
Coherence and Cohesion: An Analysis of The Students' Recount Paragraphs

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Abstract

The research aimed to analyze the aspects of coherence and cohesion found in paragraphs written by eighth-grade students at SMP Negeri 1 Sukasada. To achieve this goal, the researcher used a parallel convergent mixed-method design, which allowed the inclusion of qualitative and quantitative data. The data collection process involved the use of cluster random sampling where several classes were randomly selected from the population of classes available at the school. Subsequently, from the selected classes, class 8A was chosen as one of the sample classes for this research. The data obtained consisted of students' written documents, which were then analyzed using both qualitative and quantitative approaches. The results of the analysis showed that the students were able to demonstrate good coherence in their descriptive paragraph writing. Therefore, these findings underscored the importance of the teacher's role in guiding students on the significance of coherence and cohesion in writing. By providing a deeper understanding of these concepts, it was hoped that students would become more aware of how crucial these two aspects were in composing effective and well-structured texts. Thus, it was expected that ongoing teaching efforts on coherence and cohesion would improve the overall quality of students' writing

Keywords: Coherence; Cohesion; Recount paragraphs

INTRODUCTION

Language is a system of symbols used by humans as members of a social group to express themselves through various means such as speech, hand gestures (signs), or writing. The functions of language include communicating, expressing identity, playing, expressing imagination, and releasing emotions. Various experts have proposed definitions of language. For example, Henry Sweet, a British linguist, and American linguists Bernard Bloch and George L. Trager describe language as a way to convey ideas by combining speech sounds into words, which are then arranged into sentences representing thoughts. Trager also states that language is a system of vocal symbols used arbitrarily by a social group to cooperate. Each definition highlights different aspects, such as the importance of "thought" or the arbitrary nature of vocal symbols. Thus, language is a means of communication structured through units such as words, word groups, clauses, and sentences, both oral and written. Humans use this

system to convey messages through organized arrangements of sounds or written representations, forming larger units like morphemes, words, and sentences. This demonstrates that language is not only a means of communication but also a complex and well-organized system that enables effective interaction within society (Richards & Schmidt, 1985). Amidst the diversity of recognized languages in the world, English stands out as one of the most frequently spoken. In the world of business, technology, and international communication, English has become the predominant language

In English language learning, writing skills involve composing text with proper grammar, suitable vocabulary, and effective communication of ideas. This requires formulating and organizing ideas and constructing sentences accurately. Essential elements support these skills, enhancing students' writing abilities. (Budjalemba&Listyani, 2020), (Wulandari, 2023), and (Prasetyaningrum et al., 2022), These elements include content, grammar, mechanics, organization, and vocabulary. Content involves systematically structuring thoughts and ideas so readers can easily understand the author's message. Organization ensures that ideas are conveyed clearly, well-structured, systematically, and cohesively. Effective writing uses a broad and expressive vocabulary. Grammar focuses on the accurate and effective use of language. Mechanics involve controlling rules, spelling, and punctuation. Writing activities engage creative and analytical thinking to plan, organize, and actualize ideas. EFL students in Indonesia often find writing skills particularly challenging due to differences in writing styles between Indonesian and English (Astall et al., 2023; Fajrina et al., 2021).

According to Halliday & Hasan (1976) cohesion in linguistics refers to the connection between grammatical and semantic elements in a text. This connection is maintained through linking words, references, word repetition, and synonyms. Cohesion ensures smoothness, clarity, and coherence in a text, helping readers follow the author's ideas and message. It plays a crucial role in organizing and unifying ideas from sentence to sentence or paragraph to paragraph, resulting in logical arrangement and unified understanding. Cohesion establishes direct relationships between sentences, while coherence ensures overall unity and fluidity of thoughts in the text. The rhetorical differences in English and Indonesian paragraphs create a gap so that they become the main problem for Indonesian students in learning to write (Arsyad & Ramadhan, 2020). From this, indeed, the differences in selecting, arranging, and sequencing ideas between English and Indonesian can impact paragraph coherence. Several researchers have explored cohesion and coherence in English paragraphs written by Indonesian students. Manullang(Manullang et al., 2023) Priyatmojo (2021) found that these students exhibited a strong proficiency in writing recount texts and utilizing cohesive devices, particularly references and conjunctions. However, they showed deficiencies in achieving coherence in their recount texts. Riswanto (2021) revealed that students in the Essay Writing course demonstrated the ability to integrate coherence in their writing, indicating an awareness of its significance.

The discussion on paragraph coherence in Indonesia remains significant, particularly in exploring differences between Indonesian and English paragraphs. However, research on coherence and cohesion in students' writing is lacking, especially in the educational context. Therefore, investigating paragraph coherence in Indonesian writing is crucial. The focus of this proposed research titled "An Analysis of Coherence and Cohesion in Recount Paragraphs

Written by Eighth-Grade Students of SMP Negeri 1 Sukasada Academic Year 2023/2024" aims to fill this gap. Singaraja city was chosen as the research location due to its lower ranking compared to other cities in Bali, and SMP Negeri 1 Sukasada was selected based on its popularity and high accreditation scores. The study aims to identify the coherence level of students' recount paragraphs and elaborate on the cohesion tools shaping coherence.

