

Coherence Analysis of Reading Texts in English Textbooks for Class X SMA "Work in Progress" Published by Ministry of Education and Culture of the Republic of Indonesia

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ABSTRACT

In teaching English at school, the teacher uses textbooks as reference material and carries out the process of learning English. Textbooks have an essential role in getting information and knowledge. Thus, text can be good when the text has coherence. When the text is coherent, it will make it easier for students to understand the text. The aim of this research was to determine the type and level of coherence used in reading texts in the book 'Work in Progress' for class X high school students Published by KEMENDIKBUD in 2022. This research used a quantitative approach. Based on the results of analyzed that have been carried out by researchers on 11 reading texts consisting of five categories of Descriptive Text, Recount Text, Procedure Text, Expository Text, and Narrative Text in the textbook. The results of this research all the texts are coherent or good because the level of coherence in the texts is good, with the level percentage of coherence being 80%. The texts from the book that have been analyzed are included in good textbooks because the percentage of the highest overall coherence level is at a good and sufficient level. The components of coherence included in the text are keyword repetition, consistent pronouns, transition signals, and logical ordering. The most dominant text coherence is Narrative Text (48%) with get fair score. Regarding the coherence analysis results, the research suggests that teachers can choose this book as a handbook for teaching English to their students.

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1. INTRODUCTION

The achievement of language learning objectives cannot be separated from several components that are used in the teaching process. Some of the components used are curriculum, syllabus, and one of the most important is textbooks (Renette, Safnil & Yunita, 2021) Text in language learning is very closely related there are many different types of texts that are studied in high school when it involves teaching English, especially when it comes to teaching Senior High School. In order that according to Permendiknas 22 (2006), there are types of texts studied in senior high schools (SMA). Descriptive, procedural, recount, narrative, and report texts are usually taught during high school (SMA). In order that before being given in the complete form, these texts existed in English textbook (Collins, 2006), written materials were prepared, created, and corrected. In order that the teacher can first evaluate whether the book is suitable. This is because teachers are not involved in writing textbooks by time and geographical distance, so textbook writers cannot assume shared contexts or share knowledge with student readers.

Furthermore, Analyzing and understanding material effectively is a critical factor in achieving learning goals. Understanding an English reading text is challenging for English students as this language is a foreign Second Language (ESL) for students to master. This is also an additional task for the teacher and students as readers to understand the text's level of coherence (Roseman, Stern, & Koppal, 2010). In addition, students consider understanding texts as one of the aspects that are difficult to reach, especially writing textbooks, they find some difficulties to form complex structures. Because various books with varying contents are published, some texts need to be structured correctly, which makes it difficult for students to comprehend the meaning conveyed by the text.

In addition, textbooks must be understood as an important resource in the process of teaching and learning English. In this case, students must be prepared to understand every new unit in the reading material. As a result, the teacher is essential in choosing the right textbook as a learning guide for students. The textbook must be coherent and coherent in it to accomplish this. This is a crucial component of text coherence that is sometimes misunderstood. Coherence is a method of linking a collection of clauses or context phrases (Halliday & Hasan, 1985). In order that text coherence connects the listener's or reader's perception of written or spoken text so that the meaning conveyed is integrated into ongoing text seamlessly (Triyana, Arsyah, Arono, 2018) Moreover, because of the importance of coherence in the text in English books. There are several models of structure in the conclusion section put forward by experts such as (Bunton, 2005).

In addition, there is research that is relevant to this research (Jumatriadi, 2013) but what makes the difference is that Jumaitri's research only focuses on a text and only has two text samples while in the research the researcher analyzed 5 reading texts in English books. However, there are many other studies that support this research namely; to examines aspects of coherence only (Maharani, 2018) the coherence additional features include key noun repetition, usage of consistent pronouns, transitional signals, and logical order. Another research that analyzes cohesion and coherence in paper and student writing (Andayani, Seken & Marjohan, 2014; Triyana, Arsyad & Arono, 2018; Syamsyidha, Amir & Johar, 2018 ; Renette, Sfnil & Yunita, 2021; Junita et al., 2022; Wahyuni & Rohmah, 2022) What distinguishes this research from previous research is the focus of this research on coherence analysis which is more detailed because previous studies have examined cohesion and coherence a lot.

