took	Bringing
Total	17	8	8

Text 5 applies grammatical structure well all along the text. However, there are inappropriate uses of demonstrative pronoun in the text as the example preserves in the previous page. There is also a lack of item in preserving positive degree of comparison as line 15 written.

Table 4.1.3.7 Cohesive Chain (text 6)

Identity chain	Number	Similarity chain	
Princess	19	Sadness	Accident
Puppet	3	Beautiful	Golden
Rabbit	7	Enjoyed	Overjoyed
Princess and rabbit	2	Played	Enjoyed
Total	30	4	4

Text 6 applies correct sentence structure well. However, there are some ambiguity build in the text. It is because of the absence of some reference and inappropriate use of reference. Personal reference becomes the main part to produce a coherence story.

Table 4.1.3.8 Cohesive Chain (text 7)

Identity chain	Number	Similarity chain	
I (narrator)	30	Effort	Motivation
Mr. Hadiri	3	Talent	Ability
		Surely	Absolutely
		Presentation	Speak up
		Begin	First
		Asked	Call
		Great	Awesome
		Great	Best
Total	33	8	8

Text 7 explores about student personal story about his/her educational side. However, there is incorrect use of sentence structure and the absence of presuppositions that are needed to revise. This text also has an appropriateness of using demonstrative pronouns as in the line 13 was written in it.

Table 4.1.3.9 Cohesive Chain (text 8)

Identity chain	Number	Similarity chain	
Melinda	15	Love	Interested
Boy	3	Decided	Strengthen
Mother	1	Mad	Blinded
Melinda and boy	2		
Total	21	3	3

Text 8 explores sentence structure well compared to other texts. Personal reference and its presupposition are built well in each sentence. However, this text cannot present ellipsis devices as well as other texts cannot.

Figure 4.1.1.1 The Interaction Diagram on the Third Topic “Free theme”

Figure 4.1.3.1 and 4.1.3.2 show the relations between tokens of a chain to the other are related by arrows. These arrows are called arrow marked which has a roman number. Each arrow gives different information to the kinds of interaction or relation set up by those chains. Arrow marked can be seen in the table 4.4.11

Table 4.1.3.11. Arrow Marked.

Roman Number	Meaning
I	‘actor-action’ reaction
Ii	‘action acted-upon’ relation
Iii	‘action and/or actor location’ relation
Iv	‘saying text’ relation
V	‘attribute-attribuant’ relation
Vi	In ‘conjunction’

The findings presented in the tables 4.1.3.2 until 4.1.3.9 of cohesive chain above have a great role to the interaction diagram and percentage of chain interaction. Identity and similarity chain are chains which included into relevant token. Those chains are the members of the chains that enter into chain interaction. The members that do not enter into any kind of chain are called peripheral tokens. The percentage of chain interaction gives an overview about the degree of coherence of seventh semester students, which subsumed from the number of relevant tokens divided by the number of total token. Table 4.1.3.12 below presents the coherence among the texts.

Table 4.1.3.12 Percentage of Chain Interaction in the Free Topic

Percentage	Text 1	Text 2	Text 3	Text 4	Text 5	Text 6	Text 7	Text 8
%	65	63	69	47	41	65	28	74

The table above gives an overview about degree of coherence in the third topic. It shows that the third topic acquire enough coherence. It shows that three texts have less coherence over eight texts.

Figure 4.1.3.1

Chain interaction in text 3 (28 %)

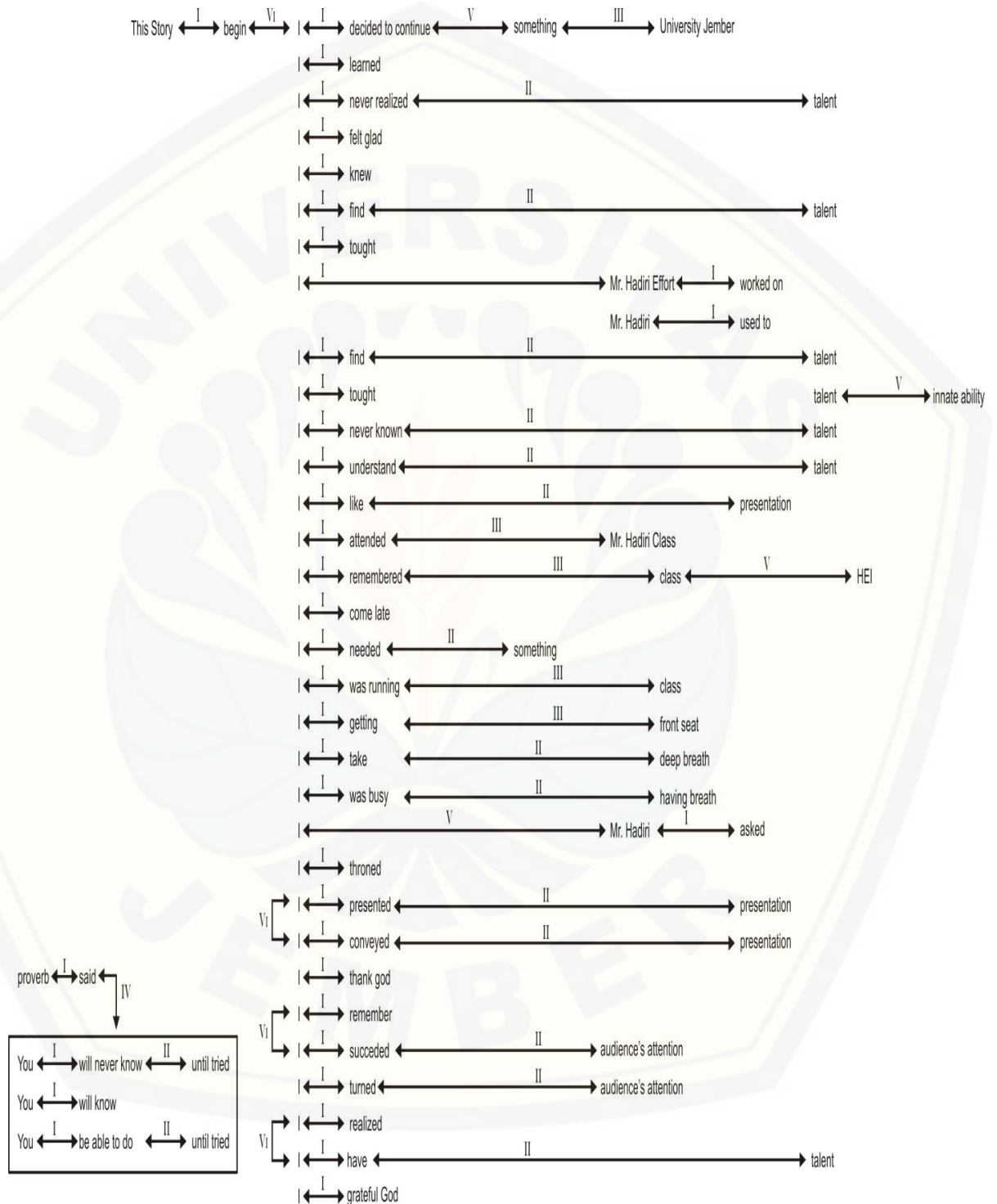
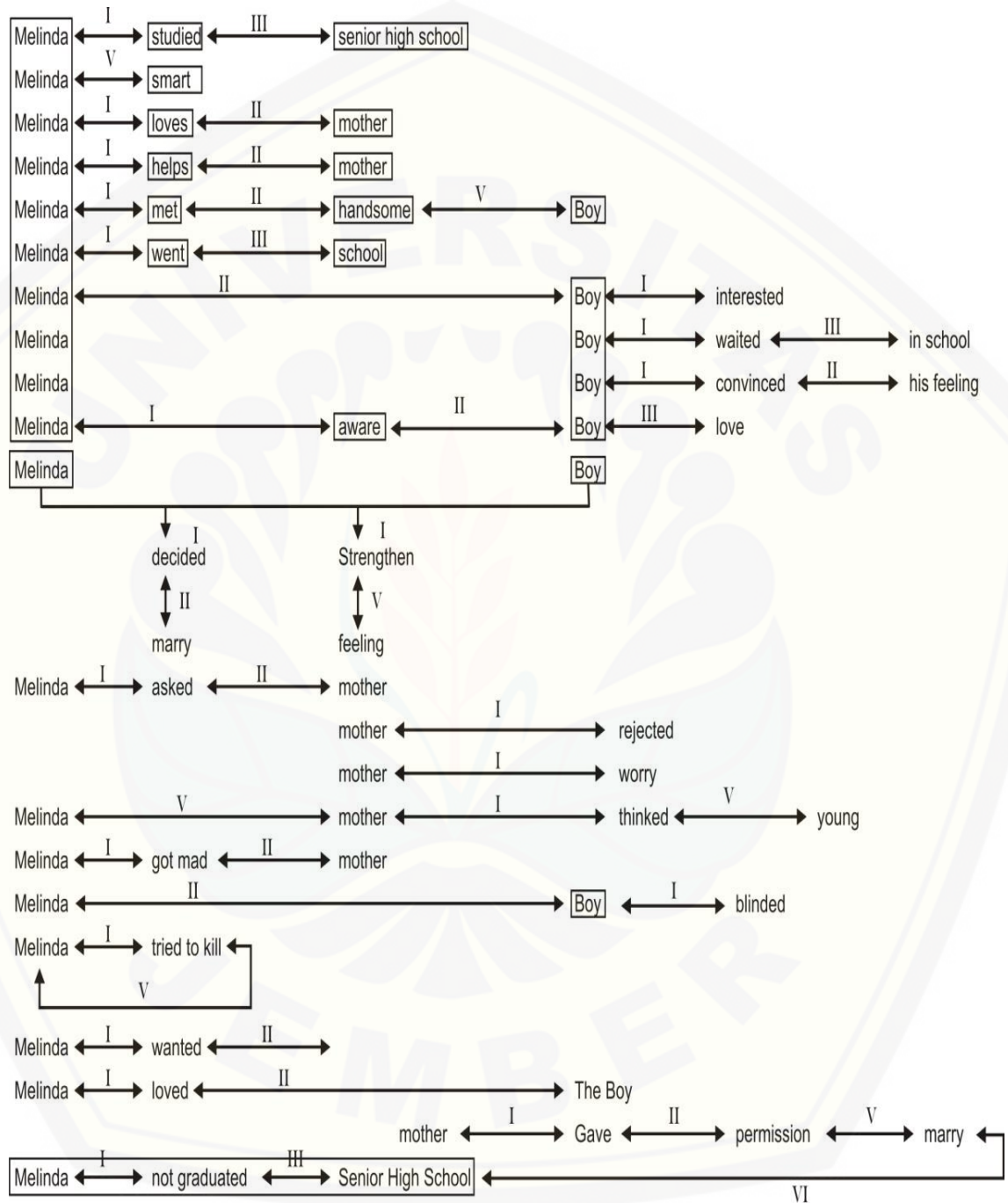


Figure 4.1.3.2
Chain interaction in text 8 (74 %)



4.2 Discussion

The findings in the examples are evidences for inappropriate and incorrect use of reference and other grammatical cohesive devices. Most of them have the same difficulties in applying presupposition and relative pronoun. In fact, these difficulties are in the lowest degree of grammatical problem. The data was taken from seventh semester students who have learnt about the use of pronoun and the use of article “the” and they have completed their grammar lesson in the fourth semester. It means that this kind of problem should not exist in seventh semester students’ text. Meanwhile, there is a less use of substitutions and a lack of ellipsis as well. They are rarely using various kind of substitution as their devices to connect clauses.

Ellipsis is one of type of cohesive devices refers to “something left unsaid” or substitution by zero which mean to the relation of words that replace with nothing (Halliday and Hasan, 1976: 142). Let us take a look at the example given by Halliday and Hasan below.

