

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents data presentation and research findings. The presented data are that related to the research questions covering: (1) Grammatical cohesive devices found in selected narrative text (2) The dominant grammatical cohesive devices found in selected narrative text. They are derived from the method and procedure described in chapter III. The researcher presents the data in the form narration.

In this part the researcher will explain the findings of grammatical cohesive devices in selected narrative text. Then, the data presentation divided into two parts. First, grammatical cohesive devices found in selected narrative text. The second is the dominant grammatical cohesive devices found in selected narrative text

In presenting the data, the writer does not present whole, but only some parts of discourse that will be written as data.

1. Grammatical Cohesive devices found in selected Narrative Text.

There are eleven narrative texts that have been analyzed. The researcher focuses in the level of discourse that appropriate with the topic of the research. The researcher found 1508 grammatical cohesive devices in eleven stories. The types are reference, substitution, ellipsis and conjunction. There are 1489 references, 3 substitutions, 1 ellipsis and 15 conjunctions.

The data containing references 1489: 1424 personal references and 65 demonstrative references, 3 substitutions, 1 ellipsis, and 15 conjunctions.

The types of grammatical cohesive devices found in selected narrative text reference, substitution, ellipsis and conjunction.

a. Reference.

Personal Reference.

There are 1424 personal references found in this research, they are you, they, their, she, it, I, your, her, we, he, him, them, his, my and me.

Text 1.

In text 1, there are 39 personal reference found. It can see from the first paragraph contains “you” (*now if you’ve ever been to Bridgnorth you’ll know just how steep the hill is pulling a weight up*). The word you in the first paragraph refers to the reader, because the writer point the second person using you. Almost in all paragraphs of this story found the kind of personal reference.

Text 2

There are 86 personal reference found in text 2. For example in paragraph 3 (they, their, them, he, him). In line 1 the word “they” refers to all the villagers lived around Zennor’s Church. He in

fourth line refers to the finest singer called Matty Trewella. In the fourth paragraph, I can not found any personal reference, in fifth paragraph, there are *he and him*. The most personal reference found in this text is the used of *he and him*.

Text 3

There are 137 personal reference found in the third paragraph. There are *she, her, they, them, I, their, me, my*. In line twelve, there is personal reference *she (she walked on until she come to a clearing in the woods, and there, dancing in the moonlight), she* refers to a girl who wanted touch the stars in the sky. In paragraph thirteen, there is *you*, it refers to Folk of the Hill.

Text 4

In text 4, there are 51 personal reference found. They are *they, her, their, she, them, it and his*. In the first line of second paragraph, there is *her (the pride and joy of her garden were her tulip)* refers to an old woman. In fourth paragraph, there is *they (watch her dancers and they whirled and twirled in the moonlight)* refers to the people.

Text 5

There are 74 personal reference found in text 5. They are *it, she, her, you, they and we*. In line 2 of paragraph 3, there is *she (she was always willing to help anybody in trouble, whether with kind word or deed)* refers to an old woman. In line 8 of sixth paragraph, there is *it (even though it had grown, it was much smaller than a human child of its own age)* refers to the baby.

Text 6

There are 126 personal reference found in sixth narrative text. In the second paragraph line 1, there is *he (one day, **he** was hunting in the forest of Clun with a group of his friends and they started a while hart. Immediately Edric was on its tail, and the other hunters were not far behind)* refers to Edric, one of the greatest noble in Shropshire. In paragraph 2 line 3, there is *it (but the hart was swift and cunning. **It** turned this way and that, through brambles and bushes and soon only the fastest and most daring were left in the chase)* refers to the hart.

Text 7

The researcher found 182 personal references in text 7. They are *he, his, she, her, they, it, it, they, I, me and you*. In paragraph 1

line 1, there found *his* (*once a long time ago there lived an old lord in a castle by the sea. His wife and his children were not living , and his only relative was his little granddaughter, whose face **he** had never seen*) refers to an old lord who lived in a castle.

In paragraph 1 line 10 found *she* (*and called her Tattercoats because **she** wore a dress that was patched together from the rags that the old nurse had given her*) refers to is an old lord's granddaughter. In paragraph 4 line 1 found *he* (*An invitation come to the lord by the sea, and when the old man read it, he called for his servants to cut his hair and beard. He sent for his best clothes and rings for his fingers*) refers to the lord who lived in a castle.

Text 8

There are 284 personal reference found in text 8. They are *they, their, you, we, us, I, my, he, them, his, she and her*. In paragraph 1 line 1 found *they* (*they took three of their daughters and left them in the woods*) refers to a man and his wife. In second paragraph line 1 found *them* (*Now the three girls walked far and wide and never saw a house that might give them the promise of a meal or a bed*) refers to a man and his wife. In paragraph 9 line 1 found *he* (*he ordered them to stay the night and share the bed with his own three daughters*) refers to the giant.