METHOD

This research constitutes classroom action research. Suharjono (2019:124) developed the concept of classroom action research as research conducted by teachers to enhance the quality of classroom teaching practices. Kasihani (in Suprayitno, 2020:59) argues that classroom action research is a practical study aimed at correcting deficiencies in classroom learning through action. Suyanto (in Ni'mah, 2017:3) interprets classroom action research as practical research conducted to improve classroom learning through inquiry activities. The essence of Classroom Action Research (CAR), drawn from the insights of scholars, implies teachers' activities to enhance the quality of teaching practices based on classroom experiences or learning conditions and to assess the impact of these improvement efforts. This classroom action research employs the Kemmis and Taggart model.

Design

This design involved the simultaneous use of quantitative and qualitative methods, with the results later combined. Two main approaches were utilized: the quantitative descriptive approach and the qualitative descriptive approach. The quantitative approach relied on numbers and statistics to elucidate observed phenomena or variables, offering a measurable depiction of the phenomenon under study. In contrast, the qualitative approach concentrated on describing and interpreting data through words or narratives, allowing for deeper interpretation in the research.

Population and Sample

The research population comprises 8th-grade students at SMP Negeri 1 Sukasada in the academic year 2023/2024, with the study focusing on coherence in writing Recount Paragraphs. The objective is to identify and analyze the level of coherence in these paragraphs. Cluster random sampling was employed to select subjects, a method where groups or clusters of the population are sampled.

Instrument

The study utilized document collection, specifically recount paragraphs, as the research instrument since they were reflective of eighth-grade students' writing. Additionally, two customized scoring rubrics were employed to evaluate cohesion and coherence in students' writing, offering clear and consistent assessment guidelines for narrative paragraphs.

Data Analysis

In this research framework, a mixed approach is applied, integrating two data analysis approaches, namely quantitative and qualitative. Subsequently, the steps taken in quantitative and qualitative data analysis to evaluate coherence and cohesion types in recount paragraphs will be explained in detail.

FINDINGS AND DISCUSSIONS

This classroom action research was conducted on Topic 8 "Home and Travel Safety", Subtopic 1 "Home Safety Rules", and Subtopic 2 "Maintaining Home Safety" during the academic year 2020/2021. The purpose of this classroom action research was to assess the growth of students' cognitive learning outcomes using the discovery learning model for Indonesian language instruction. Grade 2, Topic 8, Indonesian language competency standards used were CD 3.10 "Observe the use of capital letters (names of gods, people, religions) and periods and question marks in correct sentences." Cognitive learning outcomes for Indonesian language content in Grade 2, Topic 8, were considered to have improved classically when the classical mastery level was ≥ 75 and the average score of learning outcomes was ≥ 75 . Students' cognitive learning outcomes were deemed proficient if their cognitive evaluation results reached the Minimum Mastery Criteria for SD 3 Kalianget, which is set at 75. After collecting field data relating to alignments in that were done by students can be analyzed from a more concrete and detailed perspective.

A. The Students' Coherence in Writing Recount Paragraph

The initial dataset involved assessing students' writing focusing on two aspects: paragraph structure, including topic sentence, main supporting sentence, explanatory sentence, and concluding sentence; and coherence, evaluating the relationship of meaning between sentences. Two raters evaluated the coherence of the paragraphs from 20 students, resulting in an average score displayed in the table below.

Table 1. Mean Coherence Rating by 2 Raters

Text	1 st Rater	2 nd Rater	Score	Mean Score
T1	93	97	190	95
T2	73	73	146	73
T3	87	90	177	88,5
T4	87	87	174	87
T5	90	93	183	91,5
T6	70	70	140	70
T7	73	73	146	73
T8	80	80	160	80
T9	77	77	154	77
T10	87	87	174	87
T11	80	80	160	80
T12	67	67	134	67
T13	67	67	134	67
T14	87	90	177	88,5
T15	77	77	154	77
T16	80	83	163	81,5
T17	80	80	160	80
T18	83	80	163	81,5
T19	100	100	200	100
T20	77	77	154	77
Average				82

Table 1 presents coherence assessment results of students' paragraphs by two raters. The first rater, an experienced English teacher in Singaraja, objectively evaluates with deep understanding of learners' needs. The second rater, a newer teacher from Bali, also contributed. Their combined assessment yielded an average coherence score of 82, indicating strong interconnectedness of ideas. This consensus suggests paragraphs exhibit commendable

coherence, surpassing expectations. Out of the 20 analyzed recount paragraphs, 17 paragraphs (85%) exhibit a complete structure, categorizing them as very good. These paragraphs include essential elements such as clear topic sentences, main supporting sentences, well-defined purpose, appropriate diction, relevant information, and adequate concluding sentences. However, 3 paragraphs (15%) do not meet these criteria and are categorized as fair. These paragraphs lack a topic sentence, concluding sentence, and clarity in conveying information. Based on the quantitative findings mentioned above, when all elements in a paragraph, including the topic sentence, supporting ideas, and conclusion, are present, the coherence relations are generally good. The topic sentence introduces a debatable topic or point, allowing for discussion supported or refuted by specific arguments or reasons. Examples of data supporting this assertion are as follows.