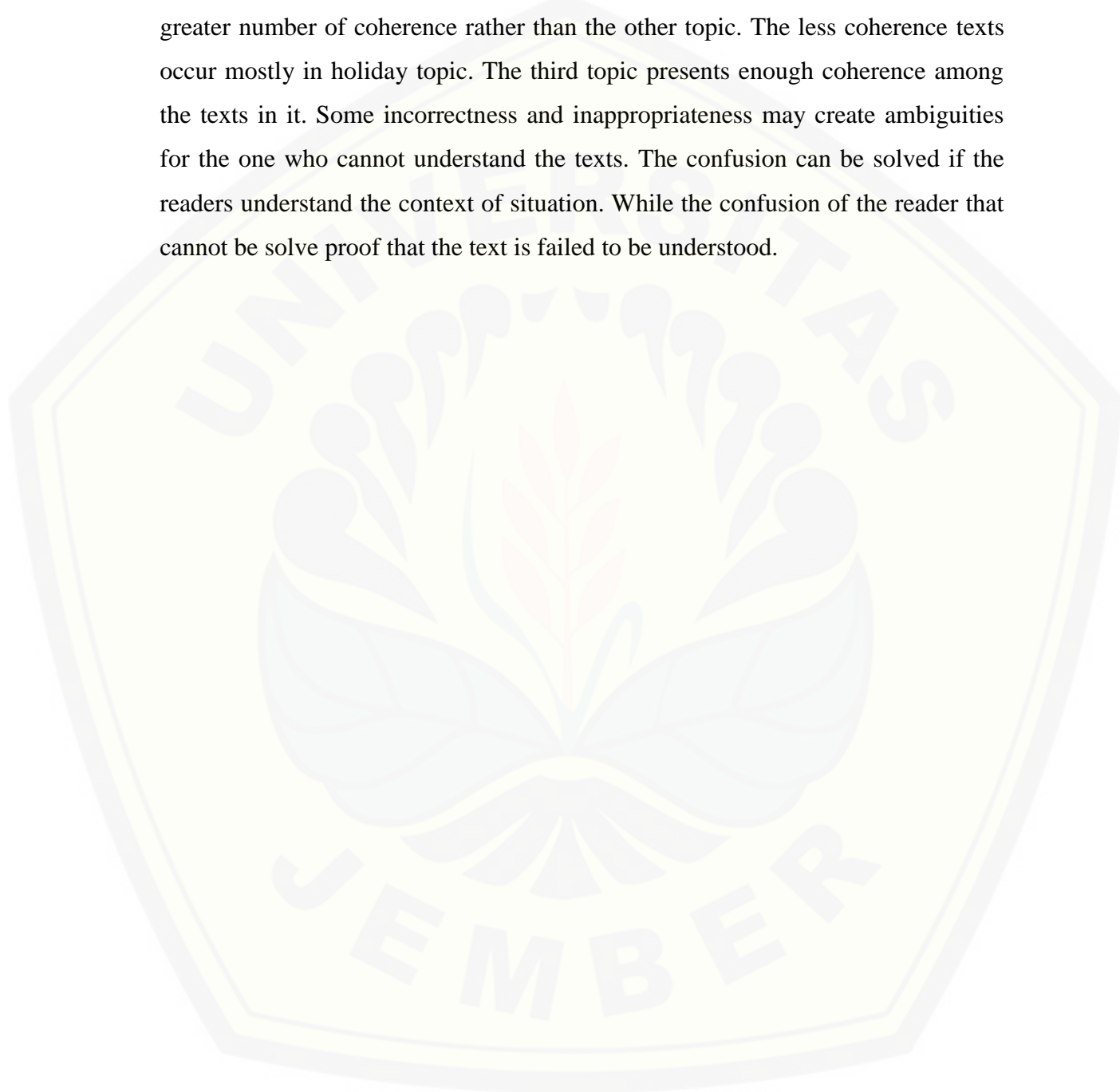
Example;

‘and how many hours a day did you do a lesson?’ said Alice in a hurry to change the subject. ‘Ten hours the first day’, said the mock turtle. ‘Nine the next and so on’. (Halliday and Hasan, 1976:144)

Halliday (1976:142) states that ellipsis is anaphoric relation, which presents the presupposed item in the prior text where the item is omitted or being unsaid in the structure. Let us consider about the word “ten hours” in the second line. It is a presupposing that we did a lesson ten hours a day. Besides, the word “nine” is demonstrating nine hours, while “next” means the next day. Hence, based on this example, the role of using ellipsis are about simplification and being understood. In fact, none stories of the data use ellipsis as one of types of cohesive devices. There is no clause or sentence where the vital element is presupposed or to be supplied in the preceding clause (Halliday and Hasan, 1976:143). By the absence of ellipsis, the data are lack of supplying other presupposition. It shows

that the students cannot apply ellipsis by represent a simpler sentence structure in their text.

From results and the analysis, it shows that the first topic accident got a greater number of coherence rather than the other topic. The less coherence texts occur mostly in holiday topic. The third topic presents enough coherence among the texts in it. Some incorrectness and inappropriateness may create ambiguities for the one who cannot understand the texts. The confusion can be solved if the readers understand the context of situation. While the confusion of the reader that cannot be solve proof that the text is failed to be understood.



Chapter 5. Conclusion

5.1. Conclusion

This chapter concludes what have been elaborated and discussed in the previous chapters. The research questions arising in the first chapter are answered here. Concerning with the topic discussed in the preceding chapter, I focus on the use of cohesive devices that later create cohesive ties and coherence among students' texts. From the table 4.2, 4.3, and 4.4 we can conclude that the students applied cohesive devices in their narrative texts. They are applying grammatical cohesive devices such as; reference, substitutions, conjunction and lexical cohesive devices; repetition, synonymy, antonymy, meronymy, hyponymy, and collocation in their text. However, the application of those grammatical and lexical cohesive devices is not applied well in students' texts. There are inappropriateness and incorrectness occurred in it.

The use of personal and demonstrative pronouns are often used in the appropriate and incorrect way, particularly for some items such as; *they, our, hers, who, whom, that, this, the, who, and whom*. Additionally, there are less used of substitution items in the seventh semester students' texts. The texts rarely use nominal substitutions items such as; *one, ones, and some*. Besides, the students also develop less of conjunction, such as; *moreover, however, subsequently, consequently, besides, and otherwise*. As a result, one item of grammatical cohesive devices does not appear in all texts composed by the students. The item that is not applied is Ellipsis. The students are not able to create any ties using ellipsis.

The second research question is about how cohesive ties do create texture to establish grammatical and lexical cohesion to make students' narrative text become cohesive coherent and unified. It is found that the dominant types of textures implemented are co reference and co extension. It can be seen from their application of cohesive devices in their texts. Meanwhile, co classification is

rarely found in students texts because of the absence of ellipsis. Coherence is constructed by chain interactions of texture.

The last research question is about the possible relationship arisen between the use of cohesive devices and writing quality of seventh semester students' narrative texts. The analysis shows that the uses of cohesive devices in students' narratives texts are not applied well. The calculation of chain interaction shows the degree of coherence in the texts. Many texts got a lower degree of coherence because of the incorrectness and inappropriateness use of the devices. Writing quality is the quality of the students writing based on the degree of coherence in their writing. It is found that applying in a great number of grammatical and lexical cohesive devices their texts with inappropriateness use of them will reduce the coherence of their text. Therefore, understanding about the use of both grammatical and lexical cohesive devices is important to minimize the possibility of ambiguity or misunderstanding and wrong inferences occur in the texts.

As Ghasemi (2013) stated in his study that lexical items are the main carrier of message and means of expression, they are the devices that mostly affect to the use of cohesion in students' writings. As mentioned earlier, seventh semester students are able to apply a variety of grammatical cohesive devices except ellipsis and kinds of lexical cohesive devices to connect their sentences to make their writing more clear and logical. The students also use both of devices to make their writing grammatically and semantically well formed. However, only some items that become their choice such as *and*, *but*, *also*, *first*, *later*, and *then*. Meanwhile, the other items such as *despite*, *although*, *in contrary*, *however*, *besides*, *overall*, and *nevertheless* are seldom applied in students' writing. As the result, there are many needs to be done in increasing and enhancing students' awareness about the importance of cohesive devices in their writing.

In this way, the students are facing difficulties in creating a normal communicative both in spoken or written discourse with applying cohesion. These problems in this study require a new orientation both in teaching and in learning activities. Hymes (in Ghasemi, 2013) suggested that there should be a shift from

grammatical competence to emphasis on the discourse skill. Therefore, understanding the use of cohesive devices is important to minimize the possibility of misleading or misunderstanding and failure in writing either written or spoken discourse, particularly a narrative text.



References

Journals

- Ghasemi, Mohsen. 2013. "An investigation into the Use of Cohesive Devices in Second Language Writings". *Journal of Theory and Practice in Language Studies*, 3(9): 1615-1623
- Zhang, Aiping. 2004. "Use of Cohesive ties in Relation to the Quality of Compositions by Chinese College Students". *Journal of Cambridge Studies*, 5(2-3): 78-86.

Thesis

- Guthrie, Karren M. 2008. "Cohesion in Young Latino English Language Learners", English Narrative Written Text. Thesis. Chapel Hill: The University of North Carolina
- Handayani, Dwi Yuni. 2012. "The Discourse Analysis on Alice Brown's the Cry Fairy. Thesis. Jember: Faculty of Letters, Jember University.
- van Dam, F.J. 2010. "Development of Cohesion in Normal Children's Narratives. Thesis. Utrecht University

Books

- Blaxter, L., Hughes, C., & Tight, M. 2010. *How to research*. New York: Open University Press.
- Chatman, Seymour. 1980. *Story and Discourse (Narrative structure in fiction and film)*. Ithaca and London: Cornell University Press.
- Halliday and Hassan. 1989. *Language, context, and text: aspects of language in a social- semiotic perspective*. Walton street: Oxford University Press
- Halliday, M. A. K. 1976. *Cohesion in English*. London: Longman.
- Halliday, M. A. K. 1985. *Functional Grammar (Second edition)*. Great Britain: Cambridge University Press

- Hornby, A. S. 2010. *Oxford Advanced Learner's Dictionary 8th Edition*. Oxford: Oxford University Press
- Mackey, A. and Gass. S. M. 2005. *Second Language Research, Methodology and Design*. New Jersey: Lawrence Erlbaum Associates, Inc
- Nunan. D. 1993. *Introducing Discourse Analysis*. London: Penguin.
- Paltridge, B. 2000. *Making Sense of Discourse Analysis, third edition*. Australia: Merino Lithographics.
- Prince, Gerald. 1987. *A Dictionary of Narratology*. Lincoln and London: University of Nebraska Press
- Yule, George. 2006. *The Study of Language (Third Edition)*. Cambridge: Cambridge University Press.

APPENDICES

1. Primary Data

a. Accident

(Text 1) My Horrible Experience

On 15 May 2013, I woke up and doing my daily activities in the morning. At that time, I went to the campus to joined French class in 7 o'clock. After arrived in campus, the lecturer did not come to the class so I decided to go home.

When I pass Sumatera Street, something bad happened. From the opposite direction, I saw a car and suddenly a motorcycle appear to overtake the car. While that motorcycle is passing the car another motorcycle, try to pass this motorcycle. The second motorcycle hit my motorcycle because he did not check and see the opposite condition of the street. After accident happened, many people help us. Then a police car arrived and brought me to the hospital. Before they took me in police car, I called my parent and told them if I got an accident.

In hospital, I got the first aid. The doctor and nurse is busy cleaned my wound. They also were sewing my wound in my finger. Half hour later, I brought to a new room to Rontgen my hand and my foot. The doctor suggested me to have a surgery as soon as possible but I denied it. So I just had plaster cast on my hand and my foot and then I went home.

The next day my family decided to brought me to solo. And the doctor said that I have to had an surgery but I denied it. I have a Rontgen again and it showed that I had 5 broken bone on my finger and 2 broken bone on my foot. Then they just plaster cast my hand and my foot. Then I went home to Jember on the night.

I just layed down on my bed all day. I was not able to moved my hand and my foot. The doctor said, " it needs at least 6 months until 1 year for me until I can do my daily activity again". It's a very horrible experience on my life because I have to spend my holiday on my house.

