
Coherence and Cohesion: An Analysis of Students' Narrative Paragraphs

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Abstract

This research is intended to examine aspects of coherence and cohesion in paragraphs written by class IX students at MTs Hasanudin Klungkung. In an effort to achieve research targets, a parallel convergent mixed methods approach was used, which allows the integration of qualitative and quantitative data. The data collection method used is cluster random sampling, where several classes are selected randomly from the entire population of classes at the MTs. The data collected was in the form of student writing, which was analyzed using qualitative and quantitative approaches. The results of the analysis show that students are able to display adequate coherence in their narrative paragraphs. They also use appropriate cohesive techniques to link ideas together, producing a cohesive paragraph as a whole. As a result, lessons that focus on coherence and cohesion are expected to improve the overall quality of students' writing.

Keywords: Coherence; Cohesion; Narrative Paragraphs

INTRODUCTION

Language serves as a symbolic system for communication within a social community, encompassing speech, hand signals, and writing. English language proficiency is crucial in education, where educators mold students' character through behavior modeling, communication, and skill development. They play a pivotal role in honing students' skills through real-world practice and activities, as mandated by Republic of Indonesia Minister of National Education Regulation No. 22 of 2006, as stated by (Ali, 2022) the 4 skills are reading, writing, listening and speaking. These four skills are very important to master in language learning because it is through these four sets of skills that learners achieve the goals of language learning, namely mastery of fluent sounds, spelling characteristics, vocabulary, grammar and language discourse, so that they can be used. to communicate effectively (Newton & Nation, 2021)

Mastering writing in English is a vital language skill, integral for cognitive development, enabling individuals to articulate ideas coherently (Hardianty et al., 2023). It's a creative process that facilitates self-expression and is indispensable in the workforce and higher education (Fadhilla et al., 2023). According to Krismonica et al. (2021), writing is pivotal in

contemporary society, influencing communication, education, professions, and social evolution, highlighting its broad impact beyond practicality. The writing process necessitates two main skills and various elements, as identified by Muhammad Shahid Farooq, Muhammad Uzair-Ul-Hassan, and S. Wahid (Farooq, 2020). They highlight the significant challenges students face in mastering English, such as inadequate vocabulary, poor spelling, native language interference, and limited grasp of grammar. Despite efforts, English proficiency remains notably difficult, particularly among junior high school students. The study underscores the multifaceted nature of these obstacles, urging targeted intervention to enhance English writing skills.

A paragraph serves as a cohesive unit of thought, comprising sentences that develop a single idea expressed in a topic sentence (Refnita, 2020). Narrative paragraphs, a type among many, tell stories to engage readers emotionally and experientially (Refnita & Jasmin, 2022), frequently found in various literary forms like news, journals, and novels. Coherence, crucial for managing relationships within paragraphs, involves understanding how implied propositions are interpreted and concluded (Latifah & Triyono, 2020). Cohesion, as described by Halliday & Rugaiya (1976), pertains to the grammatical and lexical elements in discourse, aiding in text interpretation.

Cohesion pertains to the relationship between sentences, forming a unified discourse, primarily within the internal structure of discourse (He Zhongqing, 2020: 761). Scholars, notably Halliday & Hasan, have extensively studied cohesion, particularly its connection to coherence, which emphasizes semantic bonds (He Zhongqing, 2020: 761). Recent research has delved into understanding the interplay between cohesion and coherence, with a focus on syntactic-grammatical and organizational aspects (He Zhongqing, 2020: 761).

Most English learners struggle with implementing cohesion and coherence in their writing, facing challenges in grammar, tenses, and expressing ideas coherently within a paragraph. This difficulty is evident among Class IX students at MTs Hasanuddin Klungkung, as observed from their struggles in applying cohesion and coherence, particularly in narrative paragraph writing. Despite the syllabus focusing on narrative paragraph writing, students encounter difficulties in this aspect. In the Indonesian education context, the study of text coherence among students is still underexplored. Therefore, researchers aim to analyze the coherence of narrative paragraphs written by Class IX students at MTs Hasanuddin Klungkung 2023/2024 to provide insights and explanations into their writing coherence.

Research on coherence and paragraph organization in Indonesian writing is still limited, especially regarding understanding differences between Indonesian and English coherence. Additionally, there's scant research on how students can achieve good coherence in their paragraphs, which forms the central focus of this study. Titled "Coherence and Cohesion: An Analysis of Narrative Paragraphs by Ninth-Grade Students of MTs. Hasanudin Klungkung Academic Year 2023/2024," the research aims to assess the coherence of students' narrative paragraphs. The choice of MTs Hasanudin in Klungkung, ranked among the top schools in Bali by Kemdikbud, is based on its good accreditation. The study seeks to identify the cohesion tools contributing to coherence in students' writing.

METHOD

Design

This research employed a mixed methods approach, specifically a convergent parallel design, combining quantitative and qualitative methods simultaneously (Creswell, 2010). Two main approaches were utilized: quantitative descriptive and qualitative descriptive. The quantitative approach utilized numerical and statistical data to elucidate the phenomenon or variable, offering a concrete and measurable perspective. Conversely, the qualitative approach focused on narrative-based descriptions and interpretations, enabling a more profound analysis.

Population and Sample

The population for this study comprised grade 9 students at MTs. Hasanudin Klungkung during the 2023/2024 academic year. The study focused on coherence in narrative paragraph writing to assess and analyze the level of coherence in narrative paragraphs created by these students. Grade 9 students were selected as the subjects using the cluster random sampling technique. This sampling method involves selecting specific groups or clusters from the population to serve as research samples. Cluster random sampling was chosen to ensure that the samples accurately represent the entire population of grade 9 students. Grouping classes facilitates the sampling process, reduces costs, and minimizes time requirements. This technique allows researchers to efficiently sample diverse classes within the school, resulting in more representative research findings.

Instrument

The research instruments for this study include narrative paragraphs written by class IX students and two assessment rubrics tailored for evaluating cohesion and coherence in student writing. These rubrics offer clear guidelines for assessing cohesion and coherence aspects in narrative paragraphs. Additionally, a scoring rubric was developed to comprehensively evaluate coherence, allowing for the identification of various cohesion types used in the paragraphs. These instruments provide a structured approach to assess and understand coherence in student-written narrative paragraphs.