Based on the information provided above, it is essential to comprehend the importance of coherence is in English textbooks as a source of material for teaching English well in class, especially in teaching written texts. Moreover, based on the phenomena described above, the researcher is interested in analyzing and evaluating the coherence included in the English textbook "Work in Progress" for class X students. The research questions from this research are as follows:

1. What types of coherence are found in the reading text in the English book "Work in Progress"?
2. What is the level of coherence in the reading text in the English book "Work in Progress"?

Literature Review

The teacher usually uses various media to support the teaching and learning process during the teaching and learning process. Textbooks are a common medium in class because they are simple to bring and learn (Renette, Safnil & Yunita, 2021). Textbooks are beneficial in everyday society. Its purpose is to communicate information and knowledge. According to (Hornby, 2005), a textbook is a book that gives an understanding of a subject and is primarily used in schools.

In addition, textbooks are books that provide lessons in a particular topic of study. Researcher know how important textbooks are for students and teachers in the teaching and learning process to support them in achieving learning targets and entering the curriculum in accordance with the meaning of textbooks. According to (Nunan, 1993), the term text refers to any written text record. For example, event coverage could include spoken language. This shows that the text is a written record of communication events. Both through written and oral communication. In addition, text means a series of connected languages that work in a context (Halliday & Hasan, 1985). The text's relationship to coherence is defined as the connection in a text that unites concepts and makes the reader's movement of thinking meaningful and clear.

Coherence, according to (Dirven & Marjolijn, 2004) is a property that distinguishes text from a collection of random phrases. Coherence occurs when it is possible to make a cohesive text representation. Coherence, according to (Zemach D.e & Lisa 2005), is a clear and logical concept organization when several texts are merged, the reader can quickly grasp the core meaning. In short, coherence is a relationship between words or phrases in a document that allows the reader to capture the contents contained in it. Therefore, according to (Pyng & Rashid, 2013), coherence is an umbrella phrase for numerous factors, including the order of events included in the text, the completeness of the acts or thoughts put forth in it, and if the text conforms to what it includes. We anticipate from a piece of literature pertaining to a specific genre.

In addition, to achieve coherence, four approaches can be used developed by (Hoge, 2007) namely a) There is the repetition of key nouns; b) Write with consistent pronouns; c) Linking ideas with transition signals; d) Arranging writing ideas in a logical sequence. Although (Oshima & Hoge, 1983) underlined that sentence must "hold together," the transition from one sentence to the next must be logical and seamless. There shouldn't be any abrupt transitions through one sentence to the next and the words should flow smoothly.

Moreover, applying the fourth approach to fulfilling a text into a coherent text is 'Keyword repetition' frequently in paragraphs of text. Then consistent pronouns can be used to write example text which includes possessive pronouns (I, you, we, they, etc.). After that, to create coherence, use 'Transition signals,' which are expressions like (finally, and, however) or phrases like (on the other hand and in addition).

Then classify transition signals as subordinates (when even though), coordinators (and, but), adjectives (another, addition and preposition (because, regardless), etc. Don't miss Transition signals play a role in letting the reader know when the writer gives a similar idea (same, and, in addition), opposite ideas (on the other hand, but on the contrary), examples of results (therefore, as results), and conclusions (in conclusion). Finally classifies transitional signals based on their grammatical functions, words and transitional phrases, conjunctive adverbs, coordinators, subordinates, and mixed groups of transition signals referred to as other transition signals.

Moreover, The researcher employs providing additional based on the level of coherence to determine the level of coherence of the reading text according (Egins, 2010.) a) Good if the type of development contains all types of constant coherence in one type in each paragraph; b) Fair if the type of coherence is not constant or changes from one type to another in each paragraph; c) Less if coherence is made in the middle of the paragraph; d) Poor if there is no coherence development used in the text.

2. METHOD

2.1 Research Design

In this research, researchers used descriptive qualitative study and described data by descriptions of facts and phenomena or even without using statistical analysis. The descriptive qualitative according (Cresswell, 2004) states research approach creates description data that takes the form of phrases or words used to describe research results. Besides that, qualitative is one of the research techniques used to analyze and draw conclusions from existing text data.

2.2. The Corpus of Research

The research data was collected from 5 categories of text that students would learn using the book "Work In Progress English" with a total of 11 texts. Details of the object of this study are presented in the following table 1.

