Cohesion Aspects of Learning Narrative Writing Using Comic Media without Text in Class X Students of Senior High School in Denpasar

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Abstract*

This research aims to analyze cohesion are considered as two important components of writing skills which are an important part of writing quality assurance. This research was conducted in several public high schools in Denpasar. This study took class X senior high school because the curriculum in class X senior high school included learning to write narrative. The results of this study are related to the three existing problem formulations. The discussion of the results of this research is in the form of the first one related to the implementation of comic media without text in learning to write narrative in class X Denpasar State Senior High School, the cohesion aspect of learning to write narration using comic media without text in class X senior high school Negeri Denpasar.

1. Introduction

As one of the language skills, writing skills according to Beaugrande (1986: 40) is an activity that is productive and expressive. That is, writing skills are used to produce and express ideas, thoughts, or ideas. Writing skills play an important role in everyday life. Writing learning in schools is also directed at narrative writing skills. Narrative essays taught in schools are intended so that students are able to express and tell interesting experiences or events that are encountered in students' daily lives. Learning to write like this will then be very useful for their future lives, especially those who are interested and make choices to take the path of life through writing.

Cohesion are considered as two important components of writing skills which are an important part of writing quality assurance. These two components are two of the seven standards for textuality (belonging to text) (Suladi, 2000: 40). Because cohesion and coherence are important in building the quality of the text, the teacher as a facilitator, through teaching, needs to develop students' ability to produce coherent and coherent text.

Comic without text is a good medium to increase students' interest in writing. Comic without text is a series of separate but interrelated pictures that form a sequence of stories without writing or words as an explanation of the image.

2. Research Methods

The approach in this research is a methodological approach, namely this research is said to be sequential, because the use of the methods is combined sequentially. This research was

initially analyzed using a quantitative method, and in the second place using a qualitative method, so the method is called a combination sequential explanatory model.

The research method combination of sequential explanatory models is characterized by data collection and quantitative data analysis in the first stage, followed by the second stage of qualitative data collection and analysis, in order to strengthen the results of quantitative research conducted in the first stage.

This research was conducted in several public high schools in Denpasar. This study took class X senior high school because the curriculum in class X senior high school included learning to write narrative. Sampling was carried out with a purposive sample (Purposive Sample). Sampling reflects the research population which includes the entire class of students. The main instrument in this research is the researcher himself who is assisted by other instruments such as observation sheets, interview sheets, and student learning outcomes assessment sheets (Sugiyono, 2007: 45). For qualitative methods, researchers used interview sheets and observation sheets.

3. Discussions

The results of the research that will be presented are the results of the analysis of the cohesion aspect in learning to write narrative based on comic media without text in class X senior high school in Denpasar. The subjects in this study were narrative essays taken from class X students' narrative essays at senior high school in Denpasar.

The object in this study is a tool of grammatical cohesion between sentences in students' narrative essays and the appropriateness of using grammatical cohesion between sentences in narrative essays of class X senior high school in Denpasar.

3.1 Analysis of cohesion markers in class X SMA N Denpasar

This section discusses in detail the results of the analysis in accordance with the data obtained. The results of the analysis that will be described are the use of cohesion markers in the narrative writing of class X senior high school in Denpasar. Discussion on the tools of grammatical cohesion between sentences in the narrative essay of students

Negeri Denpasar and describing the appropriateness of using grammatical cohesion between sentences in the narrative essay of class X senior high school in Negeri Denpasar. Data were collected randomly on class X students of each school. Based on the table, it can be found that the use of types of grammatical cohesion markers is in the form of reference, substitution, ellipsis, and conjuction.

Cohesion is an important aspect in the analysis of a discourse or essay. Cohesion can be divided into two, namely grammatical cohesion (gramatical cohesion) and lexical cohesion (lexsical cohesion). Grammatical cohesion refers to the relationships between elements in discourse which are realized through grammar, while lexical cohesion refers to the relationships between elements in discourse that are realized semantically. The explanation of the table will be presented in a sentence.

a. **Grammatical Cohesion**

The concept of grammatical cohesion refers to the relationship between elements in discourse which is realized through grammar. Grammatical cohesion arises if there are other elements that can be linked to it. In more detail, Sumarlam via Parmi (2003: 32) explains the grammatical aspects of discourse including: reference, substitution, ellipsis, and conjunction.

