Cohesion and Coherence of Students' Recount Texts in Indonesia

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Abstract

This study aimed at analyzing the cohesion and coherence of recount texts and their implication to teaching writing. The data was fifteen recount texts which were non-randomly chosen from the first-grade students of high school in Central Java, Indonesia. This was qualitative research employing cohesion theory by Halliday and Hasan (1976) and thematic progression proposed by Butt et al. (1995). The result of this research showed that most of the cohesive devices employed by the students were personal reference with 58.11%; demonstrative reference and definite article with 7.18%; comparative reference with 0.93%), lexical (repetition 22.21%; synonym 0.66%; superordinate 0.13%), conjunction (temporal conjunction 7.45%; adversative conjunction: 1.33%; additive conjunction 1.06%; causal conjunction 0.66%), and ellipsis with 2%. The presuppositions of the presupposed items and presupposing items were achieved anaphorically and cataphorically; most of them were anaphoric. The distances of the presuppositions were in the forms of immediate ties, mediated ties, and non-mediated ties. Furthermore, immediate ties occurred extensively. Based on the analysis, most of the texts were cohesive due to the achievement of presupposing and presupposed items in every sentence of the texts. Then, coherence of the students' recount texts was achieved by employing three kinds of patterns: reiteration/ constant, zig-zag, and multiple thematic progression patterns. Most of the texts were developed by using a reiteration/ constant pattern. Based on the analysis, most texts were not coherent because of the unrelated clauses. As the result, they broke the signposted progression of the texts. The finding was expected to possibly contribute to the process of teaching writing by encouraging the students to create a good text in a cohesive and coherent way.

Keywords: *cohesion, coherence, recount text, writing, Indonesia*

INTRODUCTION

Writing is significant for some reasons. Firstly, writing is a wonderful idea in which every student can explore his ideas. Based on the Indonesian curriculum, the students by the end of the learning process are supposed to create a text. It is based on the texts that the students are studying. Every text has its social function and lexicogrammatical features. For example, in the first grade of high school, the students produce three kinds of texts – procedure, recount, and narrative. In the written activities, the students are demanded to produce those texts. As a result, they need to have ideas to create the text. The ideas are also based on the generic structure of the texts. It is because a good text should be in good order. Thinking and writing is the next significant reason for writing. The third reason, literate students need writing to encode ideas, opinions, etc. In the Indonesian curriculum, from the school-based curriculum to the newest one called *K-13* (curriculum 2013 till present), the teaching and learning process is based on a genre-based approach. Here, the teachers give five phases/ cycles for the students - context building, text modeling and deconstructing, text construction, independent of text construction, and linking to related texts. In the fourth phase, it is the phase the students are to produce a text.

When I observed students in English learning processes with a topic about writing recount text, they seemed to produce unrelated sentences. The students also had problems in organizing ideas systematically. For the worst, they were unable to create a unified paragraph. The paragraph jumped out here and there. It could be concluded that they faced difficulties in producing a cohesive text. It was related to Bamberg (1983) in Wang (2007) that one of the main difficulties was lack of cohesion in the texts

which contributed substantially to lower scores in tests. Also, a coherent text is also important. It is how the students organize the text by informing the readers where the writer is and is going (Butt *et al*., 1995). By coherence, the text can be read well by the readers toward interrelated clauses.

Writing activity produces a text (Halliday, 1976). In a text, texture has become the most prominent element that can be achieved by cohesive ties which depend on a lexical and grammatical relationship (Witte & Faigley, 2008). This research investigated cohesive devices used by the students and the way the texts were organized for some reasons. First, cohesion and coherence are two significances of a text. Then, the study could be used to improve the quality of students' writing. The last, it could develop students' skill in writing.

LITERATURE REVIEW

Text and Language Teaching

The orientation of teaching English as a foreign language has changed as stated by Richards (2006) by classifying three phases of language teaching. The first is traditional approaches (up to the late 1960s) that prioritize grammatical competence as the basis of proficiency by giving of repetitive practice and drilling. The techniques used were memorization, question, and answer, drilling, and guided speaking and writing by the use of some methodologies such as audiolingual and structural-situational approach. The second is classic communicative language teaching (the 1970s-1990s), and the last is current communicative language teaching (the late 1990s to the present).

