**CHAPTER IV**

**RESEARCH FINDING AND DISCUSSION**

**4.1 The Data Description**

In this chapter, the researcher wants to describe and discuss the results of the research. It was collected from first grade of SMA Swasta Nurul Amaliyah. The population of the first year students at SMA Swasta Nurul Amaliyah Tanjung Morawa is 99 students. And the sample in this research is 13 students.

The data presented were obtained from the test and questionnaire. They were all about how the students writing using cohesive devices. The data is presented using tables and percentages, while the respondents' answers are presented descriptively.

**4.2 Findings**

**a. Question Number 1**

The result analyzed of students' writing narrative text using cohesive devices. The researcher classification by table :

**Table 4.1 The Result of Students Writing**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Grammatical Cohesion** | **Lexical****Cohesion** | **Total** |
| **References** | **Substitution** | **Elipsis** | **Conjunction** |
| T1 | 9 | - | - | 6 | 1 | 16 |
| T2 | 27 | - | - | 15 | - | 42 |
| T3 | 10 | - | - | 6 | 1 | 17 |
| T4 | 40 | - | - | 3 | - | 43 |
| T5 | 11 | - | - | 4 | 1 | 16 |
| T6 | 16 | - | - | 11 | 1 | 28 |
| T7 | 5 | - | - | 7 | - | 12 |
| T8 | 10 | - | - | 11 | 1 | 22 |
| T9 | 28 | - | - | 15 | - | 43 |
| T10 | 15 | - | - | 5 | 1 | 21 |
| T11 | 12 | - | 1 | 10 | 1 | 24 |
| T12 | 18 | - | - | 5 | - | 23 |
| T13 | 42 | - | - | 18 | 1 | 61 |
| **TOTAL** | **243** | **-** | **1** | **116** | **8** | **368** |

**Figure 1. Cumulative The Result of Students Writing**

The table shows the number of cohesive devices in all texts but not all categories of cohesive devices occur in the data. It can be seen that most frequent cohesive devices used are reference and conjunction. Ellipsis is only used one time in text 11. For more explanation can be seen as follow:

**1. References**

References is devides into three parts, namely: Personal, Demosntrative, and Comparative.

 a. Personal References

In the data, members of personal reference found include we, she, he, his, etc. Here are the examples sentences each of them made by participants.

1) T1

That’s why **he** decided to leave **his** house and start **his** new life in new place.

2) T2

**He** picked **it** up and said, “ **you** stupid fool! So **you** think **you**’ve got **me**. **You** are biting a twig not **my** leg, **you** stupid crocodile!

3) T3

**He** thanked the dove for saving **his** life.

4) T4

“ Hey ant, what is **your** name?”, “**My** name is Cici and **you**?”, “**I**’am Koko. Do **you** want to be **my** friend?”

5) T5

The ant knew that **his** friend. The dove was in danger. **He** quickly bit the hunter’s leg. The hunter cried in pain.

6) T6

Amelia began to see the benefits of **her** curse. **She** was strong and fast and **her** sharp teeth and claws made **her** a formidable opponent. **She** roamed the kingdom.

7) T7

**I** won’t let **you** steal this honey.

8) T8

Suddenly, **they** saw a large bear getting closer toward **them**. One of **them** climbed a nearby tree at once.

 9) T9

 **We** try and work hard all the thing which **we** consider difficult at first. **We** will get success. Finally and can enjoyed the result of **our** struggle like that crow.

 10) T10

 “ **I**’m sorry to wake **you** up, please don’t eat **me**. **I** can help **you** one day”. “Ha ha ha ha… that’s funny! Ok, **I**’ll let **you** go now”.

 11) T11

 “No way! This is **my** lunch, **you** are greedy”. Then **they** fought for the goat.

 12) T12

 “**My** mother said, **we** should eat all vegetables, even if **we** don’t like **it.**

13) T13

 “ can **i** have some?” asked the tiger. “no. **you** can’t, **he** would be very angry to **me**”.

 **b. Demonstrative preferences**

The researcher found “there, those, that and this” as demonstrative reference are taken from the data, such as:

1) T1

**That**’s why he decided to leave his house.

2) T2

And with **that**, he showed the crocodile twig.

