

TABLE OF CONTENT

	Page
COVER	
APPROVAL	Error! Bookmark not defined.
ATTESTATION	Error! Bookmark not defined.
DECLARATION	Error! Bookmark not defined.
MOTTO	iv
DEDICATION	v
ABSTRACT	vi
ABSTRAK	vii
ACKNOWLEDGEMENTS	viii
LIST OF TABLE	xi

CHAPTER I INTRODUCTION

1.1 Background of The Problem	1
1.2 Focus of The Problem	3
1.3 Formulation of The Problem	4
1.4 Objective of The Research	4
1.5 Usage of The Research	5

CHAPTER II LITERATURE REVIEW

2.1 Grammatical Cohesive Devices: Definition and Theory	6
2.1.1 Types of Cohesion.....	7
2.1.2 Grammatical Cohesion Devices	7
2.1.4 Using Cohesive Devices.....	16
2.2 Writing.....	25
2.2.1 Process of Writing	26
2.2.2 Types of Writing	28
2.3 Narrative Text.....	29

2.3.1 Structure of A Narrative Text	30
2.3.2 Grammatical Characteristics in A Narrative Text.....	30
2.3.3 The Purpose in Narrative Text	30
2.3.4 Example in Narrative	30
2.4 Previous Researches	31

CHAPTER III RESEARCH METHODOLOGY

3.1. Research Method	34
3.2. Research Place & Time	34
3.3. Data source	34
3.4. Research Instrument	35
3.5. Data Collection Technique	36
3.6. Data Analysis Technique.....	37

CHAPTER IV RESEARCH RESULTS

4.1 Research Results.....	38
4.2 Research Finding and Discussion.....	99

CHAPTER V CLOSING

5.1 Conclusion	102
5.2 Suggestion.....	102

REFERENCE

LIST OF TABLE

Table 1.....	15
Table 2	37
Table 3	38
Table 4	41
Table 5	44
Table 6	45
Table 7	49
Table 8	50
Table 9	54
Table 10	55
Table 11	58
Table 12	59
Table 13	62
Table 14.....	66
Table 15.....	67
Table 16.....	69
Table 17.....	69
Table 18.....	75
Table 19.....	76
Table 20.....	79
Table 21.....	83
Table 22.....	84
Table 23.....	86
Table 24.....	90
Table 25.....	91
Table 26.....	95
Table 27.....	118
Table 28.....	120

LIST OF APPENDICES

Appendix 1 Interview Guidelines Instrument.....	108
Appendix 2 Direct Conversation Transcription.....	109
Appendix 3 Research Instrument.....	116

CHAPTER I INTRODUCTION

1.1 Background of The Problem

Language is a set of rules that humans use to communicate to exchange emotions, ideas, feelings, and convey information; Humans need language. English is designed to express inner thoughts and feelings, understand complex and abstract thoughts, learn to communicate with others, recognize our wants and needs, establish relationship rules, and maintain our culture.

Language is a set of rules that humans use as a means of communication to exchange emotions, ideas, and feelings, and convey information; Humans need language. English is designed to express inner thoughts and feelings, understand complex and abstract thoughts, learn to communicate with others, recognize our wants and needs, establish relationship rules, and maintain our culture. Brown in Samosir, (2020) says that writing is a thinking process and makes it possible to plan and provide text with an unlimited number of revisions before publication. Harmer in Samosir, (2020) explains that writing is a form of communication intended to convey or express emotions in written form. Students can share information about the most important topics such as problems, feelings, ideas, emotions, and information. However, there are still many students who have difficulty in writing, therefore writing should not be taken lightly. Through writing, students can deepen their knowledge.

Writing skills are skills that everyone should have. One of its goals is to help students write texts in depth. To do this, students must master writing. Writing is a simple activity because writing develops through students' love of listening to stories or telling stories, through writing articles to pour out their ideas and creativity. Although it is easy, there are still many students who do not know how to write. For example, when learning to write, students have difficulty writing a text. This may be due to a lack of vocabulary or their inability to write texts. English texts are divided into several types, namely narrative, story, descriptive, report, exposition, and

procedural texts. Each type has a different structure. Before students write a text, they must first determine the type of text. It is important to write the text in such a way that it achieves its purpose.

For example, narrative writing is characterized by the purpose of entertaining readers or listeners Anderson and Anderson in Wandira (2020). There is a goal, there are obstacles, there is a solution, and sometimes there is an ending. Narrative texts contain fictional stories or author's opinions. This means that the text is not a true story and does not contain any truth. Narrative writing has been taught since middle school. However, it is possible that students also experience difficulties in writing narrative texts, because, at the secondary school level, they only know the linguistic characteristics of the text, its general structure, and purpose.

