



The Students' Perception in Arranging Discourse Units and Text Structure in Writing Narrative Text

Dwi Astuti Wahyu Nurhayati

State Islamic University of Sayyid Ali Rahmatullah Tulungagung, East Java, Indonesia
dwiastuti507@gmail.com /dwi.astuti@uinsatu.ac.id

Abstract:

This article deals with the arrangement of discourse, namely cohesive devices and structure of text in narrative text writing. The students' perspective is also discussed in the indicated investigation. The objectives are to capture the pupils' point of view in arranging discourse units and constructing text structure in writing. The data were taken from fourth-semester students' narrative text writing at UIN SATU Tulungagung, and interview results were analyzed. There are twelve texts analyzed in this study. This study was conducted using a descriptive method with a qualitative approach. The findings show that there are misuses in applying linguistics tending to unite instruments, including allusion, replacement, and omission of parts of a word or sentence, as well as combination. Then, some lexical cohesive devices are easier to understand than grammatical ones, especially repetition, hyponyms, and meronyms. However, students are confused about using synonyms and antonyms collectively. The implementation of narrative text structure was also achieved. In addition, from students' point of view, the elements of cohesive devices need to be studied further as a lack of understanding of the devices affects their writing skills.

Keywords: Cohesive Devices, Discourse Units, Narrative, Text Structure

1. INTRODUCTION

Improving writing skills in English is important. Students will be able to utilize it once they have learned how to write correctly and rationally, and they will be able to use the appropriate language and style in learning and working in the future (Dwivedi & Chakavarthy, 2015). Writing is a means of communication for writers to help readers express inspiration. Writing requires an idea, creativity, and patience to be able to produce good writing. People write for several

purposes, such as personal enjoyment or to speak to an audience of one or more people. People may communicate their thoughts, feelings, persuade, and convince others via writing (Ibrahim, 2015). Even so, not a few people think writing is an activity that is not easy.

Compared to the three remaining abilities of hearing, oral, and interpretation of the written word, printing on paper is always every last skill taught in the process of establishing, learning, and growing any language. As a result, so many people master the rules of writing, vocabulary, and ideas that must be considered in writing. When asked to complete writing projects, L2 students are frequently overwhelmed. Even from the beginning, some students would struggle to get started (Al-Gharabally, 2015). In the academic world, students are required to be able to write well because they have been faced with various forms of writing scientific papers, such as making papers, articles, and even theses. In other words, it is known that writing is an ability that must be trained and not an instant thing.

As stated by Al-Badi (2015), practicing and constructing any ideas as in printing on paper is a difficult ability or competence to acquire as a choice educate or instill knowledge as they cannot be considered one uncomplicated perceivable movement; instead, they can be supposed become one complicated intellectual growth which requires accurate logic, regimen and absorption". Therefore, students must be able to cultivate an interest in them to be able to learn to write through various existing strategies or through new ways. Students majoring in English are taught to be able to write many types of texts, especially narrative texts. Writing a narrative text by considering discourse, especially the aspect of cohesion, is not as easy as it is expected. There are aspects of cohesion that must be fulfilled, including grammatical and lexical aspects. Grammatical cohesion refers to how grammatical tools are built simultaneously across sentences in a text.

The tools are called linguistics, tending to unite instruments that involve allusion, replacement, omission of parts of a word or sentence, and combination (Sari et al., 2022). Meanwhile, lexical cohesion is when certain lexical elements connect sentences in a text. It consists repetition, synonym, antonym, homonym, and meronym (Setianingrum et al., 2021). All of the above-mentioned aspects are crucial to be used in creating good writing. In other words, the features that must be used in writing narrative text may be various and affect students in writing narrative text. There are several studies related to narrative text analysis, including Suryana et al., (2021) conducted a study on students' opinions by acquiring information in order to construct chronological passages using every WhatsApp application.

According to the research findings, students had good impressions of the approach. Susilawati (2017) conducted research on teaching narrative texts using digital comics. According to the findings of the study, all pupils acknowledged that coaching and advising story-like or chronological passages over automated caricatures might enhance pupils 'attraction or curiosity, compose every substantial accessible, clear, effortless to grasp, apprehend, stimulate them to practice, advance their imaginative, indigenous rational competences, appeal to pupils' concern, and boost, broaden, deepen their excitement, devotion, energy in as much as training. Furthermore, Putri & Fitrawati (2020) also conducted a similar research but used the story pyramid strategy as a way of writing narrative text.