3) T3

The ant knew **that** no friend, the dove.

4) T4

**That** they tought was the right place to live.

5) T5

**That** the ant was in trouble.

6) T6

**There** was a beautiful princess named Amelia.

7) T8

They knew **that** anything dangerous can happen.

8) T9

“ Ahaa **there** is water”! exclaimed the crow

9) T10

“**That**’s funny!”

10) T11

**There** were two animals. Sura and Baya.

11) T12

My mother always said **tha**t too!

12) T13

“Yuck!! **that** is not cake, **that**’s buffalo dang!”

c. Comparative reference

Comparative reference is indirect reference by means of identity or similarity. In this research the researcher not found comprate reference in students writing.

2. Conjunction

Conjunction involves additive, adversative, causal and temporal.In the data the researcher found all types of conjunction.

a. Additive Conjunction

1) T1

Koko felt thirsty **and** hungry. I have to look for food **and** water, but where?

2) T2

It was a very hot day **and** he was very thirsty **and** dirty.

3) T3

Suddenly, the ant lost his balance **and** fell into the river water.

4) T4

They found wellspring with clean **and** water.

5) T5

She picked off a leaf from the tree **and** dropped it into the water.

6) T6

She was strong **and** fast, **and** her sharp teeth **and** claws made her formidable opponent.

7) T7

Then the bear become very hungry **and** with sharp claws it destroyers.

8) T8

It smelt in his ears **and** slowly left the place.

9) T9

So, of we try **and** work hard all the thing.

10) T10

Then the mouse smiled happily **and** left the lion.

11) T11

There were two animals. Sura **and** Baya. Sura was the name of a shark **and** baya was a name a crocodile.

12) T12

What vegetables do you like, Lucy? I like spinach **and** potatoes.

13) T13

So. He tried to be calm **and** looked around. He saw some buffalos dung **and** an idea came to his mind.

b. Causal Conjunction

On this data, the researcher only found such as: because, suddenly, immediately, finally and so Here are the examples of sentences made by the participants:

1) T2

**Suddenly**, the crocodile saw the mouse deer “Hmmm… a nice meal” he tought.

2) T3

**Suddenly,** the ant lost his balance and fell into the river water.

3) T4

They **immediately** looked for a place to live. **Finally,** they found a place.

4) T5

A very thirsty ant was drinkimg form the river. **Suddenly** the ant lost his balance and fell into the water.

5) T7

Bees also sting bears with sharp throwns. **So,** the bear screamed in pain.

6) T8

It smelt in his ears, and slowly left the place **because** the bears do not want to touch the dead creatures.

7) T9

Getting success result. The craw was happy dancing. **Because** it was time he can drink a water tobe satisfied and as much as he liked.

8) T12

We need to eat vegetables. **So**, we can stay healty.

c. Temporal Conjunction

On this data, the researcher only found include then, after that and next. Here are the examples of sentences made by the participants:

1) T1

He instead on looking for good and water **after** flying for a ling time for a distance.

2) T2

**Then**, he had an idea. He saw a twig floating near him.

3) T4

But, **after** getting close, he found out that all he saw was a wide expanse of sand.

4) T7

**Then,** the bear went near the beesnest with the intention to steal honey.

5) T8

**After that**, the friends on the tree came down and asked his friends who was on the ground.

6) T9

“I can drink a water in this glass teapot”, said a crow **while** looking at water in deep glass teapot.

7) T10

The mouse helped the lion by gnawing the net. **Then**, the lion could get out from the net.

8) T11

Baya was angry **when** he knew that sura broke the promise.

9) T12

**Then,** what vegetables do you like?

10) T13

**While,** he was walking, he saw the mouse deer and wanted to eat him.

3. Ellipsis

Ellipsis is divided into three parts; nominal, verbal and clausal. In the data, the researcher only found one ellipsis in nominal that is in text 11.

The text is “ They both each other, Sura bit Baya’s tail. Baya did **same** thing to sura, he bit very hard until sura finally gave up and went back to the sea.

4. Lexical Cohesion

. In the data, the researcher only found eight lexical cohesion.