- 1) I took part in the mobile legends tournament for the first time.
- 2) My family took me to a Balinese arts party at the art center and I was very happy.
- 3) It was my 13th birthday and I was very excited to celebrate my birthday.
- 4) 1 month ago my friends and I took part in the 'scouts' cheer SMANSA (GPS) competition.
- 5) My father brought the whole family to the nearest beach from our home.
- 6) Needed a leader so that I could climb up to the roof.
- 7) I and my family vacationed in Labuan Bajo.
- 8) I went to Bali on my own to enjoy a short escape.

For the topic sentence (1) **'I took part in the Mobile Legends tournament for the first time'**, the concluding sentence is **'Finally by facing a lot of quite difficult opponents, my friends and I managed to win the Mobile Legends competition. That's the story from my experience when I took part in the mobile legends online tournament for the first time. And I think this could be a lesson if later my team mates and I take part in a competition like that again.'** Compared to the topic sentence and the supporting sentences, the concluding sentence reiterates the topic "I took part in the mobile legends" and aligns with them. Additionally, the concluding sentence expresses the writer's hope to participate in the next tournament, supported by the statement "And I think this could be a lesson if later my teammates and I take part in a competition like that again." Therefore, this concluding sentence demonstrates good coherence.

Next, for the topic sentence (2) **'My family took me to a Balinese arts party at the art center, and I was very happy,'** the concluding sentence is **'I really enjoyed that day, of course with joy, and I was very happy to be invited to go on holiday there so that in the future, we can go on holiday there again together. I was very happy to see the art festival that was there.'** Both sentences maintain the topic of 'art.' The concluding sentence expresses the writer's joy after visiting the Art Center, aligning with the topic sentence about her pleasure in vacationing there and attending the Balinese art festival. This coherence is evident. For the topic sentence (3) **'It was my 13th birthday and I was very excited to celebrate my birthday,'** the concluding sentence is **'I really enjoyed this special day, of course with feelings of happiness, emotion, and gratitude for everything, this is my best day. May my next birthday bring me more happiness.'** The concluding sentence not only summarizes the topic of the first sentence but also develops it by providing more details about the writer's

feelings and hopes regarding her special birthday. With this expansion, the coherence relationship between the topic sentence and the conclusion can be said to be powerful because it not only repeats the theme but also enriches the reader's understanding of the writer's feelings regarding the event she experienced.

For the topic sentence (4), **'1 month ago my friends and I took part in the 'scouts' cheer SMANSA (GPS) competition,'** the concluding sentence is **'We were very enthusiastic about this event, and thanks to training and support from the school, you managed to bring home 4 trophies from each competition. 1st place in the craft competition, 2nd place in the shouting competition, 3rd place in the miniature pioneering competition, and 3rd place in the smart and agile competition. Even though we could only bring home 4 trophies, we were still enthusiastic and grateful to God for being able to take part in this years competition.'** Both sentences continue the topic of the competition at SMANSA. The concluding sentence highlights the writer and her friends' victory in the competition, along with expressing gratitude for the school's support. This strong coherence underscores the concluding sentence.

The coherence between the topic sentence (5) **'My father brought the whole family to the nearest beach from our home.'** and the concluding sentence **'that day was one of the most fascinating beach moments we have ever had.'** The coherence lies in the consistent theme, positive experience shared, and expression of admiration for the moment. Both sentences combine to portray the writer's experience at the beach. They both focus on the family beach trip, with the concluding sentence emphasizing it as one of the most enjoyable moments ever. While the wording differs, synonyms and keywords connect them, depicting the beach experience. Thus, the topic sentence and concluding sentence exhibit a fairly good level of coherence, consistently emphasizing the family beach outing.

Then, the two sentences between the topic sentence (6) **'Needed a ladder so that I could climb up to the roof.'** and the concluding sentence, **'Finally, I was brought to the nearest doctor so that I got proper medical attention. It was my fault that I was not careful with the hazardous situation'** The coherence displayed here is strong. The concluding sentence effectively expands on the theme introduced in the topic sentence, crafting a logical narrative of events and their outcomes. While the topic sentence emphasizes the need for a ladder to reach the roof, the concluding sentence delves into the consequences, including a doctor's visit and acknowledgment of personal responsibility. Their chronological order enhances coherence, as the ladder's necessity leads to the subsequent actions. Moreover, the topic sentence's focus on ladder necessity aligns with the concluding sentence detailing actions taken, notably seeking medical help. Crucially, the concluding sentence admits the writer's mistake, fostering consistency and coherence. Thus, this text demonstrates a high level of coherence.