Text 9

In text 9, there are 198 personal references. In the fourth paragraph line 1, there found *she (she danced and she dusted, she danced and she dusted, when suddenly she knocked over a glass vase)* refers to the witch who lived in a large house in a small village. In paragraph 7 line 1 found *you (I helped you and the witch found out she'd turn me into a toad)* refers to the poor girl. In paragraph 8 line 5, there found *she (she dropped the bags onto the floor and ran oun into garden, and up to the cherry tree)* refers to the witch who lived in a large house in a small village.

Text 10

There are 125 personal reference found in tenth narrative text. They are *they, their, it, he, his, she, her and him*. In paragraph 3 line 1 found *he (every morning and evening he would make the climb up Stapeley Hill)* refers to the farmer who refused to give up hope. In paragraph 5 line 2 found *they (but when they saw the line of people coming down the hill with their buckets full of mil)* refers to the villagers who wants to see the cow. Paragraph 10 line

1 found *they* (*Down in the village, the villagers heard the bellowing, and **they** knew that something must be wrong*) refers to the villagers who to see the cow.

Text 11

There are 122 personal reference found in this text. See the description below:

*There once lived a farmer. **He** didn't have a large farm, but it was big enough for him to support **his** family and small enough for them to take care of.* (Paragraph 1 line 1)

There is personal reference “he” and “his”. It refers to the farmer who didn't have a large farm . The position of “he” as subject and “his” as possessive. By reading to the previous utterances in the same paragraph, the meaning can be understood easily by the reader. Those personal references make the utterances coherent.

***They** took good care of the farm and had good pasture, so **their** few cows gave the best milk of any of the cows roundabout.* (Paragraph 1 line 1)

Personal reference “they” and “their”, it refers to the farmer's family. The position of “they” as subject and “their” as possessive. By reading to the previous utterances in the same paragraph, the reader can know the meaning of them. Those personal references make the utterances coherent.

*So the farmer put on **his** warm clothes that night and crept out into the dark. Keeping close the hedgerows, moving carefully and quietly, **he** made **his** way to the field where is cows were patured. (Paragraph 3 line 1)*

There is personal reference “he” and “his”. It refers to the farmer who didn’t have a large farm . The position of “he” as subject and “his” as possessive. By reading to the previous utterances in the same paragraph, the meaning can be understood easily by the reader. Those personal references make the utterances coherent.

*As **she** looked out she held onto the frame, **her** fingers turning white as she gripped it and she began to tremble. (Paragraph 4 line 5)*

Personal reference “she” and “her”, it refers to the farmer’s daughter. The position of “she” as subject and “her” as possessive. By those personal references, the utterances become coherent.

*The farmer, muttering, made **his** way around the kitchen, picking up this pile here that the pile there until his wife wondered what on earth **he** was doing. (Paragraph 10 line 1)*

There is personal reference “he” and “his”. It refers to the farmer who didn’t have a large farm . The position of “he” as subject and “his” as possessive. By reading to the previous utterances in the same paragraph, the meaning can be understood easily by the reader. Those personal references make the utterances coherent.

*The farmer, **he** leapt too, and **he** ran faster even than he'd chased **his** wife twenty tears earlier, making for the open doorway. (Paragraph 16 line 7)*

There is personal reference “he” and “his”. It refers to the farmer who didn't have a large farm . The position of “he” as subject and “his” as possessive. By reading to the previous utterances in the same paragraph, the meaning can be understood easily by the reader. Those personal references make the utterances coherent.

*All over the house there was a rattling and tapping as the branches felt **their** way, trying find a chink or gap where **they** could force **their** way in, and all the time **they**, could hear the creaking of the wood and the screech of the wind between the branches. (Paragraph 17 line 1)*

Personal reference “they” and “their”, refer to the farmer and his wife. The position of “they” as subject and “their” as possessive. Those personal references make the utterances coherent. By reading to the previous utterances, the meaning of them can be easily understood.

*As last **they** opened the shutters. The front door was unbolted, and the farmer freed. The wind had dropped, but as **they** made **their** way outside and looked at the pile of ashes, a gentle breeze gathered. (Paragraph 19 line 1)*

Personal reference “they” and “their”, refer to the farmer and his wife. The position of “they” as subject and “their” as possessive. Those personal references make the utterances coherent. By

reading to the previous utterances, the meaning of them can be easily understood.

Demonstrative Reference.

There are six kinds of demonstrative reference found in selected narrative text. They are *there, this, that, here, those and now*. There is no demonstrative reference found in the first paragraph.

Text 2

In the second text, there are 4 demonstrative references found .

