AN ANALYSIS OF THE COHESION AND COHERENCE OF THE STUDENTS' NARRATIVE WRITINGS IN SMP NEGERI 2 BANJAR

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Abstract

This study attempted to describe and explain (a) the cohesion of English narrative writings produced by the students under study; (b) the coherence of English narrative writings produced by the students under study; (c) the problems encountered by the students under study in creating cohesion and coherence in their English narrative writings. This study was designed as qualitative study. This study was conducted on 30 students of the ninth grade in SMP Negeri 2 Banjar. The data were collected through students' narrative writings, students' questionnaire and teachers' interview. The data were analyzed by using the theory introduced by Halliday and Hasan (1976). The analysis was concerned with: grammatical cohesion (reference, substitution, ellipsis, conjunction), lexical cohesion (reiteration and collocation) and aspect of coherence that were found in the students' writings. The results of this study show that (a) the students produced the five types of cohesive devices to serve the coherence of their writings of which reference 70.77% with personal reference as the dominant use. Then, it was followed by conjunction 28.51%, substitution 0.57%, ellipsis 0.14%, lexical cohesion was used 137 item dominated with repetition 78%; (b) the students' produced coherence of the narratives through the development of themes, and the generic structure; (c) some problems of coherence identified were the problems with reference (personal, demonstrative), conjunction (additive, adversative, causal, temporal) and limited choice of lexical item.

Key words: cohesion, coherence, narrative

INTRODUCTION

In SMP Negeri 2 Banjar, the teaching of English must be conducted in line with the national curriculum called *Kurikulum Tingkat Satuan Pendidikan* or *KTSP* (School Based Curriculum). School Based Curriculum contains two competencies, namely, *Standar Kompetensi* (Competency Standard) and *Kompetensi Dasar* (Basic Competency). Competency standard is a unit of competence which is always expressed as an outcome, describing what a student can do (Depdiknas, 2005). School Based Curriculum must be used in English subject too. English is taught as a foreign language and one of the subjects in the school that also uses Competency Based Curriculum in learning English. When learning English, the students are taught four language skills integratedly. Those skills are reading, listening, speaking, and writing. Listening and reading are considered as receptive skills because people are involved in receiving information, while speaking and writing are productive skills since people are involved in producing information. Writing is productive skill, in which the students can deliver their idea, messages and feeling to readers. So, they should organize the system of language well in order to be understood.

The skill of writing will help much if one wants to contact people through mass media. Through writing, one can communicate and share information with others. Furthermore, the main focus of teaching writing is to develop competency in creating a good writing. To achieve a good writing, the text should be coherent and cohesive. Coherence is the way to relate a group of clauses or sentences to

the context (Halliday and Hasan, 1976:23). And cohesion refers to the way we relate or tie together bits of the discourse.

Concerning the students' problems in using cohesive devices, recent scholarship demonstrates that many linguist and composition theorists have reached a conclusion that it is useful to analyze cohesion in writing as it contributes to coherence in prose. Cohesion analysis can help distinguish stages of writing development and might provide methods of explaining concretely some of the differences between good and poor student writings. Also, Halliday and Hasan (1976) contend that through analyzing the use of cohesive device, one could evaluate or assess writing quality from the perspective of coherence.

However, for some students, it is not easy to write cohesive and coherent text. Here, the students often produce incoherent writing. It was found that the students faced problems in producing a good writing. In line with this, Corbertt in Sutama, (1997) he state that there are three characteristics of a good writing namely; unity, coherence, and adequate development. Based on the theory of a good writing, the ninth grade students of SMP N 2 banjar did not understand how to make a good writing. It could be seen in their writings. The students used inappropriate cohesive devices. They also had problem in organizing their idea. Their writings could not deliver the message well because the writings lack of unity and coherence. Particularly, this study is intended to look at the texts written by the ninth grade students in terms of their cohesiveness, coherence and the problems may occur in creating both aspects in their writing.

