**CHAPTER II**

**LITERATURE REVIEW**

* 1. **Theoritical Framework**

A theoretical review is presented to provide some clearer concepts applied in this research, namely to develop students material. Supporting ideas of this research, several theories and some information will be put forward included to help the researcher design this research.

**A. Previous research**

There are some relevant previous researches used to support the research, they are:

1) Laras Sasi Rahmah Utami’s thesis entitled Grammatical Cohesion in Students’ Writing Text. English Department Faculty of Languages and Art Universitas Negri Semarang 2019. The results of Lara’s thesis is that the students used three types of grammatical cohesion, with the total number of 1422 cases. They are reference, ellipsis, and conjunction. Reference has the highest frequency of occurrence with 1046 cases (74%). Then, it is followed by conjunction with 373 cases (26%), and ellipsis with 3 cases (0, 2%). Based on the findings, it can be seen that reference, ellipsis, and conjunction are the types of grammatical cohesive devices that were used by the students in their writing with reference as the device that is most dominantly used. Furthermore, it can be concluded that all texts collected are cohesive enough because they all employ grammatical cohesion even though some of the cohesive ties are used incorrectly. The result of this research is the data were analyzed qualitatively using the theory of cohesion by Halliday and Hasan (1976). The grammatical cohesion that used in recount text consists of reference, substitution, ellipsis, and conjunction. The conjunction was found (98), reference was found (83), ellipsis was found (1), substitution was found (0), from the result. The researcher concluded that the students are competent enough in using cohesive devices in writing text especially in the use of conjunction and references. Yet, the use of ellipsis and substitution are hardly found in the students writing recount text. The purpose of Laras’s thesis is to find out the analysis of cohesion in the students’ writing texts and used qualitative descriptive research. The similarity between this thesis and Laras’s thesis is in the 7 method of analysis which both use analysis cohesion, and both types of research are on the students writing text.12

2) Muhamad Zayyinul Muttaqin’s journal entitled Analysising Cohesion Device of Monologue Texts in Students’ Texts Book for Eight Grade in Academic Year 2017/2018. Muttaqin’s journal aimed to describe the types of cohesive devices that were mostly used and also to find out which one the most cohesive text among texts in Students’texts book(When English Rings a Bell)for Junior High Schoolat eighth gradein the academic year of 2017/2018. The object of this study was monologue texts that are found in students’ texts bookfor Junior High School at eight gradein the academic yearof 2017/2018. The data were analyzed qualitatively using the theory of cohesion by Halliday and Hasan (1976). The grammatical cohesion that used in recount text consists of reference, substitution, ellipsis, and conjunction. The conjunction was found (98), reference was found (83), ellipsis was found (1), substitution was found (0), from the result. The researcher concluded that the students are competent enough in using cohesive devices in writing text especially in the use of conjunction and references. Yet, the use of ellipsis and substitution are hardly found in the students writing recount text. This study used qualitative approach. The researcher analyzed the data;First, the data were analyzed by dividing and numbering sentences into clauses, second, putting the number of cohesive devices into tables based on types, third, puttingthe number of cohesive devices in the form of a percentage, the last, interpreting based on the result. The purpose of Muhamad’s journal is to find out the analysis of cohesion in the texts book and used descriptive qualitative research. The similarity between this thesis and Muhamad’s thesis is in the method of analysis which both use analysis cohesion device. The difference between both types of research is in the object of this research is to analyze students’ writing of recount texts at MTs NU Al-Hikmah Polaman Mijen, while Muhamad’s research is on the student’s text book.13

In conclusion, many similar research in other forms of text have been undertaken in order to examine cohesive devices. As a result, the studies described above served as references for the current research. The current study has the same goal as the previous one: to investigate cohesion devices using the same approach and theory. The current study differs in that it focuses solely on grammatical cohesion devices in tenth-grade students' recount text writing, as well as the text's cohesiveness.

* + 1. **Definiton of Students’ Writing Ability**

Writing is a part of the language skills, which plays an important role as means of communication. Writing is a kind of means of communication where people can share their ideas or feelings. Palmer (1994: 1) as quoted in Agista (2010) says that “writing requires complex thinking; the writing process involves problems solving and decision-making." According to Dalman (2015: 3),writing is a communication activity in the form of delivering messages (information) in writing to other parties using written language as a tool or medium.This means that writing activities involve several elements, including the writer as the messenger, the content of the writing, the channel or media, and as the reader.