The description is below:

*The stranger sat and listened to the wonderful singing, and before the end of the service got up and left the church without a sound but for the creak and click of the door. **This** went on week in a week out. Everyone in the village was intrigued as to the identity of the hooded stranger who came to listen to the singing of the choir (Paragraph 5 line 1)*

In these utterances, there is demonstrative reference “this”. It refers to sat and listened to the wonderful singing. We can know the meaning by reading to the utterances in previous paragraph.

The impact of using this demonstrative reference is to make the sentences coherent.

Text 3

In the third text, there are 10 demonstrative references. The description is below:

*“I don’t think the stars come down **here** at all,” cried the young girl. (Paragraph 10 line 1)*

In these utterances, there is demonstrative reference “here”. It refers to a woodland stream. By reading to the previous utterances in sixth paragraph, the meaning can be easily known by the reader. The impact of this, make the sentences become coherent.

*“The stars shine on the grass **here** at night. Come join our dance if you want o find a star.” (Paragraph 16 line 1)*

In these utterances, there is demonstrative reference “here”. It refers to hill where Folk lived. By reading to the previous utterances in fourteenth paragraph, the meaning can be easily known by the reader. The impact of this, make the sentences become coherent.

*“I know little about the stars. I am **here** to do the bidding of the fairy folk,” the horse replied. (Paragraph 26 line 1)*

The writer found demonstrative reference “here”. It refers to a silver gray horse standing beneath a rowan tree. The meaning can

be easily understood by the reader by reading to the previous utterances in twenty fourth paragraph. By this demonstrative reference, the sentences become coherent each other.

*After she had stood **there** a while admiring the beauty of the stars, she realize that it was very cold up there in the sky. (Paragraph 40 line 1)*

In these utterances, there is demonstrative reference “there”. It refers to the neared the arch. The meaning can be known by looking for to the previous utterances. By this demonstrative reference, the utterances in this text become coherent.

Text 4

In the fourth text, there are 51 demonstrative references found.

Let see the description:

***There** in the light of the full moon, she saw all her tulips swaying in time to the music. (Paragraph 3 line 4)*

In these utterances, there is demonstrative reference “there”. It refers to old woman garden where the music heard. The meaning of it, can be know by reading to the previous utterance in the same paragraph. The impact of this demonstrative reference, make the sentences become coherent.

Text 5

There are 74 demonstrative references found in the fifth narrative text. The explanation can be seen below:

*In the West Midlands region of England, there is an area known as the Black Country. **This** area lies within the boundaries of the two cities of Birmingham and Wolverhampton and the town of Dudley. (Paragraph 1 line 2)*

There is demonstrative reference “this”. It refers to Black Country. By reading to the first sentence, the meaning can be known easily by the reader. This demonstrative reference, make the sentence in this paragraph coherent.

*As soon as she had said it, the old woman regretted opening her mouth, and **the gossip ran out of her home as fast as her legs would take her**, to spread the gossip to all who would listen. The old woman was heartbroken, because after **that** day fairy never ever returned. (Paragraph 11 line 3)*

There is demonstrative reference “that”. It refers to the gossip ran out of her home as fast as her legs would take her. We can easily understand the meaning, by reading to the first sentence in the same paragraph. By this, the sentences in this paragraph become coherent.

*They say that since **that** day, the fairy has made it so that whenever there are coins in your pocket and greedy or jealous people are nearby (Paragraph 11 line 6)*

There is demonstrative reference “that”. It refers to the gossip ran out of her home as fast as her legs would take her. We can easily understand the meaning, by reading to the first sentence in the same paragraph. By this, the sentences in this paragraph become coherent.

Text 6

In this text, there are found 126 demonstrative references. The description can be seen clearly below:

*More important, they saw what was within the cottage: beautiful women, whirling, spinning, and laughing as they danced to the strange music that had brought them **there**.* (Paragraph 3 line 5)

There is demonstrative reference “there”. It refers to slacken the horse’s girths. By reading to the previous utterances in the same paragraph, the meaning can be easily understood by the reader. By this, the sentences in this paragraph become coherent.

*Edric and his companion galloped off into the woods, heedless of the dark and the unknown route until they realize that **there** was no one in pursuit and their pace showed.* (Paragraph 5 line 4)

There is demonstrative reference “there” in these utterances. It refers to a cottage. By reading to the first sentence in the same paragraph, the meaning can be understood easily. This demonstrative reference makes the utterances coherent.