Table 1. The Object of Research

No.	Text	Title	Code	Numbers of Word	Number of Text
1.	Descriptive Text	- Cristiano Ronaldo - The Paralympic Heroes	DT	379	2
2.	Recount Text	- The Paralympics Games - Andi's Watching Football	RT	418	2
3.	Procedure Text	- My Daily Journal	PT	126	1
4.	Expository Text	- Why Should Graiti be Considered Art? - Graiti is Always Vandalism - Responding to Grafiti	ET	754	3
5.	Narrative Text	- Little Red Riding Hood (Traditional Version) - Little Red Riding Hood (Fairy Tale Version) - Story Movie	NT	1208	3
Total					11

Based on the table 1. there are five texts included in the English textbook entitled "Work In Progress" for 10th-grade senior high school (SMA) published by Kemendikbud in 2022, namely Descriptive Text, Recount Text, Procedure Text, Expository Text, Narrative Text of the five categories of text, there were 11 texts so that the researcher took all the texts contained in the textbooks to be analyzed for the entire reader. In choosing text according to what has been written by the author of the book from various credible sources according to the structure of each text category.

2.3 Instrument of the Research

The main instrument of this research is the researcher, an English textbook entitled "Work in Progress" by Authors of the book Budi Hermawan, Dwi Haryanti, and Nining Suryaningsih. They were published by the Ministry of Education, Culture, Research and Technology Republic of Indonesia in 2022. This book also has ISBN 978-602-244-896-9, with a total of 187 pages. That is, researchers are directly involved in collecting, identifying, analyzing, and discussing data from the textbook no other research. Instruments to obtain data. According to (Hatch, 2002), "qualitative project design must include a description of what the research data is and how the research will collect them." To collect data accurately, researchers use the study's most appropriate and suitable instruments.

2.4 Data Collection Techniques

The technique of data collection in this study is documentation. The researcher read the forward English textbook as the data source, then identified and classified the English coherence found in the textbook.

2.5 Data Analysis Technique

The researcher first re-read the reading text contained in the English book "Work in Progress. Second, the researcher divided and numbered the sentences in the text into clauses. The three researchers identified the coherence part of each text clause by entering it into the table. Fourth, interpreting the type of coherence. Fifth, analyze the findings by presenting them in accordance with the coherence levels. Suddenly, we reach a conclusion.

Moreover, this work was qualitatively examined by (Miles and Huberman, 1984). Procedures for qualitative research include: 1) Data reduction, which begins with data collecting and ends with data analysis after the data is received. The data in question is tabulated and coded in this activity; 2) presentation of data, which comprises arranging and inserting data into the matrix. This same data is given in tabulated form here to determine the kind and level of coherence device.

3. RESULT AND DISCUSSION

3.1. Result

After analyzing the data, the researcher finds out what makes the clause or sentence visible coherence in the written text. In addition, the dominant types of coherence and the level of coherence in the reading text. Types of coherence are found in the reading text in the English book "Work in Progress" Once the reading text are read, the researcher analyzed them as follows:

Table 2. The Distribution of Coherence's Aspects

Coherence's Aspects	Text	Research Finding	Number
Repetition of Key Noun	DT	Football, Goal	3
		Badminton, Competiton	1
	RT	Games	5
	PT	Football	2
		Journal	
	ET	Health	4
		Grati,	6
		Art	1

	NT	Apple	2
		Cookies	5
Consistent Pronoun	DT	He	12
		She	3
		Their	3
		Her	3
	RT	I	5
		My	9
	PT	My	1
	ET	I, He	3
		It, Its	14
Transition Signal	NT	She, He	26
		Her	11
		I, My	49
		It	3
	DT	And	7
		But	2
		Sometimes	1
		In addition	1
	RT	Anyway,	3
		Meanwhile,	1
		Besides,	1
		Finally,	1
Logical Order	PT	Because,	4
		But, Suddenly	2
		Meanwhile,	1
		Overall,	1
	ET	and	5
		First, Second,	2
		Last, Thus	2
		Next,	1
	NT	Furthermore	1
		In conclusion,	1
		So, and	21
		And,	27
Logical Order	DT	Then	4
		However,	1
		In order to	1
		Comparison	2
		Logical division	2
Logical Order	PT	Chronological	1
		Chronological	3
		Chronological	3
		Comparison	3
		Comparison	3

Based on the analysis, it can be seen that the text compiled in the English textbook for ten-grade senior high school, "Work in Progress" by the Ministry of Education and Culture in 2022, contains aspects of complete coherence in each of the five categories of text that has been written. For key noun repetitions, the maximum repetition of the 11 texts is six times, and the minimum repetition is only one time. Inconsistent use of pronouns, the lowest usage is 1 times and the highest 89 times. While the lowest use for transition signals is 7 time, and the highest is 33 times. In compiling a logical order, four texts in the text Procedure text and Expository text are arranged chronologically, five texts from the descriptive text and narrative text are arranged in comparison, and the two texts in the recount text are arranged in the logical division.

