AN ANALYSIS OF THE NARRATIVE WRITING THE NINTH GRADE STUDENTS OF SMP NEGERI 1 GIANYAR BASED ON TEXT'S COHESION AND COHERENCE

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Abstract

This study aimed at describing and explaining the cohesion and coherence created by the ninth grade students of SMP Negeri 1 Gianyar in their narrative writings. Another aim was to describe and explain the problems encountered by students in their narratives. This study used qualitative research which focused on describing and explaining the coherence and cohesion created by the ninth grade students' in their narrative writings, and the problems encountered by the students. The subject of this study was the ninth grade students of SMP Negeri 1 Gianyar in academic year 2011/2012. The obtained data were in the form of: a) scripts of students narrative writings, b), responses to the students' questionnaire, and c) script of teacher' interview. The main instrument was the researcher himself. The data were analyzed by using the theory introduced by Halliday and Hasan (1976), Alterberg (1987), Wuang, Hui and Sui, Danni, (2010), and Connor (1990) and Connor and John (1990). The findings of the study showed the cohesion of the narratives was achieved by the used of cohesive devices. Grammatical devices included references, substitution, ellipsis and conjunction. And lexical devices included reiteration and collocation. The coherence of the narratives was also achieved through the development of themes, the generic structure, and the tenses used. Most of the students have created cohesive and coherent narratives although some problems identified. They were in sentence patterns, verb patterns or forms, conjunction, spelling, word choice, plural form, over generalization, the use of article, ellipsis, and the use preposition, the use of pronoun, apostrophe, adverb forms, syllabification, and capital letters.

Key words: cohesion, coherence and narrative writing

I. INTRODUCTION

1.1 Background of the Study

Recently, skill in writing becomes more and more important since it has an important role in global communication,

especially after the booming of the digital technology. The competency in writing will help much if one wants to contact people around the world through face book, twitter or yahoo messenger. Through writing, one can communicate to and share information with others. For those who want to become members of international business, administrative or academic communities, they have to become proficient writers (Tribble, 1997).

Furthermore, by writing students are assisted to reinforce the grammatical structure, idioms, and vocabularies which have been taught, to have adventure with language, to go beyond what they have learnt to say and to become involved in the new language (Sattayatham and Pongrat, 2008

Writing needs a long process for its complex activity or process that involves a host of advanced skills which include critical thinking and logical development of ideas. In relation to this, Burnaby (1984) states that writing is extremely cognitive activity which needs control of a number of variables simultaneously. When they write, they work intensively with new language at the whole text level, the paragraph level, the sentence level and the word level. At each level, they need tools. Students need good vocabularies for precise word choices which are critical to make writing explicit. Additionally, they need knowledge of grammatical structure and punctuation to make their writings intelligible to readers. These facts sometimes writing get less attention than other language skills such as listening, speaking and reading.

Recently the awareness of the importance of writing increases because of the necessities and complexities of the writing itself. This fact drives writing to get more attention in English language teaching in Indonesian context. Furthermore, the main focus of teaching writing is to develop competency in creating or constructing a good writing. A good writing according to Corbett in Sutama (1997) requires three important components that should be fulfilled, namely, unity, coherence and adequate development with coherence as the most important component. It means a paragraph could be unified but it may still be not coherent yet (Corbett, in Sutama 1997).

Cohesion and coherence are considered as two important components of writing skill which are crucial part and virtual guarantee of writing quality. These two components are two of seven standards for textuality (the property of being a text) (Renkema, 1993). In other words, it can be said that if a text has no cohesion and coherence, it is not qualified as a text. In addition, Celce –Murcia & Olshtain (2000:125) claim that cohesion and coherence are two important features of well-written text that should be considered in writing. For that purpose, a teacher's role as the main facilitator for writing instruction is required to assist students in generating, organizing, and ordering the content of the text they produce to become coherent.

Concerning the term 'coherence', several researchers and linguists define it from different perspectives. Castro (2004) regards coherence as the link in a text that connects ideas and makes the flow of thought meaningful and clear for the readers. Halliday and Hasan (1976) mention that coherent texts have two characteristics: cohesion and register.