Data Analysis

In the context of this research, a mixed approach is used which combines two data analysis methods, namely quantitative and qualitative. The steps for analyzing quantitative and qualitative data to assess the type of coherence and cohesion in narrative paragraphs will be described in detail.

FINDINGS AND DISCUSSIONS

After collecting field data relating to alignments in the narrative paragraph. Each result will be elaborated based on the data collected, and for ease of understanding, the data will be presented formally in the table below.

A. The Students' Coherence in Writing Narrative Paragraph

The first data is about examined the students narrative paragraph about focusing on the student-written paragraph structure that consists of a topic sentence, a main supporting sentence, an explanatory sentence, and a conclusion sentence. Then the second thing is the relationship of meaning between sentences. The results of paragraph coherence assessments

performed by two raters for the 20 student narrative paragraphs show averages, as shown in Table 1 below

Table 1. Mean Coherence Rating by 2 Raters

Text	1 st Rater	2 nd Rater	Score	Mean
T1	90	90	180	90
T2	83	80	163	81,5
T3	93	93	186	93
T4	73	77	150	75
T5	80	77	157	78,5
T6	90	93	183	91,5
T7	97	97	194	97
T8	87	90	177	88,5
T9	70	70	140	70
T10	97	93	190	95
T11	87	90	177	88,5
T12	93	90	183	91,5
T13	83	83	166	83
T14	80	83	163	81,5
T15	77	80	157	78,5
T16	90	87	177	88,5
T17	93	97	190	95
T18	93	97	190	95
T19	90	87	177	88,5
T20	77	80	157	78,5
Average				86

Based on Table 1, both raters assessed the coherence of the writing with an average rating of 86, indicating overall good coherence. Each rater's individual scores were also classified as good and strong, suggesting a consensus on the quality of coherence. The quantitative findings suggest that the coherence relations within paragraphs, including topic sentences, supporting ideas, and conclusions, are generally good. Topic sentences introduce debatable topics, providing a basis for further discussion and analysis:

- (1) On hot day, an ant was seeking some water.
- (2) The frog kept swimming across the small pool dragging the mouse with him.
- (3) Surprisingly, the woman saw a little girl inside the flower.
- (4) A very long time ago, there was a nice farmer named John. He married a beautiful woman and both of them had a beautiful baby boy. (
- (5) The bear came near the one who was lying on the ground.
- (6) One day there was a miser who sold all that he had to buy a lump of gold.
- (7) When he was awakened by a tiny Mouse running across his body, a mighty Lion was sleeping in his lair.
- (8) One day in a jungle, lived many kinds of animals like tiger, fox, bird, crocodile and others. There is an elephant who is very arrogant. He feel he is 45 the greatest because he is the biggest animal there.

The supporting sentences align with the generic structure of the narrative paragraph, complementing the topic sentence effectively. For instance, in the topic sentence "**One hot day, an ant was seeking some water,**" the concluding sentence "**Feeling the pain, the hunter dropped his net, and the dove flew away quickly from this net**" mirrors the topic and content. This coherence is evident as the concluding sentence reaffirms the narrative's theme,

demonstrating reciprocity between the ant and the dove in times of need. Thus, the relationship between sentences exhibits good coherence.

Next, for the topic sentence (2), **'The frog kept swimming across the small pool dragging the mouse with him.'** The concluding sentence is, **"Soon, the mouse drowned and floated on the surface of the pool."** Both sentences maintain the focus on the story of the friendship between a mouse and a frog. The concluding sentence adds that the mouse drowned and floated on the surface of the pool, which is directly related to the topic sentence indicating the conclusion of their friendship story. This coherence is evident in the consistent alignment of ideas throughout the paragraph, illustrating good coherence overall. The topic sentence (3), **'Surprisingly, the woman saw a little girl inside the flower,'** describes the surprise experienced by a woman upon seeing a little girl inside a flower. It creates suspense and curiosity in the reader as it is strange for someone to find a child inside a flower. However, the concluding sentence, **"The sweet little girl was as long as a thumb. The woman gave her the name of Thumbelina because she was so small,"** The paragraph cohesive follows the storyline introduced by the topic sentence. The conclusion delves further into the character of the little girl found in the flowers, explaining her small size and the name given to her, Thumbelina. These details seamlessly connect with the events described in the topic sentence, forming a coherent narrative. The conclusion provides additional context that strengthens the coherence of the paragraph.

The topic sentence (4) belongs to, **'A very long time ago, there was a nice farmer named John. He married a beautiful woman and both of them had a beautiful baby boy,'** and the concluding sentence is, **"The farmer can climb the sky and then see his wife and son again."** The concluding sentence summarizes the initial topic and expands upon it, enriching the reader's understanding of the writer's emotions and reasons for choosing the theme of rainbows. This strengthens the coherence between the topic sentence and conclusion.

The topic sentence (5), **'The bear came near the one who was lying on the ground'** presents an event where the bear approaches one of the two friends lying on the ground. It shows a situation that leads to a direct interaction between the bear and one of the friends. In the concluding sentence, **"After that, the friend on the tree came down and asked his friend who was on the ground, 'Friend, what did the bear whisper into your ears?' The other friend replied, 'Just now the bear advised me not to believe a false friend,'"** The concluding sentence summarizes the outcome of the interaction and provides a moral lesson about not trusting a false friend. This complements the topic sentence by explaining the situation and delivering the message, forming a coherent narrative.

The topic sentence (6) belongs to, **'One day there was a miser who sold all that he had to buy a lump of gold,'** and the concluding sentence is, **"The next day the miser found the hole empty and began to tear his hair and to make loud lamentations. A neighbor, seeing him overcome with grief and learning the cause, said, "Pray do not grieve so." "Then take a stone, and place it in the hole, and fancy that the gold is still lying there. It will do you quite the same service; for when you placed the gold there, you had it not, as you did not make the slightest use of it."** The topic sentence introduces the situation where a miser finds his gold missing, and the concluding sentence provides his neighbor's advice to replace the gold with a stone. This forms a coherent narrative by presenting the situation, the characters, and the resulting.

The topic sentence (7) belongs to, **'When he was awakened by a tiny Mouse running across his body, a mighty Lion was sleeping in his lair,'** and the concluding sentence is, **"There!" said the Mouse proudly, " You laughed at me when I promised to repay your kindness, but now you know that even a tiny Mouse can help a mighty Lion,"** shows how

the mouse proudly declared that despite being underestimated, he could help the strong lion. They form a cohesive narrative.