This technique aids pupils in clearly generating and organizing thoughts prior to writing. Furthermore, this technique can assist many pupils in improving their writing abilities. According to the previous studies, the researcher attempts to carry out the study on the students'

perspective in arranging discourse units and text structure in writing narrative text. It involves (1) the inquiry or scrutiny of every application of linguistics tending to unite instruments through grammatical features and lexical features, (2) the analysis of narrative text structure, and (3) students' points of view in applying cohesive devices in their writing.

2. LITERATURE REVIEW

2.1 Discourse Units

The form of a discourse unit is determined in part by the genre and in part by the social environment. Conversations, tales, discussions, and speeches are all examples of discourse, which is the word given in lengths of language that are longer than one phrase. The goal of discourse theory is to explain the analytical units proposed in abstract descriptions of textual structures at different levels. It's the context in which a communication encounter takes place. Discourse, according to Degand & Simon (2009), is a complicated object in writing or speech. The goal of discourse interpretation is to create a cohesive framework in which each piece serves a specific purpose. Dialogue, rhetoric or speech reasoning belongs to every technique that style, speech dialect, and accent is utilized (Hodges et al., 2008). Discourse has been defined in a variety of ways and from a variety of perspectives.

That is why there are so many different definitions in the literature, some of which are even contradictory. It is, however, all about utilizing language in a methodical way in real-life circumstances. It should be systematic in that it follows a set of procedures for opening, dealing with issues, and closing. Furthermore, the structure of speech varies from one to the next. In certain narratives, the structure may be organized in the following order: orientation, complexity, and resolution; in recounts, the structure may be organized in the following order: orientation, series of events, and reorientation. Discourse can have both oral and textual forms in actual conversation.

Conversations, debates, and instruction are often delivered orally, whereas letters, readings, and explanatory texts are typically delivered in writing. To summarize, discourse should be a routine, a method of communication that may be spoken or written, and it should be used in an encounter or interaction. Discourse has been used in linguistics to refer to various uses of language in various social settings such as newspapers, advertisements, classrooms, and medical consultations. Discourse, together with lexicogrammar and phonology, is regarded as one of the three strata of the language plane in the Hallidayan systematic linguistics method (Neddar, 2017). Its reference, cohesion, logical conjunction, and conversational structure may all be examined.

2.2 Cohesive Devices

Every component that ought to endure within an excellent composition was considered union or coherence. Linguistics tending to unite instruments can be supposed to be valuable, beneficial English language conjunctions, transitional phrases, synonyms, and pronouns that declare thoughts in one unity way. All those instruments can be applied to link arguments collectively to create conversation, intelligence, information, and thoughts to be understood better by every viewer; this could be one sequence of semantic, linguistic, and different connections that offers connections among every diverse element of one textual content. According to Nassi & Nasser (2018), 'Cohesion in English' book published by Halliday & Hasan (1976) has provided one basic core groundwork for investigation within every discipline about union, adherence and

unity, consistency, and integrity as essential components of one passage as an alternative discourse.

Halliday & Hasan (1976) presented in which the unity of a text or discourse can be achieved by using specific devices called linguistics tending to unite instruments including, namely, allusion, replacement, omission of parts of a word or sentence, and combination and semantic cohesive devices. Halliday & Hasan (1976) also declared that in cohesion, there is a difference between linguistics and semantics, tending to unite instruments one. Grammatical cohesion is described as every manner linguistic aspects build well-organised across sentence borders. Grammatical cohesion is categorized into four types, they are known as linguistics, tending to unite instruments, namely allusion, replacement, and omission of parts of a word or sentence, and combination. Reference is the relation among words in the passage as well as alternatives that refer to where it can be depicted, deciphered, and enacted.

Replacement was one circumstance in which one object in a text is changed through every other object to refrain or avert recurrence, as long as every ellipsis can be stated as every manner of eliminating one component that was formerly used within every text. The combination was one connecting tool among arguments or sections and stipulations within every text. Every semantic union or coherence in which the specific lexical elements link sentences in the text (Ebrahimpourtaher & Eissaei, 2013). The semantic coherence was cut across binary dominants, namely restatement and allocation. Repetition includes restatement, synonyms, antonyms, hyponyms, and meronyms. This whereon is next called lexical cohesive devices. Repetition is the most common type of lexical cohesive device. Repetition is intentionally using word two or more times in writing.

