

Grammatical Cohesion and Verbal Ability of Class VII Students in Narrative Writing

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ABSTRACT

This study aimed to analyze class VII students' grammatical cohesion devices and verbal abilities in narrative essays. This type of research is descriptive qualitative. The subject of this research is a narrative essay of students of SMP Negeri 2 Tangen with 10 students. The object of this research is the tools of cohesion and verbal ability in the narrative essays of students of SMP Negeri 2 Tangen. Data collection was done by observing and taking notes. The data analysis technique used the mark reading technique. This study uses data triangulation, namely triangulation, that directs researchers to use several data sources, such as documents and informants from junior high school students, to collect data. This study indicates that the grammatical cohesion used is conjunctions between sentences, substitution, and the use of adverbs of time, place, and the way children are often used in writing narrative essays. The results of the analysis of the overall verbal ability of 10 students obtained the coherence of sentences and the spelling of each text written by the students. The analysis results obtained in rewriting the text that was heard were that several sentences were not coherent with 22 sentences and a readable one 13. In spelling, there were 19 sentences according to the spelling of the original text, 15 sentences that did not match the spelling. From this analysis, it can be concluded that not all students' verbal skills were good. The number of students whose verbal skills are good, namely those whose sentences are coherent, is smaller than those who are not legible.

Keywords: *grammatical cohesion, verbal ability, student, narrative essay*

1. INTRODUCTION

Language is a means to communicate; interrelated sentences are a form of language that functions as a communication tool. The form of language can also be called discourse [1]. The form of communication between the writer and the reader is discourse [2]. A discourse can be good if it pays attention to the relationship between the sentences [3]. This creates a paragraph that has cohesion and coherence between sentences. Discourse is a harmony of meaning between sentences formed by a series of related sentences. Discourse can be interpreted as a series of interrelated sentences to connect one proposition to another to form a single unit [4].

Discourse contains a harmonious relationship between one element and another to create a good or coherent understanding of the harmony of the relationship, which is called cohesion [5]. There are two

elements in cohesion: grammatical and lexical elements [6]. Classification of grammatical relationships can be done based on a language form, distinguished into three relationships: reference, substitution, and ellipsis. [7]. The second element in cohesion is lexical relations, created from reiteration and collocations. Both are forms of lexical relation [8]. Discourse has a relationship between parts divided into two types: cohesion, a form relationship, and coherence, which is a relationship of meaning or a semantic relationship [9]. Structurally, the cohesiveness of a form (language) will form a syntactic space bond called cohesion [10]. Therefore, in understanding a text, cohesion plays a vital role.

The tool to mark cohesion that connects ideas in an inter-sentence is quite limited in variety formed from the involvement of the use of the elements of the rules used are called grammatical cohesion devices. [6]. Grammatical cohesion can be classified into four categories, namely reference, substitution, ellipsis

(detachment), and conjunction (joining). [11]. On the other hand, synonyms (equivalents), antonyms (opposite words), hyponyms (a special word), meronyms (relations of the meaning), repetition, collocation, and equivalence are several categories of lexical cohesion classification. Each of these categories is a cohesive relationship with a theoretical basis. In addition, when analyzing a text or describing the text, a practical method must be prepared.

The cohesion device is a critical element in writing narrative essays. Cohesion between sentences in a narrative essay must be considered, especially if a narrative essay has a personal writing style [12]. A narrative essay will be interesting to read if it has cohesiveness between sentences, i.e., a clear relationship between sentences, so there is a complete meaning [13]. The cohesion of a sentence will also be created by using cohesion devices. Therefore, the existence of cohesiveness in the sentence will make the meaning of the narrative essay understandable.

Based on the 2013 curriculum, there are basic competencies that students must complete, and these must be completed at the seventh-grade junior high school level. The basic competencies must be completed are presenting events, sequences of events, and messages in narrative texts orally and in writing. Students are more likely to like narrative discourse because this type is easier to understand. More specifically, students prefer narratives related to everyday life, such as discourses that tell of a character they idolize.

