A TEXTUAL ANALYSIS OF STUDENTS' WRITING IN NARRATIVE TEXT

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ABSTRACT

The objective of this study is to analyze cohesion and coherence in students' narrative texts using critical discourse analysis approach and to identify the implications of applying critical discourse analysis approach to students' narrative writing. This study used descriptive qualitative method. The object of this research is 6 narrative texts written by 2nd semester students of English Education Department of STKIP PGRI Bangkalan. Data collection is done through observation, questionnaires, interviews and documentation. The findings show that the students applied their narrative text writing tasks with grammatical cohesion, lexical cohesive, and coherence. Related to student assignment texts, most of them are good at writing cohesion and coherence and some of them need to be improved. In terms of writing, they are good at the reference, conjunction and reiteration or repetition. From student writings, the researcher got 349 reference words collected, and 26 words from substitution, no ellipsis at all, 112 conjunction words collected, and the last 69 words lexical cohesive. They need to learn more about ellipsis and collocation, they are good at reiteration or repetition. About coherence they are good. most sentences are coherence but there is some to learn about coherence. Then, the implications of the critical discourse analysis approach model of Norman Fairclough are also very effective in analyzing a discourse or text because it can identify the content and intent of students' narrative texts through three stages, namely the description stage, the interpretation stage and the explanation stage.

Keywords: writing, narrative text, critical discourse analysis, cohesion, coherence

INTRODUCTION

Writing is important for the students because by writing, students can express or transfer their feeling and messages, sharing and express their ideas, tell the experiences to others. People use language perception and knowledge in written form for the readers. Then in written form for the readers. Writing is an activity or a long

process because the activities in writing are complex or process that involves a host of advance skill with include critical thinking and very logical idea development (Hudri & Ryanti, 2015). In written form people intend to communicate indirectly both with individual and social group, for examples, letters, written text, articles, papers, books, journals, etc (Fitriani, Saun, & Hafish, 2014). So, writing is an activity of creative and critical thinking to express the experience of the writer. Andayani, Marjohan & Seken cites that (2014) writing is one of the four skills in English apart from speaking, listening and reading, which are considered as basic skills that students must learn. Then, writing can be defined as the ability to express ideas or convey ideas that are described onpaper (Andayani, Seken, & Marjohan, 2014) . Writing is an activity that is difficult for students to learn, because they have to give their ideas, imaginations or feelings to readers through writing. According to Paul, writing is one of the most difficult skill to understand compared to other skills, cited in (Oktriana, 2018). Therefore, writing is a language skill that is very important to be developed for one of the students' skill.

Imroah Assumes that (2017) writing is a complex activity that begins with decisions about how much information and what types of information the text should have, progresses to grouping information and finally decisions about how things will be linguistically expressed. Writing is a dynamic manifestation of creative and critical thinking skills (Imroah, 2017). So, writing is an activity of creative and critical thinking to express the experience of the writer.

On the other hand, writing as one of the four language skills in English is considered to be themost difficult and most challenging skill compared to other skills either for most students or even for teachers. There are many cases where teachers and students have difficulty producing a good composition. Narrative is a form of writing used to relate stories of actions or events. Usually arranges stories according to the chronological order. Narrative text is text to tells a story by representing a series of events. Then, narratives can be the dominant pattern in many types of formal writing, such as history, biographies, autobiographies, and journalism as well as less formal ones such as personal letters and entries in diaries and journals (Imroah, 2017). So narrative text is also an important part of casual conversation, and may dominate the story.

Narrative text is one type of the text to retell events that occurred in the past. Narrative text is also an imaginative text or story to entertain the public. Text it has a meaningful sequence of events told in words or sentences. The sequence in this text always involves a structure time. In narrative text,every student must understand about the generic structure. The components must be in narrative text, because this is the main feature of the text. If students create or write a narrative text based on the generic structure, it means that students can understand about narrative text (Imroah, 2017). Accordingto Hasani (2005:22) narrative text is a conversational text or story writing that tries to tell about an action or experience in humans based on past developments, cited in (Hudri & Ryanti, 2015). Narrative text as a story, so it should have the element that can make the story more interesting to the reader such as a conflict and conclusion of the story or text.