For topic sentence (7) **'I and my family vacationed in Labuan Bajo,'** the concluding sentence is **'That was my unforgettable trip in Labuan Bajo. I was very happy to spend my holiday there'.** The concluding sentence mirrors the main idea of the initial topic sentence, "I and my family vacationed in Labuan Bajo," while also evoking a deeper emotional response from the reader. By stating, "That was my unforgettable trip in Labuan Bajo. I was very happy to spend my holiday there," the writer not only summarizes the experience but also emphasizes

the immense joy felt during the trip. This emotional depth enriches the reader's understanding of the significance of the vacation. Overall, this coherence between the topic sentence and conclusion strengthens the text's impact.

For topic sentence (8) **'I went to Bali on my own to enjoy a short escape,'** the concluding sentence is **'Staycation was my way to give myself a quality me-time among the rushing routines'.** The concluding sentence succinctly encapsulates the essence of the topic sentence, "I went to Bali on my own to enjoy a short escape," while also delving deeper into the purpose and impact of the trip. By stating, "Staycation was my way to give myself a quality me-time among the rushing routines," the writer emphasizes that the trip was a form of staycation and expresses the intention to prioritize self-care amidst busy routines. This coherence strengthens the relationship between the topic sentence and conclusion, as the concluding sentence not only reinforces the theme but also invites the reader to empathize with the writer's thoughts and feelings regarding the staycation experience in Bali.

Apart from adhering to the generic structure in recount writing, it's essential to note that the purpose and content aim to vividly portray a series of events or experiences undergone by the writer. Recount texts typically follow a chronological order, detailing events sequentially. For instance, upon examining a student's recount, it becomes evident that the writing aligns with the characteristics of a recount. The student meticulously and sequentially narrates the events or experiences encountered. Initially, the text sets the scene by introducing the time and place of the incident, followed by a chronological unfolding of events. Subsequently, the writer offers detailed descriptions, enriching the narrative with additional information such as atmosphere, emotions, or reactions experienced during the events.

B. The Types of Cohesion Used in the Students Paragraphs

Cohesion, unlike coherence, visibly connects sentences using certain words, facilitating easier identification and analysis to maintain text cohesion. According to Halliday & Hasan (1976), generally, those certain words or phrases can be classified into five terms of cohesion and can be found in the text. The use of cohesion in the students' recount paragraph can be seen in Table 2

No.		Types of Cohesion	Frequency	Percentage
1		Reference		
1	1	Exophoric	15	3,80%
1	2	Endophoric		
		Anaphoric	73	18,48%
		Cataphoric	5	1,27%
2		Substitution		
2	1	Nominal	1	0,25%
2	2	Verbal	0	0%
2	3	Clausal	0	0%
3		Ellipsis		
3	1	Nominal	0	0%
3	2	Verbal	0	0%
3	3	Clausal	0	0%
4		Conjunction		
4	1	Additive	137	34,68%
4	2	Adversative	12	3,03%
4	3	Causal	37	9,37%
4	4	Temporal	62	15,70%
5		Lexical Cohesion		
5	1	Repetition	46	11,65%
5	2	Synonym	5	1,27%
5	3	Superordinate relation	0	0%
5	4	General words	2	0,50%
Total			395	100%

(i) Reference

Reference cohesion is vital for maintaining continuity and connectedness between sentences, ensuring smooth flow in writing. It involves linking back to previous components like words or phrases for additional information. By exploring examples of sentences, students can better understand and apply reference cohesion effectively. These examples illustrate its significant role in enhancing coherence and guiding readers smoothly through ideas. Here are some sentences showcasing the richness of expression through reference cohesion in students' writing.

9) Hello, Let **me** introduce **myself**. My name is **Sintya**

10) From SMPN 1 Sukasada, **here** I will tell **you** about my experience while on holiday at my grandfather's house

11) Some time ago, my mother and I visited **my grandfather's** house where **he** was in Tabanan

a. Exophoric

Exophoric referencing involves referring to something outside the paragraph that readers or listeners must identify from context beyond the text. It relates to real-world elements or external context not explicitly stated in the paragraph. Of the three sentences in the exophoric cohesion category, one stands out: (10), '*From SMPN 1 Sukasada, **here** I will tell **you** about my experience while on holiday at my grandfather's house.*' In the provided sentence, **here** refers to the writer's current location, requiring readers to understand or imagine where that is, exemplifying exophoric referencing. Likewise, **you** addresses readers directly, but its meaning depends on the individual reading, also fitting within the exophoric category.

b. Endophoric

Endophoric referencing, unlike exophoric, involves words or phrases referring back to something within the same paragraph. It's divided into anaphoric and cataphoric referencing.

c. Anaphoric (b.1)

Anaphoric referencing uses words or expressions to refer to something previously mentioned in the paragraph. Among the three sentences, the anaphoric one is: (11) *'Some time ago, my mother and I visited my grandfather's house where he was in Tabanan.'* The phrase **my grandfather** in the sentence refers back to someone mentioned earlier, specifically the writer's grandfather. This anaphoric reference enables readers or listeners to identify the person in question as the writer's grandfather. Further information about the grandfather is provided in the subsequent sentence. The pronoun **he** is also an example of anaphoric referencing, referring back to the previously mentioned subject, **my grandfather**, ensuring continuity and clarity in the sentence. Anaphoric referencing in sentences fosters connections between phrases or clauses, clarifying identity and maintaining continuity of ideas. It ensures readers or listeners don't lose track of who is being referred to, enhancing their comprehension and facilitating smoother narrative flow.