(Text 2) Traffic Accident

A month ago, I went to shop in order to buy clothes. I went to the shop with my sister by motorcycle. Before I were going to the shop, she asked me to go with her to the internet café near my friends house. At 4.00 pm we were going to the internet and then go to there.

We leaved home at 4.00 pm by motorcycle starting from my house. The time that was needed to get there is about fifteen minutes from my house. My sister who rode that motorcycle. We went to the internet café without passing through the main road that we usually passed. We did not pass it road because the way is too heavy.

Furthermore, before we got there, we stopped our motorcycle across the internet cafe. We had crossed the line because we had not been sure where is the place of the café. Then, I called my friend that was keeping it café. After that, I asked my sister to cross the line. When my sister turned left her motorcycle to cross the line there is a motorcycle which fell in down from my right but he fell from far gap from my way. However, there was a woman who said that I and my sister who caused this accident. Actually, in this case, I stopped my motorcycle was not because of we were who impact it accident, it is because I wanted to help that person. Then, all people were gathered together and they judge us that we caused that accident. I was angry and protest to them that the man fell down with his own mistake. After we debated long time, they still underestimated us. That man also judge us that we caused him got accident.

After the man had been took care by people, he was getting well. Then, a person brought him to go home. I still explain o people did not trust us, there was a women who trust us and asked us to go.

Finally, I and my sister continued my way to go home. We cancelled our schedule to go shop and we can learn a lot from this accident although we were very mad to that man and all people there.

(Text 3) Horrible Accident

Several years ago, five years ago exactly. When I was in Senior High School. I was on the second year in one of senior high school in Banyuwangi. In my senior high school was known that the students drove their motorcycle with high speed especially when they went home.

One day, when our school finished early than usual, all of the student went home or went to somewhere to kill the time. Some of students go to the beach, shopping or gathered in a place and talk about anything. In the afternoon when I was going to my boarding house after bought something from one of department store and took data from my friend, I met one of my junior in my school. He drove a motorcycle with his friend. Almost all of them drove their motorcycle in a couple except him. They were laugh a long way and in a high speed. The boy who drove a motorcycle tried to pass, semi trailer but suddenly in the opposite direction there was a truck in front of him. He tried to dodge but he could not. He pushed his breaker but he lost his balance and hit the semi trailer truck. He fell down in front of the back wheel of the semi truck than the wheel crushed his head.

All of the vehicles stopped and the driver come out to help the boy. They tried to help and checked the boy condition but unfortunately the boy passed away within tragic condition. His head is broke and I could see his brain, one of his eye ball come out and his blood spread everywhere.

(Text 4) Traffic Accident

A few month ago, I went to my friend's boarding house, Ita. I picked up her because she would go to my house. Before we went to my house, I asked her to bought "es doger" in Bangka Street. Furthermore, I rode motorcycle and passed Karimata street because thought it close to my house.

During the trip, I and ita was chatting, it caused m attention of riding was not focus. Firstly, I almost crashed motorcycle which was in front me. However, I thought it was not my fault because the rider turned her motorcycle suddenly. My heart beated so fast and I continued riding. After that accident, I still had a chat with ita. Finally, I crash another motorcycle in T-intersection. It was not his fault, but my fault because i turned left directly without seeing the other vehicle. Because of it was my fault, so I gave fifty thousand rupiah for the rider to repair his motorcycle.

After that, and my friend leaved the accident's place. Then. I feel my motorcycle was also broken, so I decided to go to my uncle's house and asked him to repair my motorcycle.

(Text 5) My Father's Accident

A few years ago, when I was in Senior High School my father got an accident. He fell from his motorcycle because he slipped when he was passing a sandy road. He got the accident after took my grandma home.

At the beginning, my father did not have any trouble when he was passing the road. But, after took my grandma' home, he rode his motorcycle quickly because it was almost night. Because he only focused on the road and did not use his glasses. He did not see the sand around the road. Then the accident happened my father slipped until few meters and his hand become scratched. Some people who saw the accident helped by father immediately.

After being helped by the people, my father woke up, and thanked to them. Then he continued go home. After arrived, he told us about his accident and advise me to ride carefully although in hurry.

(Text 6) Untitled

A few months ago, my father and his neighbour went to Probolinggo. They start their trip on 04.00 a.m from my home. His aim to accompany his neighbour went to meet a sub district head of Probolinggo because my neighbour would take care of certificate. They use a motor.

In the middle of their trip, there was a truck from cross current. The truck wash rush against to my father course, then the accident was happened. My father was flung away to windshield then he was fall and his neighbour collide the lamp of the truck. All of them broke to hospital directly.

One of the society was called us for gave information about that accident. Then we went to hospital directly. When we arrived at hospital and meet a doctor. He said " my father and his neighbour must be operated.

(Text 7) Blood Accident

I went to Lumajang on Monday to work. I rode my motorbike gradually o the work place. Everything ran well before something happened.

On the way, I rode passing to the traffic light. The light turned red and it meant stop. However, a rider desperately broke it in high speed. Unfortunately, there was a car came in another way. Praakkk.....!!!, she was knocked down suddenly. Everyone took her to evacuated. Oh dear, he was killed. Her motorbike was crush. It happened very quick. Afterwards a half hour the police come. Meanwhile, another contact the ambulance. Finally, she was taken to the hospital.

(Text 8) Bleeding

One day, there was a kid about five years old. He had played with his friends on the road. They had run each other on that road. They crossed left inside together and had not forgotten bringing their ice cream.

However, one of them had crossed into the wrong way, did not think anything whatever thing that passed the way. Suddenly, motorcycle had passed on the opposite way too, and in that time, the motorcycle smashed that kid until he flew then dropped into the land. His nose was bleeding and also his front. He cried so loudly making his friends so scary.

At the last moment, people had help him, took him, washed his hurt with water. One people had called his mother and his mother came to him bringing to the near hospital. In that hospital, the kid had been cared by the doctor and his bleeding was stopping.

(Text 9) Accident Between Bus And Motorcycle

In the morning when the sky clouded over. Situation in Jl. Jawa 15 quiet crowded. Some buyers/ PKL set out their merchandise and also there was many students go to the school and some civil servant go to her/ his office.

On the left at official court there is a civil servant want to cross the road with his motorcycle suddenly a fast bus come from south when he was on a middle of road. The motorcycle's rider wait for vehicle come from opposed direction. The bus's driver can see clearly the front. Ferociously the bus run over the motorcycle and the rider.

The Ambulance get onto the accident. The crowded of people grunted that poor man. He was whisked into the ambulance. The ambulance run quickly but unfortunately his life is not able to be saved. His family is very sad.

b. Holiday**(Text 1) My Exciting Holliday in Jogjakarta**

Couple of months ago, I went to Jogjakarta with two of my best friends. They are Devi and Lia. We went to Jogjakarta by train. We arrived at 4 pm. Then, we took a rest in a homestay. Furthermore, in the morning, we went to Malioboro for shopping. After buying several clothes and delicatessen, we decided to have lunch in Malioboro's street food. The place looks simple and comfort. There are also several foreigners ate in that place. Then, I ordered jogja traditional food (gudeg) and a glass of lemon tea. Devi and Lia surprisingly order the same menu with me. Then, we eat together and talk something related to our interest. Finally, I have to pay the bill, I was so shocked because we have to pay three hundred thousand rupiahs for those meals. Oh my god, we d not have enough money to go home. Therefore, we thought that we have to find a job. We do not have plan yet to solve this problem. Finally, Devi suggested Lia and me to look around Malioboro street. Suddenly, I have got an inspiration. There is a neglected flower lay down in the street. We took those flower and offer people in order that they buy it. How lucky I am, I met my uncle and my cousin who live in Jakarta. They told me that she is also spending her holiday time in Jogjakarta. Then I told my problem. My uncle gave me enough money. We are so happy. Next, we bought the ticket to go home later. I think, it was unexpected experience in Jogjakarta.

(Text 2) The Story of Vacation and Learning.

This story begin when we faced the assignment, particularly writing 04 as the fourth semesters subject. We were known as friends, found the idea to visit certain mountain was named Gunung Sadeng in Grenden village. In a group consist of Galang, Rijal, Nia, Afi, and Elaine. There was no hesitation for us to think. After we got everything we need include lecturer permission, we go!! Welcome to the new adventure.

Nobody could not see the reality that we went to the most popular mountain in Jember. First we did some interviews to the head of person of Grenden village also the secretary. Second, we went to PT. Uspri Pulung Kencana to know the process of limestone guamy, the tools, and the exploding process in the mountain. After interviewing were invited to go near mountain to see the crusher of the stone, the bombing, and the hole. The process of getting informations was postponed until dhuhur. We were realize that this assignment need some more informations than we got before. So we decided to go around the village to get some pictures. Sophisticated but fun.

We were really really never think that we become witness of the process of mining the limestone. The informan gave us much more information that we never thought before. We saw the incredible bombing. He made us testified. We can see the ending. The day we presented our work our friends was terrified. I thought so.

You see, we got A. As the Balinese words “Malali and Malaja” means vacation and learning.

(Text 3) Our Holiday

Last year, my friend and I went to Jember in holiday. I went to papuma beach. We started our trip on 05.00. We expected can enjoy our holiday. Besides, we hoped to get interesting experience. We went there by motorcycle.

In the middle of our trip, we still enjoyed our travelling. We were joking together. In addition, we often took a picture. Because our travelling is far. We took a rest for much times. Then something does not thinking before is happened. In the middle of our trip, there were heavy rain. In addition, one of the motorcycle of my friend did has gasoline. In the other hand, we have to went to take the best place to prevent the rain. There we were confused. We blamed one of our friend. Then, the condition is not condusif. We were in the heavy rain and we could not go everywhere because there are not gasoline for one of the motorcycle of my friend.

After that, we were silent. We could not do anything. We did not bring coat. We did not know that there will be rain. Because of that, our shirt, shoes is wet. Then, one of my friend has family in Jember. So w decided to o to the family of my friend before we went to papuma beach. But, before we went and continued our travelling, we were apologize each other. Then we went to the house of family of friend. There, we take rest until our cloth is dry. After that, we went to Papuma and joke again.

(Text 4) Experiencing Jogja City in The End of Year

I went to Jogja last December. I even had never thought that I would go there because I had no money and also no family in the city. However my friend suddenly offered me and three of my friend to go there with him. And it ws kind of blessing. We went together without paying for transportation, no need to make any hotel reservation because we stayed in his parent’s home.

In the first day we had dinner with roasted ham it was the very first time for me to taste such delicious roasted ham. The ham was processed together with its blood and served with nut sauce. The sauce was too spicy for me but the ham was lovely sweet. While we were talking during the dinner, I just knew that there were so many common restaurant and even small eateries in side of roadway along the city that provided ham in many kinds of process. I was sos surprised because in my hometown, even mentioning the word of the animal is a kind of forbidden. If I lived there, oh, God, I am sure I would love to eat as much as I could.

The second day we visited Malioboro. We went to a complex of small shop selling ethnical souvenirs, t-shirt, and any accessories related to Jogja city. It was totally crowded of people so that we should ouch people every step we walk.

However, the city was great for me. They could maintain their traditional culture even until this globalization era.

I will never forget my experience of being in Jogja city and everything about it; the weather, the people, the sceneries, the language, the traditions. I think it will be such pleasure to live there. I hope someday I could visit the city again with my family. If God allows me, I would buy a home and take my mom and my brother to live there.

(Text 5) My Holiday in BNS Batu Night Square

Last month on November I spent time on holiday went to Malang city. I went to Malang alone from Jember. I went to Malang by bus. I met with my sister there. I stayed in my sister's boarding house. Firstly when I arrived there I was really happy, because I can spent time with my sister together and we can shopping together there.

The place we visited is BNS " Batu Night Square". Bns is the famous tourism there, it opened from 3 pm until night. A lot of domestic tourist come to there, because in the night that place really beautiful. We saw a lot of lampion , that had unique shape. M sister and I watched 3D cinema, it was the interesting place. After that I played game Sepeda Gila. I also enjoyed the view there. I took walked around there while I saw a lot of people enjoyed the place too. I bought some t-shirt there for gift to my mother, at 11 pm I went to my sister's boarding house, because almost midnight and the place was not crowded again. My holiday in BNS was amazing because it was the first time I went to BNS. My holiday on November it was amazing and I was really-really happy spent time there.