Text 7

There are 182 demonstrative references found in this text. Let see the description below:

*He turned his face to the window, and each day he cried till the tears had worn away the stone and had flowed in **little rivers into the sea**. He sat **there** as his hair turned white and grew down past his shoulders to the floor and wove around his chair and out the door into the hall. (Paragraph 1 line 7)*

In these utterances, there is demonstrative reference “there”. It refers to the side of little rivers into the sea. By looking to the previous sentence in the same paragraph, the meaning can be understood by the reader. This reference makes the utterances in this paragraph become coherent each other.

*The other servants heard **this** and taunted the nurse. “Tattercoats loves to dress in rags and dance with the geese. She could never be a fine lady. (Paragraph 6 line 1)*

In this paragraph, demonstrative reference found is “this”. It refers to the sound of Tattercoats’s weeping. By reading to the previous sentence in fifth paragraph, the meaning will be clear understood by the reader. It makes the sentences coherent each other.

*“Tonight come to **the ball at the stroke** of midnight just as you are with your bare feet and tattered dress and your friend the gooseherd boy and his geese. . . . Tattercoats heard the sincerity in his voice and saw the affection in his eyes, and she agreed to be **there** at the stroke of twelve. (Paragraph 15 line 1)*

This is demonstrative reference “there” in these sentences. It refers to the ball at the stroke. It can be known by reading to the previous sentence in previous paragraph, it clear meaning that “there” refers to a place where Tattercoats must come. This demonstrative reference make the sentences coherent.

*“Father, “he said, for indeed he was the prince and the king was his father, “**this** is the woman I have decided to marry, she will be my bride for she is the loveliest and kindest of woman.” (Paragraph 17 line 1)*

Demonstrative reference found in these sentences is “this”. It refers to Tattercoats (the woman who prince wanted to marry her). In the previous sentence in another paragraph, it has been clear sentence showed the meaning of “this”. By “this”, the sentences in this paragraph and in the previous paragraph become coherent.

Text 8

There are 284 demonstrative references found in text 8. These are many descriptions of them:

*Molly made her way to the **giant's house**. . . . Molly turned and laughed at the giant, "I've been **here** once, I've been **here** twice, and if I want, I will come again."* (Paragraph 14 line 1)

There is demonstrative reference "here". The meaning based on the context on that text. It refers to the giant's house. The meaning can be found by reading to the first sentence in thirteenth paragraph. By this demonstrative reference, the sentences in this text become coherent.

*"I've been **here** once, I've been **here** twice, I've been **here** thrice, and if I want I will come again, "Laughing, Molly ran for the king's house. (Paragraph 20 line 1)*

There is demonstrative reference "here". The meaning based on the context on that text. It refers to the giant's house. The meaning can be found by reading to the first sentence in thirteenth paragraph. By this demonstrative reference, the sentences in this text become coherent.

*Molly laughed and laughed. "I've been **here** once, I've been **here** twice, I've been **here** thrice, and now I've been **here** four times and have no need to come again."* (Paragraph 36 line 1)

There is demonstrative reference "here". The meaning based on the context on that text. It refers to the giant's house. The meaning can be found by reading to the first sentence in thirteenth paragraph. By this demonstrative reference, the sentences in this text become coherent.

*The giant took Molly and placed her **in a sack** and put the dog and cat and scissors and a needle and thread in **there** with her and hung her on a peg. (Paragraph 27 line 1)*

Demonstrative reference “there” found in these sentences. It refers to in a sack. By looking to the previous words, the meaning can be understood easily by the readers. This demonstrative reference makes the sentences in this paragraph become coherent.

Text 9

The researcher found 198 kinds of demonstrative references in text 9. The description can be seen below:

*One day, the witch went to the **kitchen cupboard**, which was, of course, glass, to get something for lunch. Disaster! The cupboard was empty. Nothing. Not a crumb. Not a morsel. **There** was nothing for it but a trip to the supermarket in the nearby town. (Paragraph 3 line 3)*

This is demonstrative reference “there” found in these sentences. It refers to the kitchen cupboard. We can see on the first sentence above, the meaning clear there. By this demonstrative reference, the sentences in this paragraph become coherent.

*“Quick, “he said, “climb in **there** and the witch’ll never find you.” The girl climbed into **the box**, and the baker shut the lid and slid the bolt across. (Paragraph 11 line 1)*

This is demonstrative reference “there” found in these sentences. It refers to the box. We can see on the next sentence, the meaning

clear there. By this demonstrative reference, the sentences in this paragraph become coherent.

*The witch was out of the door **up the hill**, running. . . . “I won’t leave her alone, “snarled the witch, “she’s wrecked my glass house, and I know she’s **here** somewhere. I can smell her.”*
(Paragraph 27 line 1)

In these sentences, the writer found demonstrative reference “here”. By reading to the previous sentence in twenty second paragraph, the meaning will be known clearly. It refers to up the hill. This demonstrative reference makes the sentences coherent.