In descriptive text for repetition key nouns, the maximum repetition in the text is 3 times and the minimum repetition is only 1 times. In consistent use of pronouns, usage 'She' 3 times, 'Their' 3 times, 'Her' 3 times and the highest is 12 times 'He'. The example in text 1 line 3: 'He knew that a footballer requires good

stamina.... While the used for transition signals is 1 times for 'Sometimes', 1 times for 'In addition', 2 times 'But' and the highest is 'And' 7 times. The example in the text 2 line 3 'Her career was over, **but** encouraged by her family...'. To show a logical sequence, the author uses comparisons. The examples

The recount text uses repetition of key nouns 'Games, Football' 5 kali. The writer in the textbook used consistent pronouns like 'I' 5 times and 'My' 9 time for example in the text 1 line 1 '... when two of the best football clubs of **my** country.... As for transitional signal, the authors used 'Anyway; 3 times, 'Meanwhile' 1 times, 'Besides' 1 times, 'Finally' 1 times, 'Because' 4 times, 'But' 1 times, 'Suddenly' 1 times for example in the text 4 line 10 '**Besides**, I consider this match exciting also **because**....' To show logical order, the writer uses logical division.

The procedure text uses repetition of the key nouns Health 5 time and Journal 1 time. The author used the consistent pronoun they to say 'My' 1 time For example **My** journal health.... '. Meanwhile, for transitional signal, the author used: 'Meanwhile' 1 time, 'Overall' 1 time, 'And' times for example in the text 5 line '**Meanwhile**, students experienced a decline in mental health....'. To show a logical sequence, the author uses chronological.

In expository text, use the repetition of the keyword noun 'Grati and art' 7 times. The author used their consistent pronoun to say 'He' 12 times, 'Their' 3 times, 'She' 3 times, 'Her' 3 times for example in the text 6 line '**Their** voices through a canvas...'. As for transition signals, the authors used 'First' 1 time, 'Second' 1 time, 'Last' 1 time, 'Thus' 1 time, 'Next' 1 time, 'Furthermore' 1 time, 'In conclusion' 1 time, 'So, And' 21 times. For example in the text 7 line 6 '**In conclusion**, there is nothing "progressive" about allowing...' To show a logical sequence, the author used chronological.

The narrative text used the repetition keynoun of the 'Apple, Cookies' 7 times. The author used the pronoun 'She, He' 26 times, 'Her' 11 times, 'I, My' 40 times, 'It' 3 times for example in the text 10 line 16 'It said 'To Grandma, 2235 Ne Forest Ct.'....'.As for transition signals, the authors used: 'And' 27 times, 'Then' 4 times, 'However' 1 time, 'In order to' 1 time for example in the text 11 line 2 '**In order to** save the Princes...'. To show logical sequence, the writer uses chronological.

Level of coherence in the reading text in the English book "Work in Progress"

Table 3. The summary of coherence that appears in the textbook

Text	DT	RT	PT	ET	NT	Total
Repeating of Key Noun	4	5	6	7	7	29
Consistent Pronoun	21	15	1	17	89	143
Transition Signal	11	12	7	28	33	91
Logical Order	2	2	1	3	3	11
Total	37 (14%)	34 (12%)	15 (5%)	55 (21%)	132 (48%)	274 (100%)

Based on research (Megawati, 2018) a paragraph in text can be said to be good if it has a minimum score above 12 for key noun repetition, consistent pronoun, transitional signal and logical order. Thus, the most dominant text coherence is Narrative Text (48%). However, based on table 3, the level of coherence in the "Work in Progress" textbook can be seen in table 4.