However, due to the need for English for a broader communicative purpose, the orientation has changed into its function. It is now recognized as current communicative language teaching. Studying English as a foreign language is not just studying its certain number of fixed patterns, but the students are supposed to study its purpose and function. It relates to Gerrot and Wignell (1994) that the whole systematic language cannot be explained. The students use language to convey their intended meaning in both spoken and written forms.

Halliday and Hasan Taxonomy

By cohesion continuity of a text is provided by clause structure and clause complexes which is according to Halliday and Hasan formed by formal ties. It binds one sentence to others (Coulthard, 1994). Cohesion based on Halliday and Hasan (1976) is based on five headings - reference, substitution, ellipsis, conjunction, and lexical cohesion.

In addition, they also introduced another taxonomy of how a cohesive tie is classified based on the amount of text spanned by the presupposed and presupposing elements of a given tie. It is called text-span classes. A class is determined by the number of T-units a given cohesive tie spans. The cohesive tie is classified based on function and distance. The illustration as follow (Halliday & Hasan, 1976: 330-340):

Text Span Classes (Immediate, Mediated, Remote, Mediated-Remote)

(1) The last word ended in a long bleat, so like a sheep that **Alice** quite started.
(2) **She** looked at the queen, who seemed to have suddenly wrapped herself up in wool.
(3) **Alice** rubbed her eyes and looked again.
(4) **She** couldn't make out what had happened at all.
(5) Was **she** in a shop?
(6) And was that really – was it really a sheep that was sitting on the other side of the counter.
(7) Rub as **she** would, **she** could make nothing more of it

In Sentence (2), *she* refers to Alice in the first sentence. It relates to the sentence which immediately precedes it. It is called an immediate tie. The word *she* in Sentence (4) also *refers* to Alice in the immediate sentence. *She*, in Sentence (5) has the target of its presupposition another instance of *she*, that in (4) and to resolve it we have to follow this through to the occurrence of *Alice* in Sentence (3). This type is called a mediated tie. Remote ties result when two elements of a tie are separated by one or more intervening T-units. It can be seen from Sentence (6). In the sentence, there is no presupposing or presupposed item. Finally, a tie may be both mediated and remote. For example, *she* in Sentence (7) does not have any

presupposition in the sentence (6) but refers back to Sentence (5). Here, the tie is considered remote. At the same time, the presupposed item in (5) is again *she*, which has to be followed through *she* in (4) and finally to *Alice* in (3), so it is also mediated.

Coherence

Coherence is meant as how a text holds together in the right order with a clear process. It plays an important role in how a paragraph can be read well by readers that consists of interrelated sentences. A good writer needs to inform well about his texts. Also, the readers need to understand the topic and the content of the text. A good text is not only due to cohesiveness but also its organization. A coherent text is organized by keeping the readers well informed about what it is and where it is going (Butt *et al*. 1995). To do so, grammatical resources are needed to signpost through clauses, clause complexes, and paragraphs. Butt *et al*. (1995: 90) stated that the first signpost must be at the beginning of a text, paragraph or clause to tells the readers what the writer has in mind as a starting point. The first position in the clause signals to the readers what the message is about. The signpost is called theme and rheme (Halliday, 1994).

Genre-based approach

The approach used in the teaching and learning process of the Indonesian curriculum is text-based. Competence is based on how the language learners have knowledge about different types of texts. A text, according to Richards (2006) refers to structured sequences of languages in specific contexts and ways. Communicative competence refers to the language learners' skill in using different kinds of spoken and written texts in varied contexts. To enable the students to produce written texts, the teachers should implement the teaching and learning process (genre-based approach) in some phases (Feez & Joyce, 1998):

Phase 1: Context Building: In this stage, students are given the social context of an authentic model of the text, learn features of cultural context and social function of a given text, and investigate the register of a selected model text by exploring: building knowledge of the topic and social activity, understanding the roles and relationship of the people using the text, and understanding the mode of communication.