Critical Discourse Analysis (CDA) is the second approach being used in this assignment for the analysis text is CDA. The interdisciplinary analytical view point known as critical discourse analysis seeks to study language as a cultural and social practice, and it is an approach which permist the description and interpretation of social life as it is represented in talk and texts. CDA must not be understood as a single method but as an approach, which contributes itself at different levels. Critical Discourse Analysis (CDA) approach in learning is approach that can improve the ability to understand discourse and express thoughts, cited in (Wuryaningrum, 2020).

Critical discourse analysis is as a field or technique used to analyze written or spoken text (Bukhari & Xiaoyang, 2013). The text analysis method used is an analytical method adapted to the perspective of Norman Fairclough's critical discourse analysis model. Then, Sulikhati & Mardikantoro, (2017) stated that in the perspective of CDA (critical discourse analysis) model Fairclough (1992) there are three stages of analysis, namely the first is stage description is a process ofoutlining the content of the text or discourse and descriptive analysis of the discourse or text. At this stage the text is explained or explained without being associated with other aspects, only analyzing vocabulary, grammar, an text structure. Globally, this description stage can be said as a stage or step that refers to linguistic characteristics, namely the existence of coherence and cohesion in a discourse or text, how the words of the sentence are combined to form an understanding. Second, the interpretation stage, which is an

analytical process by interpreting a text related to discourse practices, namely those relating to the process of text production, text distribution process, and text consumption process. Finally, the explanation stage is a text analysis process that aims to find an explanation or purpose from the interpretation results that have been obtained at the interpretation stage to find the reason or purpose why the text was produced or created (Sulikhati & Mardikantoro, 2017). According to Fauzan (2013) this stage is a stage or process in which an explanation is sought from the results of the interpretation by referring to the socio-cultural conditions or situation around the place where the text or discourse is produced. This sociocultural condition is divided into a three parts, namely: (a) situational, namely a unique situation or condition that occurs when a text is created. (b) institutional is the form of influence from organizational institutions on the resulting discourse or text produced. (c) social, namely those who look at macro things in the community situation, such as the political system, economic system, or culture that exists in the community (Fauzan, 2013).

Cohesion is about the relationship of meaning in a text. It defines something as text because text is a unit of meaning, not form. This all is a text source that has various meanings or meanings related to what has been said and written into its semantic environment (Kuncahya, 2015). So, this means that cohesion is clarified through bonds where each text refers to a single example of cohesion and is expressed partly on grammar and partly on vocabulary. So therefore, that is why there is grammatical cohesive is constructed using grammatical elements of the text that express semantic relationships within and between sentences (Wachidah, 2016). The following are parts of grammatical cohesion, namely reference (personal reference, demonstrative reference, comparative reference), substitution (nominal, verbal, clausal), ellipsis, and conjunction (additive, adversative, causal and temporal) and lexical cohesion is a different type of cohesion from the previous type of cohesion because lexical cohesion is non-grammatical in a text. Then, Halliday & Hasan, (1976) said that lexical cohesion is not concerned with grammatical and semantic relations but with connections based on the words used, cited in (Saragih & Setiani, 2017). So, this means that lexical cohesion refers to cohesive effects by non-grammatical elements or vocabulary selection. There are two types of lexical cohesion namely reiteration and collocation (Wachidah, 2016).

