GRAMMATICAL COHESION IN NARRATIVE TEXTS WRITTEN BY MAX SANDELIN IN INSTAGRAM FEEDS

THESIS

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FACULTY OF ARTS AND HUMANITIES

UIN SUNAN AMPEL SURABAYA

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Submitted as Partial Fulfillment of the Requirements for *Sarjana* Degree of

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APPROVAL SHEET

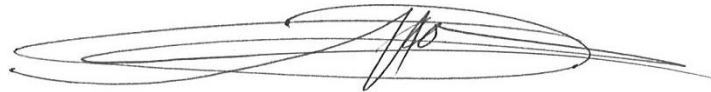*GRAMMATICAL COHESION IN NARRATIVE TEXTS WRITTEN BY MAX SANDELIN IN INSTAGRAM FEEDS*

by

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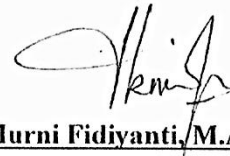
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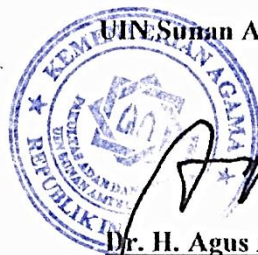
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ABSTRACT

Al Farikh, Moh Khabib (2019). *Grammatical Cohesion in Narrative Texts Written By Max Sandelin in Instagram Feeds.* English Department, UIN Sunan Ampel Surabaya. Advisor: Dr. Mohammad Kurjum, M.Ag.
Keywords: *grammatical cohesion; reference; substitution; ellipsis; conjunction.*

Language is an apparatus for communication. Pretty much consistently human communicates with others. The capacity of language itself is to offer data, to pour the thoughts, to propose and numerous else. Language is not just in speaking, but also in writings. We can see in numerous mediassuch as magazine, paper, novel, short story, and in everyday discussion. This study aims to identify the types of grammatical cohesions and to determine how often grammatical cohesions occur in Max Sandelin's Instagram feeds. The researcher limits the study to motivational and daily activities of the narrative texts by Max Sandelin.

The study investigation is based on Hasan and Halliday theory of Grammatical Cohesion. This study employs a descriptive qualitative method. The data of this study were taken from narrative texts posted in Max Sandelin's Instagram feeds in the forms of words, phrases, clauses, and sentences. In this study, the researcher is the key instrument who interprets the data.

The result of the analysis shows that the grammatical cohesions found in narrative texts in Max Sandelin Instagram feeds are references –such as personal references, demonstrative references, and comparative references; substitutions – such as nominal substitutions and verbal substitutions; ellipsis – nominal ellipsis, verbal ellipsis, and clausal ellipsis; and conjunctions – additive conjunctions, adversative conjunctions, causal conjunctions, and temporal conjunctions. Meanwhile, clausal substitution is not found in this narrative texts. As the results, it is revealed that 1050 references (54.31%), 659 conjunction (34,09%), 6 ellipses (0,31%), 218 substitutions (11,27%) were found in Max Sandelin instagram feeds.

ABSTRAK

Al Farikh, Moh Khabib (2019). *Grammatical Cohesion di dalam naskah cerita yang disajikan di dalam Instagram Max Sandelin.* Program Studi Sastra Inggris, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Dr. Mohammad Kurjum, M.Ag.

Keywords: *grammatical cohesion; reference; substitution; ellipsis; conjunction.*

Bahasa merupakan suatu alat komunikasi. Hampir setiap hari manusia berkomunikasi dengan yang lainnya. Fungsi dari Bahasa itu sendiri adalah untuk memberikan informasi, menuangkan ide, membuat saran, dan banyak lainnya. Bahasa tidak hanya dengan ucapan tetapi juga secara tertulis. Kita dapat melihat di berbagai media seperti majalah, koran, novel, cerita pendek, dan percakapan sehari-hari. Tujuan dari penelitian ini untuk mengidentifikasi tipe-tipe dari *grammatical cohesion* dan menentukan seberapa sering *grammatical cohesion* terdapat pada cerita singkat di instagram. Peneliti membatasi penelitiannya pada cerita motivasi dan kehidupan setiap hari Max Sandelin.

Penelitian ini meneliti tipe-tipe dari grammatical cohesion dan seberapa banyak pemakaian grammatical cohesion pada naskah cerita di Instagram oleh Max Sandelin. Penelitian ini menggunakan rujukan pada teori Grammatical Cohesion oleh Hasan dan Halliday. Penelitian ini menggunakan metode deskriptif kualitatif. Data di penelitian ini diambil dari naskah cerita yang disajikan pada Instagram Max Sandelin yang berbentuk kata, frase, klausa, dan kalimat. Pada penelitian ini, peneliti adalah kunci instrumen yang menafsirkan data tersebut.

Hasil dari analisis menunjukkan bahwa grammatical cohesion ditemukan pada teks cerita di dalam Instagram Max Sandelin berupa *reference – personal reference, demonstrative reference, and comparative reference; substitution – nominal substitution and verbal substitution; ellipsis – nominal ellipsis, verbal ellipsis, and clausal ellipsis; and conjunction – additive conjunction, adversative conjunction, causal conjunction, and temporal conjunction,* sementara *clausal substitution* tidak ditemukan di dalam teks cerita tersebut. Kemudian hasil dari pertanyaan yang kedua adalah peneliti mendapatkan 54.31% (1050) *references*. Kemudian 34.09% (659) *conjuctions*. Setelah itu 0,31% (6) *ellipsis* dan 11.27% (218) substitution.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is a way of stating ideas or thoughts with words. Ones convey their thoughts in written form; thus, people can read, achieve, or practice it. It is difficult for the reader to comprehend a text if the sentences do not represent any idea or thoughts. For improving the connectedness of sentences in a text, writers may use "cohesion" to seam thoughts between sentences to generate the structure (Haliday and Hasan, 1976, p. 4)

People have to read well to create coherent texts. For the purpose, the readers must be able to interpret the semantic relation in the text. It is required for a writer to master the notion of written text and the use of semantic relation over grasp of their linguistic function, such as theme, rhyme, and lexicon-grammatical cohesion. Hasan and Haliday (1976) argued that cohesion could be defined as the relations that hold a text together and stretch a meaning to the text. Hassan and Haliday (1976) categorized cohesion into 1) Grammatical Cohesion devices such as reference, substitution, ellipsis, and conjunction, and 2) Lexical Cohesion devices in the form of a) reiteration: repetition, synonym, antonym, hyponym, meronym, and b) collocation.

Recently, there has been a growing interest in educational background. The findings of the study by Marshalita Siri Valentine (2013) settled the presence of narrative text in educational background. Marshalita Siri Valentine (2013) and Astri Olivia Kuncahya (2015) examined the

understanding of grammatical cohesion in seventeen texts it was found that the texts were well organized and had a high level of cohesiveness that the readers could understand them easily. The study by Astri Olivia Kuncahya (2015) was conducted in a classroom context. The finding approves the differences revealed that repetition appeared to be the most common type of all subclasses of cohesion. This study focused on the textbook in education.

Other previous studies in the educational background have been completed in certain focuses as well, and have a similarity of using DCT (Discourse Completion Text) to get the data. The studies by Ni Kadek Meri Sudani (2017), I Ketut Tika (2017), I Gede Putu Sudana (2017) focused on Grammatical Cohesion in short stories. They focused on discussing types of Grammatical Cohesion in short stories.

This present study is in "outside of educational context" field — grammatical cohesion, which has been completed outside of academic context. A study by Himmatur Rofi'ah (2015) focused on all types of Grammatical Cohesion used by four main characters in the movie except nominal ellipsis. A study by Primasia Kusuma Nariswari (2010) examined the highest frequency of the use of cohesive devices and lexical cohesion. The findings confirmed that the conjunction had the purpose as the formal markers which relate to what was said to what had been said before. But this study needs to be more specific on a particular aspect of cohesiveness.