Based on research conducted by Ghufon, there are still some students' narrative essays that are not perfect. Ghufon's research activity was entitled "*Peranti Kohesi dalam Wacana Tulis Siswa: Perkembangan dan Kesalahannya* (Cohesion Devices in Students' Written Discourse: Its Development and Errors." Based on Ghufon's research, several errors were found in preparing narrative essays carried out by students. The use of conjunctions, references, ellipsis (figure of speech), repetition, and substitution (substitute words) classified as cohesion devices, is an error that Ghufon finds in narrative essays created by students. [14].

Verbal ability shows a person's language skills, where language is a tool in expressing, communicating, and conducting social interactions [15]. Not only for communication skills, but this verbal ability also makes it easier for students to express thoughts, curiosity, and opinions. Students can solve problems both orally and in writing to have a good understanding of concepts and students and verbal skills [16]. Each student has a different verbal ability to overcome obstacles in writing narratives. Therefore, it is important to research the effect of verbal ability on learning achievement in Indonesian

in grade VII students of SMP 2 Tangen in the 2021/2022 academic year.

2. METHOD

This research can be categorized as descriptive qualitative. The description will be carried out qualitatively regarding the analysis of paragraph cohesion and verbal discourse skills in students' narrative texts. This study examines the cohesion and verbal ability of students. The implementation of data collection was carried out for three months, starting in September to November 2021. The subjects in the research carried out were narrative essays from SMP Negeri 2 Tangen students. The listening and note-taking technique is used in data collection activities in this study. First, researchers must listen to narrative texts written by students to find research data. Read markup is a technique used in conducting data analysis. Mark reading technique is the occurrence of a sentence that shows the existence of the lingual unit or shows a certain identity from the constituents. In addition, the desired activity is indicated by reading skills by the role of markers [17]. After using the mark reading technique, the next step is to find out the grammatical cohesion markers in students' narrative essays in this research activity using the agih method. Researchers determine the validity of the data through triangulation (sources, methods, researchers, and theories).

3. RESULT

3.1 Class VII Student's Grammatical Cohesion in Narrative Writing

There is grammatical cohesion in the results of narrative essays by students of SMP Negeri 2 Tangen. The following are the results of the grammatical cohesion research found in students' narrative essays at the school:

3.1.1. Writing Entitled "*Pengalaman Masuk Pondok*" (*Experience Entering The Boarding School*)

Pada tanggal 15 Juli 2018 saya berangkat dari rumah untuk sekolah. Di pondok, dan pada awalnya saya agak sedih karena harus berpisah dengan orang tua saya. Ketika orang tua saya pulang ke rumah dan ketika saya di pondok teman-teman saya langsung memperkenalkan diri masing-masing. Dan untuk hari pertama saya melakukan aktivitas seperti halnya mondok. Dari bangun untuk sholat tahajud sampai sholat subuh. Setelah itu saya melakukan hafalan untuk di setorkan kepada ustadz saya. (SM/5) (On July

15, 2018 I left home for school. At the boarding school, and at first I was a little sad to be separated from my parents. When my parents came home and when I was at the cottage, my friends immediately introduced themselves. And for the first day I did activities such as a boarding house. From getting up to pray tahajjud until the dawn prayer. After that I did the memorization to be deposited to my ustadz)

The reference to the personal pronouns found in the shiva narrative with the title *Pengalaman Masuk Pondok* in the above speech is a free-form singular personal I pronoun which refers to Selly (the person who tells the story). I say in the first person point of view the main character in a story. For the same reason, I in speech (1) refers to the main actor of the author. Narrative essay with the title of *Pengalaman Masuk Pondok* using the subordinating conjunction.

Description of time "On July 15, 2018," I left home for school at the boarding school, and "at first," I was a bit sad because I had to be separated from my parents when my parents came home. "When" I was at the boarding school, my friends immediately introduced themselves -respectively, and for the first day, I did activities such as the lodge. Subordinating conjunctions adverb of place on July 15, 2018, I left home for school at the boarding school, and at first, I was a bit sad because I had to be separated from my parents when my parents came home. When I was at the boarding school, my friends immediately introduced each other. "After that," I did the memorization to be deposited to my ustadz. Conjunctions between sentences "to be" deposited with my ustadz