From pre-observation done by the researcher herself, the students often produce incoherent writing. It was found that the students faced problems in producing a good writing. Based on the theory of a good writing, the ninth grade students of SMP N 2 banjar did not understand how to make a good writing. It could be seen in their writings. The students used inappropriate cohesive devices. They also had problem in organizing their idea. Their writings could not deliver the message

well because the writings lack of unity and coherence. Particularly, this study is intended to look at the texts written by the ninth grade students in terms of their cohesiveness, coherence and the problems may occur in creating both aspects in their writing.

Based on the phenomena illustrated above, the writer is interested in investigating and analysis cohesion and coherence of narrative writings written by the ninth grade students of SMP Negeri 2 Banjar. The ninth grade students should be able produce a narrative writing because it is stated in the curriculum. However, this studies as well as to find out the problems that affect the cohesion and coherence of their writings. Concerning the students' problems in using cohesive devices, recent scholarship demonstrate the many linguists and composition theories have reached a conclusion that it is useful to analyze cohesion in writing as it contributes to coherence in prose.

THEORETICAL RIVIEW
The Concept of Writing

There are various definitions of writing proposed by several experts which can be cited as references in this research. Olshtain views writing as an act of communication suggests an interactive process which takes place between the writer and the reader via the text (2001:207) Olshtain emphasizes value on the purpose of writing and the target readers as well.

Writing is an effective way to communicate and express your thoughts, feelings and opinions to others. Writing can be both fun and entertaining and there are a variety of ways to use writing in your everyday life. Writing is really common sense for the students. In school learning process, it is essentially to be learning together with the other three skills in English, namely speaking, listening and reading. Easily writing can define as how people communicate to another people indirectly through written symbols. But this definition is not enough to defining the meaning of word writing. A definition of writing come from Ahmed (2010:211) state that writing skill as a reflective activity that

requires enough time to think about the specific topic to analyze and classify any background knowledge.

Theory of Cohesion

Since the term of cohesion in paragraph refers to the content relationship, Michael Halliday and Ruquaiya hasan propose five cohesive devices in English (1976) as a mark of cohesion in discourse. Cohesion has role of building up sentences in any given text. This comes through the linking of different parts of a text to each other so that it gives a structure to a text. It helps in hanging sentences together in a logical way, for having a right meaning. So, cohesion has a relation with the broader concept of coherence.

According to Halliday and Hasan (1976: 6) classify cohesion in English into two broad categories: grammatical cohesion and lexical cohesion. Grammatical cohesion is the surface marking of semantic link between clauses and sentences in written discourse and between utterances and turn in speech. Then, lexical cohesion refers to how the writer uses lexical items such as verb, adjectives, nouns and adverbs to relate to the text consistently to its area of focus (Eggins, 1994). It is signaled by means of lexical elements/vocabularies.

Grammatical cohesion includes devices such as reference, substitution, ellipsis, and conjunction (Tanskanen, 2006: 15). Reference refers to items of language that instead of being interpreted semantically in their own right, make reference to other item for which the context is clear to both sender and receiver. In written text, reference indicates how the writer introduces participant and keeps track of them throughout the text. According to Halliday and Hasan, (1976:37) there are three main types of references: personal reference, demonstrative reference, and comparative reference. The category of personal reference includes: 1) personal pronouns, e.g I, me, you, him, she, he, her, we, us, they, them, it; 2) possessive determiners, e.g my, yours, their, its, our, his, her; 3) possessive pronouns, e.g. mine, yours, hers, theirs, ours. The categories of demonstrative reference include three

classes namely: nominative demonstrative (this, that, these, those), circumstantial demonstrative (here, there, now, then) and definite article (the). The classify of comparative reference into two kinds, namely: "general" and "particular" comparison. General comparison deals with comparison which is simply in terms of likeness and unlikeness, without respect to any particular property: two things may be the same, similar or different (where "different" includes both "not the same" and "not similar")

According to Halliday and Hasan emphasize that substitution is a relation in the wording rather than in the meaning. They also explain that there are three types of substitution, namely: nominal (*one/ones)*, verbal (*do*) and clausal (*so, not*)

Ellipsis is omission of elements normally require by the grammar which the speaker/writer assumes as obvious from the context and therefore need not to be raise. Halliday and Hasan (1976: 146) clasify Ellipsis into three types; Nominal ellipsis, Verbal ellipsis, and Clausal ellipsis.