Lately, the study about cohesion in a movie or a film which is in the "outside of educational context" field has received much attention by some

scholars in different movie**s** and focuses. Carolina (2001) focused on the types of disagreement strategies applied by all characters in the movie, Yuliana (2009) focused on gender class, Panic-Kavgic (2013) focused on the differences of disagreement strategies in US and Serbian movies, Tifani (2015) focused on the disagreement strategies of the main character only, and Arofah (2015) focused on the status and power. Most of those scholars studied movies, and none of them have analyzed social media yet because most of the status in social media is given a brief explanation of descriptive text to the reader.

In this era, people can express his or her feelings through literature by social media like Facebook, Twitter, Line, WhatsApp, or Instagram. Instagram is one of the most popular social media, and many teenagers use apps because it is easy to operate. They just need to take a picture and type the caption based on the picture that has been uploaded. But the researcher finds a unique account whose name is Max Sandelin. He lives in Gothenburg, Sweden. He is a developer. He is also kind, very humble, and open-minded to everyone as he delightfully allowed me to take his posts for the data needed for the research.

Finally, it can be concluded that almost all of the previous studies of Marshalita Siri Valentine (2013) and Astri Olivia Kuncahya (2015) focused on education. Besides, research by Moh Khabib Al Farikh (2017) focused on all cohesion; however, the research was too general in terms of the category of the Short Story. Therefore, this paper's objectives are to fill the niches among

the previous studies by analyzing not only the narrative texts but all of the

central issues in cohesion in social media within a very specific category of feed (which is narrative text) and analyzing the cohesion as well. This study extends to some previously unemployed theories in the writer's previous study.

The researcher chooses Instagram as the source of data because the writer wants to analyze in different objects, the writer is aware of the fact that social media can change people's attitudes and thoughts towards a story of their life. Furthermore, social media is chosen because social media have successfully persuaded people to use a smartphone, as it is now the most used device nowadays. This study focuses on the grammatical cohesion while ignoring the picture or style in the feeds. Therefore, the writer desires to analyze how narrative text can change the audience's thoughts and ideas using point of view, especially in discourse.

1.2 Problems of the Study

According to the background of the study, the problems of the study are formulated as follows:

1.2.1 What are the types of cohesion in the narrative texts presented in the Max Sandelin Instagram feeds?

1.2.2 How are the types of cohesion in the narrative texts presented in the Max Sandelin Instagram feeds?

1.3 Objectives of the Study

Based on the statement of the problem, the objectives of the study are formulated as follows:

1.3.1 To identify the types of cohesion in the narrative texts presented in Max Sandelin Instagram feeds.

1.3.2 To interpret the occurring types of cohesion in the narrative texts presented in Max Sandelin Instagram feeds.

1.4 Significance of the Study

The writer hopes that this research can hopefully provide theoretical and practical significance. Theoretically, the result of this study is estimated to give the influence to improve the study and analysis on literary study denotes to cohesion in narrative texts written by Max Mandelin in Instagram feeds.

Practically, the writer hopes that this research can inspire many students, mainly UIN Sunan Ampel, to improve their study. This study will help the other scholar to advance to examine this field in a different perception.

1.5 Scope and Limitation

The researcher only concerns on motivational stories because his Instagram feeds account contains several kinds of stories. Some of them explain about coding.

1.6 Method of the Study

In conducting this research, the researcher employs descriptive and quantitative methods since the researcher wants to get a detailed

understanding of grammatical cohesion and to determine how often grammatical cohesion occurs in the narrative texts. The data source of this study is Max Sandelin in Instagram post**s**. It is focused on words, phrases, clauses, and sentences, which are categorized as grammatical cohesion – references, substitution, ellipsis, and conjunction. In this study, the researcher is the key instrument that interprets the data.

In analyzing the data, the writer followed some steps. First, the researcher read all the text of the several posts to get the meaning from each sentence and a whole text itself. Second, the researcher analyzed words, phrases, clauses, and sentences to get the aspects of grammatical cohesion. The third step was to classify them. Fourth, the researcher identified the kinds of grammatical cohesion found in the text of the short story. The fifth step was explaining each kind of grammatical cohesion found in the text based on the theory of Hasan and Haliday.

1.7 Definition of Key Terms

To get a similar interpretation to understanding this study. The definition of the key terms is provided as follows:

1.7.1   Cohesion is the connection between grammar and vocabulary that make the reader understand text clearly

1.7.2   Grammatical Cohesion is part of cohesion that consist**s** of reference, substitution, ellipsis, and conjunction.

1.7.3   Reference is the specific nature of the information that is signaled for retrieval.

1.7.4   Substitution is a relation in the wording rather than in the meaning.

1.7.5   Ellipsis is a relation within the text, and in the great majority of instances, the presupposed item is in the preceding text.

1.7.6   The conjunction is on the border-line of the grammatical and the lexical.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Discourse

According to Paltridge (2008, p.2), Discourse analysis focus on knowledge about language beyond the word, clause, phrase, and sentence that is needed for successful communication. It looks at the shape of the language across texts and considers the relationship between language and the social and cultural context that is used. It considers what people want to aim to say, how they work out what people mean, and the way language presents a different view of the world and different understanding.

2.2 Cohesion

According to Halliday and Hasan (1976, p.5), cohesion is expressed partly through grammar and partly to the vocabulary. The related sentence in one sentence to another is called cohesion. Thus the reader can comprehend and know the meaning of the text.

2.2.1 Grammatical Cohesion

There are four grammatical cohesion

Table 2.1 Kinds of Grammatical Cohesion

Grammatical Cohesion			
Reference	**Substitution**	**Ellipsis**	**Conjunction**
Personal	Nominal	Nominal	Additive
Demonstrative	Verbal	Verbal	Adversative
Comparative	Clausal	Clausal	Causal
			Temporal

2.2.1.1 Reference

According to Hassan and Halliday (1976, p.31), Reference is the specific nature of the information that is signaled for retrieval. In the case of reference, the information to be retrieved is the referential meaning. Identity of the particular thing or class of thing that is being referred to and the cohesion lies in the continuity of reference, whereby the same thing enters into the discourse a second time.

Reference is divided into two parts, exophora (situational) and endophora (textual). Setyowati (2008, p.24) exophora is the interpretation of an element in a text by referring to a thing as identified in the context of the situation (outside the text or the knowledge of the world). An example of exophoric reference is like in personal references such *as I, you, we, my, etc.* Endophoric reference (textual reference) is the interpretation of an

element in a text by referring to a thing as identified in the surrounding text. Endophoric reference is divided into two parts; they are anaphoric (to preceding text) and cataphoric (to the following text) reference. Anaphoric is when a relation presupposes something that has gone before, while cataphoric happens when a relation presupposed by something in the following part.

Brown and Yule (1993, p.28) also said that reference is treated as an action on the part of the speaker or writer. According to Hasan and Halliday (1976, p.37), there are three types of reference, such as personal, demonstrative, and comparative.

2.2.1.1.1 Personal Reference

According to Hasan and Halliday (1976, p.37), Personal reference is reference using the function in the speech situation, through the category of person. The category of personal consists of three classes of personal pronouns, possessive determiners (usually called 'possessive adjectives'), and possessive pronouns.

Table 2.2 Personal Reference

Subject Pronouns	Object Pronouns	Possessive Adjective	Possessive Pronoun
I	Me	My	Mine
You	You	Your	Yours
We	Us	Our	Ours

They	Them	Their	Theirs
He	Him	His	His
She	Her	Her	Hers
It	It	Its	Its

Example:

a. **Rebecca** likes **Tom**. **She** likes **him** very much

A pronoun has the same meaning as a noun. **She** has the same meaning as **Rebecca**. H**e** has the same meaning as **Tom**. She as the subject pronouns and him as the object pronouns. (Azzar and Hagen, 2006, p.164)

b. This is **my** book. This book is **mine**.