(Text 6) My Semester Holiday

I always spend my holiday at home. But not for this year, I already prepared to do something different. I made vacation's plan with my friends. I bring it into reality in my last semester holiday yesterday. Planed to spent it in Bali. I planed it because Bali is popular place for holiday. My mother is Balinese and I have family there. They lives in Banyupoh, a small town in Singaraja. So to make it more interesting, I decided to stand independently at this time.i spent my holiday time not with my mother's family. I spent it in Denpasar, far away from my family. I and my friends slept in a cheap hotel which gave discount. I went around Denpasar without knowledge about it. I had fun with my friend until I realized that my money running out from my wallet. So in a fifth day, we went back into Banyupoh. We spent our remaining day to get on together with family.

(Text 7) My Grandma's Holiday, Not Mine.

Two years ago is a wonderful holiday in my life. Why? Because it was a very busy holiday. most people like to do something special in a holiday, mostly they want to go out to another country or places which they can spent their time happily. But sadly, it was not happened on me. I remember that two years ago, on December the day before Christmas, someone who hopefully not come to my house was come. When I wrote that sentence, I know you will imagine that. It is quite cruel. The reasons that I don't want she come is because she is like "trouble maker". Oke .. actually she is my grandmother.

I was prepared a lot of things to do in my Christmas holiday. I want to do this, that and those. I went to spent it with friends peacely. But evething will never happened when she is here. My grandmother is actually nice. But she has thought that her grandchild has to be a girl who stay still at home no matter what will happen. She want me to be that girl. She do not like me to go out. When my friend pick me up, she will say "who are you. Why you are here. Nada is not at home now!". It, was like a nightmare before Christmas.

She want me to do a lot of things that she want. In the morning I have to prepare her breakfast which is so difficult to find. Then I have to hear her story which I have hear it more than ten times. Then I also have to do the house work. I mean all of those house work. She intentionally told my mother to leave her alone me. So I cannot do any complaine to someone else. She say that this is the training to be a woman. But I don't think so. I need time with my friend which I never had in jember. At the night before sleep, I have to give her a message. It was so tiring and happened on day by day and everyday. To be honest I am not mad at her, I love her, but she never understand.

Finally, the Christmas is come. Before go back to her hometown, grandma told me that she loves me, and one day I will understand that everything that she done is good for me.

Heehh... those are my tiring holiday with cruel grandmother but lovely.

(Text 8) Busy holiday

It is very hard actually to write about my holiday. I am not the same with others who have completely beautiful holiday with their family or friends. Going to vacation in some tourism places is like a dream for me. Why I said it is like a dream? Because I never have holiday, yes, I swear. Since my family own a grocery shop, everyday is always about keeping the shop. Holiday for me means very busy. Morning, afternoon, and night is dedicated only for keeping the shop. I just pass my holiday by keeping the shop, how pitiful I am I know. However, actually I do not like doing activity like hang out or vacation. Keeping the shop is better than going anywhere. By keeping the shop I can use the free wifi which is provided by a school that is near from my house. I can download any kinds of novels, various title of Korean dramas and variety show. Also sometimes by keeping the shop or staying at home, I can make some kind of meals with my sisters for me, even though holiday is very busy because I have to take of the costumers which come to my shop, but I still enjoy it. I like spending the time in the shop with my family.

(Text 9) Holiday

Two years ago, I and all of my friends in English department 2010 went to Bali. I think it's a holiday, but formally it's PKL event. In that island, we were invited the peacefull place. For instance, tanah lot,tanjung benoa, sanur beach, kutha beach etc. but I think the interesting and amazing place among those place is kutha beach.

As we know that kutha is the famous beach in Bali. Most of the people in the world known this place. However, kutha is the most visited by the tourist. So in this beach, I and my friends met tourist there. The tourist was I met is a woman who came from French. She wants us to come in French, although it's difficult to go in there. But to respect this tourist we answered "I will come". We taken a picture and got a sweet memory with her I think. She is a kind person that I met from abroad. I hope, I can go to Bali again with all of my best friends.

(Text 10) Holiday

My recent holiday was three months ago with my boyfriend. My boyfriend lives in Solo, therefore I spent my holiday in his city. I went there alone by train from Jember. I arrived at seven pm and my boyfriend had already waited for me in the train station. I spent five days in Solo with him. During my holiday, we did many fun things. We went to a couple of historical places, namely museum and royal palace. We also went to see movies and to shop for merchandises. The days I spent with him went by very quickly. Three days had passed already even though I had not had enough sightseeing. So he took me to a famous waterfall in the countryside. It was beautiful and won't all the times I spent climbing a hill to reach it. Finally, my holiday was over. But I was very happy because I did everything I wanted to do.

(Text 11) Holiday

Two years ago, I and my friend had a plan to go to Surabaya for holiday. We invited six friends to join our plan. They accepted our invitation. We were going to go to Surabaya on Friday morning.

On Thursday, we prepared our necessity for our holiday, such a clothes, soap, shampoo, towel, and so on. Some of us made some foods and bought some snacks. Then, tomorrow morning, we went to railway station. We went to Surabaya by train. Our train left at 4 am and arrived at about 9 a.m. after we arrived, we sought a building house so that we could take a rest for three days. We got it behind one of University there with cheap price. We could take a rest there for some hours.

After we got more fresh after slept, we went to some place there, we went to Surabaya zoo and some malls on the first day. On the second day, we went to Turi market and bought some clothes and goods. We went to those place like backpackers. We took a walk from one place to others. Although it could make us tired, it made us happy and got new experience.

(Text 12) Untitled

It was at Idul Adha when I went to Nangglan beach. Firstly, I should have gotten up at 3 in the morning. It was because I should have prepared my breakfast and also my lunch. We rode there at 7. We passed the sandy are. Yet it was so hard for me. Hence, I fell. And I was so upset. After parking, we crossed a small river through 3 branches of wood. However, there were only 2 usable branches. Then, we climbed the hill hard. We also went down to reach the beach and the lake. Finally, we got there. Seeing the interesting wave, I was ready with my swimsuit. I enjoyed the wave. However, it had a firm power. I could not swim longer. Then, we walked through the coastline to reach the lake. I could swim calmly. It was at 3 when we went home. I was too tired.

(Text 13) My Holiday in Bali.

On Sunday, my family and I went to Bali island. We spent our holiday in Kuta beach. My father went to beach. He wanted to swim with my sister. But my mother and I went to Sukowati to shop some souvenir and clothes. We stayed in hotel beside Kuta beach. In Bali I could see many foreign people. They wanted to spend their holiday in Bali too. I was very happy. Because Bali had beautiful culture. I could see many temples. In the second day, my father and I watched traditional dance in dancer places. We watched together after that, we went to restaurant and bought some dinner. And then, we went home and ate together. That was a beautiful holiday for me and my family.

c. Free Topic**(Text 1) Friendship**

About three years ago I have accepted in English Department at Faculty of Letters, Jember University. I found so many friends there from different school. Then made a friendship with seven friends and we created a group, called beaThink. I was so happy being their friend. We did every moment in campus together.

Several months later we had not any communication because we were busy with our activities, like organization, private course, part time job, etc. In addition, we had some different classes so it made us apart each other.

Because of those reasons, we seldom greeted each other. It was just like somebody we have never known, stranger. I did not know why we were like that. I tried to find the obstacles of our friendship but they were laughing at me. I just wanted to make our friendship in unity but they did not. It was broken my heart. From time to time, I was trying to make them together.

I tried by using my ways to get them back. Soon three friends of mine came to me and told that my efforts were hard. They also wanted me to let the other friends go sincerely. Then I realized that everyone could change as time goes by. Now I won't regret it. One thing I learnt is life must go on and on.

(Text2) Sleeping

It was 2 am. I was just home from my best friend party. I went home by myself in a sleepy condition. All I wanted was going bed and woke up late. However, I doubted that it was only a dream.

When I entered to my room, I was so shocked. My room was in a mess. As I remembered I left my room nicely. Then I come to my brother's room. He was

sleeping like a man who never sleeps forever. I could not wake him up. Then I brought a glass of water with me and threw it up to him, and finally he woke up.

I asked him what happened with my room. He just giggled. He confessed that he played with our dog, then doggie run to my room, biting up my pillow for nothing and he was out to have some food from from my mother. Then I left my brother, I walked into sofa then I only slept in that ugly sofa. When I woke up in the morning I felt so bad. That's the dream that will not be come true.

(Text 3) Untitled

This event happened three years ago when a kid passed an empty house in the corner of the street. That house looks spooky. But this kid quiet brave to come closer to the house when he comes closer to the house when he comes closer he sees a shadow pass one of the window. Because of his curiosity, he intend to enter the house. When he reach a handle a voice call his name and he cancel to enter the house. At the same time, there is an eyes look at him go away.

At present, that kids is 17 years old. He pass that empty house for a several times till he hears a little girl scream. He rans towards the door and kick the door. But he find nothing inside. When he turns back the door suddenly close. He has no other choices except stay in the house. He walks room to room and finally stops in a room which full of pink colour. He enters the room and finds a diary. He opens the diary and begins to read.

1976-02-03

Today is my 18th birthday. My big family gather in our house. My cousin bring a lovely big teddy bear...

He reads more he finds more about the girl, about the teddy bear and a mysterious boy. Then, he hears his name called by someone. Then he run through the door with the diary in his hands. Strangely, the door open slowly without any harder trying. When he arrives home, he puts that diary on his bed and never open the diary ever again.

A month letter, a strange event starts happening. He starts to feel that someone is following him from the behind. But, no one there. He also hears some voice whisper when he sleeps. When he wakes up, he sees a beautiful young lady in front of him. But, when he blinks his eyes twice, the shadow disappear. It is not happen once or twice but several times. Then, one day he wakes up in front of that empty house in the middle of the night. He tries to remember what happen in the house when his last visit. Suddenly he remember that he brings the diary home. He runs as fast as he can towards his house. He searchs that diary and find the diary under his bed. He opens the last page and find a bloody hand writing there.

After read the last page he divided to find the truth behind the story. Not far from him, a young smile to him with her red eyes.

(Text 4) The Dump Princess

This story tell about a dumb princess. Actually she was not born as a dumb child, she was a normal child. Her dumb came when a wicked waitress of palace put a magic powder in princess milk. That magic powder was a poison, a poison which could made someone who drink it to be dumb. This problem made King and Queen being sad, they reign all medician in the whole palace to heal her daughter. Then the wicked waitress was chasen away from palace.

Now, princess is grew up to be a pretty girl in her 17 ag, and she is still dumb, cannot speak as human being. To connect with people around her, she uses sign language, of course, her parents, all of waitress and hers also learn that language when they have conversation with princess.

Although princess cannot talk and only use sign language, she never feel sad and happy in enjoy her life. She always think that God always fair for all His creature. The princess has an excess, she has extraordinary audibility. Her ears are so sensitive to all particular sounds.

By her extraordinary audibility, she can hear all of complain people, she solves the problem as good as she can. All of people love her so much, except the wicked waitress that still alive.

One day, the wicked waitress meet princess and she wants to kill princess. But, by her extraordinary audibility, she can hear the wicked waitress plan. When, the wicked waitress going to stub of a knife to princess, princess is crying suddenly. Unexpected, the wicked waitress body is frozen. "HAH!!! What happen??? How it could be???" yeah, princess produce her voice for first time. Now, she can speak as human being without lose her extraordinary audibility.

(Text 5) Melting

Someday, there was a Korean actor whom I love the most. My first impression began when I was watching his drama which is less popular among Korean dramas in that year. The thing that makes me interesting in him is the character that he played in that drama.

In a drama which I watched, he played a role as the one who became a part of a gangster in the town. He always bullied his friends in the school and never did his homework. In short, his character was so scary.

During the three episodes went on, I started looking for information about what kind of guy he is. Then I visited www.youtube.com to search any kind of videos related to him, started from the reality show, the advertisement, the fashion show up his movie and dramas which he played. For that reason, I started to like him after knowing his information and his daily life according to the reliable sources.