3.1.2. Writing Entitled "Pergi ke Pasar" (Going to the market)

Pada hari Minggu kemarin saya beserta teman saya pergi ke pasar, untuk membeli makanan, kemudian sesampainya di pasar, saya langsung membeli makanan yang saya inginkan. Setelah membeli makanan tersebut saya dan teman saya bergegas untuk segera pulang. Sesampainya di rumah saya dan teman saya langsung menghabiskan makanan yang telah kami beli tadi. (PL/9) (Last Sunday, my friend and I went to the market to buy food, then when I got to the market, I immediately bought the food I wanted. After buying the food, my friend and I rushed to go home. Arriving at my friend's house and I immediately finished the food we bought earlier)

The word "I" in the above discourse is the first person singular pronoun of the author, namely Puji, and the word "on Sunday" is a subordinate form of adverb of time. In the sentence "to buy food," the word for is found, which expresses conjunctions between sentences while going to the market and home is a subordinating adverb of place. Our word in the above discourse includes the first person singular form of personal pronouns. In the sentence "then when I got to the market, I immediately bought the food I wanted," found the word "then" is an adverb of time. The sentence "After buying the food, my friend and I rushed to go home immediately" found the word "after," which stated the adverb of time. The form of the word "arriving" in the sentence "on arrival at my friend's house and I immediately finished the food we bought earlier" states an explanation of how.

3.1.3. Essay Titled "Penyesalan"

Seharusnya aku fokus terhadap ujianku saat satu tahun yang lalu, tepatnya ketika aku kelas 8. Namun ada kondisi di mana menyebabkan aku tak bisa fokus. Sampai detik ini aku sangat menyesal akan hal tersebut. sehingga membuatku tak ingin mengulangi kesalahan yang sama. Dahulu saat ujianku berlangsung seharusnya aku dapat lebih fokus. Namun, rasa penyesalan yang aku rasakan tidak ada gunanya. Ke depannya aku harus lebih baik lagi dan itu merupakan janjiku kepada diri sendir. (WA/1) I should have focused on my exams one year ago, when I was in 8th grade. However, there was a condition where I couldn't focus. So far, I'm very sorry about that. so that I don't want to repeat the same mistake. In the past during my exams I should have been able to focus more. However, the sense of regret I feel is useless. In the future I have to be better and that is my promise to myself

"Last year" is an adverb of time. The word "I" in the delivery (speech) above is a free form of the singular personal I pronoun, which refers to (the person speaking the speech). In the first-person point of view, I say the main character in a story. For the same reason, the "I" in story 1 refers to the main actor in the author's Revelation. Narrative essay with the title Regret (through the free-form singular personal pronoun, it includes grammatical cohesion as a reference to the endophora). The right bound form in the singular I personal pronouns is indicated by "my" and "his/ her". Through the singular persona pronouns, anaphoric endospores are referred to. This can be shown by having similar characteristics, such as "my". There is a conjunction between contradictory

sentences, namely "however" this conjunction indicates a condition that causes me not to focus. "However" is so useless for me to regret it. The adverb of time is in the word "first" I should focus more on my exams.

From the overall results of the analysis, grammatical cohesion was found about personal

pronouns, conjunctions between sentences, substitutions, and descriptions. The analysis results are presented in tables 1, 2, and 3.

Table 1. Recapitulation of the Results of the Analysis of Grammatical Cohesion Referring to Persona Pronouns

No Teks	Pronoun 1		Pronoun 2		Pronoun 3	
	Form	Number	Form	Number	Form	Jumlah
1.	Me	8				
	My	2				
2.	I	4	Mother	1	Millenial	1
3.	Me	5				
	My	4				
4.	I	7	Mother	1		
5.	I	8	Ustazah	1		
6.		9				
	Me	4	Mother	5		
	My	1	Sister	1		
7.	My	2	Mother	1		
8.	Me	2	Grandmother	1	Children	1
	My	1			Relatives	4
9.	I	6			Friends	1
10.	Me	2	Mother	1	Us	3
	My	1				
Jumlah		66		12		10

Table 1 shows that the most frequent use of the word "I" is in the title of the essay " *Tergelincir dari Tangga* " with a total of 14 in the second sequence of pronouns in the

title " *Penyesalan* " with a total of 10, the least use of the word Aku is in the title " *Berlibur ke Pantai Bali* . "with three"