Activities related to context building include (1) Presenting the context with pictures, audiovisual materials, realia, excursions, field trips, guest speakers, etc; (2) Establishing the social functions by discussion or surveys, etc; (3) Doing cross-cultural activities by comparing differences of two cultures; (4) Comparing the model text with other similar or different texts.

Phase 2: Modeling and Deconstructing the Text. In this stage, students analyze the structure and language characteristics of given texts and identify similarity and difference of the given text with other texts with the same kinds of texts. Feez and Joyce (1998) stated that text, clause, and expression levels are given in the modeling and deconstruction steps.

Phase 3: Joint Construction of the Text. In this stage, the students begin to build whole types of texts then control the text construction independently. Some activities in this step include questioning, discussing, editing, etc.; Constructing texts; doing Jigsaw, information-gap activities, dicto-gloss, self-assessment, and peer-assessment.

Phase 4: Independent Construction of the Text. In this stage, the students work independently with the text and do performances. Independent construction in writing includes writing tasks which demand that students draft and present whole text.

Phase 5: Linking to related Texts. The students identify what they have studied in the learning activities about other texts with the same context and step to the learning process. Some activities in this step are identifying different texts with varied use and finding other texts with the same topics, and finding language characteristics in the same or different texts

METHODOLOGY

This research was descriptive qualitative research investigating systematically about facts and characteristics of given subjects. The main objectives of this research were (1) to analyze the

cohesion of the students' recount texts by analyzing the general features of the cohesive devices of the texts and (2) to analyze the thematic progression of the texts.

Subject and object of the research

The first-grade students of High School Students in Central Java, Indonesia became the subject. Meanwhile, the object of the study was the students' recount texts. Fifteen recount texts were chosen as the object of the study in a non-random way.

Unit of analysis

The focus of analysis for cohesion was sentence Halliday and Hasan (1976), and coherence was clauses (Butt, et al., 1995).

Technique of Collecting Data

The students' recount texts were the main data chosen from the students' writing. The steps were as follows:

(1) Fifteen recount texts were used as the object;

(2) The texts were arranged based on the number of sentences the students produced;

(3) The texts were analyzed based on the cohesive devices and how the texts were organized (thematic progression).

Data Analysis

The identification and classification were conducted to find cohesive devices in the appropriate headings with the analysis sheet that covered some elements as the followings:

(1) Index-serial number
(2) Total number of ties
(3) The reference (or the presupposed item) of the particular cohesive item;
(4) The distance between the cohesive item and the referent - o for an immediate tie, M for mediated, N for remote/ non-mediated, and C for cataphoric;
(5) The direction

The example of the analysis of cohesive device could be seen as the following example.

Unforgettable Camping

When I was in Junior High School, I joined a group of scouting (1). It consisted of two groups (one boy and one girl) every year (2). In grade 8, there is camping at Karanggeneng for 3 days (3). We prepared all enthusiastically (4). We went there by a police truck (5). Wow, it was an unforgettable moment (6).

There, we did many activities such as building a tent, making a fence and clothesline, hiking, cooking, and doing a campfire night (7). On the first day, we just built a tent (8). On the second day, we went hiking (9). Before it, we had to cook by ourselves (10). My group cooked rice, corn soup, and fried sausage (11). Because we cooked it hurriedly, the taste of corn soup was a little salty (12). But we like it because it was made by ourselves (13). After that, we went hiking (14).

It was the most tiring hiking we have ever done (15). We walked approximately 4 km with some stops for some briefing (16). There were some rambutan trees in the route of hiking (17). One of my friends took it and ate it (18). Because we felt very thirsty, we followed him (19). We took some rambutans and ate them together (20). We were lucky because the owner didn't know it (21).

On a campfire night, we felt very happy (22). We sang a song together, watched a drama, and shared together (23). Not only happy but we felt sad because it was the last night we gathered (24).

On the third day, we tidied up our tent, cleaned the place, and went back (25). I was so happy and I never forget that day because it was unforgettable camping and we didn't take a bath for 3 days (26).