A possessive adjective is used in front of a noun *in my book*. A possessive pronoun is used alone, without a noun following it. (Azzar and Hagen, 2006, p.442)

2.2.1.1.2 Demonstrative References

According to Hasan and Halliday (1976, p.37), Demonstrative reference is reference utilizing location, on a scale of proximity (near, far, neutral, time).

Table 2.3 Demonstrative Reference

Neutral	The
	Near
	Far (not near)

			Near	Far
Selective	Participant	Singular	This	That
		Plural	These	Those
	Circumstance	Place	Here	There
		Time	Now	Then

(Hasan and Halliday, 1976, p.57)

Paragraph 2, page 7

The village of Little Hintock lay in a small valley near **the** edge of a large area of woodland. **There** were trees of any kind in **these** woods – oaks, elms, ashes, hazels, and many others. **The** people who lived in **the** little village earnt their living from **the** trees.

This paragraph tells us about the village of Little Hintock in a small valley next to a large area of woodland and describes the trees that have many kinds of woods like oaks, elms, ashes, hazels, and many others. The villager hunts that kind of woods for their living.

There are seven demonstrative references. The word "**the**" is a signal of identity. The first word, "**the**" identifies a Little Hintock is the name of Village in a small valley. The second word, "**the**"

identifies a distance of a large area of woodland. The third word, "**there**," identifies trees. The fourth word, "**these**" pointed a woods –

oaks, elms, ashes, hazels, and many others. The fifth word, "**the**"
identifies people who lived in Little Hintock. The sixth word, "**the**"
identifies the villager in woodland who strive to earn money. The
seventh word, "**the**" identifies the trees as the source of living in the
village of Little Hintock.

2.2.1.1.3 Comparative References

According to Hasan and Halliday (1976, p.37), comparative
reference is indirect reference through identity or similarity.

Table 2.4 Comparative Reference

Comparison	General (deictic)	Identity	same, equal, identical, identically
		Similarity	Such similar, so similarly, likewise
		Difference	Other different else, differently otherwise
	Particular (non-deictic)	Numerative	Fewer less further Additional; so- as- equally-
		Epithet	Comparative adjectives and

			adverbs, e.g., better; so- as- more- less- equally- +comparative adjective and adverb, e.g., equally good

(Hasan and Halliday, 1976, p.76)

Paragraph 1, page 25

Giles was soon warm from the hard work of digging. But Marty was not moving **very much**. She got **colder and colder**. After several hours, she could not hold the trees anymore.

This paragraph shows that Giles was digging holes in the ground to plant a tree. There are two comparative references in this paragraph. The word "**very much**" is a comparison of quantity with numerative comparative. It means that the items which one part of moving. Then, the word "**colder and colder**" is comparative, simply, 'colder than before and colder.'

2.2.1.2 Substitution

According to Hassan and Halliday (1976, p.88-89), substitution is a relation in the wording rather than in the meaning. It is between linguistic

items, such as words, phrases, and clauses. There are three types of

substitution; they are, nominal substitution, verbal substitution, and clausal substitution.

2.2.1.2.1 Nominal Substitution

According to Hassan and Halliday (1976, p.91), The substitute one / ones in nominal always functions as the Head of a nominal group. The verbal substitute is 'do,' and it functions as head of a verbal group. It is used for the words *one, one,* and the *same.*

Example:

Paragraph 7-8, page 8

'Who is this lady?' Marty asked. 'Why does she want my hair?'
'Her hair is the same color as yours,' the barber replied. 'But it isn't thick, like yours. She wants me to make a hair-pieces for her. If I make **one** from your hair, everyone will think that all the lady's hair is her own. She is going abroad soon, so no **one** will know the truth about it'.

In this paragraph, the author tells the reader that The Barber offer to Marty to cut her hair-pieces. There is two Nominal Substitution of the word "**one**" The first word "**one**" here is pointing forward a hair-piece often came from poor women who sold it for money like the author wrote in the paragraphs before. The second word, "**one**" toward the villager who will think that all the lady's hair is her own. (Hasan and Halliday, 1976, p.94)

From the example above, the word "**ones**" refers back to the picture – the previous sentence. Here are the forms of one and related items:

Table 2.5 Nominal Substitution

Item	Class
1. One, ones	Nominal substitute
2. One (they, you, we)	Personal pronouns
3. One (two, three)	Cardinal number
4. One, some (both, other)	Cardinal numeral
5. a/an some (any)	Determiner ('indefinite article')
6. One / some (any)	Determiner ('indefinite article')
7. One, Ones (thing)	Pronoun
8. Thing, person, creature, etc	General noun

(Hasan and Halliday, 1976, p.106)

There are six tables related to those two tables, but the researcher

only took two tables from those. Because the researcher felt only those

two tables related to her research.

2.2.1.2.2 Verbal Substitution

According to Hasan and Halliday (1976, p.113) In the verbal

group, the lexical 'Thing' is substitutable by an empty substitution

counter that always functions of head. In the verbal group, it is *done,*

with the usual morphological *do, does, did, doing, done.* Example: He

never really succeeded in his ambitions. He might have done, one felt,

had it not been for the restlessness of his nature. (Hasan and Halliday,

1976, p.113) It is used for the words *"do", "does", "doing"* and

"did", "done".

Example:

Paragraph 10, page 31

About fifteen minutes later, Giles finished what he was **doing**. He climbed down from the tree and went home.

In this paragraph, the author tells the reader that Giles continues to tell the past and also about the tree. There is only one word of verbal substitution. The word "**doing**" is the substitution of the verb **climbed down from the tree and went home**.

2.2.1.3 Ellipsis

According to Hasan and Halliday (1976, p.144), an ellipsis is a relation within the text, and in the great majority of instances, the presupposed item is in the preceding text. Ellipsis occurs when something that is structurally necessary is left unsaid. There are three kinds of ellipsis; they are Nominal, Clausal, and Verbal.

2.2.1.3.1   Nominal Ellipsis

According to Hasan and Halliday (1976, p.147), by nominal ellipsis, we mean ellipsis within the nominal group. On the logical dimension, the structure is that of a head with optional modification; the modifying elements include some which precede the head and some who follow it, referred to here as Pre modifier and Post modifier, respectively.

The modifier is combined with another structure, on the experiential dimension, which consists of elements Deictic (d),

Numerative (n), Epithet (e), Classifier (c), Qualifier (q). The Deictic is normally a determiner, the Numerative a numeral or other quantifier, the Epithet an adjective and the Classifier a noun; but these correspondences are by no means exact. There may be submodifiers at various places; these are usually adverbs like so, very, and too. The quantifier is normally a relative clause or a prepositional phrase. The noun in this structure has the function referred to as the Thing. Most elements may occur more than once, and the tendency for this to happen increased as one move towards the later elements of the structure. Example: Four other Oysters followed them, and yet another four. (Hasan and Halliday, 1976, p.148) In the second line, *four,* which is a Numerative and therefore normally acts as modifier, is upgraded to function as Head.

Paragraph 4, page 7

Between the village and the woodland, **there were apple orchards. The apple trees had used too. Their fruit was used to make cider. The villagers drank some of the cider themselves, and they sold the rest at the market at Sherton Abbas.** Sherton Abbas, which was ten miles from the village, was the nearest town.

In this paragraph, the author tells the reader that there were apple orchards between the village and the woodland. There is only one sentence that expresses nominal ellipsis. If the sentence completed by a nominal elliptical group, the sentence above will be *there were apple*

orchards. The apple trees had used too. Their fruit was used to make

cider. The villagers drank some of the cider themselves, and they sold

the rest at the market at Sherton Abbas. Here the author eliminated it

because there is the same thing that is the condition of the apple.