d. Cataphoric (b.2)

Cataphoric referencing involves using words or expressions to lead the reader towards something that will be mentioned or explained later in the paragraph. Among the previous three sentences, the use of cataphoric referencing is evident in the sentence: (9) *'Hello, Let me introduce myself. My name is Sintya'* In the provided sentence, "Let me introduce myself" serves as an example of cataphoric referencing. The pronoun "me" is used before any further discussion about the writer's personal identity, with subsequent elaboration provided afterward. Similarly, the pronoun "myself" functions as cataphoric referencing, referring to the writer, and providing additional identity details after the initial reference. Additionally, the name "Sintya" also falls into the cataphoric category, referring to the writer's name, introduced after the pronoun "myself," offering further identity clarification.

(ii) Substitution

Substitution, a method of creating cohesion in discourse, involves replacing specific elements to enhance the text's unity and organization. Among the three types of substitution—Nominal, Verbal, and Clausal—only Nominal substitution cohesion was identified in students' paragraphs.

- 12) Last holiday, 2 weeks after I finished SAS exam, SMPN 2 Sukasada gave the students just a week holiday. I was surprised and already expected a boring holiday. My friends thought **the same**. We planned to just stay at home without going anywhere

Nominal substitution

Nominal Substitution involves replacing or using a noun or adjective as a substitute. Sentence (12) is one example of a sentence found in a student paragraph, which states, *"I was surprised and already expected a boring holiday. My friends thought the same."* This sentence is included in the nominal substitution category because it uses the pronoun "the same" to refer to a concept or situation that has been mentioned previously, namely expectations about a boring holiday.

(iii) Ellipsis

Substitution and ellipsis have the same parts, namely verbal and clausal nominals. However, if substitution emphasizes more on replacing words or phrases, ellipsis emphasizes

omitting elements that are considered obvious or can be inferred from the context. From the paragraphs made by students, there is no use of ellipsis cohesion, both nominal verbal and clausal.

(iv) **Conjunction**

Conjunction cohesion refers to the use of conjunctions in a paragraph to maintain harmony or connection and cohesion between parts of a sentence. Conjunction can be classified into four terms, namely Additive, Adversative, Clausal, and Temporal.

a. Additive

Additive is used to add or unify similar ideas. Here are some example sentences that are part of the additive conjunction.

- 13) I brought the ladder **and** set it up the roof.
- 14) At the time, I was too confident **and** not careful.
- 15) I did not pay attention **and** kept climbing.
- 16) I slipped from the ladder **and** fell to the floor.
- 17) Then, my older brother checked me out **and** asked if I was okay.

In the sentence (13) "*I brought the ladder and set it up the roof*," the conjunction **and** is used as an additive conjunction that connects two actions: carrying the ladder and placing it on the roof. For the sentence (14) "*At the time, I was too confident and not careful*," the conjunction **and** also functions as an additive conjunction that connects two traits or states: being too confident and not being careful. Then, in the sentence (15) '*I did not pay attention and kept climbing*,' the two actions, namely **not paying attention** and **keep climbing** are connected directly by the conjunction **and**. It indicates that these two actions occur sequentially and complement each other. Next is the sentence (16) "*I slipped from the ladder and fell to the floor*." Here, the conjunction **and** is an additive that combines two related events: slipping from the stairs and falling to the floor. And then, in the sentence (17) "*Then, my older brother checked me out and asked if I was okay*" the conjunction **and** functions as an additive one that connecting two consecutive actions: my older brother checked and asked if I was okay.

b. Adversative

The adversative is used to convey contrast, opposition, or difference between two ideas. Here is an example of sentence that belongs to the part of the adversative conjunction.

- 18) **However**, I did not pay attention and kept climbing.

The conjunction **however** is used at the beginning of a sentence to express a contrast or opposition to what the reader might previously expect. In this case, this conjunction shows that there is a contrast between previous expectations or situations and what actually happens next.

c. Causal

Causal is the type of conjunction that connects two clauses or sentences. Here are example sentences that are part of the causal conjunction.

- 19) I needed a ladder **so that** I could climb up to the roof
- 20) Finally, I was brought to the nearest doctor **so that** I got proper medical attention

In both sentences, the conjunction **so that** connects two events or actions by providing a reason or purpose between them, which is appropriate for use as a causal conjunction. In the sentence (19) "*I needed a ladder so that I could climb up to the roof*," the conjunction **so that** describes a cause-and-effect relationship. The need for a ladder is the cause and the consequence is the ability to climb onto the roof. Meanwhile, in the sentence (20) "*Finally, I*

was brought to the nearest doctor so that I got proper medical attention," here, the conjunction **so that** is used to express the reason or purpose behind the event "I was brought to the nearest doctor." The reason is to get proper medical help.

d. Temporal

Temporal conjunction is used to imply a time sequence or time relationship between two events. Here are some examples of sentences that are part of temporal conjunctions.