Unforgettable Camping

Sentence Number	No. of Ties	Cohesive Item	Type	Presupposed Distance	Presupposed Item
2	1	it	R13.6	o	a group of scouting

3	o				
4	1	we	R14.6	o	the writer & group
5	2	we	R14.6	M1	we → the writer & group
		there	R22.7	o	Karanggeneng
6	1	it	R13.6	N2	camping
7	2	there	R22.7	M1+N2	there → Karanggeneng
		we	R14.6	M1+N1	we → the writer & group
8	3	first	C46.1	o	(S7)
		we	R14.6	M2+N1	we → the writer & group
		tent	L1.6	o	tent
9	2	second	C46.1	o	(S8)
		we	R14.6	M3+N1	we → the writer & group
10	2	before it	C41.3	o	hiking
		we	R14.6	M4+N1	we → the writer & group
11	1	my	R11.8	N9	the writer
12	3	because	C33	o	(S10)
		we	R14.6	M4+N2	we → the writer & group
		corn soup	L1.6	o	corn soup
13	4	but	C21.1	o	(S12)
		we	R14.6	M5+N2	we → the writer & group
		it (2x)	R13.6	o	corn soup
14	2	after that	C41.1	o	(S13)
		we	R14.6	M6+N2	we → the writer & group
15	4	it	R13.6	o	hiking
		most	R35.9	o	activity
		hiking	L1.6	o	hiking
		we	R14.6	M7+N2	we → the writer & group
16	1	we	R14.6	M8+N2	we → the writer & group
17	1	hiking	L1.6	N1	hiking
18	2	my	R11.8	N16	the writer
		it	R13.6	o	rambutan
19	4	because	C33	o	(S18)
		we (2x)	R14.6	M9+N4	we → the writer & group
		him	R11.6	o	the writer's friend
20	2	we	R14.6	M10+N4	we → the writer & group
		rambutan	L1.6	N2	rambutan
21	2	we	R14.6	M11+N4	we → the writer & group
		it	R13.6	o	eating rambutan
22	1	we	R14.6	M12+N4	we → the writer & group
23	1	we	R14.6	M13+N4	we → the writer & group
24	4	we (2x)	R14.6	M14+N4	we → the writer & group
		it	R13.6	o	activities on camp
		last	R35.9	o	activity
25	2	third	C43.1	o	(S24)
		we	R14.6	M15+N4	we → the writer & group
26	4	I (2x)	R11.6	N24	the writer
		that	R22.6	N24	camping
		we	R14.6	M16+N4	we → the writer & group

R: 35 S: 0 E: 0 C: 8 L:5

After that, the texts were analyzed in terms of theme and rheme to see the thematic progression like the following example:

Unforgettable Camping

(1) When I was in Junior High School,

When	I	was in Junior High School
Conj.		
Tetual	Topical	
THEME		RHEME

(2) I joined a group of scouting

I	joined a group of scouting
Topical	
THEME	RHEME

(3) It consisted of two groups (one boy and one girl) every year

It	consisted of two groups (one boy and one girl) every year
Topical	
THEME	RHEME

(4) On grade 8, we camped at Karanggeneng for 3 days

On grade 8	we camped at Karanggeneng for 3 days
Topical	
THEME	RHEME

(5) We prepared all enthusiastically

We	prepared all enthusiastically
Topical	
THEME	RHEME

(6) We went there by a police truck

We	went there by a police truck
Topical	
THEME	RHEME

(7) Wow, it was an unforgettable moment

Wow	it	was an unforgettable moment
Interpersonal	Topical	
THEME		RHEME

(8) There, we did many activities such as building a tent, making fence and clothesline, hiking, cooking and doing a campfire night

There	we did many activities such as building a tent, making fence and clothesline, hiking, cooking and doing a campfire night
Topical	
THEME	RHEME