However, students often produce incoherent writing. This fact is proved by some researches on students' writings which suggest that the lack of coherence in the flow of ideas through a composition is one of the major problems encountered by the students (Gou&Wang;Mao, as cited in Wang & Sui, 2006). Most of their writings contain incoherent ideas. From the fact, the students' ability in developing discourse topics or themes will be investigated in this study. However the incoherence in writing is not only caused by the lack of students' ability to develop topics or themes but also by other elements of writing such as inappropriate use of the kinds of genre, the generic structures, vocabulary, tenses, word choice and spelling. In this study, the analysis of the cohesive and coherence of

the narrative text uses the theory proposed by Halliday (1976).

In relation to cohesiveness and coherence of a text, in this study the researcher analyzed cohesion of the coherence of the texts written by the ninth grade students. The genre of the text analyzed was narrative texts. This kind of text had been familiar for the students because it was closed to the students' day life, beside it has been introduced in grade eighth and nine (event semester). By doing analysis, the competency of the students in writing narrative texts could be observed and measures especially in their cohesion and coherence.

1.2 THEORETICAL REVIEW

1.2.1 The Concept of Coherence

The term ' coherence can be described as the way a group of clauses relate to the context. In systemic functional linguistic model, the concept of context is categorized into two levels, the context of culture (genre) and the context of situation (register). From these two levels of context, it can be inferred that there are two types of coherence, namely *generic coherence and situational coherence.* (Halliday and Hasan 1976 : 23). Situational coherence, which according to systemic functional   linguistics covers field, tenor and mood, is realized through lexicogrammatical categories. In the case of narrative text, the lexicogrammatical items used to express register should be clear and simple, so that the readers can internalize or catch the message conveyed in narrative text.

According to these researchers, coherent text has two characteristics: cohesion and register.   Cohesion is defined as a semantic concept referring to "relation of meaning that exist within the text and that define it as text" (p.4). Register is defined as the coherence with a context; that is, it refers to the variety of language which is appropriate for the situation of the speech events. These researchers speak of the term "texture" for the kind of text property that is commonly refers to as "coherence". They state that"…there will be certain linguistic features present in that passage which can be identified contributing to its total unity and giving it texture" (1976, p.2). Thus, they claim that coherence, or texture, is created by linguistic features, which implies that there must be some linguistic properties of the text that contribute to coherence, one being grammatical cohesion and other being lexical cohesion. Grammatical cohesion is achieved through devices such as references, substitution, conjunction and ellipsis. Lexical cohesion is achieved through synonym and collocation.

Alterberg (1987) states coherence refers to the relationships that link the meaning of the sentences in the text and may be based on the speakers' shared knowledge. Generally, a paragraph has coherence if a series of sentences develop a main idea. To achieve this objective of conveying the writer's meaning, the writer has to avoid distracting readers from his massage by making the massage understood (Adelstein & Pival, 1980), that is, to make sure there is continuity between one part of a test another.

Wuang, hui and Sui, Danni (2010) propose that writing coherence can be divided into two main concepts: conceptive coherence and semantic coherence. Conceptive coherence in the consistency of structure and standpoint meaning that an article should focus clearly on the theme. The whole structure and sentential arrangement should be arranged logically and correspond to expressive practices. Semantic coherence means how the article can be semantically coherence. Therefore, besides the appropriate application of grammar and syntax, the author should convey his real intention to the readers in other to make them understand.

According to Connor (1990) and Connor and John (1990),   coherence is traditionally described as the relationships that link the ideas in a text to create meaning for readers. Although coherence is crucial to effective writing, it is often considered an abstract, exclusive, and controversial concept that is difficult to teach and difficult to learn. Research has found that in their writing, ESL/EFL

students focus almost exclusively on the word and sentence levels rather than the level of the whole discourse, that is, textual coherence (Bamberg, 1984).

1.2.2 Theory of Cohesion

According to Eggins (1994) define the term "cohesion' refers to the way of the part of a discourse are related together. Cohesion denotes certain features of a text like the semantic tie in a text, the consistency of participant, and the connection in terms of lexical selections. Similarly, Halliday and Hasan (1976:8) have described that cohesion is "a semantic relation between an element in the text and some other elements that is crucial to the interpretation of it" Baker (1992) relates cohesion to the study of textual equivalence defining it as "the network of lexical, grammatical and other relation which provide links between various parts of a text.