A synonym is a word that is somehow compatible with the previous one. Meanwhile, antonym is a word that selects an item that is antagonistic to the introductory word. Hyponym refers to a word that has a link with another word to which every meaning concerning the word was comprised within every meaning about every other. Meronyms are somehow built from the choice of a word that is in some manner a part of the preceding word (Stringer, 2019). Then, there is collocation, the second type of lexical cohesive device. Allocation mentions to one group about arguments, contention, and altercations that are acceptable to come out simultaneously. Behnam (1996) studies collocation as one of the elements that shape our expectations of what appears afterward. Collocation is formed from the connection of words that commonly appear together (Ebrahimpourtaher & Eissaei, 2013).

2.3 Text Structure

Text structure refers to the style of information in the formed paragraph within a text. Breit-Smith et al., (2017) explained that text structure is an arranged pattern in a text. Text structure helps authors in arranging their thoughts during the writing process. Moreover, how data, clues, messages, and advice can be arranged within one passage allows readers to interpret the text adequately (Abu Hamameh et al., 2018). Thus, it enables readers to discover and understand the information while the texts are being read. Various types of text structure are: (1) Chronological, which means that the text discusses things orderly; (2) Chain Reaction, which refers to every explanation about a motive and result connection; (3) Problem and solution, which describes a problem and a solution to solve it; (4) Compare and contrast, discusses similarities as well as the differences; and (5) Classification-division, means to arrange information into the subjects and classes (Jarvis, 2004).

2.4 Narrative Text

A story can be considered one piece of literature that expresses one tale and also entertains or instructs every viewer or audience while doing so (Anderson, 1997). A narrative is a framework built up of narrative statements. Stories are beliefs about one character as an alternative, one association of community succeeding in the face of adversity (Mulyaningsih, 2003). According to Anderson (1997) every common arrangement about narrative passage are (1) an introduction in which the narrator informs the listener about the characters in the tale, when it takes place, and where the action takes place; (2) a complication that triggers a series of circumstances that affect what happens in the tale, such as one arrangement appertaining to practices in which the characters put in the same category the complication; (3) a conclusion whereabouts every quality ultimately figure out every dilemma; as well as (4) one coda offers a remark or moral based on the story's lessons.

Furthermore, like every other text with its own linguistic qualities, Susan Feez (1998) propose that narratives include the following language features: (1) distinctive members with clear-cut personalities were ordinary. Individuals as choice mammals with personal characteristics improvise every most about every member; (2) Generally, action infinitives (substantial actions) were applied to define where appears; (3) Many tales include reasoning verbs (intellectual actions) that tell readers what the characters were assuming as an alternative perceiving, equally pondered, recalled, dishevel, felt, and detested; (4) Commonly, the prior tense is used; (5) Axioms infinitives (rhetorical actions) prefer declared, demanded, also replied are frequently applied within discourse. Throughout every discussion, every tense may alter to current or eventual. The particular infinitives can likewise describe every appearance, whereabouts object, or thing was spoken; (6) The tale is enhanced and developed through descriptive language; and (7) They might be addressed within every first person (I, We) as a choice of the third person (he, she, they).

3. RESEARCH METHODOLOGY

This qualitative study explores cohesive devices and students' perspectives in applying them within constructing chronological or story-like passages in the English Study Program at UIN Tulungagung. The qualitative analysis of the application of linguistics tending to unite instruments is deployed based on every identification of linguistics tending to unite instruments that emerged in narrative text. In addition, the students' point of view when applying the devices is also discussed. To collect data for this qualitative study, you could consider the following methods: (1) Document Analysis: Collect samples of narrative texts written by students in the English Department at UIN Tulungagung; (2) Interviews: Conduct semi-structured interviews with students to understand their perspectives on using cohesive devices in their writing;

(3) Focus Group Discussions: Hold group discussions with students to encourage a deeper exploration of their experiences and challenges with cohesive devices in narrative writing. The analysis was limited only to the cohesive devices, mainly in linguistics tending to unite instruments: allusion, replacement, omission of parts of a word or sentence, and combination and the semantic one: recurrence, antonym, equivalent, metonym, superordinate, and an apart of something used to refer to the whole. After all, not all of the devices are analyzed in this study. Fifteen narrative text samples were collected from the final examination of writing classes in the 2023-2024 academic year. The exam was done by fourth-semester undergraduate students from