(9) On the first day, we just built a tent

On the first day	we just built a tent
Topical	
THEME	RHEME

(10) On second day, we went hiking

On the second day	we went hiking
Topical	
THEME	RHEME

(11) Before it, we had to cook by ourselves

Before it	we	had to cook by ourselves
Conj.		
Textual	Toipcal	
THEME		RHEME

(12) My group cooked rice, corn soup and fried sausage

My group	cooked rice, corn soup and fried sausage
Topical	
THEME	RHEME

(13) Because we cooked it hurriedly,

Because	we	cooked it hurriedly
Conj.		
Textual	Topical	
THEME		RHEME

(14) the taste of corn soup was little salty

the taste of corn soup	was little salty
Topical	
THEME	RHEME

(15) But, we like it

But	we	like it
Conj.		
Textual	Topical	
THEME		RHEME

(16) because it was made by ourselves

because	it	was made by ourselves
Conj.		
Textual	Topical	
THEME		RHEME

(17) After that, we went hiking

After that	we	went hiking
Conj.		
Textual	Topical	
THEME		RHEME

(18) It was the most tiring hiking

It	was the most tiring hiking
Topical	
THEME	RHEME

(19) we have ever done

we	have ever done
Topical	
THEME	RHEME

(20) We walked approximately 4 km with some stops for some briefing

We	walked approximately 4 km with some stops for some briefing
Topical	
THEME	RHEME

(21) There were some rambutan trees in the route of hiking

There	were some rambutan trees in the route of hiking
THEME	RHEME

(22) One of my friends took and ate it

One of my friends	took and ate it
THEME	RHEME

(23) Because we felt very thirsty,

Because	we	felt very thirsty
Conj.		
Textual	Topical	
Theme		Rheme

(24) we followed him

we	followed him
THEME	RHEME

(25) We took some some rambutans and ate them together

We	took some some rambutans and ate them together
Topical	
THEME	RHEME

(26) We were lucky

We	were lucky
Topical	
THEME	RHEME

(27) because the owner didn't know it

because	the owner	the owner
Conj.		
Textual	Topical	
THEME		RHEME

(28) On a campfire night, we felt very happy

On a campfire night	we felt very happy
Topical	
THEME	RHEME

(29) We sang a song together, watched a drama and shared together

We	sang a song together, watched a drama and shared together
Topical	
THEME	RHEME

(30) Not only happy, but we also felt sad

Not only happy	but	we	also felt sad
Interpersonal	Textual	Topical	
THEME			RHEME

(31) Because it was the last night

Because	it	was the last night
Conj.		
Textual	Topical	
THEME		RHEME

(32) we gathered

we	Gathered
Topical	
THEME	RHEME

(33) On the third day, we tidied up our tent,

On the third day	we tidied up our tent, cleaned the place and went back
Topical	
THEME	RHEME

(34) cleaned the place

we	Cleaned the place
Topical	
THEME	RHEME

(35) and went back

and	we	went back
textual	Topical	
THEME		RHEME

(36) I was so happy

I	was so happy
Topical	
THEME	RHEME

(37) and I never forget that day

and	I	never forget that day
Conj.		