Then, the topic sentence (8) belongs to, 'One day in a jungle, lived many kinds of animals like tiger, fox, bird, crocodile and others. There is an elephant who is very arrogant. He feel he is the greatest because he is the biggest animal there,' and the concluding sentence is, "At that very moment, the elephant promised not to disturb any animals in the jungle. And this is how the elephant learns. After that, all the animals in the jungle lived happily ever after," shows how the elephant promised not to bother other animals in the jungle after the experience with the ants, form a cohesive narrative.

B. The Types of Cohesion Used in the Students Paragraphs

At this stage, the researcher has given a writing test to the students. There were 20 students from class 9 when the researcher conducted the writing test. The test implemented is a written test. Students are asked to write a narrative text with a free topic and at least contains two paragraphs.

Table 2. Cohesion Relations in Student Paragraphs

No.		Types of Cohesion	Frequency	Percentage
1		Reference		
1	1	Exophoric	5	1,14%
1	2	Endophoric		
		Anaphoric	76	17,35%
		Cataphoric	1	0,23%
2		Substitution		
2	1	Nominal	2	0,46%
2	2	Verbal	0	0,00%
2	3	Clausal	1	0,23%
3		Ellipsis		
3	1	Nominal	4	0,91%
3	2	Verbal	0	0,00%
3	3	Clausal	0	0,00%
4		Conjunction		
4	1	Additive	117	26,71%
4	2	Adversative	27	6,16%
4	3	Causal	32	7,31%
4	4	Temporal	44	10,05%
5		Lexical Cohesion		
5	1	Repetition	120	27,40%
5	2	Synonym	4	0,91%
5	3	Superordinate relation	1	0,23%
5	4	General words	4	0,91%

Based on the results of the students' writing tests in the narrative paragraphs, it can be seen that most students use conjunctions very often in their written paragraphs. This is proven in the calculation of the percentage of conjunctions used in students' writing which shows 50,23% and is followed by lexical cohesion in the second place with a percentage of 29,45%.

- (i) Reference = 18,72%
- (ii) Substitution = 0,69%
- (iii) Ellipsis = 0,91%
- (iv) Conjunction = 50,23%
- (v) Lexical Cohesion = 29,45%

Reference

One type of cohesion that structurally creates a relationship between sentences is reference. Halliday & Hassan (1976) stated that reference features cannot be semantically interpreted correctly without referring to another feature in the text. References are specific properties of existing information that cue retrieval. Based on the place of reference, reference interpretation can be divided into exophoric (situational) and endophoric (textual). (Halliday & Hasan, 1976:33) (T4's Narrative Paragraph).

a. Exophoric

- (7) The meaning of Malin Kundang's story in English reminds us not to forgive a mother's kindness...

The sentence exemplifies reference cohesion by referring back to the previously mentioned Malin Kundang story. Reference cohesion involves using words or phrases that link back to earlier parts of the text. In this case, the phrase "the meaning of Malin Kundang's story in English" refers to the story discussed earlier, helping the reader follow the narrative and understand the context. Additionally, the sentence highlights the story's moral message about valuing a mother's kindness, reinforcing both the text's cohesion and the conveyed values.

b. Endophoric

1) Anaphoric

- (8) **Malin Kundang** grew up as a skillful young boy. **He** always helps his mother to earn some money
- (9) Upon recognizing the mark, the villager went to tell **Maling Kundang's mother** that her son had returned. Excitedly, **she** went to the shore and recognizing **her son** the minute **her** eyes fell on **him**
- (10) **Malin Kundang** believed the strom was his mistreatment of **his mother**. He felt guilty about **his** behaviour towards **her**, asked for forgiveness, and began to pray.

The word he in the sentence (8), the word her and him in the sentence (9), and the word his in the sentence (10) The words "he," "her," "him," and "his" belong to an anaphoric reference because they refer back to the previously mentioned subject, Malin Kundang. Anaphoric reference is a type of cohesion that occurs when a word or phrase refers back to something introduced earlier in the text. In this case, the subject "Malin Kundang" is what these pronouns refer to. On a very hot morning because the dry season was coming, Acil wanted to go to the river near **there** because he was very thirsty. When he arrived **at the field** near the river, he was surprised to see a herd of goats that were skinny and lethargic because the field where the group of goats lived was experiencing a drought. He continued walking towards the river. After he drank, he saw a very beautiful green field on the other side of the river.

(T13's narrative paragraph)

2) Cataphoric

- (11) On a very hot morning because the dry season was coming, Acil wanted to go to the river near **there** because he was very thirsty. When he arrived **at the field** near the river, he was surprised to see a herd of goats that were skinny and lethargic because the field where the group of goats lived was experiencing a drought

The word **there** and the phrase **at the field** in the sentence belong to the cataphoric reference because both aim to provide reference or emphasis on the same location, namely near the river where Acil wants to go. By using the word **there** after mentioning the river, the speaker or reader is implicitly told that Acil wants to go to a location adjacent to the river mentioned earlier. Then, the phrase **at the field** provides an additional description of the location where Acil is after arriving near the river, namely in a field located near the river. By using both expressions, namely **there** and **at the field**, the reader is given additional

information about the spatial context in which the incident takes place. It strengthens the connection between the two sentences in the text and helps the reader to understand the logical connection between the events described. Without this cataphoric reference, the reader might have difficulty in following the storyline or making a clear connection between the locations mentioned in the sentences. Therefore, the use of the word **there** and the phrase **at the field** not only provides cohesion between sentences but also enriches the description of the environment in which the story takes place.

Substitution

Substitutions typically involve words rather than meanings. They help avoid repetition by replacing lexical items with other language structures. There are three main types of substitutions: nominal, verbal, and clausal.

- (12) One day, a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. "Why, I know at least **a hundred tricks** to get away from our mutual enemies, the dogs," she said.

The phrase **a hundred tricks** exemplify substitution cohesion. It replaces and specifies the previously mentioned quality of the fox's intelligence and prowess. When the fox boasts about his cleverness in avoiding dogs, he claims to know at least a hundred tricks. The phrase **a hundred tricks** is used as a substitution to indicate the vast number of strategies the fox possesses. It provides a concrete description of the fox's prowess, enhancing the substitution cohesion with the earlier mention of his intelligence. Without this substitution cohesion, the sentence might feel incomplete, lacking specificity in describing the fox's capabilities. By specifying **a hundred tricks**, the reader gains a clearer understanding of the fox's skillfulness, enriching the character portrayal and narrative comprehension. Thus, this substitution contributes to maintaining fluency and clarity in the text.

