



An Examination of the Students' Narrative Writings' Coherence and Cohesion in MTs. Nurul Furqoon Binjai

Noni Efrida¹

¹ (Tadris of United Kingdom, Faculty of Tarbiyah and Teacher Training, UIN Sumatera Utara)
E-mail : noni_efrida@yahoo.com

ABSTRACT

This study aimed to characterize and explain (a) the coherence and cohesion of the English narrative writings produced by the study participants; (b) the coherence and cohesion of the study participants' writings; and (c) the challenges the study participants faced in producing coherent and coherent English narrative writings. This research was intended to be qualitative in nature. Thirty ninth-grade students from MTs. Nurul Furqoon Binjai participated in this study. Three methods were used to gather the data: instructor interviews, student questionnaires, and narrative writing assignments. The hypothesis presented by Halliday and Hasan (1976) was used to analyze the data. Grammatical cohesion (reference, substitution, ellipsis, conjunction), lexical cohesion (reiteration and collocation), and coherence were the three main areas of focus for the investigation. Based on the study's findings, (a) students created five different kinds of cohesive devices to help their papers be coherent, with the most common application being personal reference (70.77%). Next, it was succeeded by conjunction (28.51%), substitution (0.57%), ellipsis (0.14%), and lexical cohesion, which was employed in 137 items, with repetition accounting for 78%; (b) the students created coherence in the narratives by developing themes and the generic structure; (c) a few coherence issues were found, including those involving reference (personal, demonstrative), conjunction (additive, adversative, causal, temporal), and limited lexical item selection.

Keywords: *coherent, cohesive, and story-like*

1. INTRODUCTION

The Kurikulum Tingkat Satuan Pendidikan, or KTSP (School Based Curriculum), is the national curriculum that governs English instruction at MTs. Nurul Furqoon Binjai. Standar Kompetensi (Competency Standard) and Kompetensi Dasar (Basic Competency) are the two competences included in the school-based curriculum. According to Deskinas (2005), a competency standard is a measure of a student's proficiency that is always expressed as an outcome. English classes also need to employ the school-based curriculum. English is one of the disciplines taught in the school that uses Competency Based Curriculum in addition to being taught as a foreign language. Students receive integrated instruction in four language skills while studying English. These abilities include speaking, writing, listening, and reading. Since people are involved in the process of receiving information, listening and reading are seen as receptive skills, but speaking and writing are regarded as productive skills since people are involved in the process of producing information. Writing is a productive talent that allows pupils to communicate their thoughts, feelings, and messages to readers. Thus, they need to properly arrange the linguistic system in order to be understood.

Proficiency in writing will be very beneficial if one wishes to communicate with people via mass media. Writing is a means of sharing knowledge and facilitating communication. Additionally, mastering the craft of writing well is the primary goal of writing instruction. Coherence and

cohesiveness are essential for successful writing. The process of connecting a collection of clauses or words to the context is known as coherence (Halliday and Hasan, 1976:23). Furthermore, coherence describes how we connect or link various discourse fragments.

Regarding the difficulties the students are having using cohesive devices, new research indicates that a large number of composition theorists and linguists have come to the conclusion that it is helpful to examine writing cohesion since it enhances prose coherence. Cohesion analysis can assist in identifying different phases of the writing process and may offer strategies for specifically elucidating some of the distinctions between student work that is excellent and subpar. Furthermore, according to Halliday and Hasan (1976), one can analyze writing quality from the standpoint of coherence by examining the employment of cohesive devices.

Writing writing that is coherent and cohesive is difficult for certain students, though. The kids frequently write incoherently in this situation. The students' difficulties in producing quality writing were discovered. Corbett (1997) states that a good piece of writing possesses three essential elements: unity, coherence, and proper growth. According to the principle of good writing, the MTs. Nurul Furqoon Binjai ninth grade kids were unable to write well. Their writings demonstrated it. Inappropriate cohesive devices were employed by the kids. They also struggled with concept organization. Their writings lacked cohesion and cohesiveness, which made it difficult for them to effectively convey their point. In particular, the purpose of this study is to examine the texts created by ninth-grade students in terms of coherence and cohesiveness, as well as any issues that may have arisen when attempting to create these elements in their writing.