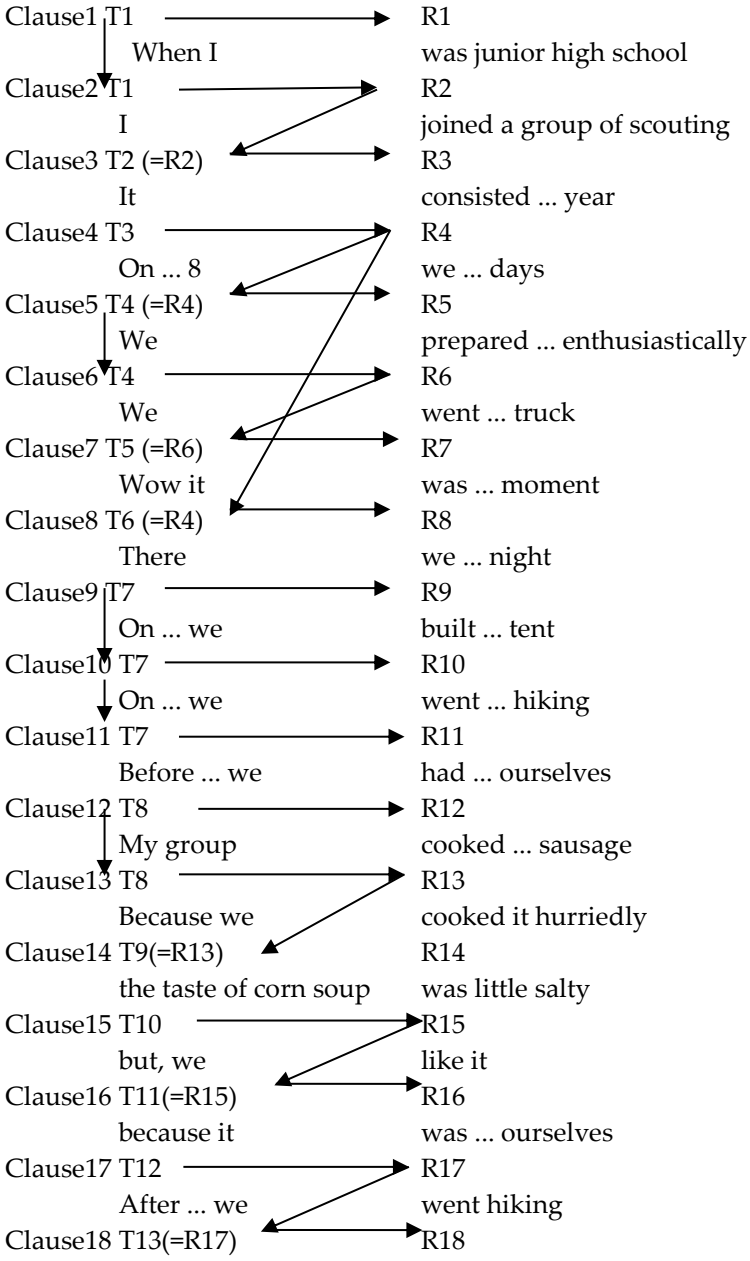
Textual	Topical	
THEME		RHEME

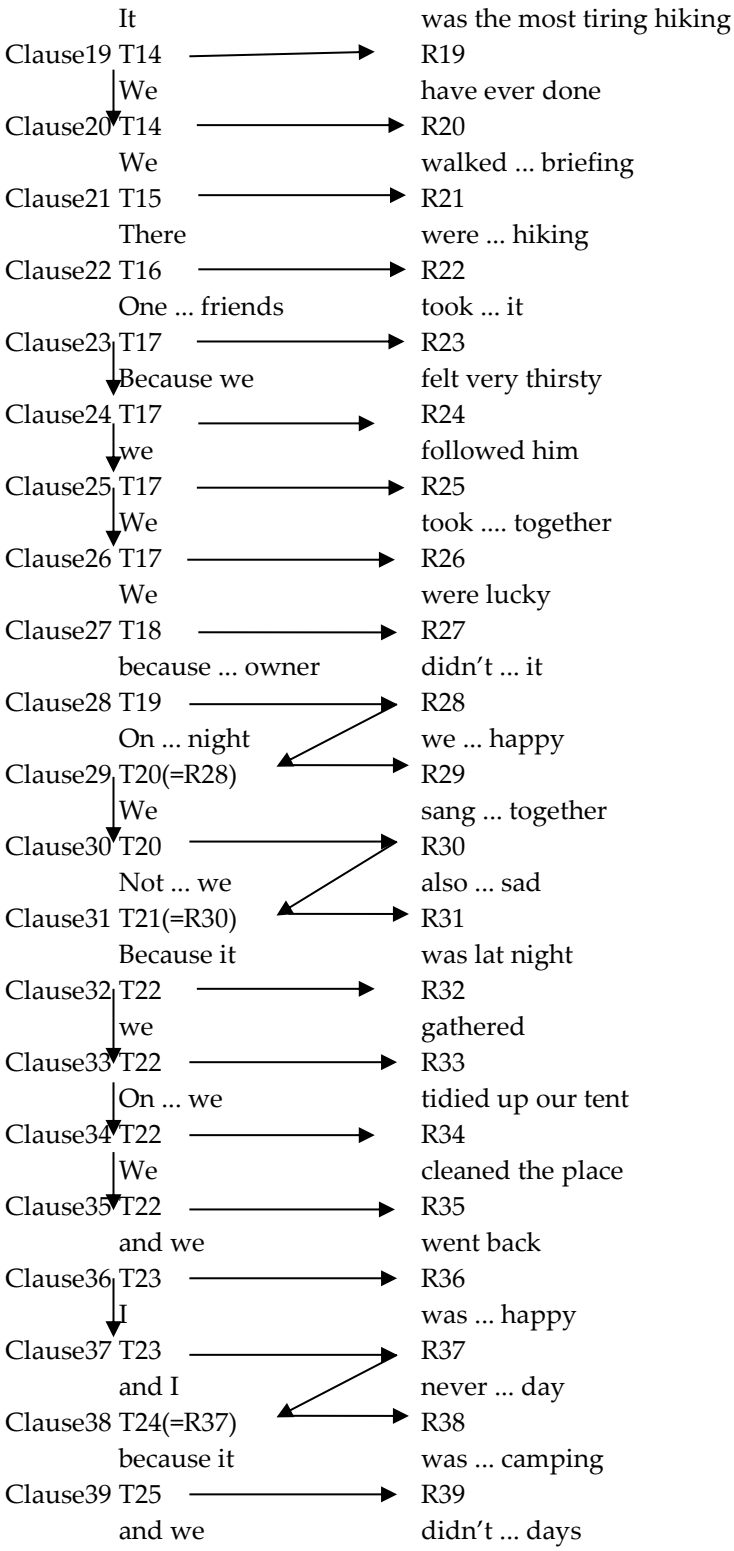
(38) because it was an unforettable camping