"I know only one trick to get away from dogs," said the cat. "You should teach me some of yours!". "Well, maybe someday, when I have the time, I may teach you a few of the simpler ones," replied the fox airily (T1's narrative paragraph)

The word "ones" in the sentence serves as a form of substitution cohesion, referencing a concept previously introduced in the conversation between the fox and the cat. When the fox responds to the cat about teaching her simpler tricks, he uses "ones" to refer back to the "hundred tricks" discussed earlier. In this context, "ones" represents a subset of the tricks previously mentioned. This substitution cohesion maintains fluidity and coherence in the conversation, ensuring clarity and continuity for the reader. Without "ones" to refer back to earlier introduced tricks, the conversation might feel disjointed or lacking context. Thus, this use of substitution cohesion strengthens the connection between the current sentence and previously established information in the text.

Nominal Substitution

- (13) "Well, maybe someday, when I have the time, I may teach you a few of the simpler **ones**," replied the fox airily. (refers to a hundred tricks)The next day **the miser found the hole empty and began to tear his hair and to make loud lamentations**. A neighbor seeing him and overcome with grief and learning the cause, said, "Pray do not grieve so." (T20's narrative paragraph)

a. Clausal Substitution

- (14) A neighbor seeing him and overcome with grief and learning the cause, said, 61 "Pray do not grieve **so**." (refers to "the miser found the hole empty and began to tear his hair and to make loud lamentations")

In the example provided, the substitution "so" replaces the clause "the day the miser found the hole empty and began to tear his hair and to make loud lamentations." This strengthens the cohesion of clausal substitution by directly linking the sentence to a previous event in the text, expressed as a clause. In this context, "so" refers to the miser's state of sadness, and it is used by his neighbor to advise him against excessive sorrow or lamentation.

Ellipsis

Ellipsis involves removing previously mentioned items from the text without changing their original meaning, similar to substitution, as "Ellipsis is simply substituted with zero" (Halliday & Hasan, 1976). In ellipsis, the item is omitted from the text structure but remains understandable. Like substitutions, ellipsis comes in three forms: nominal, verbal, and clausal ellipsis.

One day, the frog said to the mouse, "Let's bind ourselves together with a string so that we may never get separated." The mouse agreed. Both tried themselves together leg to leg. It went quite well on land. When they came to a small pool, it was a tragic for the mouse. (T9's narrative paragraph)

Nominal

- (15) One day, **the frog** said to **the mouse**, "Let's bind ourselves together with a string so that we may never get separated." The mouse agreed. **Both** tried themselves together leg to leg. ("Both" refers to the frog and the mouse)

The words "the frog," "the mouse," and "both" in the sentence exemplify nominal ellipsis. "Both" is used to refer back to the previously introduced subjects, the frog and the mouse. This ellipsis clarifies that the action involves both subjects in the noun phrase. The use of nominal ellipsis enhances fluency and coherence in the narrative by avoiding unnecessary repetition. By employing "both," the writer sidesteps excessive repetition and provides a clear understanding of the subjects involved in the sentence's context. Thus, this nominal ellipsis cohesion aids in maintaining the reader's focus on the main subject and enhances fluency in understanding the narrative's flow.

Conjunction

Conjunctions link text segments to establish meaning patterns, enhancing coherence. They are classified into four main types: additive, adversative, causal, and temporal.

a. Additive

- (16) In a village there lived a happy family consisting of father, mother, **and** a child named Cinderella.
(17) Cinderella's father works outside the village **and** always leaves Cinderella with her step mother.
(18) Hearing that Cinderella's stepsister was busy decorating herself with fancy dresses **and** jewelry to go to the event.
(19) Cinderella is sad, because she can't come along **and also** she doesn't have proper clothes.

The conjunctions "and" and "and also" in the sentences belong to additive conjunctions. They combine or add additional information related to previously introduced ideas. In these sentences, they convey a close relationship between logically related parts. For instance, in "In a village there lived a happy family consisting of father, mother, and a child named Cinderella," "and" unifies the list of family members and emphasizes their unity. Similarly, in "Cinderella's father works outside the village and always leaves Cinderella with her stepmother," "and" connects related activities or information. The conjunction "and also" in the sentence "Cinderella is sad, because she can't come along and also she doesn't have" adds further

information about Cinderella's feelings and situation. It connects two reasons for her sadness: not being able to attend an event and lacking something necessary for attendance.

Using the additive conjunction effectively conveys information and strengthens logical connections between ideas in the text. It aids readers in following the storyline and understanding relationships between various details or events introduced in the narrative.

b. Adversative

- (20) **But** one day something sad happened to the family.
- (21) **But** it turns out Cinderella's sadness is known to the fairy mother.
- (22) Finally, the palace clock chimed and Cinderella was shocked and run from before the prince, **but** the glass shoes were released one.

The conjunction "but" in these sentences serves as an adversative conjunction, indicating a transition or contrast between conflicting or opposite ideas or events in the story. In the first sentence, "But one day something sad happened to the family," "but" introduces an event that contrasts with the previous situation, potentially happier or positive. Similarly, in the sentence "But it turns out Cinderella's sadness is known to the fairy mother," "but" contrasts Cinderella's sad feelings with the understanding her fairy mother has about the situation. This adversative conjunction highlights the disparity between Cinderella's emotions and her fairy mother's awareness.

In the sentence "Finally the palace clock chimed and Cinderella was shocked and ran from before the prince, but the glass shoes were released one," the conjunction "but" serves to contrast the expected action or reaction with the actual outcome or event. Although it was anticipated that Cinderella would flee from the prince, what occurred was the gradual release of her glass shoes. This contrast highlights the disparity between expectation and reality.

By employing this adversative conjunction, the writer underscores significant differences or contrasts within the story, aiding the reader in comprehending the plot's dynamics or developments. Additionally, it contributes to the narrative's smoothness and clarity by elucidating the logical relationship between conflicting or opposing elements.

c. Causal

- (23) Cinderella's stepmother being treated like a slave, **so** she lives very sadly.
- (24) Cinderella is sad, **because** she can't come along and also she doesn't have proper clothes
- (25) Arriving at the palace, all the girls looked at Cinderella's envy **because** they were beautiful and graceful.