Mather & Jaffe (2002: 1) state that conjunction represent semantic relation that expresses how a clause or statement is relate in meaning to a previous clause or statement; it is signal by a specific connecting word or phrase. Halliday and Hasan also classify conjunction into four types, namely adversative, additive, temporal and causal.

According Halliday and Hasan (1976) divide lexical cohesion into two major categories, namely: reiteration and collocation. Reiteration is a mechanism of producing cohesion in a text by means of repetition of two or more lexical items that are observable at the surface of the text. The following is example of the use of reiteration which was quote from Halliday and Hasan (1976: 279)

There is a boy climbing a tree
a. The boy is going to fall if he doesn't take care (repetition)
b. The lad is going to fall if he doesn't take care (synonym)
c. The child is going to fall if he doesn't take care (super ordinate)
d. The idiot is going to fall if he doesn't take care (general word)

Collocation is achieved through the association of lexical item that regularly co-occur. It pertains to lexical items that are likely to be find together within the same lexical environment. The following is as the example:

Plants characteristically *synthesize* complex *organic* substances from simple *inorganic* raw materials. In *green plant*, the *energy* of this process is *sunlight*. The *plants* can use this *energy* because they process the *green pigment chlorophyll*. *Photosynthesis* or *light synthesis*, is a *self feeding*, or *autotrophic* process (Pearson, 1987 in Nunan, 1993:28) In the text above it could be said that the following items are examples of lexical collocation because they all belong to the scientific field of biology:

Theory of Coherence

The term 'coherence' is regarded as the link in a text that connects ideas and makes the flow of thoughts meaningful and clear for readers (Castro, 2004). The definition came from Halliday and Hasan's (1976: 23) coherence refers to the elements internal to a text which consist of cohesion and register.

Pearson, Roland & Speek, Barry Pennock (2005) states that coherence is an umbrella term for many aspects, such as the sequencing of events covered in the text, completeness of the actions or concept laid out in it and whether the text conforms to what we would expect from a piece of writing belonging to a given genre.

Enkvist (1990) defines coherence as "the quality that makes a text conform to a consistent world picture and is therefore summaries able and interpretable" and coherence is primarily related to the nature and property of the text. Like Enkvist, Brown and Yule (1983) believe that coherence depends primarily on the interpretation of linguistic messages. Enkvist (1978) distinguishes between two types of semantic connection: (1) connection through cohesion in the surface level and (2) connection through coherence in the profound level.

RESEARCH METHOD

This study used qualitative research design involving analyses of cohesion and coherence of narrative writings. The subjects of this study were the ninth grade students of SMP N 2 Banjar. These students were taken as the subjects since narrative texts were taught to them. This study was analyzed qualitatively by (Miles and Huberman, 1984). The procedure of qualitative study included: 1) data reduction, the reduction was begun from data collection until data analysis when the data have been obtained. In this activity, the intended data were tabulated and given codes; 2) data display, data display included organizing and entering the data into matrices. Here, the data which were displayed in the form of table in order to know what types of cohesive devices, the text of themes, the text of generic structure, and the idea of each paragraph were used by the students; and 3) conclusion drawing, conclusion drawing was design in the form of description and explanation in order to answer the problems stated in this study.

Meanwhile, there were several methods of data collection used in this study such as teachers' interview, students' questionnaire, and document analysis. Document analysis was used to get the data of the use of cohesive devices, the themes of the texts, the generic structures of the text, the idea of each paragraph in each narrative and the problems encountered by the students in their narrative writings.