Also, in composing a text, you need to pay attention to how to communicate effectively with the reader. The text is created to achieve its purpose. To find out if students can identify with the text, the manner of engagement can be examined. It is important to know consistency, even if it is not taught in school. Coherence is part of the linguistic process and relational meaning inherent in the work of Hasan & Halliday, (1976). Coherence refers to how the author communicates the text and relates it to the meaning of the text. For example, conjunctions are used to combine sentences or new sentences. Tanskanen in Samosir, (2020) notes that coherence and coherence play a role in discourse uniformity. Thornbury, (2005) argues that to analyze a text's coherence, it is important to consider some important factors in the coherence process itself.

There are two specific features of cohesion devices, namely grammatical coherence (conjunction, reference, ellipsis, and substitution) and lexical coherence (vocabulary). Grammatical and lexical coherence are interpreted through their relationship with other text elements, thus creating a coherent structure. Nothing can be attributed to itself but to something

else. This means that a text is said to be coherent if it has interrelated sentences. This means that if the text is coherent then each paragraph or sentence can be connected and the reader can classify the text properly.

Therefore, if these coherent parts are present in a text and fit together, then the text is said to be concise. In addition, consistency is also important in determining the quality of students' writing. Many literature studies emphasize the importance of coherence, such as. Anom (2013), Andayani (2014), (Kuswoyo & Oktaviani, 2022). And argue that it is important to work together to explore coherence breaks. This encourages teachers to improve their English teaching skills. Coherence is also very useful in helping readers understand the text.

The reason why this study is important is because cohesion is an important aspect of academic writing. However, cohesion directly affects the tone of the article. Writing concisely involves connecting ideas at the sentence and paragraph levels. Therefore, it is crucial to demonstrate cohesion in the narrative texts that students write. Before researchers can describe cohesion, they need to know what types of connections are found in the narrative texts written narrative texts among Fourth Semester English Language Education Study Program Students at Muhammadiyah University Kotabumi Academic Year 2023/2024. The practical application of this study provides comprehensive information about the use of grammatical cohesive devices in narrative texts.

1.2 Focus of The Problem

Based on the background of the study above, this research focuses on Analyzing The Grammatical Cohesive Devices Used in Writing Narrative Texts of The Fourth Semester of the English Education Study Program of Muhammadiyah University Kotabumi Academic Year 2023-2024.

1.3 Formulation of The Problem

Based on the background of the study above, this research was conducted to answer the problems formulated in the following questions:

1. What types of grammatical cohesion devices are found in narrative texts of the fourth semester students of the English Education Study Program of Muhammadiyah University Kotabumi academic year 2023-2024?
2. What types of grammatical cohesion devices are dominantly found in narrative texts of the fourth semester of the student's English Education Study Program of Muhammadiyah University Kotabumi academic year 2023/2024?
3. How are the grammatical cohesion devices used in students' writing in the fourth semester English Education Study Program of The Muhammadiyah University Kotabumi academic year 2023/2024?

1.4 Objective of The Research

In line with the problem formulation above there are two aims of this research:

1. To find out the type of grammatical cohesive devices found in narrative texts of the fourth-semester students of the English Education Study Program Students of Muhammadiyah University Kotabumi academic year 2023/2024.
2. To find out the dominant types of grammatical cohesive devices found in narrative texts of the fourth semester students of the English Education Study Program of Muhammadiyah University Kotabumi academic year 2023/2024.
3. To find out the cohesion devices used in narrative texts of the fourth-semester students of the English Education Study Program of Muhammadiyah University Kotabumi academic year 2023/2024.

1.5 Usage of The Research

The advantages of this study, are as follows:

1. Theoretical

Theoretically, the results of this research are expected to support and strengthen previous theories and hopefully, researchers will find something new, especially regarding grammatical cohesive devices in writing narrative texts for students of the Fourth Semester English Education Study Program of Muhammadiyah University Kotabumi.

2. Practically

For the English lecturer and the next researcher.

a. Lecturer

This research can provide input, suggestions, and considerations in the teaching and learning process and can provide reference material for lecturers to find out students' difficulties in writing narrative texts and how cohesion helps reduce their difficulties in writing narrative texts.

b. Next Researcher

This research can be used as knowledge material or in-depth comparative and reference sources for the field of study, especially the English department, which can realize how important it is to use grammatical cohesive devices in writing narrative texts