The conjunctions **so** and "because" in these sentences function as clausal conjunctions. They connect the main clause with the subordinate clause, providing the reason, result, or consequence of what has been stated in the main clause. In the first sentence, "Cinderella's stepmother being treated like a slave, so she lives very sadly," "so" indicates the consequence of the stepmother's mistreatment, namely, her sadness. Similarly, in the sentence "Cinderella is sad, because she can't come along and also she doesn't have proper clothes," "because" explains the reason for Cinderella's sadness: her inability to attend an event and her lack of appropriate attire. Using "because" provides additional information about the cause behind Cinderella's feelings, reinforcing the causal relationship between the events.

In the sentence "Arriving at the palace, all the girls looked at Cinderella's envy because they were beautiful and graceful," the conjunction **because** elucidates the reason for the girls' envy toward Cinderella: her beauty and grace. Using this conjunction, the writer provides a clear explanation of the cause behind the girls' feelings, reinforcing the causal relationship between Cinderella's attributes and the girls' envy. Through this clausal conjunction cohesion, the writer conveys the causal relationship between related events or ideas in the text, aiding

readers in understanding the cause-and-effect dynamics within the story. Additionally, it contributes to maintaining fluency and clarity in the narrative by delineating logical connections between different story elements.

d. Temporal

- (26) **Finally**, the palace clock chimed and Cinderella was shocked and run from before the prince, but the glass shoes were released one.
- (27) **Finally**, Cinderella married the prince and lives in the palace.

The conjunction "finally" in these sentences is a temporal conjunction, indicating the culmination of a series of events in the narrative. In the sentence, it marks the end of a situation, followed by Cinderella's reaction and the release of the glass shoe. In the sentence "Finally Cinderella married the prince and lives in the palace," the word "finally" indicates the culmination of a previously described event, namely Cinderella's marriage to the prince. It emphasizes that the marriage is the story's conclusion or Cinderella's desired outcome, followed by her new life in the palace. Using this temporal conjunction clarifies the time sequence and storyline development for readers. "Finally" signals that an event marks the conclusion of events introduced earlier in the story, ensuring smoothness and clarity in the narrative. It also aids readers in understanding how various events contribute to the plot's development and the achievement of the main character's goals..

Lexical Cohesion

From the previous point, it is described about the four types of grammatical cohesion, next is about lexical cohesion. Halliday & Hasan (1976) stated that this cohesive device is achieved by vocabulary selection. It could be said that it includes all instances where the use of a lexical item brings to mind the meaning of the previous item.

a. Repetition

(T2's Narrative Paragraph)

- (28) **The fairy** lived near the green meadow in the valley. The poor woman received a barleycorn seed from **the fairy**.
- (29) Several days after, the seed grew up into **a large beautiful flower**. Surprisingly, the women saw a little girl inside **the flower**.
- (30) Surprisingly, the women saw **a little girl** inside the flower. **The sweet little girl** was as long as a thumb.

The phrases "the fairy," "a large beautiful flower," "the flower," "a little girl," and "The sweet little girl" in the sentences exhibit lexical cohesion through repetition. They refer back to the same entity or object introduced earlier in the text. In the first sentence, "The fairy lived near the green meadow in the valley. The poor woman received a barleycorn seed from the fairy," the repetition of "the fairy" refers to the supernatural being who gave a seed to the poor woman. In the subsequent sentence, "Several days after, the seed grew up into a large beautiful flower. Surprisingly, the women saw a little girl inside the flower," the phrases "a large beautiful flower" and "the flower" denote the same object, the seed that bloomed into a beautiful flower. Likewise, in the following sentence, "Surprisingly, the women saw a little girl inside the flower. The sweet little girl was as long as a thumb," the phrases "a little girl" and "The sweet little girl" refer to the same entity, the girl emerging from the flower. This repetition efficiently conveys information about the same entity or object to the reader without unnecessary redundancy. It ensures smoothness and clarity in the narrative by establishing consistent relationships between story elements. By referencing the same entity, it aids readers in understanding story development and the connections between various details or events introduced in the text.

b. Synonym

(T4's Narrative Text)

- (31) One of the villagers recognized Malin Kundang from **a scar** that he had received while playing as a child. Upon recognizing **the mark**, the villager went to tell Malin Kundang's mother that her son had returned.
- (32) But, in some translations of the tale, Malin Kundang was turned into **coral**. In other, the ship, the crew, and he become **rock** formations that are still standing.

The words "a scar," "the mark," "coral," and "rock" in these sentences exhibit lexical cohesion through synonyms. They refer to the same concept or idea using different words. In the first sentence, "One of the villagers recognized Malin Kundang from a scar that he had received while playing as a child. Upon recognizing the mark, the villager went to tell Malin Kundang's mother that her son had returned," "a scar" and "the mark" are used interchangeably to denote the same mark or scar on Malin Kundang. Similarly, in the second sentence, "But, in some translations of the tale, Malin Kundang was turned into coral," "coral" serves as a synonym for "rock formations" in the following sentence. Despite the variation in terminology, both refer to Malin Kundang's transformation into a solid geological object in certain versions of the story. Utilizing this synonymous lexical cohesion allows the writer to convey information about the same concept or idea in a diverse and creative manner. It maintains diversity and interest in language use while aiding readers in understanding the same concept expressed through different words. By employing synonyms to reference the same concept, lexical cohesion enriches language use in the narrative text. By referring back to the same concept using synonyms, lexical cohesion of synonyms also helps to increase the richness and diversity in the use of language in the narrative text.

c. Superordinate relation

(T2's Narrative Text)

- (33) There was not **a boy** or **a daughter** who lived with her. She wished very much to have **a child**.

The words "a boy," "a daughter," and "a child" in the sentence exemplify superordinate relation because they are all nouns with a broader or general meaning encompassing the others. Despite differences in gender, they collectively refer to the same desired child. This variation adds diversity and linguistic variety while maintaining consistency in the concept—the woman's desire for a child. The superordinate relation facilitates fluidity and coherence in the narrative by incorporating related concepts with word variations.

d. General Words

(T17's Narrative Text)

- (34) One afternoon there was a fox that was walking through the forest and spotted **a bunch of grapes** hanging from over a lofty branch. "Just **the thing** to quench my thirst," quoted the fox.