FINDINGS

In this section, the use of grammatical cohesive devices in the students' narrative writings was marked by the usage of cohesive devices that were introduced by Halliday and Hasan in 1976, namely: Reference, Substitution, Ellipsis, Conjunction and Lexical Cohesion. The following table illustrates below.

Table 4.1
The Use of Grammatical Cohesion

No. of writing	Type of grammatical cohesion				Total
	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%

From the analysis above, it showed that the ninth grade student in SMP N 2 Banjar had more attention to the creation of cohesion. This could be seen from the number of used grammatical cohesion. The use of grammatical cohesion was found in all the students' narrative writings. This indicated that the students already knew these kinds

of devices. For example, the students used reference devices most frequently than other devices since the percentage of reference was the highest (70.77%), followed by conjunction devices (28.51%), substitution devices (0.57%), ellipsis (0.14%). The most finding revealed that they frequently combined in using those cohesive devices while writing narrative texts. By relying on the theories of cohesion in previous chapter, knowledge of cohesive devices gave them in developing their writing.

Related with the theme of narratives, English narratives writing of the students was relevant to the data obtained from their questionnaire given. Based on the questionnaire, the students were interested to writes themes of legend containing love, friendship, struggling, and family conflict. So, there was similarity between what was written on their narratives and what they answered on the questionnaire. It meant the data from questionnaire supported the findings on the students' narratives. The following was presented the percentage of theme found in the students' writings.

Table 4.6
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%

The theme was developed; the following was presented one of the students' narratives. The theme was developed in chronological events. The chronological events include orientation, complication and resolution (generic structure of narrative text). Finding out the theme then expressing out in writing form was not an easy job. Based on the data from the questionnaire, in expressing theme they were afraid of arranging incorrect English sentence, the text did not flow well, introducing a right problem which relevant to theme. Those were problem which was related to how they had to express in a nice writing. Moreover, in relation with coherence of the text could be observed from how the text arranged based on its generic structure. Here the table below presented the generic structure of the English narrative writings written by the ninth grade students of SMP Negeri 2 Banjar.

Table 4.7
The Generic Structure of Narrative Writings

Writing	The Titles of the Narratives	The Themes	Generic

			Structure		
			O	C	R
1	Bandung Bondowoso and Roro Jonggrang	Love	X	X	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 Friend	Friendship	X	X	X
11	My Holiday	Experience	X	-	X
12	Sincere Will Get a Great Return	Struggling	X	X	X
13	Cinderella	Family conflict	X	X	-
14	Three Fish	Friendship	X	X	X
15	Bawang Putih and Bawang Merah	Family conflict	X	X	X
16	Monkey and Crocodile	An Smartness	X	X	X
17	The Old Woman and The Sparrow	Goodness	X	X	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

DISCUSSION

The present research that was conducted in SMP Negeri 2 Banjar has aim to investigate the cohesion and coherence created in the students' narratives and the problems encountered by the students in their

narratives. The ninth grade of IX.1 class was selected as the subject and the narrative writing of the ninth grade students in that class was treated as the source of the data.

According Halliday and Hasan in their book, *Cohesion in English (1976),* he explained that cohesion was a factor that indicated whether a text was well-connected or merely a group of unrelated sentences. Based on the finding, the cohesion of the narratives was created through the use of cohesive devices. It showed that the ninth grade student in SMP N 2 Banjar had more attention to the creation of cohesion. This could be seen from the number of used cohesive devices. Most of them are involved two category of cohesion were found the students' English narratives writings, those are: grammatical cohesion and lexical cohesion. The first category included the use of reference, substitution, ellipsis, and conjunction. The second one included the uses of reiteration and collocation. The use of grammatical cohesion was found in all the students' narrative writings. This indicated that the students already knew these kinds of devices. They have used them but they do not know the words cohesive devices. It meant in teaching and learning process, teachers do not introduce the determination of cohesive devices. Even though they do not know that determination, but all kinds of these devices occurred in the students' narratives. For example, the students used reference devices most frequently than other devices since the percentage of reference was the highest (70.77%), followed by conjunction devices (28.51%), substitution devices (0.57%), ellipsis (0.14%). The most finding revealed that they frequently combined in using those cohesive devices while writing narrative texts. By relying on the theories of cohesion in previous chapter, knowledge of cohesive devices gave them in developing their writing.