Table 2. Acuan Pronomina pada Teks

Text No	Aku (I)	Saya (I)	Kamu (You)	Mereka (They)
Text 1	Wahyu			
Text 2		Tety	Ibu (Mother)	Millenials
Text 3	Ririn			
Text 4	Bella		Ibu (Mother)	
Text 5		Selly	Ustadz	
Text 6		Suci	Ibu (mother)	
Text 7	Dewi		Ibu (mother)	
Text 8	Dyah		Nenek (Grandmother)	Anak kecil (Little Child)
Text 9		Puji		Teman (Friend)

Text10	Santi	<i>Ibu</i> (mother)	<i>Kami</i> (Us)
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From Table 2, it can be stated that the pronouns "I (aku)" and "I (saya)" all refer to the name, namely the author's name. The pronoun "you" refers to mother, grandmother, and *ustadz*. Students do not involve much outside the environment.

Table 3. Recapitulation of the Results of Other Types of Grammatical Cohesion Analysis

No Text	Inter-sentences Conjunction	Verbal Substitution	Mechanism	Description	
				Time	Place
Text 1	However	Can not focus	Focus	Once	
Text 2	So that	Future	Online	Last year, during	at home, at school
Text 3	Until for a moment	I am surprised	Jumps	06.30 a.m.	Bedroom, bathroom
Text 4	so-	Fall, get hit	Use a motorbike	At that time, in a morning, morning	Puskesmas (Community Health Center)
Text 5	no, because	Do activities	Introduce myself	July 15, 2018	Home, school, boarding school
Text 6	When, for	Fall from stairs	Climbing up the stairs	When I was a child	
Text 7	Then, however, then	Tired, traveling together	Cook	Sunday, 05.00 a.m.	Home
Text 8	For, if, after	Storytelling, singing	Play, eat		
Text 9	Because, when, but	food	wasting food	Sunday	Home, market
Text 10	For, after	Helping mother	Depart by car	07.00 a.m.	home

Table 3 shows that the inter-sentence conjunctions used by students express the relationship of opposite meaning, purpose, cause-effect, time sequence, and requirements. Conjunctions that express the relationship of opposite meanings are, however, but. Conjunctions that express purpose are so, too. Conjunctions that express the effect cause are because,

3.2. Verbal Ability of Class VII Students in Narrative Writing

In the verbal ability research, the thing studied is to discuss the verbal abilities of each student. The

so. Conjunctions that state the time sequence of events and requirements are when, after, until, then, then. The use of conjunctions between sentences for junior high school students can be said to have varied. It can be said that students have widely used coordinating or subordinating conjunctions in writing essays properly and coherently according to the writing spelling. assignment steps are as follows. First, the researcher reads the text. Second, students write the text they hear. Third, the researcher determines the verbal ability that is heard. Verbal ability is measured by the coherence of sentences written by students and the application of spelling.