Coherence is a property that distinguishes text from an arbitrary set of sentences. A text is called coherent if it is possible to construct a coherent representation of the text. Zemach & Rumisek (2005) explained that coherence is a clear, understandable and logical arrangement of ideas. When a text is coherent and coherent, the readers can understand its main point of the content of a text. Coherence here plays an important role in making a text read well and clearly by the reader. Coherent text here is a text whose order is clear and correct. A coherence text consist of sentences that are interconnected. According to Mulyana, (2005:32) one of the theories used to analyze coherence is called kridalasana theory. Coherence occurs between sentences or between paragraphs. The semantic relationship referred to in a coherence, namely: reason – cause relationship, cause – effect relationship, means – goal relationship, background – conclusion relationship, comparison relationship, time additive relationship (simultaneous and successive), non-time additive relationship, identification relationship, generic relationship, specific, like relationship. Then, Maulana, Dhanawaty, & Madia, (2019) stated that coherence is a relationship between sentences or between paragraphs is stated explicitly because it uses linguistic means of conjunctions which grammatically give rise to a meaning, such as the meaning of effect, comparison, cause, and others (Maulana, Dhanawaty, & Madia, 2019). In conclusion, coherence is a relationship between words or between sentences in the text so that readers can easily understand the messages contained in the text (Saragih & Setiani, 2017).

METHODOLOGY

This study used qualitative research to determine the students' ability in writing narrativetexts. According to Zohrabi in (Mohajan, 2018) qualitative research is a research in the form of social action that emphasizes the way people interpret, and understand their experiences to understand the social reality of an individual. Then it makes the use of interviews, observations, documentation and open-ended questionnaires to obtain, analyze, and interpret the data content analysis of visual and textual materials, and oral history. Data analysis based on critical discourse analysis

(CDA) wascarried out by qualitative descriptive analysis using critical discourse analysis (CDA) model of Norman Fairclough which views discourse as text. Then the research design method is descriptive qualitative design because the research describes the problem and analyzes it. So this design can be used to solve current problems by collecting and analyzing research data.

DISCUSSION

a) The Cohesion of Students' Narrative Writing

The data in this study were taken from the text of the writing class students' assignments which were documented. The researcher described 6 data of students' narrative writing texts. The researcher used a critical discourse analysis approach to analyze item cohesion in students' narrative texts. Based on the analysis, the researcher found 543 cohesion bonds consisting of grammatical cohesion items which were categorized into four types, namely reference, substitution, ellipsis and conjunction and onlexical cohesive items which were categorized into two types, namely reiteration and collocation. But the researcher did not find ellipsis and collocation in the students' narrative writing. The detailed typesof item cohesion and their explanations are explained as follows:

Table 1

Summary of The Findings on The Type of Cohesion

Grammatical Cohesion	Findings	Texts					
		1	2	3	4	5	6
Reference	Personal Reference	134	43	5	6	10	10
	Demonstrative	37	53	11	6	9	14
	Reference						
	Comparative Reference	3	1	3	3	1	0
Substitution	Nominal Substitution	1	1	1	1	0	1
	Verbal Substitution	2	0	0	0	0	0
	Clausal Substitution	8	5	6	0	0	0
Ellipsis		0	0	0	0	0	0
Conjunction	Additive	18	13	12	9	6	3
	Adversative	5	8	3	0	0	0
	Causal	13	9	2	0	2	1

	Temporal	3	3	1	1	0	0
Lexical Cohesiv e	Reiteration	19	15	10	11	2	9
	Collocation	0	0	0	0	0	0

a. Reference

To convey all the information from the results of the students' writing analysis, the researcher tried to identify all the cohesion items contained in the students' narrative texts. In their writing, students try to use cohesion items, especially in the reference section in their writings as clearly as possible so that the content or intent of their writing can be easily understood by readers. Setiawan, (2021) stated that reference cohesion is part of cohesion that occurs when one item in a text points or refers to another element to interpret the previous or next sentence (Setiawan, 2021). Therefore, reference is the type that appears most often in students' narrative texts with 349 words of occurrence. This means that the frequent use of reference is interpreted as helping readers to get information from writing easily. Reference has or is divided into three parts, namely:

(1) Personal reference

The personal pronouns used in the narrative text in this study mostly refer to things such as referring to a character or person. It uses words like "she", "he", "her", "his", "it", "its", "they", "their", "we", and "our" "I" "my" "me". Examples of personal references that occur in students' narrative writing are presented below:

> "***Wati*** *aspires to be a teacher.* ***She*** *thought that becoming a teacher would raisethe status of her family."*

In example the second sentence, the word "she" refers to "Wati" in the first sentence. The word "she" is a from of personal reference that functions as a subject pronoun in the second clause. From the explanation above, it is known that most personal reference use personal pronouns to build a semantic relationship within and between sentences. This is in line with (Setiawan,2021)which states that a personal reference is a type of reference that uses personal pronouns to referto categories of people in a paragraph.