Students frequently write incoherently based on pre-observation conducted by the researcher herself. The students' difficulties in producing quality writing were discovered. According to the principle of good writing, MTs. Nurul Furqoon Binjai ninth graders lacked the necessary skills to produce quality writing. Their writings demonstrated it. Inappropriate cohesive devices were employed by the kids. They also struggled with concept organization. Because of their writings' fragmentation and incoherence, the message could not be effectively conveyed. In particular, the purpose of this study is to examine the texts created by ninth-grade students in terms of coherence and cohesiveness, as well as any issues that may have arisen when attempting to create these elements in their writing.

Drawing from the aforementioned facts, the author is keen to examine and evaluate the coherence and cohesiveness of story compositions composed by MTs. Nurul Furqoon Binjai ninth-grade pupils. Since it is included in the curriculum, ninth-grade pupils need to be able to write narrative essays. But this research also aims to identify the issues affecting the consistency and cohesiveness of their compositions. Regarding the students' difficulties utilizing cohesive devices, recent research shows that numerous composition theories and linguists have concluded that it is helpful to examine writing cohesion since it promotes prose coherence.

2. LITERATURE REVIEW

Many definitions of writing that have been put out by a variety of specialists can be used as references in this study. Writing, according to Olshtain, is an interactive activity that occurs between the writer and the reader through the text (2001:207). Olshtain places a high emphasis on the significance of both the writing goal and the intended audience.

Writing is a powerful tool for communicating with others and expressing your ideas, feelings, and opinions. There are numerous applications for writing in daily life, and it can be enjoyable and pleasant to do. For the students, writing is just common sense. Speaking, listening, and reading are the other three English language proficiency that are primarily learned in conjunction with it in the classroom. Writing is simply the act of using written symbols to communicate indirectly with another

person. However, this description falls short of explaining what word writing actually means. Writing is a reflective activity that necessitates adequate time to consider the subject matter in order to assess and categorize any prior knowledge, according to Ahmed (2010:211).

Theory of Cohesion

As a measure of coherence in speech, Michael Halliday and Ruquaiya Hasan (1976) offer five cohesive devices in English, since the term "cohesion" in the paragraph relates to the content relationship. The purpose of cohesiveness is to support phrases in any given text. This is achieved by creating links between the various sections of a text, which gives the text structure. It facilitates the logical construction of sentences and ensures that they convey the intended meaning. Thus, coherence in general and cohesiveness in particular are related.

Grammatical cohesion and lexical cohesion are the two main categories into which Halliday and Hasan (1976: 6) divide English cohesion. The surface marking of the semantic connection between clauses and sentences in written discourse and between utterances and turns in speech is known as grammatical cohesion. The employment of lexical items like verbs, adjectives, nouns, and adverbs by the writer to consistently tie the text to its subject matter is known as lexical cohesion (Eggs, 1994). It is indicated by lexical components and vocabulary.

Devices like conjunction, ellipsis, substitution, and reference are examples of grammatical cohesiveness (Tanskanen, 2006:15). Reference is used to describe linguistic expressions that, rather than being understood semantically on their own, refer to other expressions for which the sender and the recipient are both aware of the context. References in written texts show how the author introduces readers and follows them along the way. Personal, demonstrative, and comparative references are the three primary categories of references, according to Halliday and Hasan (1976:37). There are three types of personal reference: 1) possessive determiners (my, yours, their, its, our, his, her); 2) possessive pronouns (mine, yours, hers, theirs, ours); 3) personal pronouns (I, me, you, him, she, he, her, we, us, they, them, it). The three classes of demonstrative reference are as follows: definite article (the), circumstantial demonstrative (here, there, now, then), and nominative demonstrative (this, that, these, those). "General" and "particular" comparisons are the two categories into which comparative references are divided. When comparing two items, they might be the same, similar, or different (where "different" covers both "not the same" and "not similar"). General comparison only considers likeness and unlikeness, without regard to any specific feature.