Table 4. The level of coherence of text

Text	Fair	Good	Less	Poor
DT	-	√	-	-
RT	-	√	-	-
PT	-	√	-	-
ET	-	√	-	-
NT	√	-	-	-
Total	1	4	-	-
Percentage	20,00%	80,00%	-	-

Based on table 3 dan 4, the researchers can analyzed the level of coherence in reading text, it is known that all written texts in descriptive text, narrative text, expository text, procedure text, recount text, in the text of the book "Work in Progress" are coherent, because the coherence level of the text is at a good level and medium. Based on table 4, it can be concluded that coherence is good because the total level of coherence is at the good level, namely 4 texts out of 5 texts fulfill coherence well. So that the percentage of the highest coherence level is at the good level, namely for 4 texts are Descriptive Text, Recount Text, Procedure Text, Expository Text 80% and Fair score 20% for 1 text, namely Narrative Text that fulfills the components of coherence in each paragraph of the text so that the complete percentage is based on the percentage coherence level of 100%.

In addition, the researchers can analyzed the level of coherence is that all paragraphs in the text are coherent. From the appearance of the draft, there are aspects of coherence consisting of repetition of key nouns, consistent use of pronouns, transition marks and logical sequences. And the level of integration is good (80%). Based on table 4, it is known that all written texts in the English textbook "Work in Progress" are coherent, because the level of coherence in the text is at a good level. The texts that have been analyzed from the "work in progress" textbook are included in good textbooks because the highest percentage of total coherence level is at a good and sufficient level because a paragraph will be coherent or good because there is every kind of coherence.

3.2 Discussion

The first analysis that has been carried out in this study is to analyze each reading text whether it has fulfilled each part of coherence, such as repetition of keywords, consistent pronouns, transitional signals, and logical sequences. Based on the analysis results, it can be seen that the text compiled in the English textbook for grade ten high school, "Work in Progress" by the Ministry of Education and Culture in 2022, contains aspects of intact coherence in each of the five aspects. Category of text that has been written. The text that most coherence is narrative text (48%), and the text that meets low coherence is procedural text. This is because the procedure text is written in the English text "Work in Progress" is only 126 words. Apart from that, this research is similar to (Rutella, Safnil & Risma, 2018; Megawati, 2018). Researchers conducted a Content Analysis analysis on English High School Student Textbooks in Indonesia. However, this research does not focus on analyzing coherence so as to strengthen this research. It is supported by related research which analyzes coherence reading texts in each coherence section, such as repetition of keywords, consistent pronouns, transitional signals, and logical sequences, namely in theory (Oshima & Hoge, 1983). However, this research is also divided into analyzing cohesion and coherence so that there is no level of writing coherence level in the reading text.

Moreover, the second that researcher have analyzed is the level of coherence that exists in each type of reading text in the "Work in Progress" textbook. This research is supported by research (Jumatriadi, 2013) which focuses on analyzing the level of coherence in the theme of each text in the reading. However, what distinguishes this research is the type of text used by previous researchers, so that they cannot know more about the level of coherence in other texts. For this reason, this research was carried out with the results based on the results of the analysis found that the level of coherence is that all paragraphs in the text are coherent. From the appearance of the draft, there are aspects of coherence consisting of repetition of key nouns, consistency in the use of pronouns, transitional signs and logical sequences. And the level of integration is good (80%). Based on table.3 it is known that all written texts in the Work in Progress English textbook are coherent, because the level of coherence in the text is at a good level. The texts that have been analyzed from the "work in progress" textbook are included in good textbooks because the percentage of the highest total coherence level is at a good and sufficient level because a paragraph will be coherent or good because there is every kind of coherence.

4. CONCLUSION

Based on the results of this study researchers can conclude, it can be said that all texts is coherence in English textbooks" Work in Progress". This is because the level of integration is the good. Text narration is the most commonly used coherence in reading texts. in the textbook that the researcher has examined. This can be shown by comparing the percentage of repetition calculations used in the five types of text with coherence forms such as Repetition of Key nouns, Consistent Pronoun, Transitional signal, and other logical orders in each side the text that has been evaluated. In conclusion, teachers and students can use this textbook to support learning. However, this research certainly has limitations and shortcomings. Therefore, the researcher advises readers, especially researchers from English language education students, to increase their knowledge by researching theme and rhyme systems, as well as patterns of thematic development, to build a cohesive work as a whole in more detail. Moreover, teachers should consider the availability of coherence tools when compiling the content offered in textbooks for their English lessons.

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