4. RESULTS

The data on students' perception in arranging discourse units and text structure in writing narrative text were described as students' ability to organize cohesion in a text (including grammatical and lexical cohesive devices) and the way texts were arranged by students to make readers understand the information. The students' points of view during the process of applying cohesion in writing narrative text were also revealed. From every scrutiny, the pair linguistics and semantics tending to unite instruments were discovered, such as (1) allusion, (2) replacement, (3) omission of parts of a word or sentence, and (4) combination for grammatical cohesive devices. Meanwhile, the lexical cohesive devices included: (1) repetition, (2) meronym, and (3) hyponym. In addition, students' perspectives on creating understandable text and arranging cohesion were also analyzed to discover their attitudes toward the discourse and text structure. The description of grammatical and lexical cohesive devices was presented as follows:

4.1. Cohesive Devices

Linguistics tending to unite instruments was described as every tool of cohesion by constructing the wholeness of context in one passage. Vany et al., (2014) explained that cohesive devices are words or phrases in which their meanings are related to each other. Cohesive devices help guide readers through a text and inform the relationship among clauses, sentences, and paragraphs. Cohesive devices are classified in the direction of binary parts: linguistics and semantics tending to unite instruments.

a. Linguistics Tending to Unite Instruments

Grammatical cohesion or linguistics tending to unite instruments is the relation of the grammar elements within a text. They are reference, substitution, ellipsis, and conjunction. The above-mentioned aspects can be considered really significant for constructing several pronouncements to create censures linked in the direction of one another. Within the aforementioned inquiry, some misuses of grammatical cohesive devices in writing narrative text were found. There are problems with every application of allusion, replacement, and omission of parts of a word or sentence, and combination in writing narrative text. Reference is a word that refers to another word. The problem in using references is presented in the following data.

Data 1:

"I was surprised that they even came to my house when I told you that I didn't go to Yogja".

(Taken from text 2: Unforgettable Experience)

From the data above, the student used 'you' in writing sentences within the narrative text. The correct form that they should have written was 'you' becoming 'them' because 'them' refers to the pronoun 'they'. Misuse of reference also appeared in the data below:

Data 2:

"My mother always took care of me. I felt guilty for always being angry and yelling at her. I just realized that her actually love me".

(Taken from text 4: Consciousness after Falling off Motorcycle)

From the data above, the student used 'her' to write their experience in the third sentence. The correct form that they should have written was 'her' becoming 'she'. It is because 'she' refers to the pronoun 'her'. Another problem faced by students in representing grammatical cohesive devices was in conjunction. A conjunction is a joining word that has a function of combining two morphemes in expressions, utterances, or sections within one sentence or pronouncement. Every problem in using conjunction is presented in the data below:

Data 3:

"As I fell, at that time people started to help me. Someone put my bike aside and a man picked me up to the nearest house".

(Taken from text 4: Consciousness after Falling off Motorcycle)

The data above shows that the student wrote 'at that time' to connect the phrase 'as I fell' and 'people started to help me'. The correct form of the above sentence must be 'As I fell, people started to help me'. The phrase 'at that time' should have been omitted because the word 'as' had shown a conjunction. Thus, the conjunction cannot be repeated. Redundancy of conjunctions also occurred in the following data:

Data 4:

"Because he was still following me, therefore I kept walking towards the train station and tried to make a plan on leaving Jogja by a train".

(Taken from text 9: Stranger in Jogja)

From the data above, the student used the word conjunction 'therefore' after 'because'. The correct form that should have been written was omitting 'therefore'. The conjunction 'because' is enough to connect two phrases. The correct form of the above sentence must be 'Because he was still following me, I kept walking towards the train station and tried to make a plan on leaving Jogja by train'. In addition to the problem in using conjunction, the data also showed the existence of errors in using substitution and ellipsis. Substitution is the replacement of words or phrases used previously. Meanwhile, ellipsis is the omission of one or more words (Banjarnahor, 2022). Substitution and ellipsis are ways to avoid repeating words previously used in a sentence. In this study, the error in using substitutions and ellipses was revealed. The problem in using substitution is presented in the data below.

Data 5:

"One day, there was a client who wanted to have prewedding photos in our studio. He was a client whose house was not too far from our studio. After the photoshoot was finished and the photos had been saved, he *choosed* which photos to be edited and printed".