Meyers (2005:2) states, “Writing is a process of discovering and organizing our ideas, putting them on the paper and reshaping also revising them.” It means that Writing is an activity that requires a lot of time and process so that it can produce good writing.

Worth (1995: 82) also says, “In real life, writing is done with a readership in mind and writers need to know who their readers are, in order to write appropriately for them”. According to Tarigan (2013: 22), writing is an activity to depict graphic symbols or depict a language that is understood by someone, so that other people can read the graphic symbols.From the arguments above, the researcher interprets writing is a process of expressing complex ideas or feelings by symbolizing graphics so that other people can communicate with the graphic symbols. The result of writing from this process is to convey the writer’s message to the reader, so that the reader can understand the writer's intent.

Harmer (2001:154) states, “Writing is a process when we write is often heavily influenced by the constraints of genres, then this elements have to be presented in learning activities.” From this definition the students can know that in making written text we should follow some rule in order to make a good paragraph.

To write an interesting text and good paragraph, we should know what a paragraph is. Bram (1995:13) states, “A paragraph is a group of sentences which containrelevant information about one main or central idea”. A good paragraph normally focusesonly on one idea that is expressed in the topic sentence. A paragraph basically consists ofthree parts; those are introduction, body, and conclusion. Writing skill is complex and difficult to teach since in this case writing does not only mean putting down graphic form on a piece of paper. Nurgiyantoro (2001:306) expresses that there are least five components of writing. They are:

1. Content : he substance of writing, the ideas expressed.

2. Form : the organization of the content.

3. Grammar : the employment of grammatical form and syntactic patterns.

4. Vocabulary : the choice of structure and lexical items to give a particular tone or flavor to the writing. It is also called style.

5. Mechanic : the use of graphic conventions of the language.

Based on some of the opinions above, writing is a very important productive skill to be taught to students. Students can develop their feelings and ideas in written form using English. One way to find out the language development of students is by looking at the results of their writing. But at this time there are still many students who have low abilities. Especially in developing ideas and without coherent sentences. Researchers found this problem in class XII students at SMA Swasta Nurul Amaliyah. To overcome this problem, the researcher choose narrative text as a medium to develop students' writing skills.

1. **The Importance of Writing**

In education, writing is one of the 4 most important English skills. Students must be able to achieve writing skills. In addition, English is an international language that is implemented by every tourist and almost every job agency now uses an English test. Therefore, at least students are able to have writing skills. This condition, of course, forces them to learn how to arrange letters into words, words into sentences, sentences into paragraphs that contain meaning and messages. As stated by Harmer (2001: 79) that “writing is an important skill to be learnt and should be mastered by students because thereare many reason in learning writing”. One of the reasons for learning to write English for students as a foreign language includes strengthening, language development, learning styles and most importantly writing as a skill and healthy thinking.

1. **The Purpose of Writing**

Writing can be interpreted as a process of expressing ideas and feelings through written language. This, writing also has a specific purpose. According to Dalman (2015: 3), the purpose of writing includes: informing, convincing, or entertaining. Peek & Schulz in (Tarigan 2013: 9) states there are 4 goals of writing including the following:

1. Helping students understand how written expressions can serve them, by creating situations in the classroom that clearly require writing and writing activities .
2. Encourage students to express themselves freely in writing.
3. Teach students to use appropriate forms and in accordance with written expressions .
4. Develop gradual growth in writing by helping students write a number of meanings in a number of ways with confidence in themselves gradually free.

Based on the opinion above, it can be concluded that the purpose of writing narrative texts is to help students how writing expressions can help them express themselves freely, use appropriate and appropriate word forms, and can develop meaning or messages in several ways with confidence.

1. **The Benefits of Writing**

A writer can produce various forms of writing, According to Dalman (2016: 6) writing with many benefits that can be learned in life, including:

1. Increased intelligence,

2. Development of initiative and creativity,

3. Growth of sustainability.

4. Encouraging the willingness and ability to gather information. Writing is not as easy to do as turning your palms. But writing has to go through a process.

From the above opinion it can be concluded that writing is one of the most important aspects of learning English, by writing one can express ideas and think creatively so that it can produce writing that can be understood by readers.