1) **Reference**

Reference or reference is one type of grammatical cohesion in the form of a specific lingual unit which refers to another lingual unit (or a reference) that precedes or follows it (Sumarlam, 2003: 23). References can be divided into three, namely persona references, demonstrative references, and comparative references.

a) **Reference Persona**

Persona reference is a type of grammatical cohesion in the form of a personal pronoun which refers to another lingual unit (or a reference) that precedes or follows it. Reference persona can be divided into reference persona I (singular and plural), reference persona II (singular and plural), and reference persona III (singular and plural).

Student narrative writing data that contains a persona reference can be seen from the following sentences

(1) Nobita menuju ke arah rumah Suneo bersama dengan Doraemon. Sesampai di rumah Nobita mereka berkata "kami ingin meminjam catatanmu Suneo. (P2/K2)

*(2) Pada saat di rumah Sizuka, Nobita pun malah santai menjiplak dan memakan roti panggang**nya** tersebut.(P2/K1)*

*(3) Nobita mengatakan bahwa ia janji untuk belajar setelah **ini** dan meminta bantuan Doraemon sekali lagi. (P1/K5)*

*(4) Nobita meminjam pada Suneo tetapi buku catatan Suneo **tersebut** penuh dengan coretan dan gambar saja.(P4/K3)*

*(5) Nobita menuju ke arah rumah Suneo bersama dengan Doraemon. Sesampai di rumah Nobita mereka berkata "**kami** ingin meminjam catatanmu Suneo. (P2/K2)*

*(6) Pada suatu hari Nobita terlihat panik, karena **dia** akan menghadapi ujian Bahasa Jepang dan Matematika.*

From the data (1) above, it is explained that our word as a reference shows the persona of Nobita and Doraemon, which in their use has been combined into our words. Data (2) above is classified as a reference to the type of anaphora with its form which refers to the toast which states the ownership of the bread from Nobita. Data (3) in this form refers to time stamps with meanings after this. Data (4) also refers to the word which refers to the word Suneo's notebook. For data (5) in the word we refer to the third persona, namely Nobita and Doraemon. The data (6) he said refers to as a word for Nobita which appears in the word at the beginning.

2) **Substitutions**

Substitution is a type of grammatical cohesion in the form of replacing a certain lingual unit (which has been mentioned) with another lingual unit in discourse to obtain a distinguishing element. Relationship The substitutions include the persona pronoun (I, we, we, them, him, him), the place-indicating pronoun (there, situ), the general pronoun (this, that), and other words or phrases intended to replace. The replacement relationship is used by students to provide variations in disclosure as well as to shorten and explain. The use of cohesion markers with replacement relationships is as follows.

(7). Ketika Nobita pulang ke rumah ia melihat ayahnya sedang memasak. Ayah dan ibunya sedang bersama memasak merayakan hari ibu. "Kita membuat sup kesukaanmu, "kata ayah (P3/K2).

(8) Keesokan paginya Nobita melihat bukunya robek dan ke rumah Suneo untuk meminjam buku

*dan tidak lupa **dia** membawa roti ajaib.*

*(9)   Setelah Nobita menjelaskan apa masalah**nya**, lalu Doraemon mengeluarkan alat ajaib bernama roti panggang untuk menghapal.*

*(10)   Keesokan harinya Nobita dan doraemon berangkat ke rumah Sizuka. **Mereka** berencana pergi menemui Sizuka dengan berbekal roti penjiplak yang diberikan Doraemon. (P2/K1)*

*(11)   Doraemon menjelaskan kalau roti **ini** bisa membuat yang memakannya. (P2/K3)*

(12) Akhirnya karena kasihan dengan Nobita, Doraemon pun mengeluarkan roti penjiplak dari kantong ajaibnya dan memberitahu Nobita cara kerja roti itu.(P2/K1)

Data (7) uses our words in place of the words father and mother. While data (8) is related to the word him which is a substitute for the persona that points to Nobita. Data (9) relates to the replacement of the word Nobita with its form which explains Nobita's own problem. Data (10) in their form here explains related to their form which is a substitute for Nobita and Doraemon's form. For data (11) and (12) regarding cohesion markers of general guideline types.