Table 4. The Result of Consistent Analysis of Sentences Written by Students

No Text	Sentence	Criteria	Explanation
Text 1/DA	1. <i>Ahmad berjalan dengan tersenyum</i>	TR	1. Omission of the sentence <i>sambil mengayunkan langkahnya sore itu</i> .
	2. <i>Dia kedinginan saat angin berhembus dan membuat bulu kuduk berdiri.</i>	R	2. There is an addition of subject <i>dia</i> in the 2 nd sentence; even though the sentences are not coherent, the author's explanation has led to the original text.
	3. <i>Kemudian Ahmad pulang ke rumah dengan dibukakan pintu oleh Ana.</i>	R	
	4. <i>Ahmad pun mencium bau seperti kayu dibakar di perapian.</i>	TR	3. In the 3 rd sentence, there is an omission of the sentence: <i>aku memasukkan dua tanganku ke dalam saku jaket, berharap rasa dingin bisa berkurang.</i>
	5. <i>Pulang ke tanah air</i> (1. Ahmad walked with a smile./ 2. He was cold when the wind blew and made the hair on his neck stand on end./ 3. Then Ahmad went home with Ana opened the door./4. Ahmad also smelled like wood burning in the fireplace./5. Return to the homeland)	TR	4. In the next sentence there is also words omitted: <i>Tak lama, aku disambut wangi kayu yang terbakar di perapian.</i> 5. In the fifth sentence, there is the omission of the subject <i>Ahmad</i>
Text	1. <i>Ahmad berjalan sambil tersenyum di sore hari.</i>	TR	1. Omission of the sentence <i>mengayunkan langkahnya</i> .
2/MT	2. <i>Angin berhembus kencang membuat tubuh Ahmad kedinginan.</i>	R	2. In the 2 nd and 3 rd sentences, it's coherent.
	3. <i>Aku lalu memasukkan tanganku ke dalam saku agar tanganku tidak kedinginan.</i>	R	3. In the next sentence, there is an omission of the words <i>aku disambut wangi</i> . In the last sentence there is a difference in writing between the original text and Maudi Tesa's writing which should be: <i>Wangi yang kelak dirindukan ketika Ahmad telah kembali ke tanah air.</i>
	4. <i>Ahmad lalu mencium bau kayu yang dibakar. Lalu Ahmad membukakan pintu dan kembali ke tempat yang dirindukannya.</i> (1. Ahmad walks with a smile in the afternoon/ 2. The strong wind makes Ahmad's body cold./3. I then put my hands in my pockets, so my hands don't get cold./4. Ahmad then smelled the burning wood. Then Ahmad opened the door and returned to the place he missed)	TR	

Table 5. Assessment of Sentence Coherence for Students of SMP Negeri 2 Tangen

No Text	Verbal Competence Criteria	amount	Score	Assesment Criteria
Text 1	R	2	40	Sufficient
	TR	3		
Text 2	R	3	60	Good
	TR	2		
Text 3	R	1	20	Insufficient
	TR	2		

Text 4	R	1	20	Insufficient
	TR	3		
Text 5	R	1	20	Insufficient
	TR	3		
Text 6	R	1	20	Insufficient
	TR	2		
Text 7	R	1	20	Insufficient
	TR	1		
Text 8	R	2	40	Sufficient
	TR	1		
Text 9	R	1	20	Insufficient
	TR	3		
Text 10	R	0	10	Insufficient
	TR	3		

Description:
 TR (Not Coherent)
 R (Coherent)

From Table 5, it can be stated that if the sentences are all five which are coherent with four values, the value is 80, the coherent three has a value of 60, the coherent two has a value of 40, the coherent one has a value of 20, and the coherent zero has a value of 10. The overall analysis of verbal abilities from 10 students got a sequence of sentences from each text written by students.

The analysis results can be concluded that the number of uncoordinated sentences in writing sentences gets the highest number. In contrast, the number of coherent ones is much less than 13 pieces. This amount is still far from expectations in writing an essay that is good and by the rules of good and correct writing.

Table 6. Spelling Writing Identification Results

Text	Sentence	Criteria	Explanation
Text 3/LV	1. <i>Ahmad tersenyum mengayunkan tangan dengan melewati tempat sepi yang bikin bulu kuduk merinding dan beberapa menit, kemudian ia mencium bau wangi kayu yang dibakar.</i>	TS	1. <i>Ahmad tersenyum sambil mengayunkan langkahnya sore itu. Angin dingin berhembus, membuat bulu kuduk di sekitar tubuhnya berdiri.</i> (Ahmad smiled while swinging his steps that afternoon. A cold wind blew, making the hairs around his body stand up). In the original text the last sentence until that afternoon.
	2. <i>Setelah itu Ahmad kedinginan dan mencoba menghangatkan dirinya dengan memasukkan tangan ke saku jaket.</i>	S	2. The 3rd text is assembled into one so that it should be (.) in the third sentence, but it is written continuously in the sentence.
	3. <i>Setelah sampai rumah Ana membukakan pintu dan Ahmad merindukan tanah air.</i> (1. <i>Ahmad smiled and swung his arms through a quiet place that made goosebumps, and a few minutes later, he smelled the smell of burning wood.</i> / 2. <i>After that, Ahmad was cold and tried to warm himself by putting his hands in his jacket pockets.</i> / 3. <i>After Ana's house opened the door and Ahmad missed his homeland.</i>)	TS	

