

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After analyzing the data from the three factual recount texts in the English textbook, this research comes to two main conclusions focusing on the types of coherence and the realization of coherence in the texts.

In terms of the types of coherence, the findings revealed that the texts contained both registerial coherence and generic coherence. Registerial coherence was more dominant than generic coherence. The texts consistently maintained field, tenor, and mode throughout the discourse, which contributed significantly to the unity of meaning. The field remained focused on the main topic of each text, the tenor reflected appropriate language use according to the communicative purpose, and the mode was consistently presented through written chronological narration. Meanwhile, generic coherence was realized through the stages of factual recount texts, namely orientation, events, and re-orientation, conclusion, or achievement. Although generic coherence occurred less frequently, it played an important role in organizing information systematically and helping readers follow the sequence of events.

In terms of the realization of coherence, the findings showed that coherence was realized at the micro, meso, and macro levels. Macro-level coherence was the most dominant level because the texts consistently maintained their generic

structure and registerial features. This finding indicates that coherence was primarily established through overall textual organization and contextual consistency. Micro-level coherence was realized through the use of coordinating and subordinating conjunctions, which created logical relationships between clauses and sentences. These conjunctions helped connect ideas and ensured the smooth flow of information throughout the texts. Meanwhile, meso-level coherence showed the lowest frequency. Although the texts employed rhetorical modes and chronological sequencing patterns, explicit discourse markers appeared less frequently. As a result, paragraph-level organization was less prominent than the coherence established through conjunctions and macro-level features. Overall, the three levels of coherence worked together to create meaningful, organized, and coherent factual recount texts.

5.2 Suggestions

Based on the conclusion above, several suggestions are proposed for students, teachers, and future researchers.

1. For Textbook writers and curriculum developers are encouraged to ensure that factual recount texts and related learning materials consistently reflect registerial coherence, generic coherence, and effective discourse organization. Learning materials should include well-structured model texts that demonstrate the appropriate use of field, tenor, mode, generic structure, conjunctions, and discourse

markers to help students recognize and produce coherent texts. In addition, curriculum developers are encouraged to integrate coherence as an explicit learning objective in reading and writing instruction so that students can develop stronger discourse competence and improve their ability to construct meaningful and well-organized texts.

2. For teachers, it is suggested to teach coherence explicitly in writing classes, especially the use of conjunctions, discourse markers, sequencing patterns, and factual recount generic structures. Teachers can also provide more practice and examples to help students organize ideas systematically and logically.
3. For future researchers, it is suggested to conduct further studies on coherence using different theories, text genres, or discourse analysis approaches. Future studies may also analyze coherence in spoken discourse, digital texts, or students' writing to enrich the understanding of coherence in language use.