(2) Demonstrative reference

Demonstrative reference used in students' narrative texts in this study as speakers to identify references by placing them on an adjacent scale. It uses words like "this", "these", "that", "those", "there", "here" and "the". Examples of demonstrative references that occur in students' narrative writing are presented below:

*"The longer the boarding school is growing and the number of students is increasing. **This** continues to make the area of the boarding school Kiai Abuddarda no longer able to accommodate the number of existing students."*

In example, in the second sentence, the word "this" indicate or represents the stateof "Pesantren". From this explanation, demonstrative reference can also be said to be a location reference or location pronoun on an adjacent scale. This is line with (Setiawan, 2021) which states thatdemonstrative reference is basically a form of verbal indication that occurs in a sentence or text. The speaker or speaker identifies this type of reference by placing them on an adjacent scale in a paragraph.

(3) Comparative reference.

General comparative in terms of similarities and dissimilarities, without regard to certain properties. Meanwhile, both comparative and superlative are both used to compare things between sentences. The usage adopts adjectives such as "same", "better", "more", and adverbs such as "so", "other". Examples of comparative references that occur in students' narrative writing are presented below:

*"A few hours didn't feel like it had passed. Several time wati tried to think theanswer remained the **same**."*

In the first example sentence, the word "same" is used to indicate that the answer that Wati has given remains the "same". In this explanation, comparative references are references thatshows a comparison of similarities between one thing and another in the text. This is in line with (Setiawan, 2021) which states that a comparative reference is a reference that refers to a type of reference that is used as a means of similarity or identity in a sentence or text.

b. Substitution

To convey all the information from the results of the students' writing analysis, the researcher tried to identify all the cohesion items contained in the students' narrative texts. In their writing, students try to use cohesion items, especially in the substitution section in their writings as clearly as possible so that the content or intent of their writing can be easily understood by readers. According to Setiawan, (2021) substitution is a relation in the text and this substitution is used when the author wants to avoid repetitions of items lexical and also uses language grammatical sources to replace of items. Therefore, substitution becomes a type of cohesion which also appears in thestudents' narrative text with 26 words of occurrence. This means that the emergence of the use of substitution is interpreted as helping readers to get information from students' narrative writings easily. Substitution can be further classified or divided into 3 aspects, namely :

(1) Nominal substitution

The first aspect of substitution is nominal substitution. Using words like "one"and "ones". the substitution of "one" and "ones" always functions as the group leader in the nominal, and also can only replace the item that is the head of nominal group itself in a text. Examples of nominal substitution that occur in students' narrative writing are presented below:

> *"Sotabar is **one** of the villages in the east java, pamekasan district, and my areais in the west Rokem village, the village of Sotabar."*

In the first example sentence, the word "one" indicates that "sotabar" is a villagein Pamekasan district. In this explanation, nominal substitution is a substitute for a noun class in a sentence. This is in line with (Halliday & Hasan, 1976) which states that nominal substitution is a substitution that included the replacement of the noun class in a sentence or text, cited in (Anom, Seken, & Suarjaya, 2013).

(2) Verbal substitution

The second aspect of substitution is verbal substitution. Use words

like "do". Aspect of substitution it operates as the head of the verbal group, in the place that has been occupiedby the lexical verb and is also always in the last position in the sentence group. Examples of verbal substitution that occur in students' narrative writing are presented below:

> *"Wati's children can also go to school well and play. Even though wati couldn't*
> <u>**do**</u> *it just yet, at least her children weren't like her life."*

In the example sentence above, the word "do" is used to replace "go to school well and play" in the sentence and the word "do" is a form of verbal substitution. In this explanation, verbal substitution is a sub-statute for the class of verbs in a sentence. This is in line with (Halliday & Hasan, 1976) which states that verbal substitution is a substitution of a class of verbs in a sentence or text, cited in (Anom, Seken, & Suarjaya, 2013).