**b. Question Number 2**

After knowing students writing using cohesive devices, the researcher will also analyze what types are dominantly used by students using descriptive qualitative. The Results of the sentences based on types are below:

**4.2 The Dominant Types of Cohesive Device In Students Writing**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Cohesive Devices** | **Frequency** | **Percentage%** |
| 1. | References | 243 | 66,03% |
| 2. | Substitution | - | - |
| 3. | Ellipsis | 1 | 0,27% |
| 4. | Conjunction | 116 | 31,52% |
| 5. | Lexical Cohesion | 8 | 2,18% |
|  | **Total** | **368** | **100%** |

**Figure 2. Cumulative the Dominant Types of Cohesive Device in Students Writing**

The finding also showed four kinds in cohesive devices and lexical cohesion. However, in students writing the researcher only found 3 types in cohesive devices, namely : References, ellipsis, conjunction and lexical cohesion. The dominant kind of cohesive devices used in that students writing was References, 243 (66,03%). The second one was conjunction, 116 (31,52%). The third type was Lexical cohesion, 8 (2,18). And the last kind was ellipsis, 1 (0,27%). This means that the students used many references like personal references, demonstrative preference and comparative reference.

**c. Question number 3**

After describing the analysis of test data, the next step is to analyze the questionnaire data with the aim of obstaining information about supporting data and to find out how student respond to writing narrative text in cohesive devices. The distributed questionnaire contains 10 questions and each answer is added up to determine the frequency of the answer.

Thirteen questionnaires were given to students. The questionnaire was analyzed for each question posed by using the percentage formula as follows:

**P =** $\frac{F}{N}×100\%$

The following is a description of the results of the results of the questionnaire data:

**Table 4.3 Question number 1**

1. Saya selalu memperhatikan guru saat memeberikan materi narrative menggunakan cohesive devices.

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Alternative Answer** | **Frequency** | **Percentage** |
| 1 | Selalu | 8 | 62% |
| 2 | Sering | 3 | 23% |
| 3 | Kadang-Kadang | 2 | 13% |
| 4 | Tidak Pernah | - | - |
|  | **Jumlah** | 13 | 100% |

The results of the questionnaire data show that 62% of students or most of the students always pay attention to their teacher while giving narrative text material. 23% pay attention often while the remaining 13% pay attention sometimes. The data shows that most students are always interested when their teacher explains persuasive text and no one never pays attention.

**Table 4.4 Question number 2**

2. Saya tertarik menulis teks naratif menggunakan cohesive devices

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Alternative Answer** | **Frequency** | **Percentage** |
| 1 | Selalu | 3 | 23% |
| 2 | Sering | 3 | 23% |
| 3 | Kadang-Kadang | 7 | 54% |
| 4 | Tidak Pernah | - | 0% |
|  | **Jumlah** | 13 | 100% |

The results of the questionnaire data show that only 23% of students are always interested in writing narrative text in cohesive devices while the remaining 23% are often interested and 54% of students are sometimes interested in writing English. To attract students' attention to writing narrative text in cohesive device, it is recommended to use interesting media in order to increase students' interest in writing.

**Table 4.5 Question number 3**

3. Menulis teks naratif menggunakan cohesive devices merupakan suatu yang dianggap sulit.

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Alternative Answer** | **Frequency** | **Percentage** |
| 1 | Selalu | 9 | 69% |
| 2 | Sering | 4 | 31% |
| 3 | Kadang-Kadang | - | 0% |
| 4 | Tidak Pernah | - | 0% |
|  | **Jumlah** | 13 | 100% |

From the results of the questionnaire data showed that as many as 9 students or 69% always thought that cohesive devices in narrative text was a difficult skill. 4 students or 31% often think that cohesive devices in narrative text is a difficult skill.

**Table 4.6 Question number 4**

4. Saya tertarik ketika guru memberikan materi naratif menggunakan cohesive device.

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Alternative Answer** | **Frequency** | **Percentage** |
| 1 | Selalu | 9 | 69% |
| 2 | Sering | 4 | 31% |
| 3 | Kadang-Kadang | - | 0% |
| 4 | Tidak Pernah | - | 0% |
|  | **Jumlah** | 13 | 100% |

From the results of the questionnaire data showed that as many as 9 students or 69% thought that they were always interested when the teacher gave material. As many as 4 students or 31% thought that they were often interested when the teacher gave narrative text material. And there are no students who are never interested and never when the teacher gives persuasive text material.