21) **Then**, my older brother checked me out and asked if I was okay.

22) **After that**, they carried me to a more comfortable place.

23) **Then**, my brother gave me first aid.

24) **Finally**, I was brought to the nearest doctor so that I got proper medical attention.

The conjunctions **then**, **afterthat**, and **finally** in the sentence are consistently used to explain the sequence of time or events in the text, which makes them belong to the temporal conjunction category. In the sentence (21) "**Then**, my older brother checked me out and asked if I was okay," the conjunction **then** shows the sequence of events, indicating that the action of checking and asking about the situation occurred after the previous event. Then, the conjunction in the sentence (22) "**After that**, they carried me to a more comfortable place" expresses a sequence of events, indicating that the action leading to a more convenient place occurred after the previous action. After that, in the sentence (23) "**Then**, my brother gave me first aid," the use of **then** here again indicates the sequence of events, indicating that providing first aid occurred after the previous event. Afterwards, in the sentence (24) "**Finally**, I was brought to the nearest doctor so that I got proper medical attention" the conjunction **finally** indicates the end of a series of events or actions. It emphasizes the chronological order and suggests that taking the writer to the nearest doctor was the final event in the sequence.

(v) Lexical Cohesion

Lexical cohesion refers to the meaning relationships between words or lexical units in a text that helps forming the unity and continuity of the text. Lexical cohesion consists of Repetition, Synonyms, Superordinate relations, and General words. In the paragraphs made by students, there are types of lexical cohesion conjunctions, namely Repetition, Synonyms and General words. The type of Superordinate relation is not found in the paragraphs made by students.

25)I didn't want to see **the condition** to get worse so I called **police**. A few minutes later **police** came and calmed down **the situation**. Asking the fruit seller, I knew that the thief tried to steal someone's wallet but someone saw him and shouted loudly, suddenly many people fought him up hardly.

a. Repetition

Repetition words are used to create a meaningful connection between parts of a paragraph, emphasize a certain idea, or unify the concept being discussed. Here is an example of a sentence that is part of the repetition word.

*"I didn't want to see the condition to get worse so I called **police**. A few minutes later **police** came and calmed down the situation."*

In the above sentence, the word **police** refers to law enforcement agencies that can help in this situation. It is followed by the sentence "A few minutes later police came and calmed

down the situation." The example of lexical cohesion usage, in this case is the word **police**, is repeated in the next sentence to emphasize the existence of object being discussed.

b. Synonym

*"I didn't want to see **the condition** to get worse so I called police. A few minutes later police came and calmed down **the situation**."*

The use of phrase **the condition** and **the situation** creates synonymous lexical cohesion because they both refer to the same concept, namely the situation related to the text. The lexical cohesion **the condition** refers to the situation that the writer wishes would not worsen and **the situation** refers to the situation that resulted from the previous police call.

- 26) To get to **Wae Rebo**, we hiked about 5 km. It was quite tiring, but we were happy because we could see directly the beauty and the uniqueness of **the place**. That was my unforgettable trip in Labuan Bajo. I was very happy to spend my holiday there.

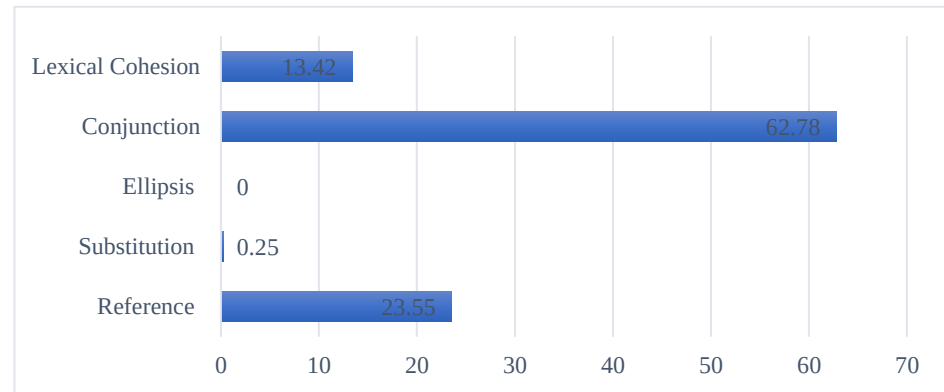
General words refer to words that can be used with high intensity in a text to maintain the interconnectedness of meaning between paragraphs. The use of general words that have a common meaning can help create a broader connection between ideas in the text. The sentence (26) above is an example of a sentence that belongs to the type of general words. The use of phrase **Wae Rebo** and **the place** as general words creates lexical cohesion because they both refer to the same general context or place, namely the destination of the trip. The lexical cohesion **Wae Rebo** refers to the destination or location that will be reached through travel and **the place** refers back to **Wae Rebo** itself as a place that has been reached through travel.

Coherence is the relationship between meanings and is understood by the reader, not just through words. By selecting and arranging words effectively, a coherent text can be created. According to the data, 85% of students (17 out of 20) have written coherent recount paragraphs, including all necessary elements like a topic sentence, supporting sentences, and a concluding sentence. The remaining 15% (3 paragraphs) are classified as 'incoherent' due to missing key elements and unclear information. Overall, most students have demonstrated the ability to organize their thoughts coherently, reflecting their skill in maintaining logical flow and context in their writing.