Possible factor thought to have contributed to the highest percentage of reference presented in this study included the nature of narrative writing and the task employed. The writing task required the students to write their personal experience, fable, legend and other's experience. Therefore, the reference devices, mainly personal reference items, were much used in the narrative writings because a story must be about person, a thing or an event. Therefore, after mentioning the person (either himself or someone), thing or event in the story, it is often replaced by personal reference "I, me, my/ he, him, his/ she, her, hers/ it, its, they, them" in the following sentences. This finding corroborates Fox's (1987) statement that "Referential cohesion is a characteristic type of narrative discourse when investigating participant chains." This, it is possible to say that personal experience narrative requires the higher use of reference, especially for the category of exophoric which is represented by the use of first person singular or plural. The students have been found to use referring expression adequately to introduce and maintain reference to characters and objects in their stories. This fact showed that the students have been familiar with this kind of devices. There is possibility in teaching and learning process this device get more attention than other devices. In other hand, this device is considered the easiest one to learn by the students.

Regarding the use of conjunction, the students generally used the four types of conjunction much in their English narrative writing (49%). Among the four types of conjunction mentioned, they used the simplest form of each type frequently in their narratives writing: the conjunction '*and*' for additive, '*but*' for adversative, '*because/cause*' for causal, and '*then/and then*' for temporal conjunction. However, some of the students frequently used these conjunction items in a fairly confused way. For instance, they used an additive conjunction instead of an adversative one or the use temporal conjunction instead of additive one, i.e., they were not able to see the difference between them. This might be due to the insufficient practice inside the classroom, mainly in the area of conjunction.

In terms of the use of substitution, this kind of grammatical cohesion was the lowest in use. It implied that the students were not familiar with this kind of cohesion. Since the occurrence was very low so its

occurrence did not give much effect to the cohesion of the narratives. Table 4.1 reveals that there were 4 substitutions (0.57%) and 1 ellipsis (0.14%) out of 698 cohesive ties used by the students in their narrative writings. In this research, the students were confused between substitution and ellipsis since there is no clear cut between them. The lower frequency of substitution and ellipsis was due to what Halliday and Hasan (1976) have stated that both substitution and ellipsis are rarely found in narratives or descriptions but are present in many samples of dialogues. For the category of ellipsis, the majority of students did not use ellipsis: it was hardly used by the students. Students were not familiar with the use of ellipsis concerning the use of other cohesive devices. This might refer to the learners' avoidance in using such types; students avoided using ellipsis because they might fear about their appropriateness. This was also explained by the fact that students tended not to use such type because they did not know *how, when* and *where* could be reached.

In terms of lexical cohesion, this kind of cohesion occurred almost in all students' narratives. The category included reiteration and collocation. The reiteration included repetition, synonym or near synonym, superordinate, and general word. From the finding that repetition the most familiar, then followed by collocation, synonym, superordinate, and general word. The occurrence of repetition was about 107 items or (78%) of the total of lexical cohesion. This finding implied that the students still repeated the similar word or phrases to create cohesion in their narrative. One possible interpretation is that students, when they wanted to emphasize a particular idea or term, they kept repeating the same words. It can be said that the most students did not make efforts in picking up words. They reported difficulty in memorizing words, but were not committed to working out a solution. The lack of commitment to learning words might have resulted in a limited vocabulary. McCarthy (1991:68) notes that "An awareness of the usefulness of learning synonyms or hyponyms for text-creating purposes may

not always be psychologically present among learners". It is likely that vocabulary learning has been taken as word studying separated from actual use or only associated with receptive skills. The use of other lexical cohesion was low and the lowest is general word. It did not occurred in English narrative writing (0%) of total occurrence of lexical cohesion. This finding implied that the students did not know this cohesion, so they could not use it. They did not know may be caused by some factors. One of them was lack attention on this part when the process of teaching and learning. Since they do not know or lack competence in this area, so they do not use when they write, especially write narratives.