(Taken from text 11: My First Work Experience)

The data above revealed the repetition of two words those are 'our studio' and 'photos.' The correct form must be replacing the second mention of 'our studio' becoming 'there' and 'photos' becoming 'ones' to avoid repetition. Therefore, the correct sentence was, 'One day, there was a client who wanted to have pre wedding photos in our studio. He was a client whose house was not too far from there. *After the photoshoot was finished and the photos had been saved, he*

choosed which ones to be edited and printed'. Another example of problem in using substitution is described in the following data.

Data 6:

"I saw school kids taking pictures around Zero Kilometre Yogyakarta and I decided to take pictures at Zero Kilometre Yogyakarta too".

(Taken from text 9: Stranger in Jogja)

From the data above, the student wrote the phrase 'taking pictures around Zero Kilometre Yogyakarta' twice in a sentence. The correct form that they should have written was substituting that phrase into the new phrase, 'did that'. The correct sentence must be 'I saw school kids taking pictures around Zero Kilometre Yogyakarta, and I decided to *did* that too'. By this sentence, the phrase 'taking pictures around Zero Kilometre Yogyakarta-' would not be repeated. However, not every sentence in students' narrative text writing has substitution in it. Alongside the substitution, the ellipsis or omitting words also occurred in students' narrative writing. The data is presented below.

Data 7:

"My father said that there were two kittens in our warehouse. But I found three kittens in there".

(Taken from text 2: Unforgettable Experience)

The data above revealed that the word 'kittens' was mentioned twice. To avoid this repetition, the second word must be omitted. Therefore, the correct form that should have been written was 'My father said that there were two kittens in our warehouse. But I found three'. According to the analysis result above, the problems students face in using grammatical cohesive devices are varied. However, not all of the errors occurred in every student's narrative text; only several students faced this. Furthermore, there is one more cohesive device, namely the lexical cohesive device.

b. Lexical Cohesive Devices

Lexical cohesion is how the related words are selected to connect the text elements. It is composed ahead of two types, particularly repetition and allocation or allotment. Repetition can be divided into different types: repetition, synonym, antonym, meronym, and hyponym. In this current study, the researcher discovered that most of students often applying repetition and common words in their sample texts are narrative. However, the use of synonyms and antonyms was rare. The description of using repetition, meronym, and hyponym is presented below.

Data 8:

"Everyone must have experience various event in his life. Experiences when we were little, children, adolescents and even adults that seemed fun or even bad. These experiences must be imprinted in our mind that they will be remembered throughout our life".

(Taken from text 11: Unforgettable Moment)

The data above presented a repetition of lexical cohesive devices. It can be seen that the student wrote the word 'experience' and repeated it in the next two sentences. In other words, the word 'experience' was repeated in the following sentences. This means that repetition as one aspect of

lexical cohesion is applied in students' narrative text writing. Another lexical cohesive device, namely hyponym, was also found in this study. A hyponym is a term used to refer to a particular type of broader category.

Data 9:

"One day, my sister and I went to buy food. We wanted to buy meatballs which were known for their delicious taste".

(Taken from text 7: Last Holiday)

The data above illustrated the use of hyponyms. In the first sentence, students wrote 'food', whereas in the second sentence, they wrote 'meatballs'. In this case, 'meatballs' is hyponym of 'food'. In other words, meatball is one of types of food. Thus, the hyponym is implemented in students' narrative text writing. In relation to hyponyms, the implementation of meronyms was also discovered in students' narrative text writing. A meronym is a word that refers to a part of something.

Data 10:

"After about 2 hours, we finally arrived at the beach. The water looked very blue with its white sand. The wind blew strong that it made my clothes blown to all direction".

(Taken from text 1: First Time Going to the Beach)

From the data above, the student applied lexical cohesion in the aspect of meronym. It can be seen from the word 'beach', 'water', and 'sand'. In this case, 'water' and 'sand' are meronyms of 'beach.' In other words, 'water' and 'sand' are part of a 'beach'. Thus, the application of meronyms in the above sentences was correct and proper.

4.2. Structure of Narrative Text

The structure of a text means the way the writers arrange the information provided in the text. Narrative structure refers to a storyline that describes the organization of how the writers tell stories. Writing a narrative text requires thinking and planning how to order the events that will be revealed to the readers. In short, every writer needs to decide what kind of structure to use in their texts. Like other narratives, this study also required a planned and ordered structure. Before starting to express their ideas, students planned what they wanted to present in their stories (Scott-Barrett et al., 2023).