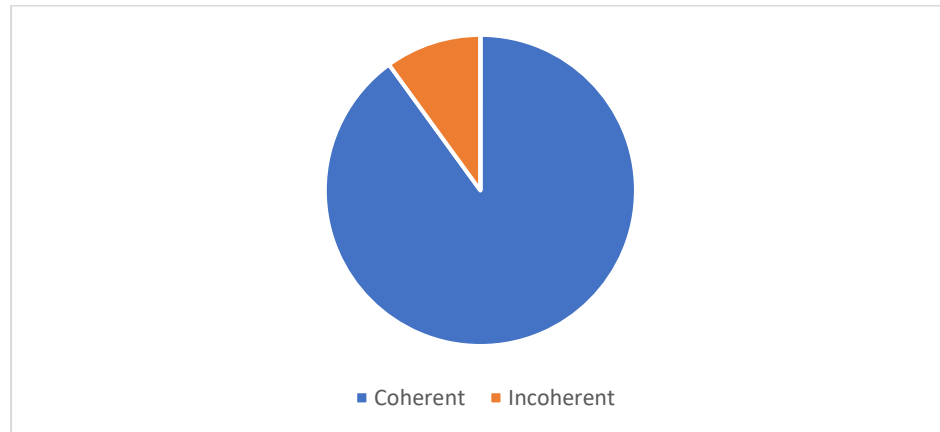
The phrases **a bunch of grapes** and **the thing** in the above sentence belong to the lexical cohesion section of the general words because they are both used instead of or more general representations of objects or ideas that have been introduced earlier in the text. In the context of the sentence, **a bunch of grapes** refers to a grape hanging on a high branch, while **the thing** is used to refer to the same object, namely the grapes in general. The use of **a bunch of grapes** and **the thing** instead of the same object, namely grapes, helps avoiding unnecessary repetition and introduces variations in the use of words in the text. Although these phrases have different levels of specificity, namely the more specific **a bunch of grapes** and the more general **the**

thing, they still refer to the same object in the context of the sentence. By using this general word, the writer can convey information about the same object or idea in a diverse and creative way, while maintaining fluency and connectedness in the narrative paragraph. It helps increasing diversity in the use of language in the text and provides variety that appeals to the reader without sacrificing clarity or fluency in understanding the narrative text.

Discussion

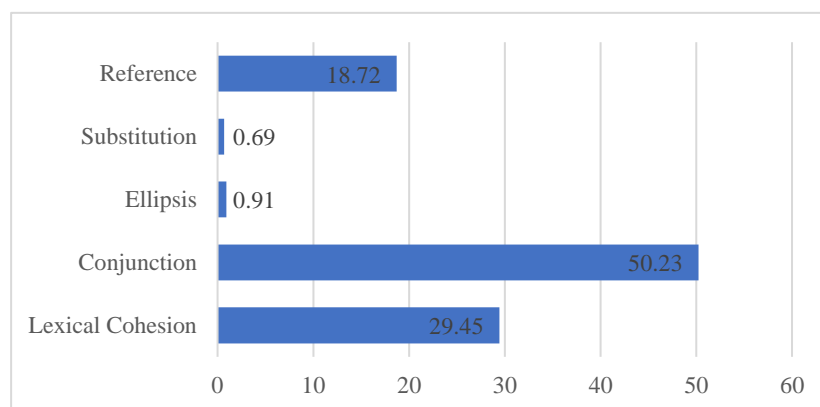
The Mean of Coherence Scores of Students' Narrative Paragraphs

Figure 1. Statistical Chart of the Mean of Coherence Rating of Students' Narrative Paragraphs



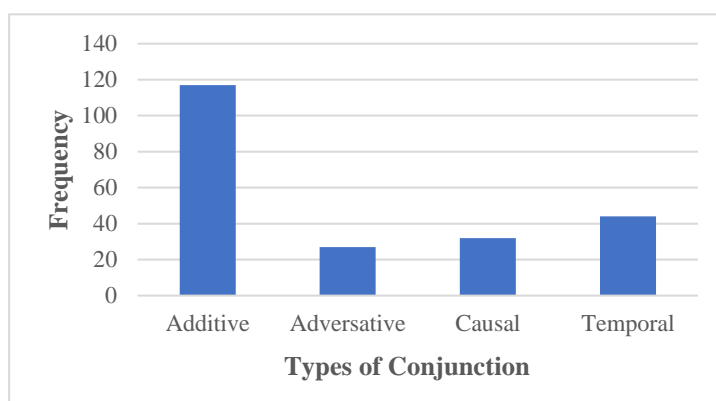
The above graph shows the mean of coherence score from the two-rater assessment that indicates the rated content or material has a high degree of coherence. Coherent Incoherent 70 according to the perspectives of the two raters. In this context, coherence refers to the extent to which the information or ideas in a text or presentation are interconnected and form a logical unity. It is important to remember that high coherence values reflect that the content of the material is easy to understand, well composed, and has a consistent logical flow. Two raters give a rating of 86, with the accumulation of students' narrative paragraphs that are classified as 'Coherent' reaching 90% and 'Incoherent' reaching 10%. It indicates that the consensus between the two raters is quite high regarding the quality of coherence of the content. However, the interpretation of coherence values can vary depending on the scoring scale used. If the rating scale has a certain range, for example, from 0 to 100, a value of 86 can be considered an excellent indicator of the level of coherence. If there is more information about the rating scale or the specific context of the evaluation, the interpretation of the graph can be more in-depth.

Figure 2 Statistical Chart of the Percentage of Students Using Types of Cohesion



In the above statistical graph that illustrates the percentage of cohesion types used in the students' narrative paragraphs, it can be observed that Conjunctions are the most frequently used. Following in the second position is Lexical Cohesion, next is the Reference, then the Ellipsis, and finally, in the last position, the Substitution. The results of the questionnaire, conducted via Google Forms and distributed to students, aim to understand the reasoning behind their primary use of the four types of cohesion in their narrative paragraphs. The focus is primarily on why many students use Conjunction, Lexical Cohesion, and Reference. Some students use Substitution cohesion and Ellipsis, but not extensively. It was found that Substitution was only used 3 times (0.69%), and Ellipsis was used 4 times (0.91%) in paragraphs.