Halliday and Hasan stress that substitution affects the phrasing rather than the substance of the sentence. Additionally, they clarify that there are three different kinds of substitution: clausal (so, not), verbal (do), and nominal (one/ones).

Ellipsis refers to the removal of parts that the speaker or writer believes are evident from the context and are not need to be raised, even if they are generally required by the grammar. The three varieties of ellipsis are nominal, verbal, and clauseal, according to Halliday and Hasan (1976: 146).

According to Mather and Jaffe (2002: 1), a conjunction is a semantic relation that expresses how a sentence or statement relates to a preceding clause or statement in meaning. It is indicated by a particular connecting word or phrase. Additionally, Halliday and Hasan divide conjunctions into four categories: temporal, causal, additive, and adversative.

Lexical coherence is classified into two main kinds by Halliday and Hasan (1976): reiteration and collocation. Reiteration is a technique used to create coherence in texts by repeating two or more lexical units that are visible at the text's surface.

Theory of Coherence

According to Castro (2004), "coherence" refers to the connection that exists between concepts in a text and gives readers a sense of the meaning and clarity of the views being expressed. The term coherence, which originated with Halliday and Hasan (1976: 23), describes the internal components of a text that include cohesiveness and register.

According to Pearson, Roland & Speek, Barry Pennock (2005), the term coherence encompasses a wide range of ideas and facts, including the order in which the events covered in the text are covered, the completeness of the actions or concepts presented in it, and whether or not the text adheres to expectations for writing in a particular genre.

According to Enkvist (1990), coherence is "the quality that makes a text conform to a consistent world picture and is therefore summaries able and interpretable." Coherence is essentially associated with the characteristics of the text itself. Similar to Enkvist, Brown and Yule (1983) think that linguistic messages' interpretation is the main factor in coherence. Enkvist (1978) makes a distinction between two categories of semantic connections: (1) connections made through surface-level cohesiveness and (2) connections made through profound-level coherence.

3. RESEARCH METHODS

The coherence and cohesiveness of narrative texts were analyzed as part of the qualitative research design used in this study. The ninth-grade pupils at MTs. Nurul Furqoon Binjai served as the study's subjects. Given that they had been taught narrative texts, these kids were chosen as the subjects. A qualitative analysis of this study was conducted by (Miles and Huberman, 1984). One step in the qualitative study process was data reduction, which started with data collecting and continued through data analysis once the data were acquired. The targeted data were coded and tallied in this activity; 2) Data display, which involved arranging the information and inserting it into matrices. Here, the data were presented as a table to determine the kinds of cohesive devices, themes, generic structure, and ideas used by the students in each paragraph; and 3) a conclusion drawing that was created to address the issues raised in the study by providing a description and an explanation.

In the meanwhile, this study included a number of data collection techniques, including document analysis, instructor interviews, and student questionnaires. Data on the use of coherent devices, text themes, generic text structures, the idea of each paragraph in each narrative, and the issues students ran into when producing narratives were obtained through document analysis.

FINDINGS

This section demonstrates how the students used grammatical cohesive techniques in their narrative writing. These devices were first described by Halliday and Hasan in 1976 and include reference, substitution, ellipsis, conjunction, and lexical cohesiveness. The table below provides an illustration.

Table: The Use of Grammatical Cohesion

No. of writing					
	Reference	Substitution	Ellipsis	Conjunction	
W1	15	1	-	5	21

W2	24	-	-	7	31
W3	17	-	-	8	25
W4	19	-	-	8	27
W5	21	-	1	6	28
W6	19	-	-	5	24
W7	6	1	-	8	15
W8	8	-	-	7	15
W9	21	-	-	6	27
W10	5	-	-	6	11
W11	16	-	-	9	25
W12	8	-	-	6	14
W13	9	-	-	6	15
W14	12	-	-	6	18
W15	21	1	-	12	34
W16	11	-	-	7	18
W17	16	-	-	9	25
W18	19	-	-	8	27
W19	8	1	-	4	13
W20	19	-	-	10	29
W21	16	-	-	6	22
W22	16	-	-	3	19
W23	10	-	-	3	13
W24	20	-	-	7	27
W25	21	-	-	8	29
W26	29	-	-	8	37
W27	29	-	-	3	32
W28	20	-	-	5	25
W29	18	-	-	6	24
W30	21	-	-	7	28
Total	494	4	1	199	698
Percentage	70.77%	0.57%	0.14%	28.51%	100%