**Table 4.7 Question number 5**

5. Saya merasa termotivasi dengan bimbingan dan arahan guru untuk bertanya sesuatu tentang cohesive device yang saya belum ketahui.

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Alternative Answer** | **Frequency** | **Percentage** |
| 1 | Selalu | 5 | 38% |
| 2 | Sering | 5 | 38% |
| 3 | Kadang-Kadang | 3 | 23% |
| 4 | Tidak Pernah | - | 0% |
|  | **Jumlah** | 13 | 100% |

From the results of the questionnaire data, it shows that as many as 5 students or 38% think that they are always motivated by the direction or guidance of the teacher to ask something about cohesive devices in narrative text that I do not know. As many as 5 students or 38% of students think that they often feel motivated by the direction or guidance of the teacher to ask something about cohesive devices in narrative text that I don’t know.

As many as 3 students or 23% thought that sometimes they felt motivated by the direction or guidance of the teacher to ask something about cohesive devices in narrative text that I did not know. And there is no student who has never been motivated by the direction or guidance of the teacher to ask something about cohesive devices in narrative text that I do not know.

**Table 4.8 Question number 6**

6. Guru membantu saya saat mengalami kesulitan dalam menulis teks naratif menggunakan cohesive device.

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Alternative Answer** | **Frequency** | **Percentage** |
| 1 | Selalu | 13 | 100% |
| 2 | Sering | - | 0% |
| 3 | Kadang-Kadang | - | 0% |
| 4 | Tidak Pernah | - | 0% |
|  | **Jumlah** | 13 | 100% |

The results of the questionnaire data show that as many as 13 students or 100% think that teachers often help when they have difficulty in writing persuasive paragraphs. And there are no students who think that the teacher never helps students when they have difficulty writing cohesive devices in narrative text.

**Table 4.9 Question number 7**

7. Ketika menulis teks naratif menggunakan cohesive device, guru memberikan banyak waktu untuk mengerjakannya.

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Alternative Answer** | **Frequency** | **Percentage** |
| 1 | Selalu | 7 | 54% |
| 2 | Sering | 3 | 23% |
| 3 | Kadang-Kadang | 3 | 23% |
| 4 | Tidak Pernah | 0 | 0% |
|  | **Jumlah** | 13 | 100% |

The results of the questionnaire data show that as many as 7 students or 54% think that teachers always give a lot of time when writing cohesive devices in narrative text. As many as 3 students or 23% think that teachers often give a lot of time when writing cohesive devices in narrative text. As many as 3 students or 23% think that teachers sometimes give a lot of time when writing cohesive devices in narrative text, and there are no students who think that teachers never give a lot of time when writing cohesive devices in narrative text.

**Table 4.10 Question number 8**

8. Ketika selesai menulis teks naratif menggunakan cohesive device, guru anda memberika apresiasi terhadap tulisan anda.

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Alternative Answer** | **Frequency** | **Percentage** |
| 1 | Selalu | 11 | 85% |
| 2 | Sering | 2 | 15% |
| 3 | Kadang-Kadang | 0 | 0% |
| 4 | Tidak Pernah | 0 | 0% |
|  | **Jumlah** | 13 | 100% |

The results of the questionnaire data show that as many as 11 students or 85% think that teachers always give appreciation to the results of students' writing. As many as 2 students or 15% think that teachers often give appreciation to the results of writing students.

**Table 4.11 Question number 9**

9. Saya dapat menulis pengantar teks naratif menggunakan cohesive devices dengan baik.

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Alternative Answer** | **Frequency** | **Percentage** |
| 1 | Selalu | 2 | 15% |
| 2 | Sering | 5 | 38% |
| 3 | Kadang-Kadang | 6 | 46% |
| 4 | Tidak Pernah | 0 | 0% |
|  | **Jumlah** | 13 | 100% |

The results of the questionnaire data show that as many as 2 students or 15% can always write a narrative text well. As many as 5 students or 38% often write narrative text introductory paragraphs well. As many as 6 students or as much as 46% can sometimes write a narrative text introduction paragraph well. And there is no one student never wrote a narrative text introduction paragraph well.