*On the others side of the shop was a **large barrel of flour**. They bumped into it, and **that**, to went over.* (Paragraph 30 line 4)

There is demonstrative reference “that” found in these sentences. It refers to large barrel of flour. The reader must go up to know the meaning of “that”. The meaning of “that” depends on the context of the text. This demonstrative reference makes the sentences become coherent.

***The princess thanked** the baker for his help and told him that she was really a very rich princess. Well, **this** made the baker fall in love with her immediately, and he asked her to marry him.*
(Paragraph 34 line 2)

In these sentences, there is demonstrative reference “this”. The meaning of it depends on the context of the text. In this text, it refers to the princess thanked to the baker. It can be known by

reading to the first sentence in the same paragraph. By this demonstrative reference, the sentences become coherent.

Text 10

In text 10, there are 125 demonstrative references found. We can see the description below:

*There was once a **great drought in Shropshire** However, **there** was one old woman who managed to keep some flesh on her bones. Not far from Stapeley Hill on the outskirts of Middleton in Chirbury lived the hope of the village. . . . (Paragraph 2 line 1)*

Demonstrative reference found in these sentences is “there”. The meaning of it, depends on the context of the text. In this text, this word refers to a great drought in a Shropshire. The meaning can be known by reading to the first sentence in first paragraph of the text. By this demonstrative reference, the sentences become coherent.

***There** was another who refused to give up hope. A farmer, every morning and evening he would make the climb up Stapeley Hill and look about him at the wide skies (Paragraph 3 line 1)*

Demonstrative reference found in these sentences is “there”. The meaning of it, depends on the context of the text. In this text, this word refers to a great drought in a Shropshire. The meaning can be known by reading to the first sentence in first paragraph of the

text. By this demonstrative reference, the sentences become coherent.

*He grabbed a pail, told his wife what had happened, and told her to gather the villagers and lead them **up the hill**. The cow was still **there** waiting. She stood still and calm while each person there took a pail of warm creamy milk. (Paragraph 4 line 3)*

There is demonstrative reference “there” found in these sentences. It refers to one place up the hill, as mentioned in the second sentence in the same paragraph. By looking for to the previous sentence, the meaning can be clear understood by the readers. The impact of this reference makes the sentences coherent.

***Down in the village**, the villagers heard the bellowing, and they knew that something must be wrong. . . . “**There!**” cried the farmer, and **there**, was trail of damp foot prints. They petered out before they reached the cottage of Old Witch Mitchell (Paragraph 11 line 1)*

In these sentences, there is demonstrative reference “there”. This demonstrative reference is to point the place down in the village, as written in the first sentence in tenth paragraph. The speaker in this text uses “there” to point a place where he/she located at that time. The impact of using this demonstrative reference is to make the sentences coherent.

*They trailed up the hill with vain hope the next morning, but as they had feared the cow was not **there** waiting for them, nor did she ever return. (Paragraph 12 line 1)*

In these sentences, there is demonstrative reference “there”. This demonstrative reference is to point the place down in the village, as written in the first sentence in tenth paragraph. The speaker in this text uses “there” to point a place where he/she located at that time. The impact of using this demonstrative reference is to make the sentences coherent.

Text 11

There are 122 demonstrative references found in text 11. By adding the description, it can be understood clearly. The description is below :

*The fields were bordered by neat thick hedgerows of blackthorn, hazel, holly, and dogrose, but there were no tress in the field or the hedgerows and no elder. No good farmer allowed elder onto his **land** at that time or in that place. **There** were too many stories and too much knowledge. (Paragraph 1 line 8)*

Demonstrative reference found in these sentences is “there”. It refers to the farmer’s land. In previous sentence, the meaning mentioned clearly. The impact of this demonstrative reference makes the sentences become coherent.

*Keeping close to the hedgerows, moving carefully and quietly, he made his way to **the field** where his cows were pastured. **There** was only the thin edge of a moon that night, but it was clear and the stars were bright, and slowly his eyes adjusted to the dark. (Paragraph 3 line 3)*

Demonstrative reference “there” found in these sentences. The meaning depends on the context of this text. It refers to the farmer’s field. It can be known by reading to the previous sentence in the same paragraph. The impact of this demonstrative reference makes the sentences in this paragraph coherent each other.

*Grandmother stood in **the doorway**, as straight and tall as she could. The sound of the wind moved around the horse, and **there** was the tree, flying straight toward her, its branches flailing, reaching out to take its victim. (Paragraph 18 line 5)*

Demonstrative reference “there” found in these sentences. The meaning depends on the context of this text. It refers to the doorway. It can be known by reading to the previous sentence in the same paragraph. The impact of this demonstrative reference makes the sentences in this paragraph coherent each other.

b. Substitution.