According to the aforementioned investigation, the ninth-grade student at MTs. Nurul Furqoon Binjai paid greater attention to the development of cohesiveness. The amount of grammatical cohesiveness that was used revealed this. Every student's narrative writing exhibited the usage of grammatical coherence. This suggested that the pupils were already familiar with these kinds of gadgets. For instance, since the percentage of reference devices was largest (70.77%), the students used them more frequently than other devices. Reference devices were followed in use by conjunction devices (28.51%), substitution devices (0.57%), and ellipsis (0.14%). The majority of the findings showed that when they wrote narrative texts, they commonly integrated the use of such coherent strategies. They developed their writing by drawing on the cohesive theories from the previous chapter and the understanding of cohesive devices that they had.

In keeping with the narrative theme, the students' English narrative writing was pertinent to the information gleaned from the questionnaire they completed. According to the questionnaire, the pupils were eager to write on legendary subjects like friendship, love, struggle, and family strife. Thus, there were similarities between the answers individuals provided on the questionnaire and the information they included in their tales. It indicated that the findings based on the students' narratives were

corroborated by the questionnaire data. The percentage of the theme that appeared in the students' writings is shown below.

Table: The Themes of Narrative Writings

No	The Theme	The Writing Numbers	Total	Percentages
1.	Friendship	W4, W7, W10, W14, W18	5	16%
2.	Experience	W11, W25, W26, W27, W29	5	16%
3.	Simple life	W19, W23, W24, W28	4	13%
4.	Love	W1, W3, W6, W9	4	13%
5.	Family conflict	W5, W13, W15, W30	4	13%
6.	Struggling	W8, W12, W21, 22	4	13%
7.	Goodness	W17	1	3%
8.	Brotherhood	W2	1	3%
9.	Smartness	W16	1	3%
10.	Lie	W20	1	3%
TOTAL			30	100%

One of the student narratives was presented once the theme was developed. The theme emerged in a sequence of circumstances. Orientation, complexity, and resolution are among the chronological events (generic structure of narrative text). Determining the theme and then putting it into prose was a difficult task. According to the questionnaire's results, they were hesitant to communicate themes in English sentences because they thought the writing would not flow effectively or introduce a pertinent issue. These were issues that had to do with how they needed to communicate in elegant writing. Furthermore, the arrangement of the text according to its generic structure revealed information about its coherence. The general format of the English story compositions produced by the ninth-grade students at MTs. Nurul Furqoon Binjai is shown in the table below.

**Table:
The Generic Structure of Narrative Writings**

Writing	The Titles of the Narratives	The Themes	Generic		
			O	C	R
1	Bandung Bondowoso and Roro Jonggrang	Love	x		
2	Ali Baba	Brotherhood	X	X	X
3	Beauty and the Beast	Love	X	X	X
4	Bad Boy	Friendship	X	X	X
5	Pinocchio	Family conflict	X	X	X
6	Sangkuriang	Love	X	X	X
7	The Bear and Rabbit	Friendship	X	X	X
8	The Legend of Rawa pening	Struggling	X	X	X
9	Lutung Kasarung	Love	X	X	X
10	The Prince and His Best	Friendship	X	X	X
11	Sincere Will Get a Great My Holiday	Struggling Experience	X	X	X
12	Cinderella	Family conflict	x	X	-
14	Three Fish	Friendship	X	X	X

15	Bawang Putih and Bawang	Family	X	X	X
16	Monkey and Crocodile	An	X	X	X
17	The Old Woman and The Sparrow	Goodness	x		
18	Snow White	Friendship	X	X	X
19	Sleeping Beauty	Simple life	X	X	-
20	The Magic Candle	Lie	X	X	X
21	Golden Cucumber	Struggling	X	X	X
22	Momotaro	Struggling	X	X	X
23	The Golden Snail	Simple life	X	X	-
24	Goldilocks and the Three Bears	Simple life	X	X	X
25	My Bad day	Experience	X	X	X
26	Terrible experience	Experience	X	X	-
27	My Good Experience	Good experience	X	X	-
28	Granfather and Granson	Simple life	X	-	-
29	My Life was My Adventure	Experience	X	X	X
30	Malin Kundang	Family Conflict	X	X	X