From the analysis, it was found that all of the students used chronological order to tell their experiences. They exhibited their stories in the order it happened. For example, the researcher showed the data below.

Data 11:

"I had an experience called 'Love at First Sight". But this experience happened to me too late. It all started at the beginning of junior high school. At that time I was just a kid who just liked to play games and did not really think about anything else that made me not understand what love was until I experienced it myself.

I was a kid who liked to meet people for the first time and liked to enter other classes as much as I like to increase my acquaintance. So, I always went to other classes to get acquainted with the children in that class.

Because of that, I was also chosen to be the class representative. Until one day, all class leaders were called to a meeting and given an announcement which must later be conveyed to the class.

.....

I approached and that was the first time I felt like falling in love.

After the announcement was finished, I asked my friend about who the boy stood next to her was, then my friend said that he was her classmate from elementary school.

After that, I tried to find out until in the end I discovered that she was going out with one of my seniors. It was just love at first sight but I felt heart-broken at that time”.

(Taken from text 12: Love at First Sight)

The above paragraphs showed an example of the shape of narrative text, which is chronologically ordered. From the paragraphs, it can be concluded that the student wrote their story in the order it happened, starting from the beginning of his first event experiencing love up to the event of heartbreak. It was an example of clearly stated events of narrative text written by students that leads to restrained statements of readers through the text.

As mentioned in the prior results, there was a problem with grammatical cohesion, especially in using linguistics and semantics, tending to unite instruments. Every issue could be influenced by every lack of comprehension of the discourse units. Some students explained that they did not really understand the cohesive devices, whereas others only knew some of the devices.

Data 12:

"Can you share your thoughts in contact every proper use of linguistics tending to unite instruments within composition? Do you feel confident in using them, especially when it comes to grammar?"

"I actually do not really understand around every proper applying of tending to unite instruments especially within every grammar aspect. But somehow I know that I made mistakes in using it in my written text”.

(Extracted from Interview of subject 9)

From the statement above, the student explained that using cohesive devices correctly, especially in grammatical aspects, was challenging. They mentioned that the less restrained statement and practice caused a lack of cohesive device competency that they were familiar with misusing the devices. However, about the lexical aspect, many students understood but found difficulties in applying some features.

Data 13:

"I know the cohesive devices namely lexical cohesive devices. I know them because they are easier to understand. I know synonym and antonym but I think it is difficult to apply in my writing”.

(Extracted from Interview of subject 5)

The interview stated that lexical cohesion was more familiar to students than grammatical one. However, using synonyms and antonyms are considered confusing since the researcher did not find the mention of the features (synonyms and antonyms) in their writing.

5. DISCUSSION

From the interviews with the fifteen subjects above, students agreed on lacking understanding of cohesive devices. It can be concluded that less comprehension and practice affected their performance by creating ideas about narrative discourse. This is further matched along Ebrahimpourtaher & Eissaei (2013) who stated that being knowledgeable of cohesive devices for EFL student can generate more cohesive writing in their writing classes. Writing one secluded sentence may be correct according to a certain context. Writing a paragraph with a lack of coherence may disconnect the meaning because there is no element to link related items across sentences in a paragraph. This is in accordance with the study conducted by Siregar (2014) that revealed that the better the arrangement of contents of a text, which accomplishes the reader's assumption, the more likely it gains its communicative purpose.

Cohesion can be evasive, but it plays an important role in organizing text in order to get equivalent content. So, cohesion helps the writer in ensuring that their writing coheres or relates to each other. Students can also be helped in understanding coherent text by learning the language features of certain text types. In agreement with this study, Narrative, one of the types of text, has language features, namely using chronological order. According to the finding, the student's narrative text was chronologically ordered. This means that the way students tell their stories represents text structure in which the arrangement of the events continues one after another in time. Therefore, chronological order can be used in academic writing. This is proved that some researchers have conducted studies on the use of chronological order.

Roni (2018) revealed that applying sequential arrangement in tutoring, printing on paper, or creating a script can stimulate, develop, and improve students' writing ability. This is further matched by investigation developed through Anggraini & Lume (2021) that discovered every enhancement concerning students' writing classification after using chronological order paragraphs. Djibrin (2008) also explained that as the goal of chronological order is to present a clear sequence through time, thus the transitional words (first, next, then, finally) must be used. Therefore, students fulfilled the requirements of chronological order when writing narrative text.