There are three kinds of substitution found in all narrative texts. They are in the first and third text. The kind of substitution found is *do and one*.

Nominal Substitution.

Nominal substitution found in those texts is *one*. Lets see the description below:

Text 3

*“They’re right here shining on my face, “replied the pond. “**They** shine so brightly I can’t sleep at night. Jump in and see if you can catch **one**.” (Paragraph 4 line 1)*

The example above found a nominal substitution “one”. Nominal substitution happened where the noun or a nominal group can be replaced by a noun. In sentences above, to avoid such word repetition in the sentences, the word “they” should substitute by using nominal substitution “one”.

*“Yes of course, “replied the stream, “**the stars** come down each night and dance on the stones and on the water. Come in and see if you can catch **one**.” (Paragraph 8 line 1)*

The example above found a nominal substitution “one”. Nominal substitution happened where the noun or a nominal group can be replaced by a noun. In sentences above, to avoid such word repetition in the sentences, the word “the stars” should substitute by using nominal substitution “one”.

Verbal Substitution.

There are verbal substitution *do* found in this text. Let see the description of it below:

Text 1

*To start, **they offered the old lady money**, but no she said that wouldn't **do**.* (Paragraph 5 line 1)

In the example above found verbal substitution “do”. The using of its substitution to substitute the word “they offered the old lady money.” So, to avoid such word repetition in these sentences, its substitute by “do”. Using thus substitution creates a strong link between one part of a text and earlier part, and helps to make the text cohesive.

c. Ellipsis.

There is one substitution found in all narrative text, it in the third text. Let see the description:

Text 3

*“Good evening, I am trying to find a way to reach the stars. **Can you help me?**” “**Yes** of course, “replied the stream, “the stars come down each night and dance on the stones and on the water. Come in and see if you can catch one.”*

In these sentences found ellipsis “yes”. Ellipsis is deletion of parts of sentences under the assumption without alleviate the meaning. There is a question “can you help me?” and the answer is “yes”. Deletion some parts of answer. The answer in complete should “yes, I can help you.” The speaker deleted some words because he

thought that don't need repetition to answer the question. By saying "yes" it can be understood well and don't decrease the meaning. The other function of using ellipsis in these sentences is to make the sentences cohesive and coherent.

d. Conjunction.

Coordinating Conjunction.

There are 15 coordinating conjunctions (but) found in all the texts. we can see the description below:

Text 2.

There is 1 coordinating conjunction found in this text. The description is:

*Sunday morning for a good sing-song, hear a sermon from the vicar and have a good gossip and chin wag at the end. **But** most of all they loved their choir it was said that Zennor church choir could sing the sky bluer and the daffodils more golden and lure dolphins to come and jump in the waters that sparkled beneath the cliff. (Paragraph 3 line 1)*

The use of coordinating conjunction "but" was found in these sentence. We can see there are two sentences which is combined by using "but". The function of "but" is used to introduce a statement that adds something to a previous statement and usually contrast with it in some way. In these sentences, the speaker used "but" to compare between a good sing-song hear a sermon from

the vicar and the fact is *Zennor church choir could sing*. They showed two contrast things. The function of using “but” is to show the comparison two contrast things and to make two sentences hang and cohesive.

Text 4

In this text, there is 1 coordinating conjunction found. The description is:

*The Little Folk were so angry that they made sure the weeds grew taller in his garden than in any other. **But** they never forgot the old woman.* (Paragraph 5 line 2)

The use of coordinating conjunction “but” was found in these sentence. We can see there are two sentences which is combined by using “but”. The function of “but” is used to introduce a statement that adds something to a previous statement and usually contrast with it in some way. In these sentences, the speaker used “but” to compare between the Little Folk was so angry and the fact is he never forgot the old woman. They showed two contrast things. The function of using “but” is to show the comparison two contrast things and to make two sentences hang and cohesive.

Text 5

There is 1 coordinating conjunction in this text. Let see the description below:

*In the morning, the old woman was sad, because the baby had gone. **But** where it had lain, there was a gold coin as payment for her kindness.* (Paragraph 6 line 1)

The use of coordinating conjunction “but” was found in these sentence.. We can see there are two sentences which is combined by using “but”. The function of “but” is used to introduce a statement that adds something to a previous statement and usually contrast with it in some way. In these sentences, the speaker used “but” to compare between the old woman was sad because the baby had gone and the fact is old woman had lain a gold coin as payment for her kindness. The function of using “but” is to show the comparison two contrast things and to make two sentences hang and cohesive.