About six month later, his new drama has released and still he got scary character like the previous drama. However, in this case my heart was melting because in fact his personality was not bad as his character in his dramas. I realized it from the one reality show which invited him as a guest star.

After all, even though his character was scary in the movies or dramas which he played, I still kept melting into him. In addition, I did not look at him because of his face or his character in the dramas or movies, but I saw him and liked him because of his real inner character.

(Text 6) Everlasting friendship.

One noon in a wood, a young beautiful princess went out to take a walk by her beautiful puppet. She walked slowly and played with the golden puppet. She walked and walked way into the wood. She really enjoyed her journey, but she suddenly got sadness when she got any accident.

The accident began when she played with her golden puppet by throwing it so high but she missed catching it as it fell, then it bound away, and rolled along on the ground, until at last it fell down into the swamp. After that, the princess looked into the bushes after her puppet, but it was very deep, that she could not see the bottom of it. Then, she began to cry and said “If I could get my golden puppet again, I would give all my own and everything that I have in the world”. Suddenly a rabbit came out from the bushes and said “Princess, why do you get a bucket of tears so bitterly?” then, the princess said that her golden puppet has fallen into the bushes. “What a pity you are,” said the rabbit. The princess still kept weeping bitterly. Then, the rabbit said, “I do not want everything you have, but if you will love me and let me become your best friend and took me anytime with you, I will your puppet again”, the princess approved to the rabbit offer. Then, directly the rabbit put his head down, and dived deep under the swamp, and after a little time he came up again, with the puppet in his mouth, and threw it on the edge of the swamp.

As soon as the young princess saw her puppet, she ran to pick it up and she was so overjoyed to have it in her hand again, then she said so thanks to the rabbit by force of him. Then, they went home to the castle happily like the seventh heaven. In the end, the young princess and the rabbit became everlasting friend.

(Text 7) Untitled

This kind of my personal story was begin when I decided to continue my study in this University of Jember, majoring at English Department. I learned so much more about the thing I have never realized to be my talent. I felt so glad when I knew that I was finding my innate ability. I thought this was the effort of Mr. Hadiri's motivation did work on me. In lecturing every subject in the class, Mr. Hadiri used to invited his students to be more confident to speak up, especially when we were dealing with the lecturing session. Then, one day, I did find it! What was that??? It was absolutely my innate ability.

I always thought that everyone is born with special talent, but why did I never know my talent?? It was surely engaging with my foolness to do not want to realize it. I understand that I liked to have presentation during the class until it woke me up when I attended Mr. Hadiri's class. It was class of History of English Language or in the words we could call it as HEL in a short register. In the place that was really getting you trapped as if you go down to the hell' in the real meaning. I remembered on that time, I was coming late, I needed to do something else before attending the class. I was running into the class such in hurry and getting the seat in front line. Oh my God! I did take a deep breath for a while just for calming down myself. Then, you know what happened? When I was busy to arrange my frequency of having breath, suddenly Mr. Hadiri asked me and my group to have presentation in the class. Of course I be throned us to be the first group to come forward. As long as the presentation was going on, I presented and conveyed my power point presentation with my own words, by producing a loud voice and fluctuative intonation. It was surprising me, when all eyes on me, just for listening to what I said. I thank God for that. While, it reminded me for something. I remembered that my friends always said that I succeeded to get the audience attention by having an awesome sophisticated presentation. I turned their focus to be more concern on me.

After that captivated moment, I realized that I have a great talent on presentation. I was grateful to God for giving that special talent. Now, my dream has changed to become a good presenter in every occasion, as the proverb said, "you will never now until you have tried". Try to do the best thing in everything, and you will know that you could be able to do something great.

(Text 8) Blinded love

Melinda is one of beautiful girl who studied in senior high school. Now, she is in the third grade. Most people said that she is a smart student. Furthermore, she is the one who love her mother much than everything she has. She always helps her mother whatever her mother does. Indeed, she loves her mother much more than herself.

One day, she met handsome boy when she went to her school. The boy interested in her from the first sight he met her. Because of that, he often waited her in front of her school, in order to meet her. Every day, this boy convinced her about his feeling. During the time, she finally aware that this boy is really loved her. From time to time, these people strengthen their feeling. Finally, these two guys decided to get marry soon whether she still in school.

Next day, Melinda asked her mother's permission to get married soon. Of course her mother rejected her. In this case, her mother worry about her future. She thought that her daughter is too young to get marry soon. Because of this, Melinda got mad to her mother. This is the first time she against her mother. A guy successful blinded her eyes. One day, she tried to kill herself. In this occasion, she wanted her mother knew that she really loved that man. Because of this, her mother finally gave permission to her to get marry whether she has not graduated yet from senior high school.

2. Grammatical and Lexical Cohesive Devices' Tabulation of Primary Data.

2.1 Accident

Table 2.1.1.1 (Text 1)
Grammatical Cohesive Devices

No	Grammatical	Refers to	Amount	
Reference	Personal reference	I	45	
		Lecturer	1	
		People	2	
		Rider	3	
		Doctor	5	
		Nurse	3	
		Parent	2	
		Demonstrative reference	Campus	2
			Class	2
			Home	4
	Sumatera Street		2	
	Hospital		2	
	Solo		1	
	Comparative Reference	Bed	1	
		Motorcycle	5	
		As soon as	1	
	Substitutions	Least	1	
		Very	1	
		Nominal	-	
	Ellipsis	Verbal	Do	1
Clausal		Not	2	
Nominal		-	-	
Conjunction	Verbal	-	-	
	Clausal	-	-	
	Additive	And	13	
Conjunction	Causal	Because	2	
	Adversative	So	2	
		But	3	
	Temporal	After	2	
		Then	4	
		Before	1	
		Next	1	
		Later	1	
	Until	1		
	Again	2		

Table 2.1.1.2 (Text 1)

Lexical Cohesive Devices

No	Lexical cohesion	Refers to	Amount
	Repetition	Class	2
		Campus	2
		Motorcycle	7
		Street	2
		Car	3
		Accident	2
		Pass	2
		Police car	2
		Wound	2
		Hand	3
		Foot	3
		Rontgen	2
	Synonymy	Join – come	1
		Check- see	1
		Took- brought	1
	Antonym	Come – go	1
		Arrived – go	1
		After – before	1
	Hyponymy	Time – morning	1
		Campus – class	1
		Class – French class	1
		Street – Sumatera street	1
		Year – month	1
		Month – daily	1
	Co – hyponym	-	
	Meronymy	Hand – bone	1
		Hand – finger	1
		Finger – bone	1
	Co - meronym	Hand – foot	1
	Collocation	Go home	1
		French class	1
		Sumatera street	1
		Opposite direction	1
		Police car	1
		New room	1
		Laid down	1
		Horrible experience	1

Table 2.1.2.1 (Text 2)
Grammatical Cohesive Devices

No	Grammatical	Refers to	Amount
	Reference	Personal reference	
		I	48
		Sister	22
		A woman	1
		A man	10
		People	6
		Another woman	1
		Demonstrative reference	
		A shop	4
		House	2
		Internet Cafe	5
		Road	2
		Motorcycle	6
		Another Motorcycle	2
		Accident	4
		Comparative Reference	
		Too heavy	1
		Very mad	1
	Substitutions		
	Nominal	-	-
	Verbal	Did	1
	Clausal	Not	2
	Ellipsis		
	Nominal	-	-
	Verbal	-	-
	Clausal	-	-
	Conjunction		
	Additive	And	1
		Furthermore	4
	Causal	Because	1
		In this case	1
		Although	1
	Adversative	But	1
		However	1
	Temporal	Before	2
		Starting	1
		After That	1
		When	1
		After	2
		Then	2

Table 2.1.2.2 (Text 2)

Lexical Cohesive Devices

No	Lexical cohesion	Refers to	Amount
	Repetition	A shop	4
		Internet cafe	5
		Road	2
		Motorcycle	8
		Cross	2
		Line	3
		Accident	4
		Sister	5
		Stopped	2
		Trust	2
		People	2
	Synonymy	Road – line	1
		Protest – debated	1
		Judge – underestimated	1
		Through – pass	1
		Way – road	1
	Antonym	Night – left	1
		Near – fear	1
	Hyponymy	People – man	1
		Person – man	1
		Person – women	1
		Month – daily	1
	Co – hyponym	Man –women	1
	Meronymy	-	-
	Co - meronym	-	-
	Collocation	Very mad	1
		Took care	1
		Go home	1
		Turned left	1
		Fell down	1
		Long time	1
		Main road	1

Table 2.1.3.1 (Text 3)
Grammatical Cohesive Devices

No	Reference	Personal reference	Refers to	Amount
			I	11
			Students	5
			A junior	22
			Junior's friend	3
			Driver	2
			People	2
		Demonstrative reference	Several years ago	2
			Senior high school	4
			Home	1
			Somewhere	4
			Semi trailer	5
			Truck's wheel	5
		Comparative Reference	Early than	1
	Substitutions	Nominal	One	1
		Verbal	-	-
		Clausal	Not	1
	Ellipsis	Nominal	-	-
		Verbal	-	-
		Clausal	-	-
	Conjunction	Additive	Or	1
			And	7
		Causal	-	-
		Adversative	But	3
		Temporal	After	1

Table 2.1.3.2 (Text 3)

Lexical Cohesive Devices

No	Lexical cohesion	Refers to	Amount
	Repetition	Years ago	2
		Senior high school	3
		Students	3
		Motorcycle	4
		Semi truck	2
		Drove	3
		Tried to	2
		Help	2
		Condition	2
	Synonymy	Trailer – truck	1
		Students – junior	1
	Antonym	Front – back	1
	Hyponymy	Senior high school – second year	1
		Somewhere – beach	1
		Somewhere – department store	1
		One day – afternoon	1
	Co – hyponym	Beach – department store – a place	1
	Meronymy	Head – brain	1
		Head – eye	1
		Head – blood	1
	Co - meronym	Brain - eye	1
	Collocation	Boarding house	1
		Department store	1
		Long way	1
		High speed	1
		Fell down	1
		Back wheel	1

Table 2.1.4.1 (Text 4)
Grammatical Cohesive Devices

No	Grammatical	Refers to	Amount
	Reference		
	Personal reference	I	25
		Ita	7
		The rider	2
		Another rider	4
		Uncle	2
	Demonstrative reference	House	3
		Karimata street	2
		Motorcycle	4
		Money	1
	Comparative Reference	So fast	1
	Substitutions		
	Nominal	-	-
	Verbal	-	-
	Clausal	So	1
	Ellipsis		
	Nominal	-	-
	Verbal	-	-
	Clausal	-	-
	Conjunction		
	Additive	And	5
	Causal	Because	3
		Furthermore	1
		So	1
	Adversative	However	1
	Temporal	Before	1
		After	2
		Then	1

Table 2.1.4.2 (Text 4)

Lexical Cohesive Devices

No	Lexical cohesion	Refers to	Amount
	Repetition	House	5
		Chatting	2
		Riding	2
		Crash	2
		Fault	3
		Rider	2
		Motorcycle	6
	Synonymy	Went – go	1
		Accident - crash	1
	Antonym	-	
	Hyponymy	Place – house	1
		Accident – motorcycle	1
		Street – Bangka street	1
		Street – Karimata street	1
	Co – hyponym	Bangka street – Karimata street	1
	Meronymy	-	
	Co - meronym	-	
	Collocation	Few month	1
		Bangka Street	1
		Karimata Street	1
		Accident's place	1

Table 2.1.5.1 (Text 5)
Grammatical Cohesive Devices

No	Grammatical Reference	Refers to	Amount
	Personal reference	I	8
		Father	13
		People	3
	Demonstrative reference	Sandy road	3
		Accident	3
		Grandma's house	2
	Comparative Reference	-	-
	Substitutions		
	Nominal	-	-
	Verbal	Did	1
	Clausal	-	-
	Ellipsis		
	Nominal	-	-
	Verbal	-	-
	Clausal	-	-
	Conjunction		
	Additive	And	4
	Causal	Because	2
	Adversative	But	1
	Temporal	After	3
		Then	2

Table 2.1.5.2 (Text 5)