Cohesion has role of building up sentences in any given text. This comes through the linking of different parts of a text to teach 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 relation with the broader concept of coherence.

Halliday and Hasan (1976: 6) moreover classify cohesion in English into two broad categories: 'grammatical cohesion' and 'lexical cohesion'. Grammatical cohesion in the surface marking of semantic link between clauses and sentences in written discourse and between utterances and turns in speech. In grammatical cohesion, the relationship between and within a text is signed by means of grammatical elements. Meanwhile, lexical cohesion refers to how a writer uses lexical items such as nouns, verbs, adjectives, and adverbs to relate to the text consistently to its area of focus (Eggins, 1994). It is signaled by means of lexical elements or vocabularies.

1.2.2.1 Grammatical cohesion

Grammatical cohesion comprises reference, substitution, ellipsis, and conjunction. Each of the four types of grammatical cohesions will be discussed below which is supported by examples.

a. Reference

Reference is the first item of grammatical cohesion described by Halliday and Hasan (1976). It 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. Reference shows relation between the language and the world. Reference functions to retrieve presupposed information in text and must be identifiable for it to be considered as cohesive.

Halliday and Hasan (1976:33) classify reference into two kinds, namely: 'exophoric' and 'endophoric'. Exosphoric reference directs the readers out of the ext. In this case, the reference items are outside of a text. Endophoric reference can function in an "anaphoric and 'cataphoric 'way. Anaphoric reference points the reader 'backward' to a previous mentioned entity. On the other hand, cathaphorical reference points the readers 'forward'. It draws the readers further into the text in order to identify the elements to which the reference item refer to.

There are three main types of references: personal reference, demonstrative reference and comparative reference (Halliday and Hasan, 1976:37). The category of personals includes the three classes namely; personal pronouns, possessive determiners (usually called 'possessive adjective'), and possessive pronouns.

The personal references refer to something by specifying its function or role in the speech of situation. Demonstrative reference is a reference by means of location, on a scale of proximity (Halliday & Hasan,1976:37). The categories of this reference include three classes namely: nominative demonstrative (this, that, these, those), circumstantial demonstrative (here, there, now, then), and definite article (the). Comparative reference is cohesion in the form of reference that shows comparison between one thing and another. this reference is classified. into two kinds, namely: 'general' and 'particular' comparison. General

comparison deals with comparison which is simply in terms of likeness and unlikeness. Particular comparison means comparison that is respect of quantity and quality.

substitution as replacement of a language element by another one which is used to replace repetition. For this kind of reference is classified into three types namely, nominal, verbal, and clause. The nominal substitution includes are *one/ones* and *same.* The verbal substitution is do including the use of does, did, doing and done. The clausal substitution are so and not.

Ellipsis is the leaving out of words or phrases from sentences where they are unnecessary because they have already been referred to or mentioned. (Longman Dictionary p.121). Halliday and Hasan (1976) state Ellipsis is the omission of elements normally required by the grammar which the speaker/writer assumes as obvious from the context and therefore need not to be raised. Ellipsis occurs when some essential elements are omitted from a sentence or a clause and can only be recovered by referring to the elements in the preceding text or sentence. Halliday and Hasan, (1976: 146) devide Ellipsis into three headings; Nominal ellipsis, Verbal ellipsis, and clausal ellipsis.

According to Biber, et al (2002) Conjunction is "linking adverbial" and based on Longman Dictionary conjunction is a word which joins words, phrases or clause, such as *but, and, when.* In relation to this, Halliday and Hasan (1976) refer to conjunction as "text building devices". They are linguistic expressions which link between two parts of discourse, either between sentences, clauses or paragraphs. These expressions indicate a cohesive effect but which is different from other devices.

From semantic point of view, conjunction is classified into several types of relationship. Since there is no unique inventory of classification, for this study the researcher followed the categories suggested by Halliday and Hasan (1976: 238-239). Their scheme includes four main categories, such as, 'additive', 'adversative', 'causal' and 'temporal'.

1.2.2.2 Lexical Cohesion

Lexical cohesion is the central devices for creating a text connect together experientially, defining the aboutness of a text (Halliday and Hasan, 1976). They define lexical cohesion as "the cohesive effect achieved by the selection of vocabulary". Moreover, they divide lexical cohesion into two major categories, namely: "reiteration' and 'collocation'.