Text 6

The researcher found 6 coordinating conjunctions in this text. Let see the description below:

*More important, they saw what was within the cottage: beautiful women, whirling, spinning, and laughing as they danced to the strange music that had brought them there. **But** Edric has eyes for only one of those maidens, the one in the center with flashing*

eyes, the light bouncing off her long golden hair as it span and twirled about her. (Paragraph 3 line 4)

The use of coordinating conjunction “but” was found in these sentence. We can see there are two sentences which is combined by using “but”. The function of “but” is used to introduce a statement that adds something to a previous statement and usually contrast with it in some way. In these sentences, the speaker used “but” to compare between some people saw what was within a cottage, beautiful women, whirling, spinning, and laughing and the fact Edric has eyes for only one of those maidens, the one in the center with flashing eyes, the light bouncing off her long golden hair. They showed two contrast things. The function of using “but” is to show the comparison two contrast things and to make two sentences hang and cohesive.

*I will marry you and you will be lucky, enjoying health and peace and plenty. **But** there is one condition. (Paragraph 8 line 2)*

The use of coordinating conjunction “but” was found in these sentence. We can see there are two sentences which is combined by using “but”. The function of “but” is used to introduce a statement that adds something to a previous statement and usually contrast with it in some way. In these sentences, the speaker used “but” to compare between the woman will be lucky, enjoying health and peace and plenty but the fact is just one condition.

They showed two contrast things. The function of using “but” is to show the comparison two contrast things and to make two sentences hang and cohesive.

*He willingly promised that he would never reproach her with anything. **But** such promises are easily made and easily broken.*
(Paragraph 9 line 2)

The use of coordinating conjunction “but” was found in these sentence. We can see there are two sentences which is combined by using “but”. The function of “but” is used to introduce a statement that adds something to a previous statement and usually contrast with it in some way. In these sentences, the speaker used “but” to compare between Edric’s promise to the woman that he would never reproach her with anything but the fact is such promises are easily made and easily broken. They showed two contrast things. The function of using “but” is to show the comparison two contrast things and to make two sentences hang and cohesive.

Text 10

There are 5 coordinating conjunctions found in this text. The description can be seen below:

*He turned around and coming out from the dry bracken was a cow. **But** not one of this cows or anyone else's round about this cow had flesh on her bones. (Paragraph 3 line 11)*

The use of coordinating conjunction “but” was found in these sentence. We can see there are two sentences which is combined by using “but”. The function of “but” is used to introduce a statement that adds something to a previous statement and usually contrast with it in some way. In these sentences, the speaker used “but” to compare between the farmer turned around and coming out from the dry bracken was a cow but the contrast is not one of this cows or anyone else's round about this cow had flesh on her bones. They showed two contrast things. The function of using “but” is to show the comparison two contrast things and to make two sentences hang and cohesive.

*Not all of the villagers had come to see the cow, many had laughed at the farmer's wife and claimed that the farmer had gone mad in the sun. **But** when they saw the line of people coming down the hill with their bucket full of milk, they laughter died and the net day at dawn, they were first up the hill with their pails and vessels anything they could find. (Paragraph 5 line 2)*

The use of coordinating conjunction “but” was found in these sentence. We can see there are two sentences which is combined by using “but”. The function of “but” is used to introduce a statement that adds something to a previous statement and usually contrast with it in some way. In these sentences, the speaker used “but” to compare between not all of the villagers had come to see

the cow, many had laughed at the farmer's wife and the fact when they saw the line of people coming down the hill with their bucket full of milk, they laughter died and the next day at dawn, they were first up the hill with their pails and vessels anything they could find. They showed two contrast things. The function of using "but" is to show the comparison two contrast things and to make two sentences hang and cohesive.

Text 11

In this text, the researcher found 1 coordinating conjunction. Let see the description below:

*There was no way for the tree to get in, but there was no way out for them either and outside stood their livelihood the cattle, horse, goat and pig and no way to protect them. **But** the fire was hot. The shovel was ready. (Paragraph 18 line 1)*

The use of coordinating conjunction "but" was found in these sentence. We can see there are two sentences which is combined by using "but". The function of "but" is used to introduce a statement that adds something to a previous statement and usually contrast with it in some way. In these sentences, the speaker used "but" to between outside stood farmer's livelihood the cattle, horse, goat and pig and no way to protect them and the fact is the fire was hot. The function of using "but" is to show the

comparison two contrast things and to make two sentences hang and cohesive.

2. The Dominant Grammatical Cohesive Devices found in Selected Narrative Text.

From all the texts, many kinds of reference that found in all narrative texts are presented in the table 1.1 below. Those are personal reference and demonstrative reference.

Table 1.1. Kind of Reference Found in Selected Narrative Text.