(3) Clausal substitution

The last aspect of substitution is the substitution clausal. Use words like "so" and "not". In each of these environments can take one of two forms, namely between positive or negative forms. Positive is indicted by the word "so". Whereas, negative with the word "not". Examples of clausal substitution that occur in students' narrative writing are presented below:

> *"Several times Wati tried to think the answer remained the same. Like it or <u>**not**</u>, she had to marry a man she didn't know."*

In the example sentence above, the word "not" is a form of clausal substitution, which is used instead of the word "answer" in the previous sentence. From this explanation, it can be conclude that clausal substitution replaces the entire clause and not in the clause. This is in line with (Halliday & Hasan, 1976) which states that a clausal substitution is a replacement of a clause in an entire sentence or a text, cited in (Anom, Seken, & Suarjaya, 2013).

c. Conjunction

To convey all the information from the results of the students' writing

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analysis, the researcher tried to identify all the cohesion items contained in the students' narrative texts. In their writing, students try to use cohesion items, especially in the conjunction section in their writings as clearly as possible so that the content or intent of their writing can be easily understood by readers. According to (Setiawan, 2021) conjunction is a cohesive semantic relationship that used specifications, namely how what follows is systematically or is connected to what has happenedbefore and that conjunction is part of grammatical cohesion. Then, the connecting elements themselves are not cohesive, but express a certain meaning that presupposes the existence of other components in a discourse or text. Therefore, conjunction becomes a type of cohesion which also appears in the students' narrative text with 112 words of occurrence. This means that the emergence ofthe use of conjunction is interpreted as helping readers to get information from students' narrative writings easily. Conjunction have three categories or aspects, namely :

1) Additive

Additives are represented by the words namely "and", "or", "also" and "in another words". Additive refers to a type of cohesion that is structurally present and also coordinates with one another. Examples of additive that occur in students' narrative writing are presented below:

*"But now the tree was gone **and** I wondered what is looked like."*

In the example sentence, the word "and" is a form of additive used to addinformation about someone who is curious about the "tree shape". From this explanation, the researcher can explain that additive is a type of conjunction that indicates an additional relationship ina clause. This is in line with (Seken, 2013) which states that additive conjunctions are one type of conjunction that indicates an additional relationship between sentences in a text.

2) Adversative

The adversative are represented by words, namely "but", "though" and "however". The adversative is part of the conjunction that contradicts expectations as the adversarial relationship that comes from the content of what is

said or from the communication process, and in the speaker-hearer situation. Examples of adversative that occur in students' narrative writing are presented below:

*"She always remembered her husbands words. **<u>However</u>**, Wati could not savemoney because their lives were limited."*

In example, the word "however" in the second sentence is a form of adversative used to provide information whose content is contrary to the reader's expectations when reading the first sentence. From this explanation, the researcher can explain that adversative is a type of conjunction that indicates the opposite relationship in a clause. This is in line with (Seken, 2013) which states that adversative conjunctions are a type of conjunction that indicates an adverse relationship between sentences in a text.

3) Causal

The causal represented by word, namely "so", "because", "therefore", "for this reason" and "for". Causal can be defined as one clause being the cause and the rest being the effect. Examples of causal that occur in students' narrative writing are presented below:

*"But in my area is "western Rokem" the reason remains the same why is it calledthe west and the east Rokem **<u>because</u>** in the west and east Rokem villages there's a big tree and the tree's name was "Rokem" tree that's why it's called the "west Rokem" villages."*

In example, the second sentence in example is the reasoning form of the first sentence, namely the word "because" which is used to indicate a cause and effect relationship in the example sentence. From this explanation, the researcher can explain that causal is a type of conjunction that indicates a causal relationship between clause. This is in line with (Seken, 2013) which states that a causal conjunction is a type of conjunction that indicates a causal relationship between sentences in a text.