Text 4/AN	1. Ahmad berjalan dengan tersenyum.	S	1. Kemudian Ahmad pulang ke rumah, dengan dibukakan pintu oleh Ana, Ahmad pun mencium bau kayu yang dibakar di perapian. (Then Ahmad went home, with Ana opening the door, Ahmad smelled the wood burning in the fireplace. In that sentence, it is written continuously without a break, <i>Tak lama, aku disambut wangi kayu yang terbakar di perapian saat Ana membukakan pintu.</i> (Shortly after, I was greeted by the smell of burning wood in the fireplace as Ana opened the door.)
	2. Dia kedinginan saat angin berhembus dan membuat bulu kuduk berdiri.	S	
	3. Kemudian Ahmad pulang kerumah, dengan dibukakan pintu oleh Ana, Ahmad pun mencium bau kayu yang dibakar di perapian.	TS	
	4. Hal yang akan dirindukannya ketika Ahmad pulang ke tanah air. (1. Ahmad walks with a smile./2.He is cold when the wind blows and makes the hair on his neck stand on end./3. Then Ahmad goes home, with Ana opening the door, Ahmad smells the wood burning in the fireplace./4. Hal, which he will miss when Ahmad returns home.)	S	

Ket:
TS (sufficient)
S (insufficient)

Table 7. Spelling Writing Assessment for SMP Negeri 2 Tangen

No Text	Verbal Competency Criteria	Amount	Score	Scoring Criteria
Text 1	S	3	60	Good
	TS	2		
Text 2	S	4	80	Very Good
	TS	1		
Text 3	S	1	20	Less
	TS	2		
Text 4	S	3	60	Good
	TS	1		
Text 5	S	0	10	Less
	TS	2		
Text 6	S	2	40	Moderate
	TS	1		
Text 7	S	0	10	Less
	TS	2		
Text 8	S	2	40	Moderate
	TS	1		
Text 9	S	3	60	Good
	TS	1		
Text 10	S	1	20	Less
	TS	2		

Ket
TS (Not Eligible)
S (Eligible)

Table 7 shows that in spelling writing, there are many inaccuracies in spelling in sentences in the form of punctuation marks, namely periods (.) and commas (,). Inaccuracy in writing is the cause of the lack of suitability in making essays. Vocabulary is necessary for writing good and correct essays and paragraphs by spelling. The results of the analysis of the use of spelling obtained in rewriting the text heard are the number of sentences according to the original text with 19 sentences that do not match 15. The amount of data can be concluded from the suitability in spelling writing, which gets a much higher number of 19 pieces. This number is classified as good for the category of class VII students at the junior high school level

4. DISCUSSION

Based on the research results from students' narrative essays, a relevant comparison was found between previous and current research. Research analysis shows two things; first, research results related to grammatical cohesion; second, the study results are related to students' verbal abilities. Relevant comparisons on the results of researchers in conducting previous research with the results of current research in outline are as follows

The research conducted by Rassouli is relevant to this research. The results of his research indicate that students will find it easier to deepen their writing ability. However, this study also shows that students' writing quality does not easily improve with cohesion tools. The results of Rassouli's research are relevant to this study, where both studies examine something in common, namely the use or use of cohesion devices in an essay. However, the difference between the two studies is the focus of their use. This study focuses more on research on grammatical cohesion devices used in a narrative text [18].

Muhyidin also has similarities with this study in analyzing grammatical cohesion. The difference is, Muhyidin discusses aspects of grammatical cohesion of conjunctions in literary works and their implications for high school learning. At the same time, this study uses grammatical cohesion tools and verbal skills in narrative essays. [19].

The similarity between Wahyuddin's research and this research is that both examine verbal abilities. The difference is that Wahyuddin discusses verbal abilities in solving math story problems, while this study examines the verbal abilities of seventh-grade students in narrative essays [20].

The similarity between Aisya's research and this research is that they both examine the analysis of grammatical cohesion. The difference in Aisya's research is grammatical cohesion and lexical cohesion in Malala

Yousafzai's speech. At the same time, this study analyzes grade VII students' grammatical cohesion and verbal ability in narrative essays [21].

The research conducted by Winita has the same focus as this research in terms of grammatical cohesion. The difference between Winita's research and this research is that Winita's research is about references in the short story collection of Kompas, while this study is about grammatical cohesion and verbal ability in narrative essays [22].