Text	Kinds of Reference		Total of Each Text
	Personal	Demonstrative	
1	39	-	39
2	86	4	90
3	137	10	147
4	51	3	54
5	74	4	78
6	126	3	129
7	182	3	185
8	284	7	291
9	198	12	210
10	125	7	132
11	122	12	134
Total	1424	65	1489

From the table above, we can see the personal reference found 1424 times, demonstrative reference found 65 times. Then, the percentage of each kinds of reference is presented in the table 1.2 below.

Table 1.2. The Percentage of Each Kind of Reference.

Kinds of Reference	Frequency	Percentage
Personal	1424	95,6 %
Demonstrative	65	4,4 %
Total	1489	100%

Meanwhile, substitution that found in all narrative texts is presented in table 1.3. the researcher found 3 substitutions.

Table 1.3. Substitution Found in Narrative Text.

Text	Frequency of Substitution
1	1
3	2
Total	3

There is 1 ellipsis found in all the text. It is in the third text. The kind of ellipsis is *yes*.

Then, the types of conjunction that found in selected narrative text is presented in the table 1.4. All are coordinating conjunction *but*.

Table 1.4. Conjunction Found in Selected Narrative Text.

Text	Coordinating Conjunction	Total
2	1	1
4	1	1
5	1	1
6	6	6
10	5	5
11	1	1
Total	15	15

After the classification above, the percentage of conjunction can be drawn in the table 1.5.

Table 1.5. Percentage of Coordinating Conjunction

Coordinating Conjunction	Frequency	Percentage
But	15	100%
Total	15	100%

Then, the frequency of all kinds of grammatical cohesive devices that found in selected narrative text is presented in the table 1.6.

Table 1.6. The Frequency of All Kinds of Grammatical Cohesive Devices.

Kinds of Grammatical Cohesive Devices	The Frequency
Reference	1489
Substitution	3
Ellipsis	1
Conjunction	15
Total	1508

Then, by the formula that presented earlier, the percentage of each kind of grammatical cohesive devices found as in table 1.7.

Table 1.7. Percentage of Each Kind of Grammatical Cohesive Devices.

kinds of grammatical cohesive devices	Frequency	Percentage
Reference	1489	98,7%
Substitution	3	0,2%
Ellipsis	1	0,06%
Conjunction	15	0,99%
Total	1508	100%

From the table above, grammatical cohesive devices that most dominant found in all texts is reference.

This presents the novel ideas of the researcher in interpreting the research findings. This part will focus in interpreting the relation among patterns found in data analysis. In addition, this chapter also explains the position of findings of the present research to the theories, by comparing or contrasting them with previous findings or the current theories, which are relevant. It will divide into two parts, grammatical cohesive devices found in selected narrative text and the dominant of grammatical cohesive devices in selected narrative text.

Halliday and Hassan (1976: 28) had distributed grammatical cohesive devices into reference, substitution, ellipsis and conjunction. Begin with this basis, the writer had discovered various kinds of distributed grammatical cohesive devices found in selected narrative text.

First, the type of grammatical cohesive devices is most frequently found in selected narrative text is reference. Strawson (1950) in Brown & Yule (1996:28) stated that referring is not something an expression does, it is something that someone can use an expression to do. In the data findings, speaker often used reference to refer 'someone' or 'something'.

There is 1489 reference found in all the texts. Which is 1424 personal reference and 65 demonstrative reference. The kind of personal reference found in all the texts is you, your, they, their, them, I, me, my, she, her, he, his, him, we and it. While demonstrative reference found in all the text is this, that, those, there and here. The writer has not found any comparative reference in all the texts. From the explanation above, it can be concluded that the dominant of grammatical cohesive devices is reference especially personal reference.

The next grammatical cohesive devices is conjunction. The relationships signaled by conjunction can be fully understood through reference to other parts of the text (Nunan 1993: 26). In all the text, the type of conjunction which found is “but”. But is one of coordinating conjunction which words have related to other and have a same level. For example:

*Sunday morning for a good sing-song, hear a sermon from the vicar and have a good gossip and chin wag at the end. **But**, most of all they loved their choir it was said that Zennor church choir could sing the sky bluer and the daffodils more golden and lure dolphins to come and jump in the waters that sparkled beneath the cliff.*

From the example above, we can see there are two sentences which is combined by using “but”. The function of “but” is used to introduce a statement that adds something to a previous statement and usually contrast with it in some way.

The third type of grammatical cohesive devices found in selected narrative text is ellipsis. According to Halliday and Hassan (1976: 146) the study of cohesion is important between sentences where there are no structural relations. These scholars define ellipsis as a form of relation between sentences, where it is an aspect of the essential texture. In all the text, the researcher found one type of ellipsis, it is “yes”. It found in the third text, in utterance “can you help me?” and the addressee answers “yes”. By saying yes, it can be understood well and don’t decrease the meaning.