* + 1. **Themes and Rhemes**

Emilia (2014: 225) argued that theme in English can be thought of as that element in a clause or large unit of texts which comes first. Mean while, the rheme is the part of the clause in which the theme is developed or everything that is not the theme is the rheme. Halliday (1994) argued that theme is the point of departure of the message. Gerot and Wignell (1995:103) said that theme is broadly speaking what the clause is going to be about or in terms of theme and rheme. Theme represents this is what the writer taking about and rheme is this is what writer saying about. In English the theme can be identified as that both those elements which comes first in the clause. This represents the point of departure of this message from the previous one. The rest of the clause is called the rheme new information is typically contained in the rheme.

1. **Topical Theme**

Topical theme is the first element of the experiential meanings. It can be participant, process, or circumstance. Emilia (2014:227) argued that topical theme is relevant to the experiential metafunction topical theme is the first element in the clause that express some kind or representation meaning it is realized in transitivity structure participant, circumstance and the process.

**b. Textual Theme**

Gerrot and Wignell (1994:8) argued that textual themes relate the clause to its context. They can be continuatives and or Conjunctive Adjuncts and Conjunctions. The line between Conjunctions and Conjunctive Adjuncts is often a fine one. One difference is that Conjunctive Adjuncts are more free to move in a clause whereas conjunctions are pretty well restricted to being at the beginning. Textual theme, i.e. the text-creating meanings and is any combination of continuatives (yes, no, well, oh, now),conjunctions (and, because, who) and conjunctive adjunct (for instance, in addition,like wise). Emilia (2014:231) argued that theme rheme are “which do not express any interpersonal or experiential meaning, but which are doing important cohesive work in relating the clause to its contexts. In textual theme used linking function this linking function usually used *and* or *but* moreover textual theme used in writers to make connections and pursue a line of argument such use the *first,second, third, finally* these conjunction beneficially for give information on how text unfold. Moreover the reader able to access the information and to build the new information that the writer wants to express. It is obligatory to pay attention to understanding both spoken and written language. Hence, there must be an element of cohesion and coherence in a sentence and speech Cohesion is a relationship meaning found in sentences or utterances (Bateman, 2006). Meanwhile, coherence is supportive of those preceding words in sentences or utterances (Karadeniz, 2017). Therefore, a sentence or utterance is declared cohesive if one can form an interrelated relationship with others. In contrast, coherence is achieved if there is a logical relationship of meaning between one and another.

**c. Interpesonal Theme**

Emilia (2014: 229) interpersonal theme is the interpersonal part of the theme,and is often used to indicate the writer’s or speakers’ personal judgment on the meaning. Moreover, interpersonal theme elements that occur before the Topical Theme are also thematic.

**2.1.3 Systemic functional linguistics (SFL)**

Language is not only for communicating with other people but also to make meaning and achieve social function. In producing language, without the function of structure language will be pointless. In particular, it connects with potential meaning in a sentence. The Systemic Functional theory considers language as a tool to interpret meaning. Language function is used by a speaker or writer depending on the social context. The language function represents the idea and the cultural context. The cultural context of representative idea interrelates with situational context (Halliday, 1978). The sentence structure is arranged by clauses, phrases, and words. Those aspects are related to each other to make meaning (Eggins, 2004). The Systemic Functional Linguistics theories were developed by Halliday (1994), Eggins (2004), Fontaine (2013), and Matthiessen (2014). The linguistic theory in the text analysis should reflect the linguistic context by following the principle of SFL. According to Halliday and Hasan (1976) SFL emphasizes that language is a social phenomenon as social semiotics (Gerot and Wignell, 1994; Halliday, 1994; and Matthiessen, 2014). The language context concerns what people is currently doing, the relationship and social roles between the speaker and addressee, and aspects that are used to communicate (e.g. spoken or written). Systemic Functional Linguistics (SFL) is used to develop the teaching and learning classroom process (Jones and Lock, 2011; Gumono, 2015; Wiratno, 2016). Based on the previous presented research, SFL could engage in the process of teaching and learning. It answered the question about characteristics and language functions itself and how people use the language to interpret or construct meaning. The steps in teaching and learning process aid the students to recognize what the materials inform about. The teaching material involved whether the structure and context of the text well delivered.