4. DISCUSSION

Research Results and Discussion

The current study, which was carried out at MTs. Nurul Furqoon Binjai, aims to look into the issues that the students had while writing their tales as well as the cohesion and coherence that they developed. The ninth-grade IX.1 class was chosen as the subject, and the students' narrative writing from that grade was used as the data source.

In their 1976 book *Cohesion in English*, Halliday and Hasan defined cohesion as a characteristic that showed whether a document was coherent or just a collection of disconnected sentences. According to the findings, cohesive devices were used to provide the narratives coherence. It demonstrated that the ninth-grader in MTs. Nurul Furqoon Binjai paid greater attention to the development of cohesiveness.

The quantity of cohesive devices employed indicated this. Grammatical and lexical coherence are the two categories of cohesion that were identified in the English narrative compositions produced by the pupils. The usage of conjunction, ellipsis, reference, and substitution were all included in the first category. Collocation and repetition were used in the second one. Every student's narrative writing exhibited the usage of grammatical coherence. This suggested that the pupils were already familiar with these kinds of gadgets. Although they have used them, they are unfamiliar with the term cohesive devices. This meant that teachers do not bring the concept of cohesive devices into the teaching and learning process. Various methods were used in the students' narratives, despite their ignorance of that determination. For instance, since the percentage of reference devices was highest (70.77%), the students used them more frequently than other devices. This was followed by conjunction devices (28.51%), substitution devices (0.57%), and ellipsis (0.14%). The majority of the findings showed that when they wrote narrative texts, they commonly integrated the use of such coherent strategies. They developed their writing by drawing on the cohesive theories from the previous chapter and the understanding of cohesive devices. The type of narrative writing and the task utilized were two potential factors that may have contributed to the greatest percentage of references presented in this

study. To complete the writing assignment, students had to write about their own experiences as well as fables, legends, and other people's experiences. A narrative writing must therefore be about a person, thing, or event; so, reference devices primarily personal reference items were heavily utilized in the writings. Due of this, in the following words, personal references such as "I, me, my/ he, him, his/ she, her, hers/ it, its, they, them" are frequently used after addressing a character, thing, or event in the story. According to Fox (1987), "Referential cohesion is a characteristic type of narrative discourse when investigating participant chains," and this finding supports that claim. One could argue that narrating a personal event necessitates a greater usage of references, particularly for the exophoric category, which is conveyed by using the first person, single or plural. It has been discovered that the students employ referring expressions appropriately to establish and preserve allusion to the people and things in their stories. This fact demonstrated that the kids were acquainted with these kinds of gadgets. This gadget may receive greater attention than other devices during the teaching and learning process. On the other hand, students believe that this gadget is the simplest to learn.

When it came to conjunction usage, the students' English narrative writing frequently employed four different forms of conjunctions (49%). The simplest form of each of the four forms of conjunctions "and" for additive, "but" for adversative, "because/cause" for causal, and "then/and then" for temporal conjunction was employed by them frequently in their narrative writing. Nonetheless, a number of the pupils regularly applied these conjunctions in a quite perplexing manner. For example, they were unable to distinguish between an additive and an adversative conjunction, therefore they employed a temporal conjunction instead of an additive one. This could be the result of inadequate practice, particularly in the area of conjunction, in the classroom. This type of grammatical cohesiveness was the least used in terms of substitution. It was inferred that this kind of cohesiveness was foreign to the kids.