On the other hand, the English teacher should consider the approach of discourse-based teaching, which emphasizes the use of authentic communication and contextual interactions to enhance language learning. According to Fauzan & Saparuddin (2023), this approach fosters critical thinking and enables students to engage in meaningful discussions, making it particularly effective in English classrooms within Indonesian Islamic universities. The development of technology, especially artificial intelligence (AI), has further enriched this teaching approach. As highlighted by Khoudri et al. (2024), AI tools provide innovative avenues for language learners, offering personalized feedback and adaptive learning experiences, which have proven beneficial for both Moroccan and Indonesian undergraduate students. Moreover, AI's role in teaching writing skills has shown significant promise, as demonstrated by Rosdiana et al. (2024), who emphasize its potential to assist students in improving coherence, grammar, and vocabulary in their writing. The integration of discourse-based teaching with AI technologies thus represents a

dynamic synergy that can enhance language acquisition and critical skill development in modern educational contexts.

6. CONCLUSION

The indicated investigation directs the investigation of every application concerning cohesive devices and students' perceptions by implementing them through narrative writing. According to the findings, pupils allow and experience adversities, obstacles, and complications in deploying linguistics, tending to unite instruments, which is proved by the misuse of the elements of the cohesive tool, especially in the grammatical features such as allusion, replacement, and omission of parts of a word or sentence, and combination. Within every lexical feature, some students major in some aspects, namely repetition, hyponyms, and meronyms. Meanwhile, they agreed on understanding the features of synonyms and antonyms but faced difficulties in applying them in their texts. In addition, the application of the text structure of the narrative had been archived. However, students explained that a lack of understanding of cohesive devices affected their writing quality. Then, it is expected for students to solve the difficulties with help from teachers that may be useful. The deep concern should be considered in the clear learning instruction, focusing on the shortcomings and expanding methods in the learning process. This study is still narrow and defined ahead of every application concerning linguistics, tending to unite instruments through the narrative passage. The researcher further expects this study to be meaningful and contribute to English language learning, especially in writing classes. For further researchers, this study can be used as a reference in conducting studies related to cohesive devices.

7. REFERENCES

- Abu Hamameh, A., Al-Jamal, D., & Baniabdelrahman, A. (2018). Text Structure and Its Teaching Implications: An Analytical Study. *Arab World English Journal*, 9(1), 365-387.
- Al-Badi, I. A. H. (2015). Academic writing difficulties of ESL learners. *WEI International Academic Conference Proceedings, January*, 63-76.
- Al-Gharabally, M. (2015). the Writing Difficulties Faced By L2 Learners and How To Minimize Them. *International Journal of English Language and Linguistics Research*, 3(5), 42-49.
- Anderson, M., & Anderson, K. (1997). *Text Types in English 1*. 627 Chapel Street, South Yarra 314: Macmillan Education Australia PTY.
- Anggraini, S. W. P., & Lume, L. (2021). the Effectiveness of Using Chronological Paragraph Strategy Toward Students' Writing Skill. *Journal of Languages and Language Teaching*, 9(1), 77.
- Banjarnahor, D. M. (2022). The Analysis of Ellipsis Sentence in "The Greatest Showman" Movie Script. *ELYSIAN JOURNAL: English Literature, Linguistics and Translation Studies*, 2(1), 166-180.
- Benham, B. (1996). *A stylistic study of cohesive features in English prose fiction with some pedagogical implications for non-native contexts* (Doctoral dissertation, University of Sheffield).
- Breit-Smith, A., Olszewski, A., Swoboda, C., Guo, Y., & Prendeville, J. A. (2017). Sequence text structure intervention during interactive book reading of expository picture books with preschool children with language impairment. *Child Language Teaching and Therapy*, 33(3), 287-304.
- Chakravarthy, R. N., & Dwivedi, R. S. (2015). Problems encountered by rural students in writing