Lexical Cohesive Devices

No	Lexical cohesion	Refers to	Amount
	Repetition	Accident	3
		Road	3
		Home	3
		Helped	2
		Sandy	2
		Slipped	2
	Synonymy	Accident – Slipped	1
		See – Saw	1
		Immediately – quickly	1
		Slipped - fell	1
	Antonym	Arrived – go	1
	Hyponymy	-	-
	Co – hyponym	-	-
	Meronymy	-	-
	Co - meronym	-	-
	Collocation	Sandy road	1
		Woke up	1
		Go home	1

Table 2.1.6.1 (Text 6)**Grammatical Cohesive Devices**

No	Grammatical	Refers to	Amount
	Reference		
	Personal reference	I	5
		Father	10
		Neighbour	3
		Doctor	2
		People	1
	Demonstrative reference	Home	1
		Probolinggo	2
		Hospital	3
		Accident	2
	Comparative Reference	-	1
	Substitutions		
	Nominal	one	1
	Verbal	-	-
	Clausal	-	-
	Ellipsis		
	Nominal	-	-
	Verbal	-	-
	Clausal	-	-
	Conjunction		
	Additive	And	4
	Causal	Because	1
	Adversative	-	-
	Temporal	Start	1
		Then	2

Table 2.1.6.2 (Text 6)**Lexical Cohesive Devices**

No	Lexical cohesion	Refers to	Amount
	Repetition	Trip	2
		Neighbour	5
		Went to	3
		Truck	3
		Hospital	3
		Directly	2
	Synonymy	Fall – accident	1
	Antonym	-	-
	Hyponymy	Probolinggo – sub district	1
		Hospital – operation	1
	Co – hyponym	-	-
	Meronymy	-	-
	Co - meronym	-	-
	Collocation	Few months	1
		Flung away	1

Table 2.1.7.1 (Text 7)
Grammatical Cohesive Devices

No	Grammatical	Refers to	Amount
	Reference		
	Personal reference	I	3
		A rider	6
		Police	2
	Demonstrative reference	Lumajang	1
		Traffic light	3
		A car	1
		Crash	2
		Hospital	1
	Comparative Reference	Another	1
	Substitutions		
	Nominal	-	-
	Verbal	-	-
	Clausal	-	-
	Ellipsis		
	Nominal	-	-
	Verbal	-	-
	Clausal	-	-
	Conjunction		
	Additive	And	1
	Causal	Before	1
	Adversative	Meanwhile	1
		However	1
	Temporal	On the way	1
		Afterwards	1
		Finally	1

Table 2.1.7.2 (Text 7)

Lexical Cohesive Devices

No	Lexical cohesion	Refers to	Amount
	Repetition	Motorbike	2
		Work	2
		Light	7
		Happened	2
	Synonymy	Ran – passing	1
		Broke – crush	1
		Suddenly – quick	1
	Antonym	Passing – stop	1
	Hyponymy	-	1
	Co – hyponym	-	
	Meronymy	Traffic light – red light	
	Co - meronym	-	
	Collocation	Traffic light	1
		Very quick	1
		Work place	1
		Ran well	1

Table 2.1.8.1 (Text 8)
Grammatical Cohesive Devices

No	Grammatical	Refers to	Amount
	Reference		
	Personal reference	A kid	21
		Another kid	2
		People	2
	Demonstrative reference	Road	3
		Suddenly	1
		Hospital	2
		Last moment	1
	Comparative Reference	So loudly	1
		So scary	1
	Substitutions		
	Nominal	One	1
	Verbal	Did	1
	Clausal	-	-
	Ellipsis		
	Nominal	-	-
	Verbal	-	-
	Clausal	-	-
	Conjunction		
	Additive	And	5
	Causal	-	1
	Adversative	Not	1
		However	1
	Temporal	Suddenly	2
		At the last moment	1

Table 2.1.8.2 (Text 8)

Lexical Cohesive Devices

No	Lexical cohesion	Refers to	Amount
	Repetition	Road	3
		Way	3
		Motorcycle	2
		So	2
		Mother	2
		Bleeding	2
		crossed	2
		Sister	2
	Synonymy	Road – way	1
		Land – way	1
		Crossed – passed	1
		Smashed – dropped	1
		Took – bring	1
		Help – cared	1
		Opposite – wrong	1
	Antonym	-	-
	Hyponymy	-	-
	Co – hyponym	-	-
	Meronymy	Hurt – bleeding	1
		Kid – nose	1
		Kid - front	1
	Co - meronym	Nose – front	1
	Collocation	Last moment	1
		Passed on	1
		Wrong way	1
		Opposite way	1
		So loudly	1
		So scary	1
		Each other	1
		Ice cream	1

Table 2.1.9.1 (Text 9)
Grammatical Cohesive Devices

No	Reference	Personal reference	Refers to	Amount
			Buyers	2
			Students	1
			Civil servant	2
			Another civil servant	9
			People	1
			Bus driver	1
		Demonstrative reference	Morning	2
			Jawa street	3
			Ambulance	2
			Motorcycle	2
			Bus	2
		Comparative Reference	Quickly	1
			Some	1
			Many	1
			Some	2
	Substitutions	Nominal		
		Verbal	-	
		Clausal	-	
	Ellipsis	Nominal	-	-
		Verbal	-	-
		Clausal	-	-
	Conjunction	Additive	And	1
		Causal	-	
		Adversative	But	1
		Temporal	When	1
			Suddenly	1

Table 2.1.9.2 (Text 9)

Lexical Cohesive Devices

No	Lexical cohesion	Refers to	Amount
	Repetition	Some	2
		Go to	2
		Road	2
		Motorcycle	2
		Rider	2
		Come from	2
	Synonymy	Cross – opposed	1
	Antonym	Some – many	1
	Hyponymy	Merchandise – buyers	1
		Vehicle – motorcycle	1
		Vehicle – bus	1
	Co – hyponym	Motorcycle - bus	1
	Meronymy	Situation – morning	1
	Co - meronym	-	-
	Collocation	Clouded over	1
		Civil servant	1
		Opposite direction	1
		Run over	1

2.2 Holiday

Table 2.2.1.1 (Text 1)
Grammatical Cohesive Devices

No	Grammatical Reference	Refers to	Amount
	Personal reference	I	27
		Devi	17
		Devi and Lia	3
		Flower	3
		People	1
		Cousin	5
	Demonstrative reference	Jogjakarta	4
		Home stay	1
		Malioboro	3
		Three plates of rice	2
		Three glasses of Lemon Tea	2
	Comparative Reference	Same	1
	Substitutions		
	Nominal	-	-
	Verbal	Do	1
	Clausal	-	-
	Ellipsis		
	Nominal	-	-
	Verbal	-	-
	Clausal	-	-
	Conjunction		
	Additive	And	9
	Causal	Because	1
		So	1
	Adversative	-	-
	Temporal	Furthermore	1
		Then	2
		Finally	2

Table 2.2.1.2 (Text 1)

Lexical Cohesive Devices

No	Lexical cohesion	Refers to	Amount
	Repetition	Jogyakarta	2
		Malioboro	2
		Money	7
		Fried rice	2
		Lemon tea	3
		Money	2
		Flower	2
	Synonymy	Buying – shopping	1
		Delicatessen – food	1
	Antonym	Went – arrived	1
	Hyponymy	Lunch – food	1
		Food – fried rice	1
	Co – hyponym	Fried rice – lemon tea	
	Meronymy	-	1
	Co - meronym	-	1
	Collocation	Best friend	1
		Took a rest	1
		Several clothes	1
		Malioboro street	1

Table 2.2.2.1 (Text 2)
Grammatical cohesive devices

No	Grammatical	Refers to	Amount	
		I	1	
Reference	Personal reference	Galang, Rijal, Nia, Afi, Elaine Lecturer	22 1	
		Village's head person	1	
		Secretary	1	
		Informant	2	
		Friends	1	
		Reader	1	
		Demonstrative reference	Assignment	2
			Mountain	13
			Grenden village	5
			PT. Uspri	3
Afternoon. Jember	1 3			
Comparative Reference	The most	1		
	More than	1		
	Much more	1		
Substitutions	Nominal	-	-	
	Verbal	Did	1	
	Clausal	So	1	
Ellipsis	Nominal	-	-	
	Verbal	-	-	
	Clausal	-	-	
Conjunction	Additive	And	5	
	Causal	So	1	
	Adversative	But	1	
	Temporal	After	2	
		First	1	
		Second	1	

Table 2.2.2.2 (Text 2)

Lexical Cohesive Devices

No	Lexical cohesion	Refers to	Amount
	Repetition	Assignment	3
		Friends	5
		Bombing	2
		Mountain	4
		Village	4
		Information	3
	Synonymy	Sophisticated – fun	1
		Terrified – testified	1
		Work – assignment	1
	Antonym	Get – give	1
	Hyponymy	Mountain – bombing	1
		Mountain – exploding process	1
		Mountain – limestone Guam	1
	Co – hyponym	Bombing - limestone Guam	
	Meronymy	Mountain – Sadeng Mountain	1
		Subject – writing	1
	Co - meronym	Hand – foot	1
	Collocation	Fourth semester	1
		Grenden village	1
		New adventure	1
		Exploding process	1
		Incredible bombing	1

Table 2.2.3.1 (Text 3)
Grammatical cohesive Devices

No	Grammatical	Refers to	Amount
	Reference		
	Personal reference	I	6
		Friend	2
		I and Friend	29
	Demonstrative reference	Jember	2
		Papuma beach	2
		Family's House	13
		Previous clause	2
		Rain	3
	Comparative Reference	The best	1
	Substitutions		
	Nominal	One	4
	Verbal	Do	1
		Does	1
		Did	2
	Clausal	Not	6
	Ellipsis		
	Nominal	-	-
	Verbal	-	-
	Clausal	-	-
	Conjunction		
	Additive	And	4
	Causal	Because	2
		So	1
	Adversative	But	1
	Temporal	Then	4
		After that	2
		Until	1

Table 2.2.3.2 (Text 3)

Lexical Cohesive Devices

No	Lexical cohesion	Refers to	Amount
	Repetition	Friend	3
		Joke	4
		Papuma beach	2
		Trip	3
		Travelling	2
		Then	2
		In addition	2
	Synonymy	Travelling – trip	1
	Antonym	Blame - apologize	1
		Dry – wet	1
	Hyponymy	Jember – papuma beach	1
		Motorcycle – gasoline	1
	Co – hyponym	-	
	Meronymy	Cloth – shirt	1
		Cloth – coat	
	Co - meronym	Shirt – coat	1
	Collocation	Our trip	1
		Our travelling	1
		Papuma beach	1
		Interesting experience	1
		Took picture	1
		Took rest	1
		Heavy rain	1
		Best place	1

Table 2.2.4.1 (Text 4)
Grammatical cohesive Devices

No	Grammatical	Refers to	Amount		
	Reference	Personal reference	I	26	
			Friend	2	
			I and Friend	7	
			Jogja's people	3	
		Demonstrative reference	December	1	
			Jogjakarta	7	
			Home	1	
			Ham	5	
			Malioboro	6	
		Comparative Reference	As much as	1	
		Substitutions	Nominal	-	-
			Verbal	-	-
			Clausal	So	2
		Ellipsis	Nominal	-	-
			Verbal	-	-
Clausal	-		-		
Conjunction	Additive	And	8		
	Causal	-	-		
	Adversative	But	1		
		However	2		
	Temporal	-	-		

Table 2.2.1.2 (Text 1)
Lexical Cohesive Devices

No	Lexical cohesion	Refers to	Amount
	Repetition	The city	2
		Roasted ham	2
	Synonymy	-	-
	Antonym	Spicy – sweet	1
	Hyponymy	Sauce – nut sauce	1
		City - Jogja	1
		Jogja – malioboro	1
	Co – hyponym	-	-
	Meronymy	-	-
	Co - meronym	-	1
	Collocation	Roasted ham	1
		Hotel reservation	1
		Small shop	1
		Traditional culture	1