because	It	was an unforettable camping
Conj.		
Textual	Topical	
THEME		RHEME

(39) and we didn't take a bath for 3 days

and	we	didn't take a bath for 3 days
Conj.		
Textual	Topical	
THEME		RHEME





RESULT AND DISCUSSION

Cohesion

Cohesion of the students' writings was analyzed by applying Halliday and Hasan's framework. Based on their suggestions, the first thing to do was by indicating how many cohesive ties instances of a cohesive element within the sentence. Then, for every type of tie we specified what type of cohesion involved in terms of reference, substitution, conjunction, ellipsis, and lexical cohesion. Thirdly, for every tie, we specified whether this kind of tie was immediate or non-immediate. If it was non-immediate, it

was whether mediated, remote or both mediated and remote. There had to be an assigning numerical value to each instance. Table 1. summarized the data analysis.

Table 1
Students' Cohesive Devices

No	Devices		Number	%
1	Reference	Personal reference	437	58.11%
		Demonstrative reference & definite article	54	7.18%
		Comparative reference	7	0.93%
2	Conjunction	Additive conjunction	8	1.06%
		Adversative conjunction	10	1.33%
		Causal conjunction	5	0.66
		Temporal conjunction	56	7.45%
3	Lexical	Repetition	167	22.21%
		Synonym	5	0.66%
		Superordinate	1	0.13%
4	Ellipsis		2	0.27%
5	Substitution		-	-
	Total		752	100%

Most of the students employed three kinds of cohesive devices. Those three ties occurred more frequently than others. They were a reference, conjunction, and lexical cohesion. The reference occurred more frequently than others, numbering 498. Then, it was followed by lexical cohesion with 173 occurrences and conjunction with 79 occurrences. There were only two ellipses on the table. In writing a recount text, the students were supposed to use grammatical devices that involved reference, lexical, conjunction, and also two other cohesive devices - ellipsis and substitution. From the overall texts, we concluded that most students could produce cohesion of the texts. Meanwhile, 4 students produced intervening sentences in their texts by which the texts be less cohesive. By the existence of those intervening sentences, there were no presupposing and presupposed items in the sentences. This leads the texts to be weak in cohesion. Halliday (1994) also argued that the use of ellipsis and substitution is the prominent characteristic of spoken language. The students also had difficulty in employing substitution and ellipsis since they are the realization of grammatical relation in the level of lexicogrammar. They were considered more confusing rather than reference, lexical, and conjunction.

Coherence

Meanwhile, the flow of information in a sentence from theme to rheme is crucial in achieving communicative effectiveness in a message. The exchange of information between successive theme and rheme pairings in a text is called thematic progression (Eggins, 1994). Thematic progression contributes to the coherent development of a text, that is to say, in a coherent text the distribution of given and new information needs to follow certain patterns. There are several main types of thematic progression, which depends on different text types. As stated before, to analyze the thematic progression from the students' recount texts we used the theory from Butt *et al*. (1995). Here is the table of the thematic progression patterns employed by the students in the 15 students' texts.