If coherence is strong but cohesion is weak, the teacher's judgment should be considered. According to reader-response theory, mature and skilled readers don't rely heavily on cohesive elements, whereas beginners do. Therefore, both coherence and cohesion assessments are valuable. It's noted that good cohesion doesn't necessarily mean good coherence. Research often relies on computer programs that count cohesive devices without considering their meaning. Cohesive devices should be evaluated in relation to sentence meaning. Thus, establishing meaning between sentences should come first, followed by the use of cohesive devices to reinforce that meaning.

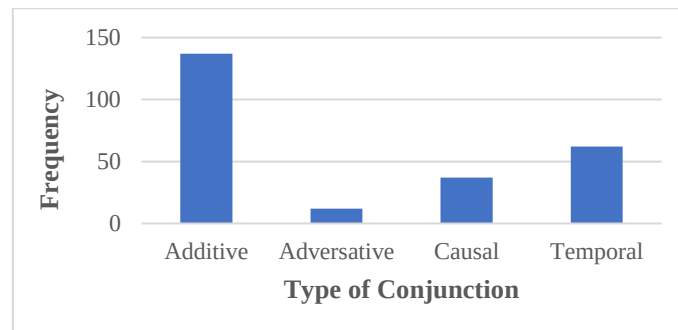
Type of Cohesion Used in Students' Recount Paragraphs

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



Halliday & Hasan (1976) placed a significant emphasis on cohesive reference as an integral part of how language is used to convey meaning and establish relationships between text elements. When considering the types of cohesion that are most often used in a paragraph, Reference and Repetition of words cohesion appear as the main elements. Reference cohesion creates connections between ideas and increases assertiveness, while Repetition of words can emphasize and reinforce a particular message. The findings of this research come from the data analysis in Table 4.2, which is further explained in the graph above. The graph shows the results of data processing, which provides a concrete picture of the most to the least types of cohesion used by students. used substitution cohesion, but not as extensively. This type of cohesion is found only 1 time (0.25%) in the student's work.

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

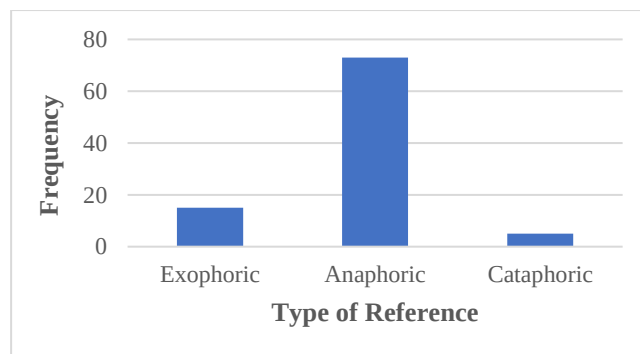


The statistical graph shows the percentage of cohesion types used in students' recount paragraphs, with Conjunction being the most frequently used. Reference follows in second place, then Lexical Cohesion, and finally Substitution. Ellipsis is entirely absent in the students' paragraphs. To understand the reasons behind the use of these four types of cohesion, interviews were conducted with five student representatives via WhatsApp. The focus is on why many students utilized Conjunction, Reference, and Lexical Cohesion.

The first type of cohesion discussed is conjunction. Conjunction cohesion can be divided into four main types: Additive, Adversative, Causal, and Temporal. Based on the above graph, additive conjunction is used 137 times (34.68%). The most frequently found additive conjunction in students' recount paragraphs is the word "and." According to the results of a Google Form questionnaire distributed to students, they often use "and" because they feel comfortable with it, finding it familiar and easy to use. They believe that using "and" repeatedly

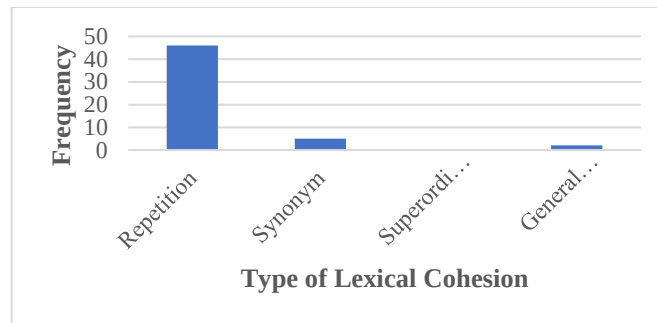
helps maintain readability and fluency, especially if they feel other conjunctions might be too complicated or inappropriate. Additionally, students are not fully aware of alternative conjunctions or other cohesion strategies due to a lack of exploration and understanding. The second type is adversative conjunction, which is used 12 times (3.03%). An example of an adversative word found in students' recount paragraphs is "however." Students use this conjunction because they do not yet fully understand adversative cohesion, which conveys contrast or difference between two events or pieces of information in a recount story. The third type is causal conjunction, used 37 times (9.37%). An example of a causal word used in students' recount paragraphs is "so that." Students use this conjunction to clearly convey the purpose or intent of each action or event they narrate in the recount text. Repetitive use helps emphasize their intentions or purpose, and they want to highlight the text flow by emphasizing cause and effect. This choice helps avoid confusion and ensures that readers or listeners understand the chronology of the story properly.