**2.1.4 Cohesion Analysis**

A semantic relation between sentence elements that assumes an element in another phrase is known as cohesion (Artawa, 2004:18). The relationship between propositions that is indicated explicitly by the semantic elements inside the utterances, which creates a discourse, is referred to as cohesion. Within a text, cohesive relationships are established when the interpretation of one element in the discourse is dependent on the interpretation of another (Brown & Yule, 1983:19). "Cohesion is the relationship that arises when the interpretation of a textual element is independent of another element in the text," Rakema (1993:35) says. Cohesion is part of the system of a language. Whereas it is expressed through the stratal organization language, moreover cohesion partly through the grammar and partly through vocabulary.

Halliday and Hassan state cohesion occurs where the interpretation of some elements in the discourse is dependent on that of another. That one presupposes the other, in the sense that it cannot be effectively decoded except by resource to it. When this happens a relation of cohesion is set up, and the two elements, the presupposing and the presupposed, are there by at least potentially integrated into a text. 40 The statement has similar to Cook which states that cohesion is formal links between sentences and between clauses. 41 Another statement is Baker supports that cohesion is the network of lexical, grammatical, and other relationships which provide links between various parts of a text. This relationship functions to convey meaning from the speakers’ mind, idea, or thought, to make a sentence convey meaning, and to get readers easier to understand the whole meaning.42

Based on the above statements, the author can conclude that cohesion is used to connect one part of the text to another part with the same text. It functions as a draw to connect one sentence to another to suggest the connection between the two. The content maybe a unit of dialect in utilize. Cohesion is the smantic connection between one element and another in a conten. It isn’t only a grammatical unit but also a smantic one. Cohesion mybe a smantic concedpt; “it alludes to relations of meaning that exist inside the content, which characterizes it as a content" (Halliday and Hasan 1976:4). It is communicated through linguistic use and lexicon. A content is cohesive when the components are tied together and considered significant to the reader. Cohesion occurs when the translation of one thing depends on the other, i.e. one thing presupposes the other. For occurrence within the taking after content; My Spouse and I are taking off. We have seen very sufficient of this unsavory. (Halliday and Hasan, 1976:50. 43 A text is cohesive when the elements are tied together and considered meaningful to the reader. Cohesion occurs when the interpretation of one item depends on the other, i.e. one item presupposes the other. For instance in the following text: My Husband and I are leaving. We have seen quite enough of this unpleasant. (Halliday and Hasan, 1976:50).44

The item's various interpretations the lexical item is what we rely on. My hubby and I are a couple. As a result, the text is regarded cohesive because we can't grasp what they're saying unless my spouse and I are mentioned. It's connected to a variety of long-term relationships. According to Halliday and Hasan's book (1976:2), textual cohesiveness is separated into two types: non-structural and structural cohesion. Non-structural cohesion is concerned with meaning, whereas structural cohesion is concerned with grammar. Cohesion is not only concerned with grammar, but also with vocabulary. Hence, it is divided into grammatical and lexical cohesion.

Halliday and Hassan expressed that cohesion is separated into two fundamental parts; grammatical cohesion (reference, substitution, ellipsis, and conjunction) and lexical cohesion (reiteration and collocation). In brief definition, cohesion is a connection between elements with another element in a text, so that it will be a great comprehension for compelling a cohesive device text, it uses a few instruments like grammatical and lexical aspects. The grammatical cohesion will assist examine in the following explanation. I used Halliday and Hasan (1976) as the most theory in this study. Halliday and Hasan divided the cohesion devices into two types they are grammatical cohesion and lexical cohesion. This study as it were centers on the grammatical one. In any case, I will also provide a brief diagram of the lexical one to help the perusers differ the two types of cohesion.

**2.1.5 Cohesive Devices**

Cohesive devices refers to lexical cohesion and grammatical cohesion (Halliday & Hasan, 1976). Grammatical cohesion consists of references, ellipsis, substitutions, and conjunctions. Meanwhile, lexical cohesion consists of synonyms, superordinates, repetition, collocation, and general words. Both tools of cohesion aim to get the effect of the intention of meaning, beauty of language, and clarity of information.