- English-role of English teacher-some Solutions. *International Journal on Studies in English Language and Literature (IJSELL)*, 3(7), 27-38.
- Degand, L., & Simon, A. C. (2009). On identifying basic discourse units in speech: theoretical and empirical issues. *Discourse*, 4, 0-19.
- Djibran, F. (2008). writing is Amazing. *Juxtapose*.
- Ebrahimipourtaher, A., & Eissaei, S. (2013). Awareness of Lexical Cohesive Devices in Text and Reading Comprehension. *International Journal of Educational Research and Technology*, 4(June), 63-65.
- Khoudri, I., Zerouh, M., Fauzan, U., & Khoudri, A. (2024). The use of AI in learning English: A comparative study between Moroccan and Indonesian undergraduate students from the English department. *Edelweiss Applied Science and Technology*, 8(4). <https://doi.org/10.55214/25768484.v8i4.1504>
- Fauzan, U., & Saparuddin, M. (2023). Discourse-based Teaching in English Classrooms in the Indonesian Islamic Universities. *Eurasian Journal of Applied Linguistics*, 9(3), 73-82
- Feez, S., & Joyce, H. (1998). *Writing Skills: Narrative and Non-fiction Text Types*. Phoenix Education
- Halliday, M. A. K., & Hasan, R. (1976). Cohesion in English. English Language Series. Longman
- Hodges, B. D., Kuper, A., & Reeves, S. (2008). Discourse analysis. *Bmj*, 337(7669), 570-572.
- Ibrahim, M. A. (2015). University students' English writing problems: diagnosis and remedy. *International Journal of English Language Teaching*, 3(3), 40-52.
- Jambak, V. T., & Gurning, B. (2014). Cohesive devices used in the headline news of the Jakarta post. *Linguistica*, 3(1), 146298.
- Jarvis, S. (2004). An Introduction to Applied Linguistics: Norbert Schmitt (ed.). *International Journal of Bilingual Education and Bilingualism*, 7(4), 320-323.
- Mulyaningsih, D. U. (2003). *Graduated in [month] [year] from English Education Study Program of Indonesia University of Education. 9(2003), 16-22.
- Nassi, A., & Nasser, A. (2018). *A study of errors in the use of grammatical cohesive devices in argumentative texts written by Yemeni EFL learners A study of errors in the use of grammatical cohesive devices in argumentative texts written by Yemeni EFL learners Aref Nassi Abduh Nasser*. 3(October), 172-176.
- Neddar, B. (2017). Language as Evolving: Introductory Notes to Some Aspects of Halliday's Systemic Functional Linguistics 1. *Journal of Literature, Languages and Linguistics*, 34.
- Putri, S. F., & Fitrawati, F. (2020). Teaching Writing Narrative Text By Using Story Pyramid Strategy for Senior High School Students. *Journal of English Language Teaching*, 9(1), 10.
- Roni, R. (2018). Using Chronological Order Method to Improve Writing Ability of the Third Year Students of SMA Negeri I Pangsid Kabupaten Sidenreng Rappang. *Eduvelop*, 1(2), 67-75.
- Rosdiana, S., Noercolies, M. A., & Fauzan, M. H. (2024). The Use of Artificial Intelligence in Teaching Writing Skills. *EDUCASIA: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran*, 9(1). <https://doi.org/10.21462/educasia.v9i1.251>
- Sari, A. J. C., Mujiyanto, J., & Rukmini, D. (2022). Assessing the Use of Cohesive Devices in Reading Texts of English Textbook. *English Education Journal*, 12(2), 264-273.
- Scott-Barrett, J., Johnston, S. K., Denton-Calabrese, T., McGrane, J. A., & Hopfenbeck, T. N. (2023). Nurturing curiosity and creativity in primary school classrooms. *Teaching and Teacher Education*, 135, 104356.

- Setianingrum, D. A., Mujiyanto, J., & Fitriati, S. W. (2021). The Use of Semantic Lexical Relation in Rowling's "Harry Potter and the Deathly Hallows". *English Education Journal*, 11(1), 159-165.
- Siregar, S. (2014). Understanding the Use of Cohesion Devices and Coherence in Writing. *Pedagogy: Journal of English Language Teaching*, 2(2), 68-78.
- Stringer, D. (2019). Lexical semantics: Relativity and transfer. *Applied Linguistics for Teachers of Culturally and Linguistically Diverse Learners*, 180-203.
- Suryana, I., Hidantikarnillah, V., & Murwantono, D. (2021). A narrative inquiry of language teachers' perceptions and experiences in using WhatsApp during New Normal Post-Covid-19 era. *EduLite: Journal of English Education, Literature and Culture*, 6(1), 55-70.
- Susilawati, F. (2017). Teaching Writing of Narrative Text. *Journal of English and Education*, 5(2), 103-111.