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



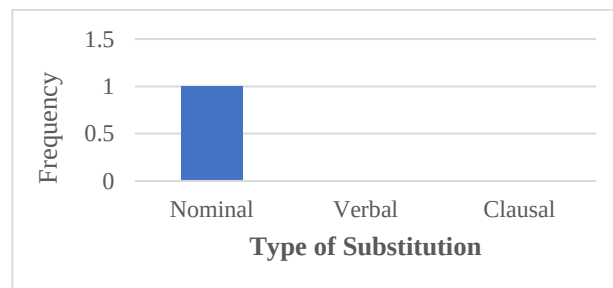
There are two main types of reference: exophoric and endophoric. Endophoric references are further divided into anaphoric and cataphoric. According to Graph 4.4, exophoric references are used 15 times (3.80%) in the students' recount paragraphs. Anaphoric references are used 73 times (18.48%), and cataphoric references are used 5 times (1.27%). The exophoric words used are "here" and "you," reflecting the students' subjective perspective or personal experiences, such as in the sentence, "Here, I will tell you about my experience while on holiday at my grandfather's house." The word "you" creates a direct interaction with the reader. Anaphoric and cataphoric words used include "my grandfather," "he," "me," "myself," and "Sintya," which help introduce characters or themselves to the readers more effectively, allowing readers to understand and identify with the characters in the story.

Figure 5. The Frequency of Each Type of Lexical Cohesion Used in Students' Writing



The third component under discussion is lexical cohesion, with a total usage of 53 times (13.42%). According to the graph provided, its components include word repetition, used 46 times (11.65%); synonyms, used 5 times (1.27%); and the use of general words, used 2 times (0.50%). However, one aspect of lexical cohesion, namely subordinate relations, is absent in the students' recount paragraphs. An example of word repetition is the term "police," repeated for emphasis on their presence or role in the described situation. For instance, "I called the police. A few minutes later, the police came and calmed down the situation." Synonyms are illustrated through the interchange of "the condition" and "the situation" in the student's writing to offer precision or clarification, reflecting nuanced differences in meaning relevant to their context. The use of general words is exemplified by "Wae Rebo: the place" to provide flexibility in discussing various aspects without being confined to specific names constantly.

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



The last cohesion found in the students' recount paragraphs is the use of substitution. Substitution cohesion encompasses three types: nominal, verbal, and clausal substitution. In the students' writing, only one type of substitution, nominal substitution, is identified, occurring once (0.25%). An example of nominal substitution is seen in the phrase "the same" in the sentence, "My friends thought the same." The student employs this phrase to clarify that his friends share his thoughts and feelings, enhancing the coherence of ideas and facilitating reader comprehension.

However, ellipsis, another type of cohesion, is not present in the students' paragraph writing. This absence can be attributed to several factors. Firstly, students may lack a thorough understanding of how ellipsis can effectively connect ideas within a text. Additionally, insufficient exposure to practical exercises and assignments that require the application of ellipsis cohesion may contribute to students' limited proficiency in using this concept in writing. Moreover, students may feel uncertain about when and how to employ ellipsis correctly, leading them to avoid its use to prevent errors. Lastly, a restricted grasp of

grammatical concepts, particularly sentence structure, may hinder students' ability to seamlessly integrate ideas using ellipsis cohesion.

CONCLUSION

The analysis of recount paragraphs composed by grade 8 students at SMP N 1 SUKASADA provides valuable insights into the quality of coherence in their writing. Coherence, a critical aspect of writing, reflects students' ability to organize information in a structured and connected manner. The findings indicate a positive outcome, with 85% of students demonstrating a good level of writing ability, representing 17 students. This suggests that the majority of students are proficient in creating coherent descriptive texts. However, 15% of students, totaling 3 individuals, still require improvement. From a theoretical perspective, students' success in achieving coherence can be attributed to their higher-order thinking skills, emphasizing logical structuring and organization of ideas. Teaching strategies that foster critical and analytical thinking may have contributed to this positive outcome. Additionally, cohesion and coherence can be further analyzed through a linguistic theoretical framework, elucidating the relationship between elements within a paragraph. Cohesion in recount paragraphs encompasses grammatical and lexical aspects, detailed in the assessment table or rubric. Grammatical cohesion includes reference markers (exophoric, endophoric, anaphoric, and cataphoric), substitution cohesion (nominal, verbal, and clausal), and conjunctions (additive, adversative, causal, and temporal). The dominance of conjunctions, with an overall percentage of 62.78%, indicates their crucial role in forming cohesive and integrated sentences. On the lexical cohesion side, the prevalence of repetition underscores its significance as a marker, emphasizing key points and enhancing persuasiveness to the reader. This distinctiveness highlights the effectiveness of repetition in reinforcing ideas within the paragraph.

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