2.2.1.3.2 Verbal Ellipsis

According to Hasan and Halliday (1976, p.192), the final element

in the verbal group, the lexical verb, is omitted, and preceding

elements may be omitted.

Example:

a. Have you been swimming? – Yes, I have.

b. What have you been doing? – Swimming

(Hasan and Halliday,1976, p.167)

From that example, in *an,* It should be Yes, I have been a swim,

and in *a b*it should be I have been swimming.

Paragraph 1, page 32

Giles Winterbourne walked beside the timber wagon. **The horses**
walked slowly through the village. They pulled the wagon along
the lane, and they turned onto the road towards Sherton Abbas.
Suddenly, Giles saw the lights of a carriage coming through the
mist towards the wagon.

In this paragraph, the author tells the reader that He walked the

timber wagon. There is only one sentence that expresses nominal

ellipsis. If the sentence completed by a nominal elliptical group, the

sentence above will be, "The horses walked slowly through the

village. "*They pulled the wagon along the lane, and they turned onto*

the road towards Sherton Abbas. Suddenly, Giles saw the lights of a

carriage coming through the mist towards the wagon." Here the

author used the nominal ellipsis to avoid unnecessary like nominal

such as The horses walked slowly, and the author eliminated it

because there is the same character who walks towards the wagon. So

it does not make such a long sentence.

2.2.1.3.3   Clausal Ellipsis

According to Nariswari, in her thesis (2010, p.19), Clausal ellipsis

is the omission of an item within clausal.

Example:

a. We went to the river yesterday. We had dinner too.

b. Can you read the print without your glasses? – No, but I can look

at the picture.

(Hasan and Halliday, 1976, p.205)

Where the second sentence in (a) also refers to 'yesterday' and the

response in (b) refers to "without my glasses"

Paragraph 3, page 16

Marty walked as fast as she could out of Sherton Abbas. After half
an hour, she looked at the road behind her. It was getting dark, but she
could see the Melburys' gig far behind her. She also saw a carriage
with bright lamps, **much nearer to her**.

In this paragraph, the author tells the reader that Marty wants to

escape out of Sherton Abbas but in the middle of the road. She meets

Mr. Melbury with his carriage. There is one sentence that expresses

verbal ellipsis. If the sentence completed by an elliptical verbal group,

the sentence above will be "**much nearer to her.**" The author

eliminated it because the previous sentence is still in the same verb, so it does not need a longer sentence. And it also refers to Mr. Melbury's carriage, which passed to Marty.

2.2.1.4 Conjunction

According to Hasan and Halliday (1976, p.303), the conjunction is on the border-line of the grammatical and the lexical. There are five categories: additive, adversative, causal, temporal, and other conjunction.

2.2.1.4.1   Additive Conjunction

It is expressed by the words *and, and also, nor, and…not, or, or else, furthermore, in addition, besides, alternatively, incidentally, by the way, that is, I mean, in other words, for instance, thus, likewise, similarly, in the same way, on the other hand, by contrast. Etc.* Example: "To be able to see Nobody! And at that distance, too!" (Hasan and Halliday, 1976, p.246) From the example above, we got the word "and" as an additive conjunction. The word "end" is a tool for connecting the first sentence and the second sentence.

Paragraph 4-5, page 37

Every day, Giles waited for the postman. **And** one morning, he got a letter from Mrs. Charmond's lawyer. Some of the other villagers came to Giles' house to hear the news. They watched the young man open the letter. He read it quickly **and** then looked up.

There are two additive conjunctions in this paragraph. Both of
them are "**and**." The words "**and**" is for adding information and connecting between sentences. The first word, "**And**" means in the

morning, Giles got a letter from Mrs. Charmond's lawyer. Then the second word "**and**" means that someone who comes to Giles' house read the letter.

2.2.1.4.2 Adversative Conjunction

It means contrary to expectation. It covers some words include *yet, though, only, but nevertheless, despite this, in fact, actually, as a matter of fact, at the same time, instead, rather, on the other contrary, at least, rather, I mean, in any case, in either case, whichever way it is, anyhow, at any rate; however, it is, etc.* Example: An external adversative relation is expressed in its simple Form by the word yet occurring initially in this sentence: All the figures were correct; they'd been checked. Yet the total came out wrong. (Hasan and Halliday, 1976, p.250) From the example above, the word "yet" is connected between two sentences. It shows us the result, but it does not suitable for the real.

Paragraph 4, page 31

'Giles – Mr. Winterbourne,' she said. 'I have something to tell you. My father thinks that we should forget about our engagement. **But** we can still be friends. I am sure about it.

This paragraph tells us that Grace is very disappointed with all, and she is upset with Giles. There is one adversative conjunction in this paragraph. The word "**But**" shows us that contrary condition. It means

Grace wants not to remember her engagement, but she still allows Giles to become her friend.

2.2.1.4.3 **Causal Conjunction**

This consists of the words *so, then, hence, therefore, consequently, because of this, for this reason, on account of this, as a result, in consequence, for this purpose, with this in mind, for, because, it follows, on this basis, arising out of this, to this end, then, in that case, in such an event, that being so, under the circumstances, otherwise, under other circumstances, in this respect, in this regard, with reference to this, otherwise, in the other respect, aside from this.*

Example:

The next morning she was glad and proud that she had not yielded to a scare. For he was most strangely and better. (Hasan and Halliday, 1976, p.258)

From the example above, the word "for" is categories as one of the other words that consist of the causal conjunction. The word "for" is a result of the strange man who makes the woman feel scared, but the reality now is the woman feels glad and proud of him.

Paragraph 1, page 35

'Why didn't my father pay the fee and sign the letter?' Giles asked himself. 'But it doesn't matter. John South is still alive. I will pay this money to the lawyer now, and **then** the house will be mine. Mr. Melbury will be happy if I have a good home **for** Grace. Perhaps I will marry her one day.'

This paragraph tells us that Giles has the desire to seduce his father to sign the letter so that He can buy the house by his father's fee. There are two causal conjunctions in this paragraph. The first word, "**then**,"

is a sequence of times. It means Giles wants to pay the house to the lawyer. The second word, "**for**," shows us the purpose of something. It means Mr. Melbury will be happy If Grace gave a home by Giles.

2.2.1.4.4 Temporal Conjunction

It includes *then, next, after that, just then, at the same time, previously, before that, finally, at last, first then, at first In the end, at once, thereupon, soon, after a time, next time, on another occasion, the next day, an hour later, meanwhile, until then, at this moment, up to now, etc.*

Example:

Finally, we should record that the influence of the humanist contributed a good deal towards the final decay of the plainsong tradition. (Hasan and Halliday, p,1976: 264)

From the example above, there is the word "finally" in this sentence. The word "finally" is one of the temporal conjunction's words. The word "finally" means the last sequence of the action that the character will do - a record that the influence of the humanist contributed a good deal towards the final decay of the plainsong tradition.

Paragraph 6, page 47

When he heard these words, Giles turned and walked quickly away. Grace did not see him. She stood very still. 'Doctor Fitzpiers, please let me go,' she said. Fitzpiers laughed but kept his arms around the girl. **After a few moments,** she pushed him away, and she walked sadly home. But Fitzpiers was happy. He had held Grace in his arms. One day she would be his.

The paragraph tells us that Tanya and Keisha wear the boot. Then Tanya and Keisha did many things with Uncle John in the barn. There is only one word that includes in temporal conjunction. The word "**After a few moments**" expresses the sequence time in the text. It means after the first activity is done, then the actors do another activity we can see in *Grace did not see him. She stood very still. 'Doctor Fitzpiers, please let me go,' she said. Fitzpiers laughed but kept his arms around the girl. After a few moments, she pushed him away, and she walked sadly home. But Fitzpiers was happy. He had held Grace in his arms. One day she would be his.*

CHAPTER III

RESEARCH METHOD

3.1. Research Design

In conducting this research, the researcher uses a descriptive qualitative method. Furthermore, this study uses a qualitative method because the researcher wants to get a detailed understanding of grammatical cohesion and the most to determine how often grammatical cohesion occurs in the Instagram feeds. Litosseliti (2010, p.52) said that qualitative research is concerned with structures and patterns and how something is; it also the theory was derived from textual (data).