Table 2.2.5.1 (Text 5)
Grammatical Cohesive Devices

No	Grammatical	Refers to	Amount
	Reference		
	Personal reference	I	27
		Sister	3
		people	1
	Demonstrative reference	On	3
		Malang city	6
		Boarding house	2
		Place	16
		November	3
	Comparative Reference	The famous	1
	Substitutions	Some	1
	Nominal		
	Verbal		-
	Clausal		-
	Ellipsis		
	Nominal	-	-
	Verbal	-	-
	Clausal	-	-
	Conjunction		
	Additive	And	4
	Causal	Because	4
	Adversative	-	-
	Temporal	Until	1
		First	1

Table 2.2.5.2 (Text 5)

Lexical Cohesive Devices

No	Lexical cohesion	Refers to	Amount
	Repetition	Amazing	2
		Malang	2
		My sister	3
		Went	2
		Really	4
		BNS	4
	Synonymy	Beautiful – interesting	1
		tourist – people	1
		Famous – amazing	1
	Antonym	-	-
	Hyponymy	Place – Malang	1
		Place – 3D cinema	1
		Place – lampion place	1
		Place – sepeda gila' place	1
		Malang – BNS	1
	Co – hyponym	Lampion place -3D cinema place – sepeda gila's place	1
	Meronymy	-	1
	Co - meronym	-	1
	Collocation	Boarding house	1
		Spent time	1
		Batu night square	1
		Famous tourism	1
		Domestic tourist	1
		Unique shape	1
		Took walked	1
		First time	1
		Really happy	1

Table 2.2.6.1 (Text 6)
Grammatical Cohesive Devices

No	Grammatical	Refers to	Amount
	Reference	Personal reference	
		I	25
		Family	3
		Friend	4
		Demonstrative reference	
		Year / time	1
		Vacation's plan	1
		Holiday	6
		Bali	2
		Banyupoh	4
		Denpasar	3
		Comparative Reference	
		More	1
		Different	1
	Substitutions		
		Nominal	
		-	-
		Verbal	
		Do	1
		Clausal	
		Not	2
		So	2
	Ellipsis		
		Nominal	
		-	-
		Verbal	
		-	-
		Clausal	
		-	-
	Conjunction		
		Additive	
		And	2
		Causal	
		Because	1
		Adversative	
		But	1
		Temporal	
		Fifth	1
		Last	1

Table 2.2.6.2 (Text 6)

Lexical Cohesive Devices

No	Lexical cohesion	Refers to	Amount
	Repetition	Holiday	2
		Denpasar	3
		Bali	4
		Family	3
	Synonymy	Vacation – holiday	1
		Fun – interesting	1
	Antonym	Went – back	1
	Hyponymy	Bali – Denpasar	1
		Bali – singaraja	1
		Singaraja- banyupoh	1
	Co – hyponym	Denpasar– singaraja	1
	Meronymy	-	1
	Co - meronym	-	1
	Collocation	Last semester	1
		Popular place	1
		Small town	1
		Holiday time	1
		Far away	1
		Cheap hotel	1
		Running out	1
		Fifth day	1

Table 2.2.7.1 (Text 7)
Grammatical Cohesive Devices

No	Grammatical	Refers to	Amount
	Reference		
	Personal reference	I	36
		People	4
		Grandmother	21
		Friend	2
		Girl	2
	Demonstrative reference	Two years ago	4
		Previous clause	5
		Christmas holiday	3
		Grandma's story	2
	Comparative Reference	Mostly	1
		More than	1
	Substitutions		
	Nominal	-	-
	Verbal	Do	7
	Clausal	-	-
	Ellipsis		
	Nominal	-	-
	Verbal	-	-
	Clausal	-	-
	Conjunction		
	Additive	And	4
	Causal	Because	2
	Adversative	But	6
	Temporal	Then	2
		Finally	1
		Before	3

Table 2.2.7.2 (Text 7)

Lexical Cohesive Devices

No	Lexical cohesion	Refers to	Amount
	Repetition	Two years ago	2
		Holiday	2
		House work	7
		Tiring	2
		Love	3
		Have to	2
		Girl	2
	Synonymy	Wonderful – lovely	1
		Cruel – trouble	1
		At home – not go out	1
	Antonym	Nice – cruel	1
		Happily – sad	1
		Love – mad	1
	Hyponymy	Places – country	1
		December – Christmas	1
	Co – hyponym	-	
	Meronymy	-	
	Co - meronym	-	
	Collocation	Wonderful holiday	1
		Busy holiday	1
		Two years	1
		Trouble maker	1
		Christmas holiday	1
		Grandmother	1
		Grandchild	1
		Someone else	1
		Tiring holiday	1

Table 2.2.8.1 (Text 8)
Grammatical Cohesive Devices

No	Grammatical	Refers to	Amount
	Reference		
	Personal reference	I	24
		Other people	2
	Demonstrative reference	Beautiful holiday	3
		Grocery shop	8
		Free wifi	2
		Busy holiday	2
	Comparative Reference	Better than	1
	Substitutions		
	Nominal	-	-
	Verbal	Do	1
	Clausal	However	2
	Ellipsis		
	Nominal	-	-
	Verbal	-	-
	Clausal	-	-
	Conjunction		
	Additive	And	3
	Causal	Because	2
	Adversative	But	1
	Temporal	Since	1

Table 2.2.8.2 (Text 8)

Lexical Cohesive Devices

No	Lexical cohesion	Refers to	Amount
	Repetition	Holiday	2
		Dream	2
		The shop	7
		Keeping	2
		Vacation	3
		Very busy	2
		Family	2
	Synonymy	Holiday – vacation	1
	Antonymy	Busy – enjoy	1
	Hyponymy	Hang out – vacation	1
		Vacation – tourism places	1
	Co – hyponym	-	
	Meronymy	Day – morning	1
		Day – afternoon	1
		Day – night	1
	Co - meronymy	Morning – afternoon- night	1
	Collocation	Beautiful holiday	1
		Tourism places	1
		Grocery shop	1
		Very busy	1
		Hang out	1
		Free wifi	1
		Variety show	1

Table 2.2.9.1 (Text 9)
Grammatical Cohesive Devices

No	Grammatical	Refers to	Amount
	Reference		
	Personal reference	I	15
		Friend	7
		Woman	6
	Demonstrative reference	Bali	4
		Peaceful places	5
		Kutha Bali	7
		French	3
	Comparative Reference	Most	2
	Substitutions		
	Nominal	-	-
	Verbal	-	-
	Clausal	-	-
	Ellipsis		
	Nominal	-	-
	Verbal	-	-
	Clausal	-	-
	Conjunction		
	Additive	And	3
	Causal	So	1
	Adversative	But	1
		Although	1
	Temporal	-	-

Table 2.2.1.2 (Text 1)

Lexical Cohesive Devices

No	Lexical cohesion	Refers to	Amount
	Repetition	Bali	2
		French	2
		Kutha	7
		Beach	2
		Tourist	3
		Friends	2
	Synonymy	Interesting – amazing	1
		Most visited – famous	1
		Kind – sweet	1
	Antonym	-	-
	Hyponymy	Peaceful places – tanah lot	1
		Peaceful places – tanjung benoa	1
		Peaceful places – Sanur beach	1
		Peaceful places – kutha beach	1
	Co – hyponym	tanah lot - tanjung benoa - Sanur beach - kutha beach	1
	Meronymy	-	1
	Co - meronym	-	1
	Collocation	English Department	1
		Peaceful places	1
		Interesting place	1
		Amazing places	1
		Famous place	1
		Sweet memory	1
		Kind person	1
		Best friend	1

Table 2.2.10.1 (Text 10)
Grammatical Cohesive Devices

No	Grammatical	Refers to	Amount				
	Reference	Personal reference	I	21			
			Boyfriend	7			
		Demonstrative reference	Solo	3			
			Historical places	2			
			Famous warefall	3			
		Substitutions	Comparative Reference	Enough	1		
				Nominal	-	-	
					Verbal	Do	1
						Did	1
		Clausal	So	1			
Ellipsis	Nominal	-	-				
		Verbal	-	-			
		Clausal	-	-			
Conjunction	Additive	And	3				
		Causal	Because	1			
		Adversative	But	1			
		Temporal	During	1			
			Finally	1			

Table 2.2.10.2 (Text 10)

Lexical Cohesive Devices

No	Lexical cohesion	Refers to	Amount
	Repetition	Boyfriend	3
		Holiday	3
		Days	4
		Three	2
	Synonymy	Happy – fun	1
	Antonym	-	
	Hyponymy	City – Solo	1
		City – Jember	1
	Co – hyponym	Solo –Jember	1
	Meronymy	Historical – museum	1
		Historical – Royal palace	1
	Co - meronym	-	
	Collocation	Boyfriend	1
		Train station	1
		Historical places	1
		Royal palace	1
		Sight seeing	1
		Waterfall	1

Table 2.2.11.1 (Text 11)
Grammatical Cohesive Devices

No	Grammatical	Refers to	Amount	
	Reference	Personal reference	I	23
			Six friends	21
		Demonstrative reference	Surabaya	4
	A building house		3	
	Surabaya zoo		3	
	Substitutions	Comparative Reference	-	-
			Nominal	-
			Verbal	-
			Clausal	So
	Ellipsis	Nominal	-	-
Verbal			-	
Clausal			-	
Conjunction	Additive	And	8	
	Causal	-	-	
	Adversative	-	-	
	Temporal	Then	1	
		After	1	
		First	1	
		Second	1	

Table 2.2.11.2 (Text 11)
Lexical Cohesive Devices

No	Lexical cohesion	Refers to	Amount
	Repetition	Take a rest	2
		Plan	3
		Surabaya	4
		Holiday	2
		There	3
		Synonymy	-
	Antonym	Left – arrived	1
	Hyponymy	Food – snack	1
	Co – hyponym	Soap – shampoo – towel	1
	Meronymy	Railway station – train	1
	Co - meronym	-	-
	Collocation	Railway station	1
		Building House	1
		Backpackers	1
		New experiences	1

Table 2.2.12.1 (Text 12)
Grammatical Cohesive Devices

No	Grammatical	Refers to	Amount
	Reference	Personal reference	
		I	22
		Friend	7
		Demonstrative reference	
		Nagglan Beach	3
		Sandy area	2
		River	4
		Hill	1
		Lake	2
		Wave	2
		Went home	1
		Previous clause	1
		Comparative Reference	
		Longer	1
	Substitutions	Nominal	-
		Verbal	-
		Clausal	Hence
			2
	Ellipsis	Nominal	-
		Verbal	-
		Clausal	-
	Conjunction	Additive	And
			2
		Causal	Because
			1
		Adversative	However
			2
		Temporal	First
			1
		After	1
		Then	2

Table 2.2.12.2 (Text 12)

Lexical Cohesive Devices

No	Lexical cohesion	Refers to	Amount
	Repetition	Branches	3
		Lake	3
		Wave	3
		Hard	2
		Reach	2
	Synonymy	Crossed – walked	1
	Antonym	Climbed – went down	1
	Hyponymy	-	1
	Co – hyponym	-	-
	Meronymy	Swim – swimsuit	1
	Co - meronym	-	1
	Collocation	Breakfast	1
		Sandy area	1
		Swimsuit	1
		Coastline	1

Table 2.2.13.1 (Text 13)
Grammatical Cohesive Devices

No	Grammatical	Refers to	Amount		
Reference	Personal reference	I	17		
		Father	5		
		Family	2		
		Foreign people	3		
		Demonstrative reference	Holiday	3	
			Bali island	4	
			Kuta beach	2	
		Comparative Reference	-	-	
			Substitutions	Nominal	-
				Verbal	-
Clausal	-				
Ellipsis	Nominal	-			
	Verbal	-			
	Clausal	-			
Conjunction	Additive	And	7		
	Causal	Because	1		
	Adversative	But	1		
	Temporal	Second	1		

Table 2.2.13.2 (Text 13)

Lexical Cohesive Devices

No	Lexical cohesion	Refers to	Amount
Repetition		Want	3
		Holiday	3
		Kuta beach	4
		Bali	4
Synonymy	-	-	
Antonym	Stay – spent	1	
Hyponymy	Beach – swim	1	
Co – hyponym	-	-	
Meronymy		Dancer – traditional dancer	1
		Restaurant – dinner	1
Co - meronym	-	-	
Collocation		Bali island	1
		Foreign people	1
		Traditional dance	1