The coherence of the stories was not greatly impacted by its occurrence because it was so rare. Table 4.1 indicates that of the 698 coherent ties that the students employed in their story works, 4 (0.57%) and 1 (0.14%) were substitutes. Because there is no obvious distinction between substitution and ellipsis in this study, the students were perplexed about it. The fact that replacement and ellipsis are more common in dialogue samples than in narratives or descriptions, according to Halliday and Hasan (1976), explains the lower frequency of these two devices. In the case of the ellipsis category, the vast majority of students hardly ever utilized it. Pupils were not conversant with using ellipsis in conjunction with other coherent tools. This could be a reference to the learners' avoidance of employing certain types; for example, students may have shied away from using ellipses out of concern for their appropriateness. This was further clarified by the fact that students tended to avoid using this kind since they were unsure of how, when, or where to contact them.

Lexical cohesion was one type of cohesiveness that practically all of the student tales exhibited. Collocation and repetition were included in the category. Repetition, synonyms or close synonyms, superlatives, and broad terms were all included in the repetition. According to the results, general words, collocations, synonyms, superordinates, and repetition are the most common word types. Approximately 107 elements, or 78% of the total lexical cohesiveness, had repetition. This result suggested that in order to keep their stories cohesive, the students continued to use the same term or phrases. One explanation is that when students wished to draw attention to a specific concept or phrase, They did not stop saying the same things. It can be concluded that the majority of students did not try to learn new words. They acknowledged that they had trouble remembering terms, but they showed no interest in finding a solution. One possible consequence of not being committed to learning words was a limited vocabulary. McCarthy (1991:68) observes that learners may not always possess a psychological understanding of the value of learning synonyms or hyponyms for text-creating reasons. Most often, learning vocabulary has been interpreted as only receptive skills or as word study isolated from real-world application. The least amount of other lexical cohesiveness was used general words.

Lexical coherence did not exist in English narrative writing in any percentage (0%) of cases. This result suggested that the pupils were unable to leverage this cohesiveness because they were unaware of it. They were unaware that there might be a few causes. One of them was not paying enough attention to this aspect of the teaching and learning process. They don't use when they write, especially when they're writing narratives, because they don't know enough or are not competent in this field.

The text's coherence was examined from three angles: 1) the topics of the narratives; 2) the notion of each paragraph within a narrative; and 3) the narrative's general structure. There were 10 topics that the English students' narratives incorporated, and these were the themes that the students found intriguing to develop: The first five items on the list are friendship (16%), followed by experience (16%), simple living (4 items) (14%), love (4 items) (13%), family conflict (5%), struggling (4 items) (13%), and simple life (4 items) (13%), 8) virtue 1 thing (3%), 9) items related to brotherhood (3%), and 10) intelligence 1 items (3%) and lying 1 items (3%), which was the final theme. Their writing flowed easily since the ideas in each paragraph complemented the themes that were generated based on their areas of interest. The ideas in each paragraph that constructed the narratives gave the narratives their coherence. The idea put forth by Wuang, Hui, and Sui, Danny (2010) that conceptual coherence is the consistency of viewpoint and structure and that an article should explicitly focus on them is pertinent to this finding.

The general form also demonstrated the narrative's cohesiveness. According to the students' conclusions, the majority of them employed the typical general structure of a narrative text, which consists of orientation, complexity, and resolution. However, a few of them employed distinct structures. They substituted a sequence of events for a complication, a conclusion for a resolution, and a description for an orientation. It demonstrated both simple and complex complications in terms of complexity. It suggested that the students' abilities to investigate their ideas, particularly in the area of complex exploration, varied. This is dependent upon one's degree of talent, intelligence, and narrative writing experience.

The challenges that the students faced in their narratives included those related to references, such as demonstrative and personal references, and problems with conjunctions, such as additive, adversarial, causal, and temporal conjunctions. These results also suggested that there was a problem with the way that teaching and learning were conducted. Although they have been learning English for three years—since they entered the ninth grade students actually still struggle in these areas. Over time, this ailment would develop into a significant issue. This revelation can cause the teachers to think twice before devoting extra time to these areas. In order to solve the issue, all of the previously mentioned findings also need to be given careful consideration and follow-up action.