4) Temporal

Temporal is a relationship between the thesis of two consecutive

sentences (Halliday & Hasan, 1976). Their relationship is referred to in external terms, as content may be one of the chronological sequences of which one follows the other. The temporal represented by word, namely "next", "then", "finally", "the first", "the second", "the third", "the last" and "in conclusion". Examples of temporal that occur in students' narrative writing are presented below:

> *"For the sake of her parent's fault and also Wati loves them very much.*
> *__Finally__,her determination was strong."*

In the example sentence, the item "finally" contained in the example sentence is aform of temporal bond that is used to indicate the sequence of events and time in the example text. From this explanation, the researcher can explain that temporal is a type of conjunction that indicates atemporal relationship between clause. This is in line with (Seken, 2013)which states that whiletemporal conjunction is one type of conjunction that indicates a temporal relationship between sentences.

d. Reiteration

To convey all the information from the results of the students' writing analysis, the researcher tried to identify all the cohesion items contained in the students' narrative texts. In their writing, students try to use cohesion items, especially in the reiteration section in their writings as clearly as possible so that the content or intent of their writing can be easily understood by readers. Reiteration is a type of lexical cohesive. Reiteration can be in the form of repetition, synonym, hyponym, superordinate and general word. Therefore, reiteration is a type of cohesion that often appears in students' narrative texts with 69 times of its occurrence. This means that the emergence if the use of reiteration is interpreted as helping readers to get information from students' narrative writings easily. Examples of reiteration that occur in students' narrative writing are presented below:

> *"Wati aspires to be __a teacher__. She thought that becoming __a teacher__*
> *would raisethe status of her family."*

In the example sentence above there is a repetition of words. Repetition is used to emphasize the essence of a statement that has been presented in an essay or text because it is believed to allow readers to easily recall previously mentioned items

and provide unity of information in student writing. This is in line with (Paltridge, 2006) which states that word repetition is a form of repetition used to refer to words that are repeated in a previously mentioned word in a written text, cited in (Zulianti, 2018). Word repetition is an activity to repeat the exact same word as the word previously mentioned in the text.

b) The Coherence of Students' Narrative Writing

The data in this study were taken from the text of the writing class students' assignments which were documented. The researcher described 6 data of students' narrative writing texts. The researcher uses a critical discourse analysis approach to analyze item coherence in students' narrative

texts. Coherence here plays an important role in making a text read well and clearly by the reader. Coherent text here is a text whose order is clear and correct. A coherence text consist of sentences that are interconnected. According to (Mulyana, 2005:32) one of the theories used to analyze coherence is called kridalasana theory, cited in (Maulana, Dhanawaty, & Madia, 2019). Coherence occurs between sentences or between paragraphs. The semantic relationship referred to in a coherence, namely: reason

– cause relationship, cause – effect relationship, means – goal relationship, background – conclusion relationship, comparison relationship, time additive relationship (simultaneous and successive), non- time additive relationship, identification relationship, generic relationship, specific, like relationship. Examples of coherence sentence that occur in students' narrative writing are presented below:

*"**The difference** is grave of Kiai Monconegoro has a dome and a jirat and a gravestone that is identical to its time. **Meanwhile**, sunan martayasa's grave is only a headstone, withoutgravestone, flattened to the ground."*

In the example sentence it is a coherence sentence where the word "meanwhile" in the second sentence is a form of coherence used to indicate a comparative relationship in the example. From this explanation, the researcher can explain that the coherence text or sentence here is a text whose sequence is clear and consists of interconnected sentences. This is in line with Maulana, Dhanawaty, &

Madia, (2019) which states that coherence is relationship between sentences or between paragraphs is stated explicitly because it uses linguistic means of conjunctions which grammatically give rise to a meaning, such as the meaning of effect, comparison, cause, and others.

c) The Implication of Critical Discourse Analysis Toward Students' Narrative Text