Using descriptive because it describes more about what kind of grammatical cohesion and to determine how often grammatical cohesion occurs in the short story. As the statement from Lambert (2012) said that a descriptive qualitative approach needs to be the design of choice when a straight forward description of a phenomenon is desired.

3.2. Data and Data Source

The source of data is taken from the narrative texts on Max Sandelin. He lives in Gothenburg, Sweden. He is a Developer and has Aphorism are Think, Do, and Share to represent his life. He was also kind, very humble, and open-minded to everyone. When I permit to take his data, he was delightfully let me take everything that I need.

Post on Instagram. The data of this study is the whole text of the narrative text related to grammatical cohesion – references, substitution, ellipsis, and conjunction. Meanwhile, the data were words, phrases, clauses, and sentences.

3.2.1 The Screenshot of a Narrative Text
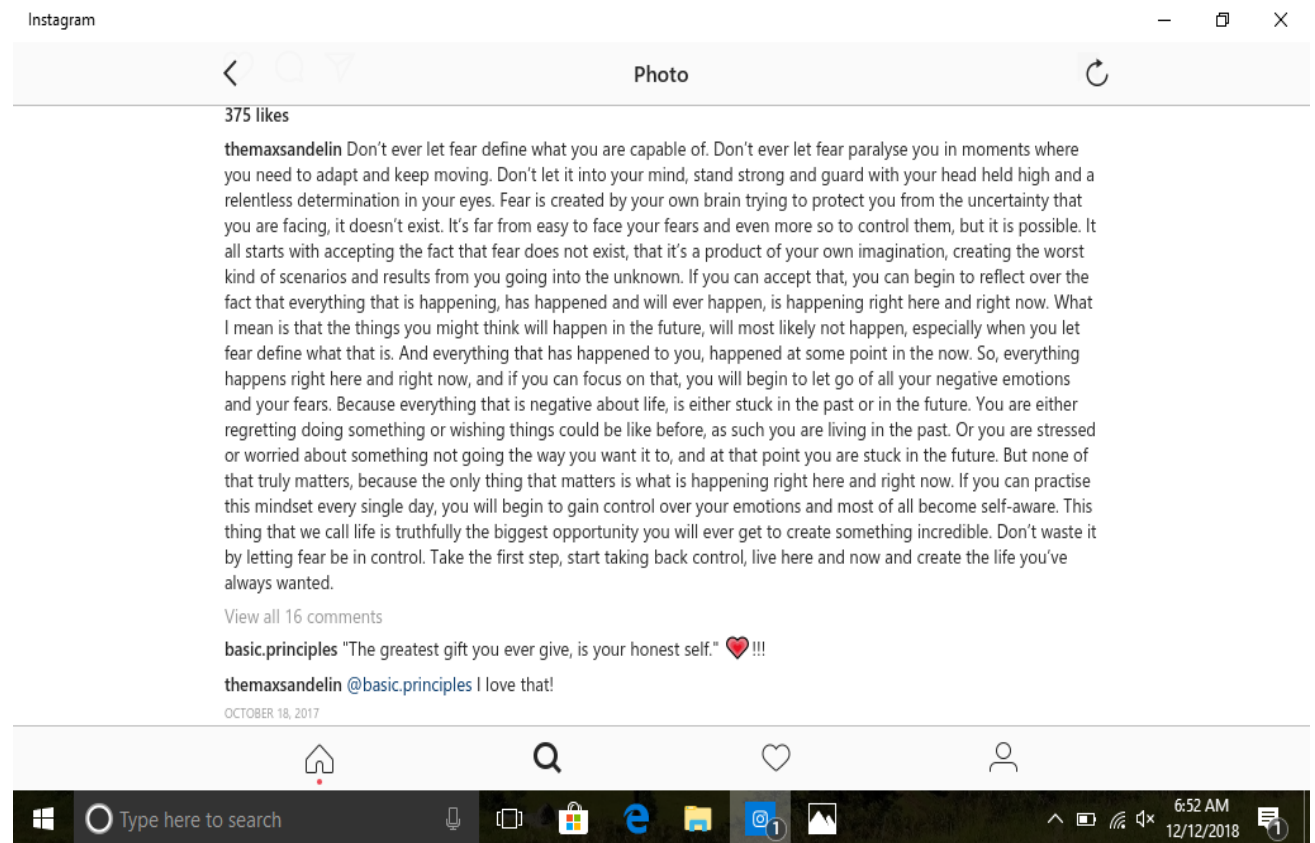
3.3. Instrument

The research instrument is important to obtain the data of this study, for it is a set of method which is used to collect the data. The main instrument of this research is the researcher his self to interpret the data.

Table 3.1: The Data Sheet of Cohesion Analysis in Narrative Texts (Halliday&Hasan, 1976, p.340)

Number	Date	Grammatical Cohesion			
		Reference	Subtitution	Ellipsis	Conjunction

Total				
Percentage				

After that, the researcher continues to count the percentage through the Scinto formula by following this concept.

$$\frac{\text{The number of cohesion devices}}{\text{number of topic units}} \text{ x } 100\%$$

3.4. Techniques for Data Collection

The technique of data collection in this study was note-taking by following several procedures.

The steps in collecting the data were as follows.

1. Reading the English status of Max Sandelin especially the narrative texts

2. Collecting motivational stories and daily activities of the narrative texts from the feeds

3. Dividing the texts into sentences, and

4. Transferring the data into a table.

Table 3.2: Number of Occurrences and Percentages of Type of Reference in Narrative Texts

Number	Types of Reference	Frequency	Percentage

Total			

3.5 Data Analysis

In analyzing the data, firstly, the researcher read all the text in the narrative texts in Max Sandelin's post to get the meaning from each sentence and a whole text itself. After that, the researcher analyzes words, phrases, clauses, and sentences to get detailed from the aspects of grammatical cohesion and classify it. Then identifying the kinds of grammatical cohesion that are found in the text of the short story. After that, the researcher gives an explanation of each kind of grammatical cohesion found in the text by using the theory from Hasan and Haliday then continued by counting manually and present the result of data into a table.

The steps of the data analysis technique were as follows.

1. Deriving and collecting the narrative texts from the Max Sandelin feeds

2. Reading the texts comprehensively

3. Dividing the texts into sentences

4. Putting the raw data into a table

Table 3.3: The Data Sheet of Cohesion Analysis in Narrative Texts (Halliday&Hasan, 1976, p. 340)

Number	Types of Conjunction	Frequency	Percentage

	Total		

5. Classifying the data based on the types of cohesion

6. Counting the frequencies of the occurring cohesion types

7. Doing an in-depth analysis to investigate what the data reflects and

8. Concluding making the written report of the analysis.

FINDING AND DISCUSSION

4.1 Finding

This chapter shows the findings of types of cohesion including grammatical and lexical cohesion in 54 narrative texts that are presented in Max Sandelin Instagram feeds. The following table shows the data of the number of occurrence and percentage of types of grammatical cohesion.