In terms of coherence of the text, the coherence was analyzed from; 1) the themes of the narratives, b) the idea of each paragraph in one narrative, c) the generic structure of the narrative. The themes that were interesting for the students to develop in their narratives, there were ten themes that used in the students' English students narratives, namely: 1) Friendship 5 items (16%), 2) experience 5 items (16%), 3) simple life 4 items (14%), 4) love 4 items (13%), 5)family conflict, 6) struggling 4 items (13%), 7) simple life 4 items (13%), 8) goodness 1 items (3%), 9) brotherhood 1 items (3%), 10) smartness 1 items (3%) and the last theme was lie 1 items (3%). The themes which were developed based on their interest made their writing flew smoothly which were supported by the idea of each paragraph. The coherence of the narratives was created from the idea of each paragraph which built the narratives. This finding is relevant to the proposed by Wuang, Hui and Sui, Danny (2010 who states that conceptive coherence is the consistency of structure and standpoint meaning that an article should focus clearly on them. From the result of data analysis, it could be conclude that most of the students' narrative writings were coherent. The most case was the structure of the text were in line with genre of text

The coherence of the narrative was also seen from the generic structure. From the findings, the students showed that most of the students used common generic

structure of narrative text, i.e. orientation, complication, and resolution. But some of them used different structure. They used description instead of orientation, used series of events instead of complication, and used of conclusion instead of resolution. In term of complication, it showed simple and complex complication. It implied that the students' competences to explore their ideas, especially in explore complication were varied. This depends on the level of intelligence, talent and experience in writing a narrative.

In relation to the problems encountered by the students in their narratives, the problems were problem in reference; personal reference and demonstrative reference, problem in conjunction: additive conjunction, adversative conjunction, causal conjunction and temporal conjunction. And these findings indicated that there was something wrong in teaching and learning process. Since they have been in ninth grade students who have learn English for three years, but the reality they still have problem in these parts. In long period, this condition would become serious problem. This fact may become a consideration for the teachers to give more attention to these areas. Furthermore, all of the findings that had been stated previously must receive serious attention and further action to overcome the problem.

CONCLUSION AND SUGGESTION

Based on the analysis result of the narrative writings written by the ninth grade students of SMP Negeri 2 Banjar, as well as in relation to the purposes of the study, it can be concluded that:

Following Halliday and Hasan's theory of cohesion (1976), the types of cohesive devices namely: reference, substitution, ellipsis and conjunction were used by the students of SMP N 2 Banjar to build cohesiveness of their English narrative writings, based on the discussions of the findings there were 698 items or (100%) of grammatical cohesive devices used. On the other hand, these cohesive devices differed in terms of the frequency of occurrence. Reference was used predominantly (70.77%), then followed by conjunction (28.51%), Substitution (0.57%), and Ellipsis (0.14%). The first one in terms of reference, the types of reference were, namely: Personal (94.13%), demonstrative (5.87%), and comparative (0%). The second one in terms of conjunction, the types of conjunction used were: Additive (53%), Adversative (12%), Causal (11%), and Temporal (25%). Meanwhile, the lexical cohesion used was reiteration and collocation. In terms of reiteration, cohesive devices used were repetition (78%), synonym (3.65%), superordinate (2.92%), general word (0%), and collocation (15.33%).