1. **Lexical Cohesion**

Lexical Cohesion occurs when two words in a text are semantically related in their meaning. The kinds of lexical cohesion; (1) Reiteration, namely Repetition, refers to the action of repeating something. Synonym points to a word that means exactly or closer same as another word, Superordinate is a category within a system of classification, and General Word relates to a common noun; (2) Collocation refers to a group of words that are likely to occur together. Kimmes and Kopman (2011) cited in Shammas (2013) defined that collocations which are: a) Verb + Noun, b) Adjective + Noun, c) Noun + Verb, d) Noun + Noun, e) Adverb + adjectives, f) Verb + adverb, g) Verb + Preposition.

Consequently, Reiteration is the cohesion used by repeating a word, including Repetition, Synonym, Superordinate, and General Words. Meanwhile, Collocation is also one of the lexical cohesion tools in discourse. Collocations are specific associations in use word choices that tend to be used side by side. Both Reiteration and Collocation are influential in a sentence that is made; for example, when using Repetition, we must know its purpose as affirming a word to the recipient. While Collocation, combining two words, we must know the meaning, not interpret them one by one.

1. **Grammatical Cohesion**

Grammatical cohesion is the compound of sentences built by grammatical features, whereas the Cohesion of Lexical is the compound of sentences built by lexical features. There are two kinds of cohesion (Halliday & Hasan, 1976). First, Grammatical Cohesion is based on how structural content works together. The kinds of grammatical cohesion: (1) Reference, it is treated as the part of the speaker/writer as an action; (2) Substitution for change of one item by another; (3) Ellipsis for change items within a text by nothing; (4) Conjunction, it can be incorporate subordinate clause with the main clause.

In other words, grammatical cohesion refers to a reference in the form of a particular lingual unit that refers to another lingual unit of reference that precedes or follows it. Substitution is substituting an element of discourse with another element whose reference remains the same. Ellipsis is in the form of the omission or disappearance of specific lingual units that have been previously mentioned. Conjunctions are made by connecting one element to another in discourse.

In this research, the researchers used theory halliday and hasan (1976) there are 4 types of references, substitution, ellipsis and conjunction.

**1. Reference**

Reference can be identified as the situation in which one element cannot be semantically interpreted unless it isreferred to another element in the text. Pronouns, articles, demonstratives, and comparatives are used as referring devices to refer to items in linguistic or situational texts. Reference may either be *exophoric* or *endophoric* (M.Bloor & T. Bloor, 2013).

**- Personal Reference** is a reference using a function in the speech situation, through the categories of person.49 The category of personals includes the three classes of personal pronoun (I, you, we, he, she, they, it, and one), possessive pronouns (mine, yours, ours, his, hers, theirs, and its), and possessive identifiers my, your, our, his, her, their, its, one’s).

**- Demostrative Reference** is a reference using location, on a scale of proximity. In this case, the word is used in the demonstrative reference such as this, there, here, now, then.

**- Comparative reference** is cohesion in the form of reference that shows comparison between one thing and another. In this case, reference items still indicate that you know which, not because the same entity is referred to which I am now talking about is the same or different, like or different, equal or unequal, more or less.51 For example: It’s the same dog like the one we saw yesterday. It’s a similar dog to the one we saw yesterday. It’s a different dog from the one we saw yesterday. The referent was the one we saw yesterday, and the comparative, same, similar, and different was pointing forward to it. Besides, Halliday and Hassan divide references into Exophora and Endophora. Exophora is reference must be made to context of the situation, therefore it doesn’t contribute within a text because it is contextual reference, while Endophoric is textual reference, and it is referring to anything as identified in the surrounding text. Endophoric (a reference to preceding text) is classified into anaphora and cataphora (a reference to the following text)52 for example: Anaphora: Wash and core six cooking bananas. Put them into a fireproof dish Cataphora: I will tell it. I saw her come to your room together with her friend tonight.

**2. Substitution**

Substitution occurs when an item is replaced by another item in the text to avoid repetition. The difference between substitution and reference is that substitution lies in the relation between words, whereas reference between meanings. There are three types of substitution: *nominal*, *verbal*, and *clausal*.

**-Nominal substitution** is substituting a noun or a nominal group with another noun. Elements of this type are *one,ones*, and *same*. In the following example, *one* substitutes *car.*

**“This car is old. I will buy a new one”**

**-Verbal substitution** involves substituting a verb or a verbal group with another verb. The verb element used to replace items in this type is *do*. For example:

**“I challenge you to win the game before I do!”**

Here, *do* is the substitution for *win the game*.