The research activities carried out by Yusuf have similarities with this research regarding students' verbal abilities. The difference is that Yusuf's research is more focused on the influence of verbal thinking skills on English learning outcomes, while this study is more directed at the verbal abilities of seventh-grade students in narrative essays [23].

Research conducted by Rubiyanto similarities regarding verbal ability with this study. The difference is, Rubiyanto's research focuses on a learning model using peer-teaching to improve the verbal skills of PGSD FKIP UMS students. In contrast, this study focuses on the verbal abilities of seventh-grade students in narrative essays [24].

Kusuma's research activities and this research have similarities in focusing on verbal abilities. However, the research conducted by Kusuma leads to the mathematics learning achievement of elementary school students in Ngemplak District. At the same time, this study analyzes the grammatical cohesion of seventh-grade students in narrative essays [25].

The similarity between Sanajaya's research and this research is in the focus of lexical cohesion. The difference is that Sanajaya's research found 26 data with the following details; aspects of repetition 6 data, synonyms as much as 6 data, antonyms 6 data, equivalence as much as 4 data, hyponymy as well much as 2 data, and collocation as much as 2 data. On the other hand, this study found lexical cohesion in the form of repetition (repetition), collocation (word pairing), synonyms, antonyms, and ellipsis (detachment) used by students in writing narrative essays. In addition, repetition and collocation dominate in narrative essays for seventh-grade students of SMP Negeri 2 Tangen for the 2021/2022 academic year. Ellipsis type lexical cohesion found the least, among other types of cohesion such as synonyms and antonyms [26].

The similarity between Wiyanti's research and this research is that they examine the analysis of grammatical cohesion. The difference is, Wiyanti's research focuses on the discourse conjunctions of the Hikmah column of *Republika* newspaper. In contrast, this study focuses on

the verbal abilities of class VII students in student essays [9].

The similarity between Pitoyo's research and this research is that both analyze lexical cohesion. The difference is, Pitoyo's research on lexical cohesion found repetition, synonyms, and antonyms in the reader's rubric for writing the Jawa Pos newspaper. In contrast, this research consisted of repetition (repetition), collocation (wording), synonyms, antonyms, and ellipsis (leasing) in narrative essays [27].

Persamaan Putriana dengan penelitian ini sama-sama menganalisis kohesi leksikal. Perbedaannya, penelitian Pitriana yang dikaji pada konten jurnal dalam berita utama harian riau pos dalam kajian: ontologi, epistemologi, dan aksiologi, sedangkan penelitian ini mengenai karangan narasi yang dibuat oleh siswa kelas VII [28].

The similarity between Septianingrum and Sabardila's research is that they examine cohesion. However, Septianingrum's research focuses on discourse in the Celebrity section of *Femina* magazine. This research is on the discourse of narrative text written by seventh-grade SMP N 2 Tangen [29].

The research conducted by Zuhriyah and this research have similarities, namely the analysis of lexical cohesion. The difference is, Zuhriyah's research analyzes the lexical cohesion contained in the October issue of the Solopos newspaper, while this study examines the lexical cohesion in students' narrative essays. [30].

5. CONCLUSION

Based on the analysis results, it can be concluded that from 10 sources of data, narrative essays by students of SMP Negeri 2 Tangen use grammatical cohesion devices. The overall analysis of the verbal abilities of 10 students showed that the forms of grammatical cohesion used were the use of conjunctions between sentences, substitutions, and the use of adverbs of time, place, and the way children were often used in writing narrative essays. The students' verbal abilities were obtained from the coherence of each text written by the students. The analysis results obtained in rewriting the text that was heard were that several sentences were not coherent with 22 sentences and a coherent one 13. In spelling, 19 sentences matched the spelling of the original text, and 15 sentences did not match the spelling. In conclusion, the students' verbal abilities were not all good because the number of students who succeeded in making coherent sentences was smaller than those who did not.

AUTHORS' CONTRIBUTIONS

The researcher, Feri Revita Mayangsari, carried out research planning, preparation, implementation, data collection, data analysis, and article writing.

The supervising lecturer in making this article has provided guidance and direction in researching this article to completion.

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