Figure 3. The Frequency of Each Type of Conjunctions Used in Students' Writing



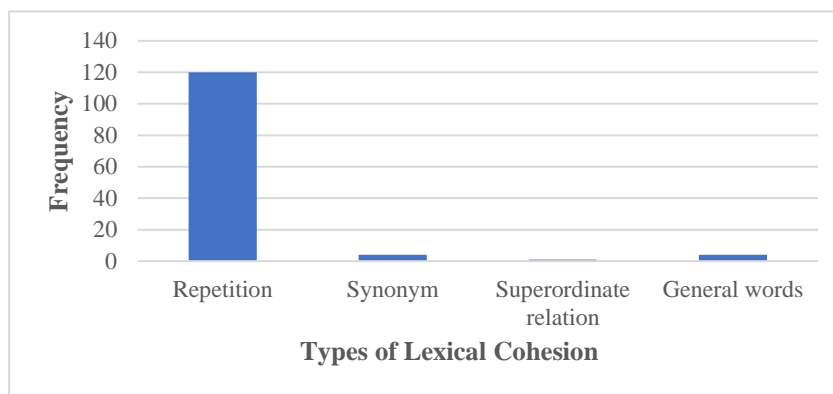
Conjunction is the most frequent type of cohesion found in students' writing. It can be divided into four main types, namely Additive, Adversative, Causal, and Temporal. The use of the additive type of conjunction cohesion is 117 times (26.71%). An example of the additive conjunction that most often used in a student narrative paragraph is **and**. In the results of a questionnaire via Google Form that was shared with students, the reason why they used that word and many others because the students were comfortable with the use of the word and and choose it as a familiar and easy-to-use conjunction.

Later, students believe that using the word **and** repeatedly can help maintain the legibility and fluency of sentences, especially if they feel that other conjunctions may be too complicated or inappropriate. Students are not fully aware of alternative conjunctions or other cohesion strategies they can use. It may be due to a lack of exploration and understanding of the various options available.

Apart from the additive conjunction, the second one is the use of adversative conjunction cohesion 27 times (6.16%). An example of an adversative conjunction used in a student narrative paragraph is **but**. The reason they use this word in their narrative paragraph is that students do not yet have the understanding of the type of hostility cohesion, which is used to convey the contrast or difference between two events or pieces of information in the retelling story. The third is the use of causal conjunction 32 times (7.31%). The example of a causal conjunction used in a student narrative paragraph is **because**. The reason they use this conjunction in a narrative paragraph is **because** students want to convey clearly the cause or reason for the occurrence of something. Repeated use helps emphasize their intentions or purpose. Students also want to highlight the narrative flow by emphasizing cause and effect, leading them to choose to use this word repeatedly. The fourth is the use of a temporal conjunction as many as 44 times (10.05%). The example of the temporal conjunction used in students' narrative paragraphs is **finally**. The reason why they use these words in their narrative

paragraphs is that students feel comfortable with the use of this conjunction because they can add emphasis and clarity to the sequence of events. Students choose it to avoid confusion and help readers or listeners understand the chronology of the story properly.

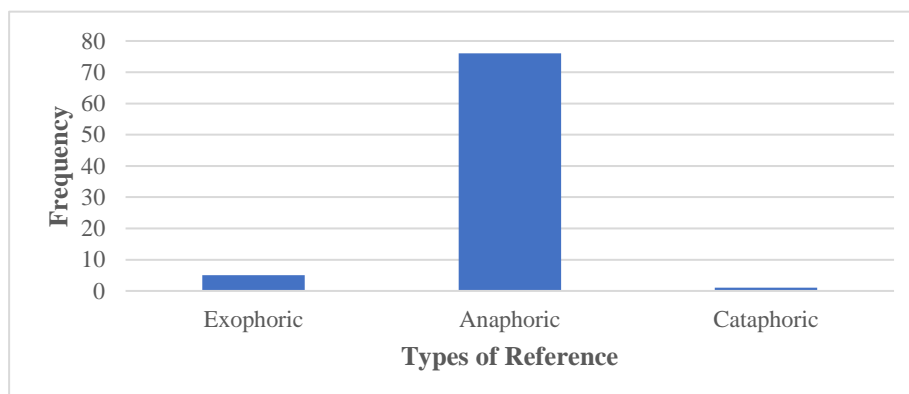
Figure 4. The Frequency of Each Type of Lexical Cohesion Used in Students' Writing



The next component is lexical cohesion. The total usage of lexical cohesion is 129 times (29.45%). The components consist of repetition that is used 120 times (27.40%), synonym as many as 4 times (0.91%), general words as many as 4 times (0.91%), and superordinate relations as many as 1 time (0.23%). The examples of word repetition are the word **fairy, flower, and little girl**. The reason for using these repetitions is that they can create a certain mood or feeling in the text. In this case, students want to emphasize the existence and role of the fairy, flower, and little girl in the situation or story portrayed. For example, "The fairy lived near the green meadow in the valley. The poor woman received a barleycorn seed from the fairy." Furthermore, an example of synonymous usage is **the scar:mark and coral:rock**. The reason for using these words in student paragraphs is that despite being synonyms, **scar, mark, rock, and coral** are used to provide little precision or clarification.

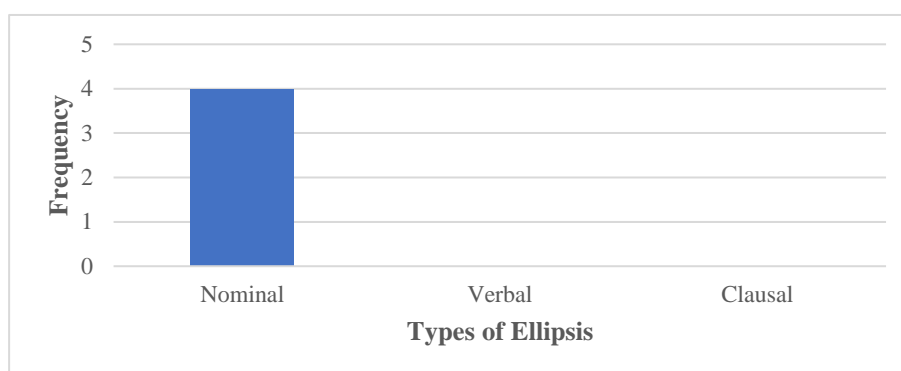
Students feel that these words, although synonymous, can convey different nuances or connotations and these can be relevant to the context of their writing. Then, an example of the use of general words is thing, and the reason for using this word in a student paragraph is that the use of common words reflects a desire not to be too limited. Then next is an example of the use of the superordinate relations **boy, daughter, and child**. The reason why students use those words is to express a different word but with the same meaning. An example of the sentence is, "There was not a boy or daughter who lived with her. She very much wanted to have a child."