5. CONCLUSION

In light of the study's objectives and the analysis of the ninth-grade students' narrative compositions from MTs. Nurul Furqoon Binjai, the following conclusions can be drawn:

The students of MTs. Nurul Furqoon Binjai employed the types of cohesive devices reference, substitution, ellipsis, and conjunction to increase the cohesiveness of their English narrative writings in accordance with Halliday and Hasan's theory of cohesion (1976). Based on the discussions of the findings, there were 698 items, or 100%, of grammatical cohesive devices used. However, there were differences in how frequently these cohesive devices occurred. The most common usage was of references (70.77%), with conjunction coming in second (28.51%). Ellipsis (0.14%) and Substitution (0.57%). In the first instance, the reference kinds were as follows: comparative (0%), demonstrative (5.87%), and personal (94.13%). Regarding conjunctions, the second one employed the following types: temporal (25%), adversaritive (12%), causative (11%), and additive (53%). In the meantime,

repetition and collocation were employed to create lexical coherence. Repetition (78%), synonyms (3.65%), superordinates (2.92%), general words (0%), and collocations (15.33%) were the major devices employed in reiteration.

They employed a sequence of events in place of a complicated situation, a conclusion in place of a resolution, and a description in place of an orientation. It demonstrated both simple and complex complications in terms of complexity. It suggested that there was variation in the students' abilities to investigate their ideas, particularly in the area of intricacy. This is determined by one's IQ, creative ability, and narrative writing experience. This study demonstrates that the themes of the narratives, the idea of each paragraph in a narrative, and the general structure of the narratives were used to examine the coherence of the text.

The consistency was also evident in the generic structure, which demonstrated that the majority of students employed the orientation, complication, and resolution typical elements of narrative text. However, some of them employed a different structure; that is, they used a series of events in place of a complicated one, a description in place of an orientation, and a conclusion in place of a resolution. It demonstrated both simple and complex complications in terms of complexity. There were other narratives with a generic form that lacked complexity and resolution.

Based on the examination of the documents, the student questionnaire, and the teacher interview, it was discovered that students had a number of issues with employing cohesive devices and coherence, which are two major issues with creating coherent English narrative works. The inability to use cohesive devices was accompanied by issues with conjunction (additive, adversarial, causal, and temporal), reference (personal and demonstrative), and limited lexical item choice. Regarding the issue with coherence, they also mentioned the issue with their general framework. The identified issues have the potential to disrupt the coherence and cohesiveness of the narratives written by SMP N 2 Banjar's ninth-grade pupils. The generic structure was also discovered to have issues, which were thought to be the reason why the tales failed to reach coherence and cohesiveness.

BIBLIOGRAPHY

- Ahmad, A. H. 2010. "Students' Problems with Cohesion and Coherence in EFL Essay Writing in Egypt: Different Perspectives." *Literacy Information and Computer Education Journal*, Volume 1,(issue 4. December 2010).
- Castro, C.D. 2004. "Cohesion and the Social of Meaning in the Essay of Philiphine College Students' Writing in L2/English." *Asia Pacific Education Review*/ 5((2)): 215–25.
- Enkvist, N.E. "Seven Problems in the Study of Coherence and Interpretability. In U. Connor and A.M. Johns (Eds.), *Coherence in Writing:*" *Research and Pedagogical Perspectives:* (pp. 11-28). Alexandria, VA:TESOL.
- Olshtain, Elite. 2001. "Functional Tasks for Mastering the Mechanics of Writing and Going Just Beyond." *In Marianne Celce Murcia (Ed), Teaching English as a Second or Foreign Language:* (pp. 207-232). Thomson Learning. Inc: United State.
- Pearson, Roland, and Speck, Barry Pennock. 2005. "Coherence in English Essay Written by Non- Native Students of Sociology." *Quarders de Filologia Estudios Linguistics* Vol. X (20: 261–78.
- Tanskanen, S, -K. 2006. "Collaborating Towards Coherence:" *Lexical Cohesion in English Discourse.* Amsterdam: John Benjamins Publishing Company.
- Vujevic, V, M. 2010. "Ellipsis and Substitution As Cohesive Devices." *Originalni Naucni Rad:* 407–16.
- Wang, Huili & Sui, Danni. "Measuring Coherence in Chinese EFL Major Writing through LSA (Latent Semantic Analysis) ASEAN EFL Journal,." Vol. 10, N(No 2, April 2006).