2) **Impregnation (Ellipsis)**
The word ellipsis is a type of grammatical cohesion in the form of omitting or infusing the lingual unit in the form of a previously mentioned word. From the results of the study, it is known that the use of markers of the immersion relationship in the essays of class X senior high school in Denpasar includes nominal ellipsis, verbal ellipsis, clausal ellipsis, and prepositional phrase ellipsis. Words, phrases, or clauses are not stated expressly by the students, but their presence can be predicted by the reader implicitly. This is because the same elements between one sentence and another or the previous sentence and the sentence after are removed. Thus, immersion in student essays is intended to strengthen the relationship between the associated sentences. Penetration is also intended to avoid reader boredom, because repetition of the same elements will lead to boredom. Penetration of the essays of class X senior high school in Denpasar occurs due to the omission of whole words, phrases or clauses. This penetration is called complete penetration. In addition, the impingement also occurs due to the omission of the attribute element or it is known as partial penetration. The perusal relationship which consists of the penetration entirely occupies one or several functions in the sentence. To clarify the description above, here are some sentences found in the narrative writing of class X senior high school in Denpasar.

((13) *Nobita dan Doraemon bergegas menuju ke rumah Sizuka untuk meminjam catatan sizuka karena tulisan sizuka sangat rapi dan enak dibaca. Di sana Ø langsung menjiplak buku catatan Sizuka*

The subject of our actor in the example sentence data (13) above is that in the first sentence it is carried over to the next sentence. The sentence above, reveals the actions of things or circumstances when Nobita and Doraemon were at Shizuka's house. If the pronouns that are the subject of the sentence above are not cleared, it is likely to cause boredom for the reader.

4) **Circuit (Conjunction)**
Conjunction or concatenation is one type of grammatical cohesion which is carried out by connecting one element to another in discourse. The chaining relationship is characterized by the

use of a conjunction as a connecting tool between one sentence and another (Ramlan, 1993: 26). Conjunctions in essays are in the form of words and groups of words. Conjunctions in the form of groups of words are obtained from the combination of the conjunctions with the deixis and so. The deixis acts as a substitute or designator for the elements previously mentioned. The following is the writing data of class X senior high school in Denpasar

(14) *Akhirnya karena kasihan dengan Nobita, Doraemon pun mengeluarkan roti penjiplak dari kantong ajaibnya **dan** memberitahu Nobita cara kerja roti itu.*

(15) *Keesokan harinya Nobita melupakan semuanya yang sudah dihapalkan membuat Nobita harus dimarahi oleh ibu dan ayahnya **dan** hukumannya Nobita harus menghapal smua dari awal. (P3/K4)*

(16) *Pada malam hari, ayah Nobita menawarkan makan malam karena hari ini hari ibu, **jadi** ayah yang memasak, tapi karena perut Nobita sudah terlalu kenyang ia menolak. (P3/K1)*

(17) *Doraemon pun memberikan pertanyaan ke Nobita **seperti** penjumlahan dan Nobita bisa menjawab soal Matematika itu dengan cepat dan benar. (P3/K3)*

(18) ***Karena** malas mendengar rengekan dari Nobita akhirnya Doraemonpun menanyakan mengapa ia menginginkan benda ajaib. (P3/K3)*

(19) *Pada suatu hari diceritakan Nobita yang akan menghadapi ujian Matematika dan Bahasa Jepang **tetapi** ia belum siap karena belum belajar.*

(20) *Ia memunjukkan kepada Nobita **dan** memberi tahu kepada Nobita bagaimana cara kerja dari benda tersebut.*

(21) *Pada keesokan hari saat Nobita ingin menempelkan roti ke catatannya, **kemudian** Nobita melihat bahwa catatnnya sobek dan lembarannya hilang. (P3/K1)*

(22) ***Saat** Nobita meminta kepada Sizuka untuk meminjam catatannya, Sizuka pun mengejeknya dan mengatakan bahwa ingatan Nobita ialah yang terburuk di kelas. (P3/K2)*