**Table 4.12 Question number 10**

10. Saya dapat menulis teks naratif sesuai dengan fitur bahasa.

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Alternative Answer** | **Frequency** | **Percentage** |
| 1 | Selalu | 1 | 8% |
| 2 | Sering | 5 | 38% |
| 3 | Kadang-Kadang | 7 | 54% |
| 4 | Tidak Pernah | 0 | 0% |
|  | **Jumlah** | 13 | 100% |

The results of the questionnaire data show that as many as 1 students or 8% can always write narrative text according to language features. As many as 5 students or 38% often write narrative text according to language features. As many as 7 students or 54% can sometimes write narrative text according to language features. And there are no students who have never written narrative text according to language features.

 **Figure 3. The Average Results of Student Questionnaire Data**

Question Description:

1. Saya selalu memperhatikan guru saat memberikan materi narrative text menggunakan cohesive device
2. Saya tertarik menulis teks naratif menggunakan grammatical dan lexical cohesion
3. Menulis teks naratif merupakan suatu keterampilan yang saya anggap sulit.
4. Saya tertarik ketika guru memberikan materi makna tekstual dalam tema dan rema.
5. Saya merasa termotivasi dengan bimbingan dan arahan guru untuk bertanya sesuatu tentang makna tekstual yang belum saya ketahui.
6. Guru membantu saya saat mengalami kesulitan saat menulis teks naratif menggunakan cohesive devices.
7. Ketika menulis teks naratif menggunakan cohesive device guru memberika banyak waktu untuk mengerjakannya.
8. Ketika selesai menulis teks naratif menggunakan cohesive device, guru anda memberikan apresiasi terhadap hasil tulisan anda.
9. Saya dapat menulis pengantar teks naratif menggunakan cohesive devices dengan baik.
10. Saya dapat menulis teks naratif menggunakan cohesive device sesuai dengan fiture bahasa.

The table diagram above presents the results of student questionnaire data to determine the factors that influence student learning in writing persuasive texts. There are 16 questions and 4 answer choices presented. The highest factor is that the teacher helped me when I had difficulty writing narrative texts using cohesive devices with a total of 13 students.

**DISCUSSION**

In this study, researcher interested in analyzing narrative text because after reading the references in thesis and international journals, researcher rarely them. They are dominan in taking obects such as novel, film, song lyric to be analyzed. From there the researcher was interested in analyzing narrative text. The discussion below is presented by the findings before. First, the highest frequency grammatical cohesion used by students in the text was a reference. They appeared in almost every students’ writing of narrative text. The total 243 items of reference types . This fact indicated that the students have been familiar with this kind of cohesive device. In terms of reference, there are two types of reference were found in the students’ writing of narrative text. Comparative reference was not found in any student text. It included personal reference that has 211 items and demonstrative reference has 33. We can conclude from the findings that the students were familiar with these instruments. The use of reference seems to be more common in students' writing than other instruments, as shown by the fact that it is used the most often. The essence of narrative of writing and the task used in this research is thought to factors to the highest number of references provided in this study. The second highest frequency of grammatical cohesion used by students in the text was a conjunction. They appeared in every students’ writing of narrative text. There were 116 items found in conjunction. This fact also indicated that the students have been familiar with this kind of cohesive device. In terms of conjunction, all types of conjunction were found in the students’ writing of narrative text. It included additive conjunction that has 73 items, causal conjunction has 15 items, adversative conjunction has 20 items and temporal conjunction has 27 item. The substitution was not found in any students’ writing narrative text. While ellipsis is only found one time. And the last lexical cohesion has 8 items. Lexical cohesion is the least type cohesive devices to use by students in writing of narrative text compared to other types of cohesive devices. Based on the conclusion above, the researcher concluded that the students are competent enough in using cohesive devices in writing text especially in the use of reference and conjunction. Yet, the use of ellipsis, substitution and lexical cohesion are hardly found in the students writing of narrative text. Therefore cohesive students in narrative writing were established. Nevertheless, the data indicate that there is only one type of cohesive device is highlighted, that is a reference. However, the students narrative writing was cohesive. And the questionnaire the highest score is the teacher helped me when I had difficulty writing narrative texts using cohesive devices with a total of 13 students.