Lexical 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 (Halliday and Hasan, 1976). They suggest that reiteration item may be a repetition of an earlier item, a synonym or near synonym, a super ordinate, or a 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 found together within the same lexical environment. In other words, it deals with the relationship between words on the basis of the fact that these often occur in the same surrounding. Collocation includes not only synonym or near synonym and super ordinate, but also complementaries, antonym, converses, words drawn from the same ordered series, relations between part and whole, and also hyponym (Halliday and Hasan (1976:285).

1.2.3 Narrative Writing

According to Langan (2005: 191), narration is commonly called as storytelling, whether we are relating a single story or several stories related to ones. Through narration, we make a statement clear by relating in detail something that has happened to us. In the story we tell, we present the details in which they happened. They are series of events that happened to a character (human, animal, plant or thing). Zaimar and Harahap (2009:47) point out that a narrative text is signed by the chronological use of time.

In relation to the types of narrative, there are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, and personal experiences. in the case of the generic structure or rhetorical structure of narrative there are some structures. The structure in traditional narrative the focus of the text is on a series of actions: orientation, complication and resolution.

1.3 Statements of the problems
(1) How do the ninth grade students of SMPN 1 Gianyar create cohesion in their narrative writings?
(2) How do the ninth grade students of SMP Negeri 1 Gianyar create coherence in their English narrative writings?
(3) What are the problems encountered by the ninth grade students of SMP Negeri 1 in creating cohesion and coherence in their English narrative writings?

1.4 The Objectives of the study
(1) To describe and explain the cohesion created by the ninth grade students of SMP Negeri 1 Gianyar in their English narrative writing.
(2) To describe and explain the coherence created by the ninth grade students of SMP Negeri 1 Gianyar in their English narrative writing.
(3) To describe and explain the problems encountered by the ninth grade students of SMP Negeri 1 Gianyar in creating cohesiveness and coherency in their narrative writing

1.5 Significance of the Study
Theoretically, this study may confirm the theory of coherence and cohesive proposed by Halliday (1976). Practically, the result and suggestion of the present study are expected to be used as a consideration in organizing teaching materials, telling the teachers how far the learners have progressed, and providing insights on how to help students become aware of elements of coherence in writing. For the students, it is expected that this study may be valuable and could help them develop their writing into a good and creative one. For further research, this study may provide a reference for those who are interested in text analysis, especially the study of text cohesion and coherence

II. RESEARCH METHOD

The present study analyzes the cohesion and coherence of narrative texts written by the ninth grade students of SMPN 1 Gianyar. The cohesive devices that were investigated are both grammatical and lexical cohesion. In terms of coherence, the investigation and analysis dealt with the ideas built in their texts and their generic structures. This research uses a qualitative descriptive research design in which this design tries to describe something by words. Thus this design is done as a procedure to identify and describe the phenomenon based on the fact.

The subjects in this study were students at the ninth grade of SMP Negeri 1 Gianyar in academic year 2011/2012. The secondary subject of the present study was the English teacher of the ninth grade students. The object of this study was the students' narrative writings based on the text's cohesion and coherence.

The sources of data were,(1) Students' writings.(2) Students' questionnaire (3) And teacher's interview

In this study, the researcher investigated narrative writings of ninth grade students of SMPN 1 Gianyar. Documentation method 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.

The research instrument of this study was the researcher himself. In a qualitative research, an human instrument has function to determine the focus of the research, choose the informant as the data source, do data collection, validity of data quality, data analysis, data interpretation and make conclusion of the finding.

The data in this study were analyzed qualitatively. The data analysis in this study was done on the data which is in form of words, sentences, paragraphs and text. Those were arranged as a united text which is taken from the students' writings. The procedure of a qualitative study included: (1) data reduction, (2) data display and (3) drawing conclusion.

III. FINDINGS AND DISCUSSION
3.1 Finding
3.1.1 The use of cohesion

Based on the findings, both types of cohesion were found in the students' English narrative writings. In terms of grammatical one, the types of cohesion observed were reference, substitution, ellipsis and conjunction. For lexical cohesion, there were reiteration and collocation. The types of reiteration observed in their writings were repetition, synonym, super ordinate and general world.