Figure 5 The Frequency of Each Type of Reference Used in Students' Writing



Next is the reference. References have two main types, namely exophoric and endophoric. Later, endophoric is further divided into two parts, namely anaphoric and cataphoric. The use of exophoric is found in the student narrative paragraph as much as 5 times (1.14%). Then, for the anaphoric, it is used 76 times (17.35%). Furthermore, cataphoric amounts to 1 time (0.23%). The type of exophoric reference used in student paragraphs is *us*. The reason why students use exophoric words in their paragraphs is because the use of them can reflect a subjective perspective. For example, "The meaning of Malin Kundang's story in English reminds us not to forgive a mother's kindness". The use of the word *us* can create a sense of direct interaction with the reader. Moreover, examples of anaphoric and cataphoric words used in students' paragraphs are **Malin Kundang, he, she, him, her, his mother, and at field**. The reason why they use these words in student paragraphs is that these words can be used to introduce characters or themselves to readers more effectively. It allows readers to understand and identify the characters in the story.

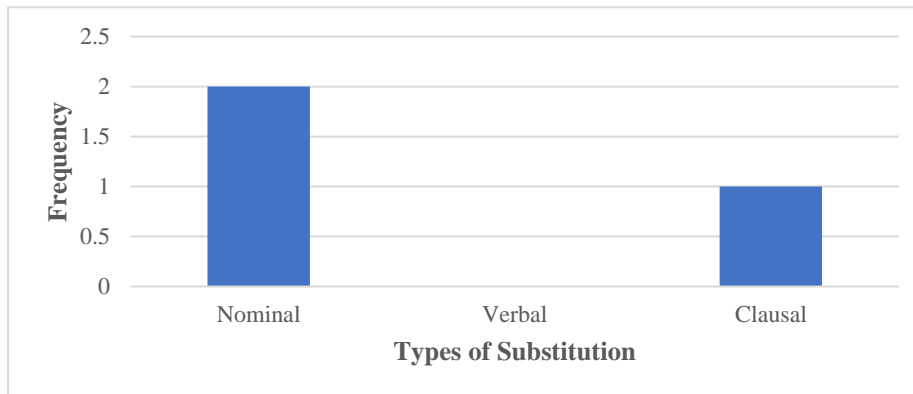
Figure 6 The Frequency of Each Type of Ellipsis Used in Students' Writing



The next type of cohesion used in students' narrative paragraphs is ellipsis. Generally, it can be classified into three terms: Nominal, Verbal, and Clausal. From 0 10 20 30 40 50 60 70 80 Exophoric Anaphoric Cataphoric Frequency Types of Reference 0 1 2 3 4 5 Nominal Verbal Clausal Frequency Types of Ellipsis 75 the students' narrative paragraph, it is found the use of one terms of substitution cohesion, namely Nominal used 4 times (0.91%) and An example of nominal substitution is **both** in the sentence, "One day, **the frog** said to **the mouse**, "Let's bind ourselves together with a string so that we may never get separated." The mouse agreed. **Both** tried themselves together leg to leg."

The reason why students use this word in their paragraphs is that the use of the nominal ellipsis helps maintain fluency and connectedness in the narrative by avoiding unnecessary repetition. By using the word *both*, the writer avoids excessive repetition and provides a clear understanding of who or what is being talked about in the context of the sentence. Thus, this nominal ellipsis cohesion helps maintain the reader's focus on the main subject in the story and increases fluency in understanding the flow of the conversation or story.

Figure 7. The Frequency of Each Type of Substitution Used in Students' Writing



The last type of cohesion used in students' narrative paragraphs is substitution. Generally, it can be classified into three terms: Nominal, Verbal, and Clausal substitution. From the students' narrative paragraph, it is found the use of two terms of substitution cohesion, namely Nominal used 2 times (0.46%) and Clausal substitution used 1 time (0.23%). An example of nominal substitution is ones in the sentence, "Well, maybe someday, when I have the time, I may teach you a few of the simpler ones, replied the fox airly." The reason why students use this word in their paragraphs is that the use of the nominal phrase **ones** helps to make it clear that what is being taught is simpler despite using some tricks. It creates fluidity in conveying ideas and makes it easier for the reader or listener to understand.

CONCLUSION

Based on the analysis of narrative paragraphs composed by grade 9 students at MTs. Hasanudin Klungkung, this conclusion provides a more detailed perspective on the quality of coherence in the narrative texts they wrote. In a theoretical context, coherence in writing is a crucial element that shows the extent to which students understand and are able to organize information in a structured and interrelated way. The findings show satisfactory results, where 90% of the students showed good writing skills, which is equivalent to 18 students. This indicates that many students were able to produce coherent narrative texts. Nonetheless, there are 10% of students, or 2 students, who still need to improve their skills. From a theoretical point of view, students' achievement in achieving coherence in writing can be linked to higher-order thinking skills. It highlights students' ability to structure and organize ideas in a logical way. The use of teaching methods that support the growth of critical and analytical thinking skills likely contributed to this positive outcome. In addition, aspects of cohesion and coherence can be further explored through linguistic theoretical approaches that focus on the relationship between components in a paragraph.

Cohesion in a narrative paragraph can be recognized through two main aspects: grammatical cohesion and lexical cohesion, which are described in an assessment table or rubric. In the analysis of grammatical cohesion, there are 78 reference markers divided into exophoric, endophoric, anaphoric, and cataphoric, with the total percentage of reference usage reaching 18.72%. Substitution cohesion, on the other hand, includes nominal, verbal, and clausal parts, with a contribution of 0.69%. Ellipsis cohesion, which consists of nominal, verbal, and clausal parts, contributes with a percentage of 0.91%, while conjunctions dominate as additive, adversative, causal, and temporal parts with a total percentage of 50.23%. In the

context of lexical cohesion, the use of such cohesion is found and contributes 29.45%. What stands out in grammatical cohesion is the dominance of conjunction markers compared to other markers. This indicates that conjunctions have an important role in forming coherent and cohesive sentences. The fact that conjunctions have the largest number of parts also shows that the data collected is more complete compared to other markers. While in lexical cohesion, uniqueness is seen from the dominance of the use of repetition as a cohesion marker, indicating that repetition of information in paragraphs is often done to increase emphasis in sentences, which is considered crucial in convincing readers

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