Table 4.1 Number of Occurrences and Percentages of Grammatical Cohesion in Narrative Texts

Number	Date	Grammatical Cohesion			
		Reference	**Substitution**	**Ellipsis**	**Conjunction**
1	October 5, 2017	14 Items	6 Items	-	12 Items
2	October 6, 2017	16 Items	6 Items	-	11 Items
3	October 7, 2017	13 Items	4 Items	-	25 Items
4	October 8, 2017	42 Items	4 Items	-	24 Items
5	October 9, 2017	33 Items	13 Items	-	14 Items
6	October 10, 2017	16 Items	6 Items	-	16 Items
7	October 11, 2017	20 Items	6 Items	-	12 Items
8	October 16, 2017	21 Items	3 Items	-	8 Items
9	October 17, 2017	19 Items	1 Item	-	8 Items
10	October 18, 2017	16 Items	4 Items	-	5 Items
11	October 19, 2017	18 Items	4 Items	-	11 Items

12	October 20, 2017	27 Items	6 Items	-	21 Items
13	October 21, 2017	28 Items	6 Items	-	15 Items
14	October 23, 2017	28 Items	4 Items	-	20 Items
15	October 25, 2017	25 Items	2 Items	-	21 Items
16	October 26, 2017	31 Items	7 Items	-	16 Items
17	October 27, 2017	29 Items	6 Items	-	18 Items
18	October 28, 2017	34 Items	3 Items	-	19 Items
19	October 29, 2017	37 Items	6 Items	-	25 Items
20	October 30, 2017	32 Items	6 Items	-	22 Items
21	October 31, 2017	24 Items	5 Items	-	26 Items
22	November 1, 2017	30 Items	11 Items	2 Items	18 Items
23	November 2, 2017	29 Items	2 Items	-	13 Items
24	November 3, 2017	34 Items	1 Item	-	19 Items
25	November 5, 2017	21 Items	3 Items	-	13 Items
26	November 8, 2017	16 Items	1 Item	-	13 Items
27	November 9, 2017	21 Items	4 Items	1 Item	19 Items
28	November 10, 2017	28 Items	5 Items	-	13 Items
29	November 11, 2017	16 Items	2 Items	-	11 Items
30	November 12, 2017	9 Items	3 Items	-	3 Items
31	November 13, 2017	14 Items	4 Items	-	4 Items
32	November 14, 2017	11 Items	4 Items	-	2 Items

33	November 15, 2017	9 Items	1 Item	-	4 Items
34	November 16, 2017	8 Items	3 Items	-	4 Items
35	November 19, 2017	13 Items	4 Items	-	5 Items
36	November 20, 2017	10 Items	3 Items	-	5 Items
37	November 21, 2017	10 Items	4 Items	-	5 Items
38	November 22, 2017	11 Items	3 Items	-	5 Items
39	November 23, 2017	13 Items	2 Items	-	3 Items
40	November 24, 2017	9 Items	3 Items	-	4 Items
41	November 25, 2017	13 Items	3 Items	-	3 Items
42	November 27, 2017	10 Items	4 Items	1 Item	5 Items
43	November 28, 2017	10 Items	3 Items	-	5 Items
44	November 29, 2017	14 Items	4 Items	-	11 Items
45	November 30, 2017	24 Items	5 Items	1 Item	12 Items
46	December 2, 2017	14 Items	4 Items	-	12 Items
47	December 7, 2017	20 Items	4 Items	-	15 Items
48	December 8, 2017	22 Items	5 Items	-	18 Items
49	December 9, 2017	14 Items	2 Items	-	14 Items
50	December 10, 2017	19 Items	1 Item	-	10 Items
51	December 11, 2017	22 Items	1 Item	-	6 Items
52	December 12, 2017	17 Items	3 Items	-	10 Items
53	December 14, 2017	14 Items	3 Items	1 Item	16 Items

54	December 18, 2017	15 Items	5 Items	-	10 Items
Total		1050 Items	218 Items	6 Items	659 Items
Percentage		54,31%	11,27%	0,31%	34,09%

Figure 4.1 Clustered Cylinder Grammatical Cohesion

From the percentage above, the first rank is reference with 54,31% grammatical cohesion where personal reference is dominant in this part. It is about 1050 items. Then the second rank in conjunction with 34,09% grammatical cohesion where additive conjunction is dominant in this part. It is about 659 items. Then the third rank is a substitution with 11,27% grammatical cohesion where verbal substitution is dominant in this part. It is about 218 items. After that, the smallest percentage is ellipsis with 0,31% grammatical cohesion.

4.1.1.1 Reference

Hasan and Halliday (1976, p.31), stated that reference is the specific nature of the information that is signaled for retrieval. In the case of reference, the information to be retrieved is the referential meaning. Identity of the particular thing or class of thing that is being referred to; and the cohesion lies in the continuity of reference, where by the same thing enters into the discourse a second time. There are three types of references: the first is personal references, the second is a demonstrative reference, and the last is a comparative reference.

Table 4.2 Number of Occurrences and Percentages of Type of Reference in
Narrative Texts

Number	Types of Reference	Frequency	Percentage
1	Personal Reference	377	35,90 %
2	Demonstrative Reference	552	52,57 %
3	Comparative Reference	121	11,52 %
	Total	1050	100

Figure 4.1 Pie Chart Types of Refer

The most frequent type of reference is demonstrative reference. Demonstrative reference appears 552 times, or 52,57%. The second position is personal reference. It occurs 377 times, or 35,90%. The last is comparative reference. It appears 121 times, or 11,52%.

4.1.1.1.1 Personal Reference

Hasan and Halliday (1976, p.37) stated that personal reference is reference using a function in the speech situation, through the category of person. The category of personal consists of three classes of personal pronouns, possessive determiners (usually called 'possessive adjectives'), and possessive pronouns. The examples of personal reference are I, me, my, mine, you, your, yours, we, us, our ours, they, their, theirs, them, it, its, she, her, hers, he, him, his, one, one's.

The data analysis is:

I've been holding off on posting for a little while up until now, for one because **my** laptop is in the shop due to keyboard and display issues, and also because **I**'ve been waiting for **my** new investment to arrive. If **you** watched **my** story updates **you**'re already caught up, if not **you** can see in the photo that what **I** invested in was an iMac. This has been a dream of mine since **I** was a kid and fell in love with the iMac G5, and after planning this investment for the better part of this year, **I** finally have it. (September 20)

From the paragraph above, the writer tells the followers about the laptop that has a little problem that causes his absence to post something on Instagram. He motivates his followers to focus on what they have been doing and know why they do it. According to his experience, most people are confused about what people think about them until they forget to focus on what their aim.

There are two personal references. The first is the word "I" and "My". They referred to Max Sandelin' activity and the thing or his future project. It means he tells about his activity and motivates his followers. The second word is "You". It is referred to his followers. It means the writer persuades his followers to interact with him.

4.1.1.1.2 Demonstrative Reference

Hasan and Halliday (1976, p.37) stated that demonstrative reference is reference utilizing location, on a scale of proximity (near, far, neutral, time), Examples: this, these, that, those, here, now, then, there, the.

The data analysis is:

But now that I feel like I'm getting out of that "rut", will keep working here for at least a total of 6 months, the deadline I set for myself. (October 15)

From those data, the word "now" shows us that the exhibition is present by the speaker, the word "that" shows us that the exhibition is far by the speaker, and the word "here" is the show to us that the demonstration is at this point by the speaker.

There are three demonstrative references. The first is the word "now" the time that the writer struggling to quit from the feeling furrow. The second is the word "that" that refers to the word "rut" and The Third is the word "here" that refers to the place of the writer.

4.1.1.1.3 Comparative Reference

Hasan and Halliday (1976, p.37) stated that comparative reference is indirect reference by means of identity or similarity, Examples: same, equal, identical, identically, such, similar, so, similarly, likewise, other, different, else, differently, otherwise, more, fewer, less, further, additional,

+ quantifier (example: so many), comparative adjectives and adverb

(example: better), so-, as-, more-, less-, equally- + comparative adjectives

and adverbs (example: equally good)

The data analysis is:

There is a lot I want to write about, and it's hard to choose what to write as

there might be more value in some ideas than in others, but I also want to make

sure it's something I feel a certain passion for. (September 20)

From that data, the word "others" can be interpreted that the Ideas are

different with other though. It can differ from the value that more toward the

passion of the writer.