In terms of reference, all types of references were detected and identified. Those were personal, demonstrative, and comparative references. Substation, ellipsis was found in some narratives, but conjunction was also found in all narratives. All types of conjunction were observed and identified.

The use of references was the highest in frequency; it was about 2224 items (74%), substitution was 12 items (0.40%), ellipsis was 5 items (0.17%) and conjunction was 762 items (25.37%). The use of references included personal reference,1695items (76%), demonstrative reference was 509 items (23%) and comparative one was 20 items (0.85%).

In term of conjunction all types of conjunction were found in all narratives of the ninth grade students of SMP N 1

Gianyar. It included additive conjunction 328 items (41%), adversative conjunction 131 (18%), causal conjunction 140 items (19%) and temporal conjunction 163 items (22%).

Beside grammatical cohesion, lexical cohesion also became the target of this study. The use of lexical cohesion was mostly found in the English narrative writings. It was about 84% or 38 narratives used this type of cohesion. These types were not found in narrative 4, 5, 23, 27, 30, 41 and 42. From the total use of lexical cohesion, the students tended to use reiteration rather than collocation. It was about 132: 29 or 85%: 15%.

In terms of reiteration, the use of repetition was 132 items (73%), synonym was 16 items (8.80%), superordinate 3 items (1.64%) and general world 2 items (1.10%). Meanwhile, the use collocation was 29 items (15%).

3.1.2 The use of coherence

The coherence of narratives was judged from the themes of the texts, the ideas of each paragraph, the generic structure of the narratives, and grammar use. There were 45 English narrative writings with 45 titles and 8 different themes. The themes were love 15 items (33%), friendship 9 items (20%), struggling 9 items (20), family conflict 4 items (4%), brotherhood 4 items (4%), simple life 2 items (4.5%), smartness 1 item (2.2%) and honesty 1 item (2.2%).

The coherence could be also observed from how the text was arranged based on its generic structure. Almost all narrative writings followed the generic structure of a narrative text, in which the narratives began with orientation, then were followed by a complication and was closed by a resolution. But this structure was not found in some narratives, which did not have orientation, complication and resolution.

Another way to see the coherence of the text was from its grammar. The grammar meant in this study was just limited to the tenses used in English narrative writings. From the findings, there were 8 tenses found on the English narrative writing written by the ninth grade

students of SMP Negeri 1 Gianyar. They were simple past tense found in 44 narratives (97%), past perfect tense found in 4 narratives (8.95%), past continuous tense found 8 narratives (17.70%), simple present tense in 38 narratives (84.40%), simple continuous tense in 5 narratives (11.10%, simple perfect tense in 4 narratives (8.95%), past future tense in 2 narratives (4.44%) and simple future tense in 15 narratives 33.33%).

3.1.3 The problems in their narratives

Based on the findings, there were some problems appearing in the students' English narratives. The problems spread from sentence patterns (292 occurrence), verb pattern/forms (542 occurrences), conjunction (3 occurrences), spelling (39 occurrences),wordchoice(49occurrences), plural form (59 occurrences), over generalization (7 occurrences) , article use (81 occurrences), ellipsis (2 occurrence) preposition use (28 occurrences), apostrophe (7 occurrences), adverb form (4 occurrences), syllabification (10 occurrences) and capital (11 occurrences).

3.2 Discussion

Based on the finding, the cohesion of the narratives was created through the use of cohesive devices. Both categories of cohesion were found the students writings. The first category was grammatical cohesion. This 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.

The use of reference devices was the highest in frequency. They occurred in all narratives. More than a half of the total cohesive devices occurrence (74) was reference. 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. Or this device is considered the easiest one to learn by the students. To get comprehensive answers, further study needs to conduct.

In terms reference, the use of personal reference was the highest in frequency. It was about 1695 items or 76%. The findings implied that the students are more familiar in using personal references those other references. It was possible caused by the kinds of personal references are more than others so their occurrence was more than others. The frequency of occurrence could be caused by the frequency of use in daily actives. It could be both students and teachers use this reference more frequently than others. There is also possibility that in teaching and learning process this kind of reference get more attention than other references. The lowest in frequency was demonstrative reference. The possible causes were this kind reference is so complicated to learn for the Junior high students so the references get less attention by both teachers and students.