Table 2
Thematic Progression Produced by the Students

Thematic Pattern	**Students' Texts**														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Constants	6	13	12	12	18	9	10	13	16	5	10	14	15	14	15
Zig-zag	5	3	8	2	8	11	6	3	4	5	4	2	4	6	8
Multiple	4	5	8	-	1	7	3	-	-	7	1	2	4	9	5
Total of clauses	19	27	31	25	44	39	27	36	36	34	37	34	32	43	39

From the table above, the students mostly employed thematic progression pattern in the form of constant or reiteration. The constant thematic pattern is the way a writer repeats the theme from the previous theme directly. The theme produced by the students mostly were the repetition of pronoun (*I, she, he, it, they, we*). One of the reasons stated by Cahyono (2009) is that the students find it easier to use pronouns in their writing by repeating one clause to another at the beginning of the clause. Then, the second thematic progression pattern used by the students in their texts was zig-zag/ cross-referential thematic progression. It means that the students put the rheme as the new theme in the subsequent clause. Finally, the last pattern used by the students was in the form of multiple thematic progression. Furthermore, the number was not as many as constant and zig-zag patterns. The students did not improve their texts well. From the elaboration and the given table above, the numbers of clauses and thematic progression patterns were not balanced. It means that there were many clauses unrelated to one another. The students often introduced some new themes at the beginning of the clause without any relation with other clauses and they broke the well-signposted progression of the text. It can be concluded that most of the recount texts produced by the students were not coherent.

CONCLUSION

To create cohesion of the texts, there were three cohesive devices that most of the students employed; personal pronoun, repetition, and temporal conjunctions. It indicated that the students created recount texts in a good structure since the personal reference and temporal conjunction are the lexicogrammatical features of a recount text. The cohesive devices were frequently used as personal references. It occurred 437 times or 58.11 %. The second occurrence was repetition with 167 times or 22.21 %. The third was the temporal conjunction with 56 occurrences or 7.45 %. Then, the adversative conjunction occurred 10 times or 1.33 %. Next, additive conjunction occurred eight times or 1.06 %. The next device was a comparative reference with seven times or 0.93 %. Then, the occurrences of causal conjunction and synonym were five times each or 0.66 %. Ellipsis also occurs two times or 0.27 %. The last device which existed and became the fewest number was superordinate. It only occurred once or 0.13%. Those numbers were based on the total cohesive devices found in the texts.

Then, from all ties between presupposing items and presupposed items, most of them were in the form of anaphoric and cataphoric ways. Furthermore, the relations were mostly those of anaphoric relations. The function of anaphoric and cataphoric relations is to create cohesion in the text and also to create the meaning of the text. The distance of the presuppositions that existed between ties in the texts was varied such as immediate, mediated, and non-mediated ties. On the one hand, the students could produce cohesion of the texts. On the other hand, some intervening sentences occurred in some texts. These intervening sentences could make the texts less cohesive. Furthermore, most of the texts produced by the students were cohesive.

Then, the students developed their texts by employing reiteration or constant thematic progression pattern. The second pattern employed was a zig-zag pattern. The least was the multiple thematic progression pattern. Based on the analysis of the way students developed the text in thematic progression, most of the texts were not coherent. There were many occurrences of unrelated clauses in the texts unrelated to the previous themes or rhemes. They appeared as new themes in the clauses, but they broke the signposted progression of the text. It means that the students failed to create unified related to

one another from the beginning to end. As a result, most of the texts were not coherent. There were only two texts considered coherent due to fewer intervening sentences.

One implication of the present study was that if cohesion is better understood, coherence is better taught. At present, coherence is taught, explicitly or implicitly, either through exercises, classroom instructions, or comments to students' texts. This research could also contribute to students in the writing activities because it gives the view to the students to write a cohesive and coherent text. The teachers could also improve the strategies in teaching writing based on the weaknesses of the students. Based on the finding, teaching coherence becomes a concern as the students are weak in creating a coherent text. They seemed to have more difficulties in producing a coherent text. Small exercises to produce a coherent text can start from producing coherent sentences, short paragraphs, and a text.

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