There is one comparative reference. It is the word "others" that refer to the

writer's ideas that more value for the writer.

4.1.1.2 Substitution

Hasan and Halliday (1976, p.88-89) stated that substitution is a relation in

the wording rather than in the meaning. It is between linguistic items, such as

words, phrases, and clauses. There are three types of substitution, they are a

nominal substitution, verbal substitution, and clausal substitution.

Table 4.3 Number of Occurrences and Percentages of Type of Substitution in
Narrative Texts

Number	Types of Substitution	Frequency	Percentage
1	Nominal Substitution	57	26,14 %
2	Verbal Substitution	161	73,85 %

Total	218	100

Figure 4.2 Pie Chart Types of Substitution

The most frequent type of substitution is verbal substitution. Verbal substitution appears 161 times, or 73,85%. The second position is nominal substitution. It occurs 57 times, or 26,14%.

4.1.1.2.1 Nominal Substitution

It is used the words one, ones, and same.

The data analysis is:

So far this week has been hands down the most amazing week I've had in a very long time but also one of the most challenging **one's**, especially mentally. (November 9, 2017)

From that data, the word "one's" can be interpreted that he had been through the amazing week and one of the most challenging to train his mind.

There is one nominal substitution, The word is "one's" that point forward to a special week that he had passed for challenging his mentality.

4.1.1.2.2 Verbal Substitution

It is used the words "do", "does", "doing" and "did", "done".

The data analysis is:

I certainly don't. This is where self-awareness is so crucial. Being self-aware you'll be able to learn from experience just what you need to do to pick yourself up and get back on track. (October 20, 2017)

From that data, the word "don't" can be interpreted that he did not want to find what passion is. He focuses on self-awareness to learn an understanding from his life and do as usual in the way of activity can potentially improve his ability.

There is one verbal substitution. The word is "don't" that subtitute the verb to find a passion to push being imitated that not relates to who he is. Therefore he prefers to focus on what activity can make a different version on his track.

4.1.1.3 Ellipsis

Hasan and Halliday (1976, p.144) stated that the ellipsis is a relation within the text, and in the great majority of instances, the presupposed item is

in the preceding text. Ellipsis occurs when something that is structurally necessary is left unsaid.

Table 4.4 Number of Occurrences and Percentages of Type of Ellipsis in Narrative Texts

Number	Types of Ellipsis	Frequency	Percentage
1	Nominal Ellipsis	3	50 %
2	Verbal Ellipsis	2	33,33 %
3	Clausal Ellipsis	1	16,66 %
	Total	6	100
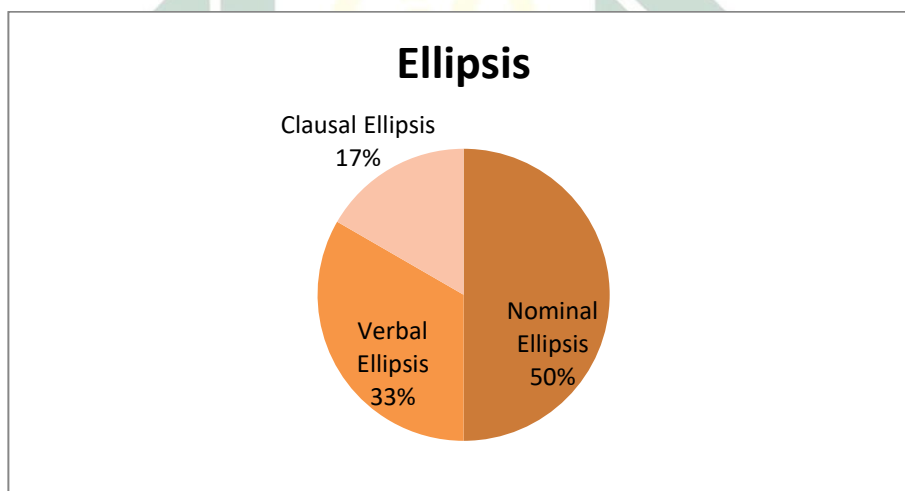
Figure 4.3 Pie Chart Types of Ellipsis

The most frequent type of ellipsis is nominal ellipsis. Nominal ellipsis appears 3 times, or 50%. The second position is verbal ellipsis. It occurs 2 times, or 33,33%. The last is clausal ellipsis. It appears once, or 16,66%.

4.1.1.3.1 Nominal Ellipsis

Nominal Ellipsis is ellipsis within the nominal group.

(Hasan and Halliday, 1976, p.147)

The data analysis is:

My top 5 business books. Most of them aren't that heavy or focused and facts and statistics but rather on the more on the human aspects of business and entrepreneurship. (November 30, 2017)

From the data above, the writer tells about the book's business and entrepreneurship that makes the writer easy to learn the books.

There is one sentence that expresses nominal ellipsis. If the sentence completed by an elliptical nominal group, the sentence above will be **Most of them.** The writer eliminated it because the previous sentence is still in the same noun, so it does not need a longer sentence.

The data analysis is:

The trip to New York City. I've been planning some, very simple and basic things for the trip. (November 27, 2017)

From the data above, the writer went to New York City. He was preparing some stuff to arrive in the city.

There is one sentence that expresses nominal ellipsis. If the sentence completed by an elliptical nominal group, the sentence above will be **for the**

trip. The writer eliminated it because the previous sentence is still in the same noun, so it does not need a longer sentence.

The data analysis is:

Don't look for your passion, create it, develop it, nurture it, and you'll see just how powerful you can become. (November 25, 2017)

From that data, the sentence as if the writer asks the reader to follow what the writer trough. The reader said that forbids to discover a passion and he asks the reader to create, develop, and nurture his passion.

There is one nominal ellipsis, the word is "it" that refers to a passion which has powerful can alter the reader that must be created, develop, nurture to become diverse.

4.1.1.3.2 Verbal Ellipsis

Verbal Ellipsis is ellipsis within the verbal group.

(Hasan and Halliday, 1976, p.167)

Example: Has she been crying? – No, laughing.

(Hasan and Halliday, 1976, p.175)

From that example, as if two people get a short dialogue. The first speaker asks the second speaker that "has she been crying?" and the second speaker answer shortly. It can be interpreted that she has been not crying but she has been laughing.

The data analysis is:

50% of all people on the planet will like you, and the other 50% won't (December 14, 2017)

From the data above, the writer told that we will not ever make everyone happy and we will never be liked by everyone.

There is one sentence that expresses verbal ellipsis. If the sentence completed by an elliptical nominal group, the sentence above will be **Like.** The writer eliminated it because the previous sentence is still in the same verb, so it does not need a longer sentence.

4.1.1.3.3 Clausal Ellipsis

According to Nariswari in her thesis (2010, p.19), clausal ellipsis is the omission of an item within clausal.

The data analysis is:

I have no expectations really, but instead, I want to focus on extending this little project from being a small API to something truly great. (November 1, 2017)

From that data above, the writer has no prospects about anything, nevertheless, He wants to concentrate on encompassing his project better.

There is one clausal ellipsis, the modal element is omitted in the sentence meanwhile the propositional element is omitted.

4.1.1.4 Conjunction

Hasan and Halliday (1976, p.303) stated that conjunction is on the border-line of the grammatical and the lexical. There are five categories: additive, adversative, causal, temporal, and other conjunction.

Table 4.5 Number of Occurrences and Percentages of Type of Reference in Narrative Texts

Number	Types of Conjunction	Frequency	Percentage
1	Additive Conjunction	363	55,08 %
2	Adversative Conjunction	125	18,96 %
3	Causal Conjunction	171	25,94 %
	Total	659	100

Figure 4.4 Pie Chart Types of Conjunction

The most frequent type of conjunction is additive conjunction. Additive conjunction reference appears 363 times, or 55,08%. The second position is causal conjunction. It occurs 171 times, or 25,94%. The last is adversative conjunction. It appears 125 times, or 18,96%.