**-Clausal substitution** is substituting clauses by *so* or *not*. This is illustrated by the following:

**A: Do you think the teacher is going to be absent tomorrow?**

**B: No. I don’t think so.**

In this example, *so* substitutes the clause *going to be absent*.

**3. Ellipsis**

Ellipsis is the process of omitting an unnecessary item, which has been mentioned earlier in a text, andreplacing it with nothing. It is similar to substitution because “Ellipsis is simply substitution by zero”(Halliday & Hasan, 1976). Normally, it is considered as an anaphoric relation because the omission takesplace within a text. When ellipsis occurs, the item that is omitted from the structure of the text, can still beunderstood. Alike substitution, ellipsis has three types: nominal, verbal, and clausal.

1. Nominal ellipsis, the noun is omitted. This is exemplified by:

**My brothers like sports. In fact, both [0] love football. [0: My brothers]**

In the second sentence, the nominal my brothers is omitted.

2. Verbal ellipsis involves the omission of the verb. In the following example, the verb been studying is left

out in B.

**A: Have you been studying? B: Yes, I have[0]. [0: been studying]**

3. Clausal ellipsis occurs when the clause is omitted. In the example mentioned below, the clause writing on

the board is excluded in B.

A: Who is writing on the board?

B: Alice is [0]. [0: writing on the board]

**4. Conjunction**

Conjunction words are linking devices between sentences or clauses in a text. Unlike the other grammaticaldevices, conjunctions express the ‘logical-semantic’ relation between sentences rather than between words andstructures (Halliday & Hasan, 1976). In other words, they structure the text in a certain logical order that ismeaningful to the reader or listener. Conjunctions are divided into four types, namely *additive*, *adversative,causal, and temporal*.

**- Additive conjunctions** connect units that share semantic similarity. Examples of additive conjunctions are, *and,likewise, furthermore, in addition*, etc.

**- Adversative conjunctions** are used to express contrasting results or opinions. This type of conjunction isexpressed by words such as, *but, however, in contrast, whereas,* etc.

**- Causal conjunctions** introduce results, reasons, or purposes. They are characterized by the use of items such as,*so, thus, therefore, because,* etc.

**- Temporal conjunctions** express the time order of events such as, *finally, then, soon, at the same time,* etc.

**2.1.6 The Genre of Text**

The genre perspective covers two distinctive dimensions in teaching and learning writing. First, genre is a kind of text or writing work itself. It views that the language (writing form) must be related to social function. Second, genre as a process or strategy of how the writing work is developed, taught, and learned. In this case, there is a certain process of production and reproduction.

Basically, teaching and learning writing through genre based approach is a matter of mixture among the process, the text of writing, and social practice. Genre writing as a new approach to teaching and learning truly combines two things-the product of the writing and the way or technique or strategy of how the product is produced.

According to Dirgeyasa (2014) ,there are some genre of text in writing ,Descriptive text, Recount, Narrative, Procedure, Report, Explanation, Discussion, Hortatory exposition, Analytical exposition, News item, Spoof text, Anecdote, Commentary, Book review, Critical review. They are : (1) Descriptive text is a text that describe or illustrate the object, person or idea by his/her eyes physically, (2) Recount is a text that retelling or recounting of an event or an experience or recount is a text that retells events or experiences in the past, (3) Narrative is a text that amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution, (4) Procedure is a text that discusses and explains how something works or how something is done. Procedure text is a text that designed to describe how something is achieved through a sequence of actions or steps, (5) Report is a text to describe the way things in around of our environment are described. Usually tells the natural or non-natural phenomena or even social phenomena, (6) Explanation is a text that explaining a process of formation. This genre explain why an object exists as it is or to describe how an object works, (7) Discussion is a text which presents a problematic discourse. This problem will be discussed from different points of view, (8) Hortatory exposition is a type of English text that belongs to the class of argumentation, (9) Analytical exposition is a text that elaborates the writer‟s idea about the phenomenon surrounding. This genre will often involve the writer comparing opposite points of view, analyzing the arguments and concluding with an overriding opinion or conclusive argument, (10) News item is a text that informs the daily and real factual happenings in human life, (11) Spoof text is text that tells a funny incident or event that has happened in the past, (12) Anecdote is a text that shares with others an account of an unusual or amusing incident, (13) Commentar is a text that uses analysis and interpretation to find patterns of meaning in events, trends, and ideas, (14) Book review is both a description and an evaluation of a book. It should focus on the book‟s purpose, contents, and authority, and (15) Critical review is the summarization and evaluation of the ideas and information in an article.