Following Wuang, Hui and Sui, Danny's theory of coherence (2010), conceptive coherence is the consistency of structure and standpoint meaning that an article should focus clearly on them. From the result of data analysis, it could be conclude that most of the students' narrative writings were coherent. The most case was the structures of the text were in line with genre of text.The coherence of the narrative was also seen from the generic structure. From the findings, the students showed that most of the students used common generic structure of narrative text, i.e. orientation, complication, and resolution. But some of them used different structure. They used description instead of orientation, used series of events instead of complication, and used of conclusion instead of resolution. In term of complication, it showed simple and complex complication. It implied that the students' competences to explore their ideas, especially in explore complication were varied. This depends on the level of intelligence, talent and experience in writing a narrative. This study shows that the coherence of the text, was analyzed from; 1) the themes of the narratives, b) the idea of each paragraph in one narrative, c) the generic structure of the narrative. The themes that were interesting for the students to develop in their narratives, there were eight themes that used in the students' English students narratives, namely: 1) friendship 5 narratives (16%), 2) experience 5 narratives (16%), 3) simple life 4 narratives (13%), 4) love 4 narratives (13%), 5) family conflict 4 narratives (13%),

6) struggling 4 narratives (13%), 7) simple life 4 narratives (13%), 8) brotherhood 1 narratives (3%), 9) smartness 1 narratives (3%), and the last theme was lie 1 narratives (3%). Those themes were developed in some paragraphs and the structure of ideas each paragraph was also analyzed to see the coherence on their narrative. The coherence was also seen from the generic structure, which showed that most of the students used common generic structure of narrative text, i.e. orientation, complication, and resolution. But some of them used different structure, that is, they used description instead of orientation, used series of events instead of complication, and used of conclusion instead of resolution. In term of complication, it showed simple and complex complication. In term of generic structure, there were also narratives did not have complication and resolution.

Based on the document analysis, students' questionnaire and teacher's interview, there were found several problems made by the students in the way to create cohesive and coherent English narratives writings, namely: the problem in using cohesive devices and coherence. Problem in using cohesive devices included the problems with: reference; (personal reference and demonstrative reference), problem in conjunction: (Additive, Adversative, Causal and temporal), and limited choice of lexical items. In terms of problem in coherence included the problem in their generic structure. Those problems identified could disturb the cohesiveness and coherence of the narratives written by the ninth grade students of SMP N 2 Banjar. The problems also found on the generic structure which were considered the cause of the narratives to fail achieve their coherence and cohesion. There were eight narrative did not follow the narrative generic structure, such as: narrative 10, narrative 13, narrative 19, narrative 23, narrative 26 and narrative 27 which did not have resolution, narrative 11 did not have complication, and in narrative 28 failed in creating complication and resolution.

There are some pedagogical implications in this research: First, based on the finding of cohesion and coherence created by the students in their narratives, and the problems encountered by the students on their narratives will gave input to learning material designers, especially for writing material. The material designers can design the materials which can cover the weaknesses of the students' narratives. Those materials are expected to be able to develop the students' competence in writing especially in creating coherent and cohesive texts. Second, these findings may become an input of how an assessment must be designed. The assessment ought to reflect to the condition of learners. In this case the learners' condition in writing competence, especially in writing narrative texts. The assessment designed can measure and identify the strength and weakness of the learners. These findings provide information for designing appropriate assessment so that the students' competence can be developed.

Based on the findings, the writer proposes some suggestion, those are: a) the teachers can use appropriate techniques in order to give clear explanation of cohesive devices; b) the present study identified the use of substitution and ellipsis is low. The further study needs to be done to know the cause; c) the present study identified the students' narrative not coherence in terms of the theme development and the generic structure. So, in learning writing activities should concern much on these aspects; d) the teacher should give the students more chance to practice their writing skill and also encourage the students to use the types of cohesive devices; e) the teacher should encourage their students to use dictionary, if they find problem in word choice; f) Many problems are identified on the students' narrative writings based on text's cohesion and coherence. From these identifications, for further teaching and learning process should be consider the problems encountered by the students and give more attention to theirs.

THANKS TO:

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