4.1.1.4.1 Additive Conjunction

Expressed by the words and, and also, nor, and…not, or, or else, furthermore, in addition, besides, alternatively, incidentally, by the way, that is, I mean, in other words, for instance, thus, likewise, similarly, in the same way, on the other hand, by contrast.

The data analysis is:

I want to walk up to someone but I have no idea what to say and fear how the person might react. But engaging in conversations with people from every area of life has had the biggest impact on me as an individual **and** on my professional career. It's about the perspectives you gain from the conversations you have with them, it's the ability to detach yourself from your own biases **and** opinions to look at subjects, and life in general, from an objective perspective (as objective as it could probably be). (November 23, 2017)

From the data above, we got the word "and" as an additive conjunction. The word "and" is an implement for linking the first sentence and the second sentence.

There is one additive conjunction, the word "and" is for adding information and connect between sentenes. The first one explains about uniting communication in each area which bearing something to him as a good person. The second is indicating the word "biases" to the simple word "opinions" to get the meaning of the sentence.

4.1.1.4.2 Adversative Conjunction

A relation which means contrary to expectation covers some words are include yet, though, only, but despite this, in fact, actually, as a matter of fact, at the same time, instead, rather, on the other contrary, at least, rather, I mean.

The data analysis is:

One of the things I've learned is how much I dislike maintenance work, especially infrastructure wise, even though I love hardware and designing and building systems. (December 7, 2017)

From the data above, the word "though" is one of the other words consists of the adversative conjunction. It means despite he does not like maintenance work but he loves hardware and designing and building system.

There is adversative conjunction. The word is "though" is indicating that a factor qualifies or imposes restrictions on what was the writer got a lesson from disliking about infrastructure wise that brings him for loving hardware and designing and building system.

4.1.1.4.3 Causal Conjunction

Relation consists of the words so, then, hence, therefore, consequently, because of this, for this reason, on account of this, as a result, in consequence, for this purpose, with this in mind, for, because, it follows, on this basis, arising out of this, to this end, then, in that case, in such an event, that being so, under the circumstances, otherwise, under other circumstances, in this respect, in this regard, with reference to this, otherwise, in the other respect, aside from this.

The data analysis is:

Especially when you are young and experience things for the first time. (October 8, 2017)

From the data above, the word "for" is classes as one of the other words that consist of the causal conjunction. The word "for" is show us the perpose of something or it can be in favour of a person. It means of the writer's experience when he was young in the first of his career.

4.1.1.4.4 Temporal Conjunction

It is including: then, next, after that, just then, at the same time, previously, before that, finally, at last, first…then, at first…in the end, at once, there, upon, soon, after a time, next time, on another occasion, next day, an hour later, meanwhile, until then, at this moment, up to now, etc.

The data analysis is:

This has been a dream of mine since I was a kid and fell in love with the iMac G5, and after planning this investment for the better part of this year, I finally have it. (November 15, 2017)

From the text above, there is a word "finally' in this sentence. The word "finally" is one of temporal conjunction's word. The word "finally" is express about the last sequence of the action. It means the writer happy could buy iMac G5 after doing invest because it is his dream since he was a kid.

4.1.1 The Dominant Devices of Grammatical Cohesion

The result of the second research question is the researcher got 54,31% consist of 1050 references. Then 34,09% consists of 659 conjunctions. After that 11,27% consist of 218 substitutions and the rare is ellipsis 0,31% consist of 6 ellipses.

1. REFERENCE $= \frac{1050}{1933} X \ 100\% = 54,31\%$

2. SUBSTITUTION $= \frac{218}{1933} X \ 100\% = 11,27\%$

3. ELLIPSIS $= \frac{6}{1933} X \ 100\% = 0,31\%$

4. CONJUNCTION $= \frac{659}{1933} X \ 100\% = 34,09\%$

4.2 DISCUSSION

Max Sancdelin which is the writer analyzed is one of the stories on

Instagram. This aims of the study are we can explain how an author uses words

in a story, we can figure out the meaning of the words itself, and we can understand what we read – know how to learn from pictures and graphs.

The researcher used some steps to identify the narrative texts as follows:

1. The researcher read carefully or by close reading in the narrative text of *"Max Sandelin"* to get the main data related to grammatical cohesion.

2. The researcher classified into four aspects in the grammatical cohesion - references, substitution, ellipsis, and conjunction.

3. The researcher explained and interpret all the grammatical cohesion used in the narrative texts *"Max Sandelin"*.

4. The researcher made a statistical table to conclude all the data that has been analyzed.

5. The researcher counted all the data by Scinto formula to know which one is the most grammatical cohesion occurred in the story *"Max Sandelin"*.

There are two research questions in this thesis. The first is What are the types of grammatical cohesion in the story *"Max Sandelin"?.* The researcher found out all the types in grammatical cohesion such as reference – personal reference, demonstrative reference, and comparative reference; substitution – nominal substitution, verbal substitution, and clausal substitution; ellipsis – nominal ellipsis, verbal ellipsis, and clausal ellipsis; and conjunction – additive conjunction, adversative conjunction, causal conjunction, and temporal conjunction. When the researcher analyzed the data there is one grammatical

cohesion which did not find in the narrative texts. That is a clausal substitution.

The second is What is the most grammatical cohesion occurred in the narrative texts *"Max Sandelin"?*.The researcher counted manually first, then the data are placed in the statistical table. After that, the researcher counted the percentage by Scinto formula. The result is reference is the highest by 54,31% consist of 1050 references and the lowest is ellipsis by 0,31% consist of 6 ellipses.

From the percentage above, the reference is the most grammatical cohesion occurred in the story because the reference is often used in each paragraph for instructing to retrieve person or thing that has been mention before and it can be the identity of someone. The second rank followed by a conjunction. It is also often used it can be a tool to connect things, sentences, and paragraphs. So it will make a good relationship and coherence in the text.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1   Conclusion

This chapter presents the conclusion of what has been studied and deliberated in the previous chapter as the finding of this research.

The data of this study is a story that is *Instagram Feeds* by Max Sandelin. It is taken from *"Instagram*." The researcher emphasis on grammatical cohesion.

There are two research questions in this thesis. From the first research question, the researcher got reference – personal reference, demonstrative reference, and comparative reference; substitution – nominal substitution and verbal substitution; ellipsis – nominal ellipsis, verbal ellipsis, and clausal ellipsis; and conjunction – additive conjunction, adversative conjunction, causal conjunction, and temporal conjunction but clausal substitution did not find in this short story.

Then the second research question, the researcher got the dominant device of grammatical cohesion, is a reference. The researcher got 54.31%, especially on a personal reference. It can be seen the percentage from chapter 4to know the detail data. His first rank is reference with 54.31 %, which personal reference dominant in this part. It is about 1050 items. Then the second rank in conjunction with 34.09%, which additive conjunction dominant in this part. It is about 659 items. Then the third rank is a substitution with 11.27%, which

verbal substitution dominant in this part. It is about 218 items. After that, the smallest percentage is an ellipsis, with 0,31%.

5.2   Suggestion

After doing this research, the researcher hopes that this study can help us to more apprehend about cohesion, especially grammatical cohesion in the discourse field.

In doing this research, the researcher used the story of *Instagram Feeds* as his object. In the next research, he hopes that there will be a different kind of study object. For example, we can take an article on the internet, social media, news in the newspaper, a talk show in a TV program, and a novel.

Concerning the limitation of this study, He hopes that there will be another study that discusses cohesion deeply than this research. Hopefully, this study has value for the teachers, the students, and further research.

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