The second one was the use of conjunction. It was about 328 occurrences or 41% of the total occurrence of grammatical cohesion. Conjunction occurred in all the students' narratives. Among those kinds of conjunction, additive conjunction was used the highest in frequency. This finding maybe caused by this kind of conjunction was more familiar among the students and the attention of learning more on this kind of conjunction. The adversative conjunction was lowest in frequency. The cause of this condition maybe caused by the complex of the conjunction itself, so the students were not motivated to use that kind of conjunction. Another cause maybe the lack attention of this kind of conjunction, so the occurrence of this conjunction was still low comparing with other conjunctions.

In terms lexical cohesion, the use of lexical item was high enough in

frequency. It implied that the students were familiar enough with this cohesion. However they tended to use reiteration than collocation. This was caused by the inclusion of reiteration is wider then collocation. So its occurrence was higher than collocation. Another cause could be the students were more familiar with this cohesion. The familiarity of this cohesion may be as the result of unbalanced attention to both kinds of lexical cohesion.

The coherence of the narratives was viewed from the development of themes of the narratives, structure of ideas of each paragraph to support the themes, the generic structure of narrative and grammatical coherence. There were 8 interesting themes for the students. Among those themes, *love* was the most interesting theme for the students. From this finding showed us that in their age this theme was familiar and close with theme. This condition can be an input for the teachers in choosing theme when teaching writings especially in narrative writings.

The less interesting theme for the students was smartness and honesty. They may not be familiar with these themes yet. Unfamiliarity may be caused by those theme were far from their daily life so in writing these theme did not appear frequently in their writing. Another cause was the number of the subjects was limited. If the number were more, it was possibility these theme would occur more.

Another way to see the coherence of the text was from its generic structure. Most of narrative writings used the common generic structure of a narrative text. The structure was orientation, then were followed by a complication and was closed by a resolution. This implied that the students were very familiar with the generic structure of the narrative text. This was in line with the responses of the questionnaire. However, some narratives did not use the common structure, they uses their own style even though they know the structure.

The coherence of a text was also influenced by the coherence of the paragraphs which build the text. In this study most idea of each paragraph supported the theme of the text. It meant that the students have been able to write coherence paragraphs using coherence devices including cohesive devices. So the ideas of paragraphs supported the themes of the narratives that make them coherent.

Consistency of the use of tenses was also help the reader to catch the point that the writer wanted to convey. In this study the students seemed not consistent to use the tenses. Almost all narratives got problems in using tenses. They tended to use other tenses instead of past tense. This was not in line with the response of questionnaires. It proved that the students' competence in tense needed to be improved.

3.3 Conclusion and Suggestion

3.3.1 Conclusion

From findings and discussion some conclusions can be drawn.The cohesion of the narratives written by the ninth grade students of SMP Negeri 1 gianyar was created by the uses of cohesive devices. The cohesive devices used were in terms of grammatical cohesive devices and lexical ones. The coherence of the narratives was viewed from the development of themes of the narratives, structure of ideas of each paragraph to support the themes, the generic structure of narrative and grammatical coherence.

The problem encountered by the students in the way to create cohesive and coherent narratives were sentence patterns, verb patterns/forms conjunction , spelling, word choice, plural forms, over generalization, the use of article, ellipsis, preposition use, pronoun use, apostrophe, adverb form, syllabification, and capital.

3.3.2 Suggestion

Based on the findings, discussion and conclusion some suggestions can be proposed. The findings of this research can be used as references for those who are in charge to prepare learning materials, especially writing, to prepare learning strategies, especially for learning writing, and for assessment makers, especially for writing assessment.

The present study identified interesting themes for the students to develop in writing, especially in narrative writings. So in teaching and learning process the learners' preference should be taken into account. The study also found that the students' narrative was not coherent in terms of the theme development and the generic structure. So in learning writing activities should concern much on these aspects. The use of substitution and ellipsis was considered low. The further study needs to be done to know the cause.

Some problems were also identified on the students' narrative writings based on text's cohesion and coherence. From these identifications, for further teaching and learning process should consider the problems encountered by the students and give more attention to theirs

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