This research is a narrative text that students will use to write and to develop their writing to be coherent.

1. **Definition Of Narrative Text**

A narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A stragtforward movement from the first event to the last consitutes the simplest chronology. However, According to Kane Thomas (2000) Chronology is sometimes complited by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded it.

According to Wishon and Julia (1980), narrative is most generally described as a story told by the narrator. Narratives are not as simple as that. They are construction of certain characteristics that relate a tale through an organization of words. This construction includes three discernible layers, the elements that make up the content of the narrative, and the agent. Understanding these concepts is the key to defining a narrative.

According to Mark and Kathy (1998),The narrative text is type of writen text that tells a story of one character or more who face certain situation. Its purpose is to present a view of the world that entertains or informs the reader or listener. It is related to the recount type. Narrative is central to children‟s learning. They use it as a tool to help them organize their ideas and to explore new ideas and experience. Composing stories, whether told or written, involves a set of skills and authorial knowledge but is also an essensial means for children to express themselves creatively and imaginatively.

From the definition above, it can be concluded that narrative story is a story tells us about something interesting that has purpose to amuse, entertain or the readers. You are using narrative when you tell a friend about something interesting that happen to you at work or at school, when you tell someone a joke.

1. **Types of Narrative Text**

There are many types of narrative. They can be imaginary, factual or a combination of both, they may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legens, historical narrative, ballads, slice of life, personal experience.

1. **Generic Structure of Narrative Text**

The most common structure is: an opening that established setting and introduces characters; a complication and resulting events; a resolution/ending. Effective writers are not constrained by predictable narrative structure. Authors and storytellers often modify or adapt a generic structure, e.g. changing chronology by not telling the events in order (time shifts, flasback, backtracking). Children can add these less predictable narrative structures to their own writing repertoire:

(a) Orientation, in this paragraph the narrator tells the audience who are in the story, when it is happening, who are in the story, when it is happening, where it is happening, and what is going on.

(b) Complication, this is part of the story where the narrator tells about something that will begin a chain of events. These events will effects one or more of the characters. The complication is the trigger.

(c) Sequence of events, this is where the narrator tells how the characters react to the complication. It includes their feelins and what they do. The even can be told in chronological order or with flashback. The audience is given the narrator‟s point of view.

(d) Resolution, in this part of the narrative where the complication is sorted out or the problem is solved

(e) Code, the narrator includes a cods if there is to be a moral message to be learned from the story.

1. **The Grammatical Features**

Narrative writing has some grammatical features that can be a guide to write a narrative writing, namely: (a) Focus on specific and usually individualized participants, (b) Use of material process, verbal process, relational process, and mental process, (c) Use of temporal conjunction and temporal circumstances, (d) Use of past tense, and (e) In creating imagination of reader, the writer uses descriptive language.

1. **The Language Features of Narrative Text**

They are : (a) Noun; table, chair, etc, (b) Adjective formed noun phrase; two red apples, etc, (c) Time connectives; then, before, soon, etc, (d) Adverb and adverbial phrase; here, in the mountain, etc, (e) Action verb in past tense; stayed, dimed, etc, (f) Saying verb and thingking verb; said, told, felt, etc.

* 1. **Conceptual Framework**

This analysis is based on Systemic Functional Linguistics (SFL) particularly the metafunction of the language. The metafunction consists of three meaning: ideational meaning, interpersonal meaning and textual meaning. But,this research focused on textual meaning especially cohesive devices.

Systemic Functional Linguistic (SFL)

Metafunction

Context

Cohesive Device

Textual

Interpersonal

Ideational

Lexical

Grammatical

Used the students writing of narrative text

Data Collection:

Analyzed collected and identify

Findings:

1. References
2. Substitution
3. Elipsis
4. Conjunction
5. Lexical

In the discourse analysis subject, it could be used as a teaching media for the teaching and learning process