2.3 Free topic

Table 2.3.1.1 (Text 1)
Grammatical Cohesive Devices

No	Grammatical	Refers to	Amount
	Reference		
	Personal reference	I	18
		I and Friends	12
		Friends	5
	Demonstrative reference	English Department	1
		Faculty of Letters	1
		Jember university	2
		Classes	1
		Life	1
		Activities	3
		Greeted	1
		Stranger	2
	Comparative Reference	As	1
	Substitutions		
	Nominal	-	-
	Verbal	Did	1
	Clausal	So	1
	Ellipsis		
	Nominal	-	-
	Verbal	-	-
	Clausal	-	-
	Conjunction		
	Additive	And	3
	Causal	Because	2
	Adversative	But	1
		Not	2
	Temporal	Then	2
		Time to time	1
		Now	1

Table 2.3.1.2 (Text 1)

Lexical Cohesive Devices

No	Lexical cohesion	Refers to	Amount
	Repetition	Friend	5
		Friendship	3
		Together	2
	Synonymy	Group – organization	1
		Apart – broken	1
		Campus – university	1
	Antonym	Happy – broken heart	1
	Hyponymy	Activities – organization	1
		Activities – private course	1
		Activities – part time job	1
	Co – hyponym	Organization – private course – part time job/	1
	Meronymy	Campus – classes	1
	Co - meronym	-	-
	Collocation	English department	1
		Faculty of Letters	1
		Jember University	1

Table 2.3.2.1 (Text 2)
Grammatical Cohesive Devices

No	Grammatical	Refers to	Amount		
	Reference	Personal reference	I	25	
			Brother	10	
			I and brother	1	
		Demonstrative reference	Bed	2	
			Woke up	2	
			Glass	2	
			Ugly sofa	2	
			Dream	2	
		Comparative Reference	-	-	
			Substitutions	Nominal	-
				Verbal	-
		Clausal		-	
		Ellipsis	Nominal	-	
Verbal	-				
Clausal	-				
Conjunction	Additive	And	3		
		-	-		
	Causal	However	1		
		Finally	1		
	Adversative	Then	3		
		When	2		

Table 2.3.2.2 (Text 2)
Lexical Cohesive Devices

No	Lexical cohesion	Refers to	Amount
	Repetition	Home	2
		Dream	2
		Room	6
		Woke up	4
		Sofa	2
		-	-
	Synonymy	Sleeping – going bed	1
		Out - left	1
	Antonym	slept – woke up	1
		Nicely – mess	1
	Hyponymy	-	-
	Co – hyponym	-	-
	Meronymy	Home – room	1
		Room – sofa	1
	Co - meronym	room, sofa	1
	Collocation	Best friend	1
		Bit up	1
		Woke up	1
		Come true	1

Table 2.3.3.1 (Text 3)
Grammatical Cohesive Devices

No	Grammatical	Refers to	Amount
	Reference		
	Personal reference	A kid	51
		A girl	7
	Demonstrative reference	Event / story	1
		Empty house	11
		Street	1
		Eyes	2
		Shadow	1
		Window	1
		Door	3
		Room	
		Diary	
		Night	
		Last page	3
	Comparative Reference	Closer	2
		More	1
		Harder	1
		As fast as	1
	Substitutions		
	Nominal	One	1
		Once	1
	Verbal	-	-
	Clausal	-	-
	Ellipsis		
	Nominal	-	-
	Verbal	-	-
	Clausal	-	-
	Conjunction		
	Additive	And	9
	Causal	Because	1
	Adversative	But	3
		Not	1
	Temporal	The same time	1
		At present	1
		When	1
		A month later	1
		Then	3
		After	1

Table 2.33.2 (Text 3)

Lexical Cohesive Devices

No	Lexical cohesion	Refers to	Amount
	Repetition	Empty house	11
		Closer	2
		Eyes	2
		Room	4
		Diary	8
		Shadow	1
		Bed	1
	Synonymy	Event – story	1
		Begin – start	1
		Wake – open	1
		Search – find	1
		Cancel – stop	1
	Antonym	Open – close	1
		Far – close	1
	Hyponymy	-	-
	Co – hyponym	-	-
	Meronymy	House – room	1
		Room – window	1
	Co - meronym	Room- window	1
	Collocation	Empty house	1
		Little girl	1
		Several times	1
		Last visit	1
		Last page	1
		Young girl	1
		Red eyes	1

Table 2.3.4.1 (Text 4)
Grammatical Cohesive Devices

No	Grammatical	Refers to	Amount
	Reference	Personal reference	
		Princess	45
		King and Queen	1
		People	
		Wicked waitress	
		Demonstrative reference	
		Magic powder	2
		Poison	2
		Language	4
		People	2
		Problem	2
		Plan	1
		Comparative Reference	
		As good as	1
	Substitutions		
		Nominal	-
		Verbal	1
		Did	1
		Clausal	2
		So	2
	Ellipsis		
		Nominal	-
		Verbal	-
		Clausal	-
	Conjunction		
		Additive	13
		And	13
		Causal	2
		-	2
		Adversative	3
		But	3
		Temporal	2
		One day	2
		Then	4
		Now	1

Table 2.3.4.2 (Text 4)

Lexical Cohesive Devices

No	Lexical cohesion	Refers to	Amount
	Repetition	Princess	2
		Wicked waitress	2
		Dumb	7
		Child	4
		Poison	3
		Language	3
		Extraordinary	3
		Audibility	2
		Palace	3
	Synonymy	Sound – voice	1
		Cannot speak - dumb	1
		Conversation – talk	1
	Antonym	Normal – dumb	1
	Hyponymy	Language – sign language	1
	Co – hyponym	Organization – private course – part time job/	
	Meronymy	Palace – king and queen	1
		Palace – princess	
	Co - meronym	King – Queen – Princess	1
	Collocation	Magic powder	1
		Extraordinary audibility	1

Table 2.3.5.1 (Text 5)
Grammatical Cohesive Devices

No	Grammatical	Refers to	Amount			
	Reference	Personal reference	I	45		
			Korean actor	1		
		Demonstrative reference	Drama	2		
			Sources	2		
			Movies	4		
			Character	2		
			Reality show	2		
			Advertisement	1		
		Comparative Reference	Less	1		
			As ... as	-		
		Substitutions	Nominal	-	-	
				Verbal	Did	1
					Clausal	not
Ellipsis	Nominal	-	-			
		Verbal	-	-		
			Clausal	-	-	
Conjunction	Additive	And	13			
		Causal	Because	2		
			Adversative	But	3	
		Temporal	During	-		
			Someday	2		
			Six month later	-		
		Then	4			
After all	1					

Table 2.3.5.2 (Text 5)
Lexical Cohesive Devices

No	Lexical cohesion	Refers to	Amount
	Repetition	Korean	2
		Drama	2
		Information	7
		Character	-
	Synonymy	Character – personality	1
		Scary – bad	1
	Antonym	Love – bullied	1
	Hyponymy	Role – movie	1
		Role – drama	1
	Co – hyponym	Movie – drama	-
	Meronymy	Role – character	1
	Co - meronym	-	1
	Collocation	Reality show	-
		Fashion show	1
		Daily life	1
		Guest star	1

Table 2.3.6.1 (Text 6)
Grammatical Cohesive Devices

No	Grammatical	Refers to	Amount	
Reference	Personal reference	Princess	45	
		Puppet	1	
		Rabbit		
	Demonstrative reference	Wood	2	
		Accident	2	
		Ground	4	
		Swamp	2	
		Bushes	2	
	Comparative Reference	Best	1	
		As soon as		
	Substitutions	Nominal	One	-
		Verbal	Do	1
		Clausal	So	2
Ellipsis	Nominal	-	-	
	Verbal	-	-	
	Clausal	-	-	
Conjunction	Additive	And	13	
		-	2	
	Causal	But	3	
		Not		
	Temporal	Noon	2	
		Then	4	
		Until	1	
		After that		
		Suddenly		
Soon				
The end				

Table 2.3.6.2 (Text 6)

Lexical Cohesive Devices

No	Lexical cohesion	Refers to	Amount
	Repetition	Puppet	2
		Walked	2
		Wood	7
		Accident	3
		Bushes	4
		Bitterly	2
		Rabbit	2
		Swamp	3
		Friend	2
	Synonymy	Enjoyed – overjoyed	1
		Sadness – cry	1
		Overjoyed – happily	1
	Antonym	Sadness – happily	1
		Sadness – enjoyed	
		Slowly – directly	
	Hyponymy	-	1
	Co – hyponym	-	
	Meronymy	Swamp – edge	1
	Co - meronym	-	1
	Collocation	Golden puppet	1
		Bound away	1
		Looked into	1
		Young princess	
		Everlasting friends	

Table 2.3.7.1 (Text 7)
Grammatical Cohesive Devices

No	Grammatical	Refers to	Amount			
	Reference	Personal reference	I	45		
			Mr. Hadiri.	1		
			I and Friends			
		Demonstrative reference	Talent	2		
			Mr. Hadiri's class	2		
			Moment	4		
			Comparative Reference	Much more	2	
				As long as	2	
				More concern	1	
				Best	1	
				Substitutions	Nominal	One
		Verbal	Did			1
			Do			2
Ellipsis	Clausal	-	-			
		Nominal	-	-		
			Verbal	-		
		Clausal	-			
		Conjunction	Additive	And	13	
				Causal	-	2
Adversative	But				3	
			Not			
Temporal			Begin	2		
			Then	4		
			On that time	1		
			Late	1		
			Before	1		
			Suddenly	1		
			First	1		
			As long as	1		
			While	1		
			After that	1		
	Now	1				

Table 2.3.1.2 (Text 1)

Lexical Cohesive Devices

No	Lexical cohesion	Refers to	Amount
	Repetition	Talent	2
		Innate ability	2
		Lecturing	7
		Presentation	2
		Class	5
		HEL	4
		Great	3
	Synonymy	Begin – first	1
		Talent – ability	1
		Continue – going on	1
		Changed – turned	
		Focus – concern	
	Antonym	Trapped – continue	1
		Calming down – surprising	
	Hyponymy	Class – History of English language	1
	Co – hyponym	-	
	Meronymy	Presentation – focus	1
		Group – first	1
	Co - meronymy	-	
	Collocation	Innate ability	1
		Speak up	1
		Special talent	
		Front line	1
		Loud voice	
		Fluctuate intonation	

Table 2.3.8.1 (Text 8)
Grammatical Cohesive Devices

No	Grammatical	Refers to	Amount
	Reference	Personal reference	
		Melinda	45
		Boy	1
		Melinda and boy	
		Mother	
		Demonstrative reference	
		Senior high school	2
		Permission	2
		Time	4
		Kill	2
		Previous clause	2
		Comparative Reference	
		Most	1
		More	
		Really	-
		Too young	1
	Substitutions	Nominal	
		One	2
		Verbal	
		Does	
		Clausal	
		Indeed	
	Ellipsis	Nominal	
		-	-
		Verbal	
		-	-
		Clausal	
		-	-
	Conjunction	Additive	
		And	13
		Causal	
		Because of	2
		Adversative	
		However	3
		Temporal	
		Now	2
		One day	4
		Everyday	
		During the time	1
		Finally	
		Next day	
		The first time	

Table 2.3.8.2 (Text 8)

Lexical Cohesive Devices

No	Lexical cohesion	Refers to	Amount
	Repetition	Really	2
		Mother	2
		School	7
		Boy	4
		Feeling	3
		Marry	3
		Loved	4
		Permission	2
	Synonymy	Loved – interested in	1
		Decided – strengthen	1
	Antonym	Love – mad	1
	Hyponymy	Senior high school – student	1
	Co – hyponym	-	
	Meronymy	Girl – beautiful	1
		Boy – handsome	
		Feeling – love	
	Co - meronym	Beautiful – handsome	1
	Collocation	Beautiful girl	1
		Handsome boy	1
		Third grade	1
		First sight	
		First time	