The conjunctions used in example sentences (14) and (15) are words and, words, and they mean addition or addition. Data (16) Types of cohesion markers in series inference types with finished forms. The data (17) types of explanatory cohesion markers are of such a form and have meaning in the form of stating an explanation. Data (18) types of cohesion markers with shape due to which stated causation. Data (19) shows a type of cohesion with form but which suggests contradiction. Data (20) and (21) with the type of cohesion in the series with the form and then that represent the ordering. The data (22) is marked with the cohesion of the series with the current form of the sentence which states the timing.

a. **Lexical Cohesion**

The concept of lexical cohesion produces a coherent discourse by choosing words that are in accordance with the content of the intended discourse. Lexical cohesion according to Sumarlam (2003: 35) can be further detailed into repetition (repetition), synonymy (word equivalent), collocation (word sanding), hyponymy (top-down relationship), antonymy (opposite words), and equivalence.

1) **Repetition (Repetition)**

Repetition is a form of repetition of words or phrases to create cohesiveness. Based on the results of the analysis, there are four types of repetitions, namely exact repetitions, repetitions with changes, partial repetitions, and paraphrased repetitions. In writing student essays, the

repeating element is usually followed by a pointer element. Here are some examples of sentences that use the element of repetition.

(23) *Nobita lalu menaruh roti ajaib di buku catatan lalu dimakan dan mencoba menebak isi catatan yang ada di buku catatan telah menyelesaikan ulangannya ia langsung menunjukkan kehebatannya kepada Suneo dan Sizuka namun Suneo dan Sizuka tidak percaya kelakuan Nobita bias menghapal buku catatan yang banyak namun nobita bisa menebak dan ulangannya dapat 100.*

On the phrases Suneo and Shizuka experience full repetition.

2) **Synonymy (Match Words)**

Synonyms are things that indicate a number of word sets that have the same meaning or each other with the same meaning or relationship between words that have similar meanings. Synonymous relationship markers were found in 21 student essays. Based on the research results, the use of synonyms is at the word or phrase level as seen in the following data,

(24) *Setelah Doraemon memberikan alat ajaibnya berupa roti penjiplak, wajah Nobita seketika menjadi cerah dan ceria mendengar keajaiban roti penghapal tersebut.*

The phrase bright and cheerful has the same meaning in the sentence and can be said to be synonymous.

1) **Collocation (sanding word)**

Collocation is a marker of lexical cohesion in the form of lexical meaning relations that are in the same environment between one constituent and another. Collocating words are words that are in the same location. A thing that is always close to or adjacent to another is usually associated as a unit. From the research results it is known that some students use lexical collocation relationships.

(25) *Setelah Nobita mengerti cara menggunakan roti penjiplak, ia mulai menjiplak, menempel, dan mengkopi setiap halaman-halaman buku catatan Shizuka.*

1. **Antonimi (Opposite Words)**

Antonyms are markers of lexical cohesion in the form of lexical meaning relations which are more or less contrasting (opposites). Antonyms are usually referred to as opposites even though the opposite is actually the meaning. Words or phrases whose meanings are opposite, contradictory, oppositional or contrasting can be used to link two sentences in discourse (Chaer, 2009: 228). The use of the antonym is shown in the following sentence.

(26) *Di pagi hari di rumah Nobita, ia sangat panik sampai panas dingin hingga terjadi keributan karna di sekolah Nobita akan diadakan ujian Bahasa Jepang dan Matematika.*

4. Novelties

The new finding (novelty) of this research is that applied linguistic theory is able to motivate students to improve their writing skills using comics without text. Therefore, it is important for students to actively develop knowledge through previous and subsequent learning.

Applied linguistic theory defines learning as a truly active activity, where learners build their own knowledge, look for their own meaning, find out what they have learned and deduce new concepts and ideas with the knowledge that already exists in them. The syntax of learning to write narrative using comic book media without text is categorized as a practical finding which is abbreviated as "VaWaMa".

5. Conclusion
5.1 Conclusion

The types of cohesion markers in the narrative essay of class X senior high school in Denpasar consist of reference relationships, replacement relationships, infiltration relationships, concatenation relationships, and lexical relationships. Lexical relationships include repetition, synonym, antonym, and collocation.

5.2 Advice

For students, especially in Indonesian language learning related to the competence of writing narrative text, they should further increase their knowledge of cohesion and coherence, especially for learning to write. This is so that the students' writing has a level of cohesiveness good so that it can improve students' writing work.

6. Acknowledgements

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