The data in this study were taken from the text of the writing class students' assignments which were documented. According to Bukhari & Xiaoyang (2013) critical discourse analysis is as a field or technique used to analyze written or spoken text. The text analysis method used is an analytical method adapted to the perspective of Fairclough's critical discourse analysis model. Then, Sulikhati & Mardikantoro, (2017) stated that in the perspective of critical discourse analysis model Fairclough (1992) there are three stages of analysis, namely description, interpretation and explanation. Look at the example below:

a) Description

From the description stage that the researcher did, it was known that at the description stage, it was able to identify all the contents of the students' narrative text, namely grammar, text structure and linguistic elements such as cohesion and coherence. Therefore, the researcher can explain that at the description stage, which is a process of parsing the content of the text or discourse, namely analyzing grammar, text structure and in general this stage refers to linguistic elements, namely the existence of coherence and cohesion in students narrative writing texts. This is inline with Sulikhati & Mardikantoro, (2017) which states that the first stage is the description stage, which is a process of outlining the content of the text or discourse and descriptive analysis of the discourse or text. At this stage the text is explained without being connected to other aspects, only analyzing vocabulary, grammar, and text structure. Globally, this description stage is said to be a stage that refers to linguistic features, namely the existence of coherence and cohesion, how words sentences are combined to form understanding.

b) Interpretation

From the interpretation stage that the researcher did, it is known

that at the interpretation stage, it can identify how the process of production, distribution, and consumption of the data obtained is 6 students' narrative texts. Therefore, the researcher can explain that in the second stage, namely the interpretation stage, namely the process of interpreting a text related to a discourse practice, namely in a process of production, distribution and consumption of students narrative writing texts. This is in line with Sulikhati & Mardikantoro, (2017) which states that the second stage, namely the interpretation stage, is an analytical process by interpreting texts associated with discourse practices, namely those relating to the process of text production, text distribution and text consumption.

c) Explanation

From the explanation stage that the researcher did, it is known that at the explanatory stage, which can identify interactions or socio-cultural conditions, there are three types of interactions namely situational, institutional and social from the data obtained, namely 6 students narrative texts. Therefore, the researcher can explain that in the last stage, namely the text analysis process that aims to find an explanation related to the relationship between interaction and social context, at this stage the researcher analyzes three socio-cultural conditions, namely situational (a situation that unique when the text was created), institutional (organizational influence on the existence of the text created), and social (analyzing macro things that exist in the environment or culture or society). This is in line with Sulikhati & Mardikantoro, (2017) which states that the last stage is explanation is a stages are related to the social determination of the process of production and interpretation as well as the social on the realization of a text. It is also in line with Fauzan (2013) which states that explanation stage is the stage or process in which an explanation is sought from the results of the interpretation by referring to the socio-cultural conditions around which the text is produced. This sociocultural condition is divided into a three parts, namely: (a) situational, namely the unique situation or circumstances when a text was created. (b) institutional is a form of influence from organizational institutions on the text produced. (c) social, which looks at macro things in society,such as the political system, economic system, or culture that exists in society.

So from the explanation above, the researcher can state that the implications

of using critical discourse analysis approach model of Norman Fairclough are very effective in analyzing students' narrative texts as a whole, because by using this critical discourse analysis approach, it is not only an analysis of the content of the text but also analyzes the whole of the text being analyzed.

CONCLUSION

Based on the results and discussion in this study, the researcher can conclude that the first is the result of the cohesion analysis in the students' narrative texts there are 543 cohesion bonds consisting of 349 reference words, 26 substitution words, no ellipsis, 112 conjunction words, 69 reiteration words, no collocation. This means that students have good competence in using cohesion bonds in their narrative texts, but only ellipsis and collocation are not used. The second is the result of coherence analysis on students' narrative texts, namely several coherence texts consisting of sentences that are interconnected. However, some students need to improve their skills in writing text into coherence text. This can be conveyed to students, so that students have good competence in producing coherence in their written texts. The third is the result of the implication of using the critical discourse analysis approach in narrative texts that students are very effective because they can analyze, interpret and understand the content and intent of the text as a whole.

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