

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Findings

4.1.1 Data Description

The researcher did the research at MA Mathali'ul Huda Bugel Jepara. The participants of this research were the students of XI.1 and students of XI.3. The researcher took the students' narrative text both classes by the English teacher of MA Mathali'ul Huda Bugel. Then, the researcher analysed the text based on the cohesion and coherence. Based on the analysing the text, the researcher found the cohesion and coherence on students' writing narrative text with a topic Malin Kundang was as follow:

4.1.1.1 Findings Cohesion On Students' Writing Narrative Text

The finding of the research in this part highlights the data found cohesion on students writing narrative text in high and low ability. Types of cohesion used by students in writing's narrative text were presented in the following table:

1) Cohesions Found on Writing's Narrative Text in students' High Ability

Table 4 Cohesion Used By The Students in High Ability

Respondents	Grammatical Cohesion			
	Reference	Substitution	Ellipsis	Conjunction
Student 1	3	-	2	3
Student 2	3	-	1	4
Student 3	2	-	-	2
Student 4	3	-	-	-
Student 5	3	-	-	-
Student 6	3	-	1	-
Student 7	3	-	1	3
Student 8	4	-	-	3

Student 9	2	-	-	4
Student 10	1	-	-	1
Student 11	1	-	1	2
Student 12	2	-	-	3
Student 13	4	-	-	4
Student 14	3	-	-	3
Student 15	3	-	-	2
Student 16	2	-	-	1
Student 17	3	-	-	3
Student 18	3	-	-	4
Student 19	2	-	-	3
Student 20	2	-	-	4
Student 21	1	-	-	3
Student 22	3	-	1	3
Student 23	4	-	-	2
Student 24	2	-	2	5
Student 25	3	-	-	2
Student 26	5	-	-	5
Student 27	4	-	-	-
Student 28	4	-	-	5
Student 29	3	-	-	4
Student 30	5	-	1	-
	86	0	10	78
Total	174			

The formula to count the data with the formula below.

$$\frac{\text{total criteria acquired}}{174(\text{the total of criteria})} \times 100 = \dots\%$$

The percentage of references $\frac{86}{174} \times 100 = 49,42\%$

The percentage of substitution $\frac{0}{174} \times 100 = 0\%$

The percentage of ellipsis $\frac{10}{174} \times 100 = 5,74\%$

The percentage of conjunction $\frac{78}{174} \times 100 = 44,82\%$

Based on the table, it could be seen that the students in high class used references in 49%. Beside that, the substitution that is used by students is 0%. Then, the ellipsis that is used by students are 6%. The last is conjunction that is used by students are 45%. So, it can be concluded that the most kinds of cohesion that used by the students' in high class are references.

2) Cohesions Found on Writing's Narrative Text in students' Low Ability

Table 5 Cohesion Used By The Students in Low Ability

Respondents	Grammatical Cohesion			
	Reference	Substitution	Ellipsis	Conjunction
Student 1	3	-	1	3
Student 2	1	-	-	1
Student 3	2	-	1	1
Student 4	2	-	-	1
Student 5	1	-	1	2
Student 6	2	-	-	2
Student 7	2	-	-	1
Student 8	3	-	-	1
Student 9	3	-	-	2
Student 10	1	-	-	1
Student 11	2	-	-	2
Student 12	2	-	-	2
Student 13	3	-	-	4
Student 14	2	-	-	3
Student 15	2	-	1	2
Student 16	2	-	2	1
Student 17	1	-	-	3
Student 18	2	-	-	2
Student 19	3	-	-	1
Student 20	2	-	-	2

Student 21	2	-	-	1
Student 22	2	-	-	1
Student 23	1	-	-	1
Student 24	1	-	-	1
Student 25	3	-	-	1
Student 26	1	-	-	2
Student 27	2	-	-	1
Student 28	1	-	-	1
Student 29	1	-	2	2
Student 30	2	-	-	2
	57	0	8	50
Total	115			

The formula to count the data with the formula below.

$$\frac{\text{total criteria acquired}}{115(\text{the total of criteria})} \times 100 = \dots\%$$

The percentage of references $\frac{57}{115} \times 100 = 49,56\%$

The percentage of substitution $\frac{0}{115} \times 100 = 0\%$

The percentage of ellipsis $\frac{8}{115} \times 100 = 6,95\%$

The percentage of conjunction $\frac{50}{115} \times 100 = 43,47\%$

Based on the table, it could be seen that references used by the students in low class are 50%. The substitution that is used by students is 0%. Then, the ellipsis that is used by students are 7%. The last is conjunction that used by students are 43%. So, it can be concluded that the most kinds of cohesion that used by the students' in high class are references.

4.1.1.2 Findings Coherence in Students' Writing Narrative Text

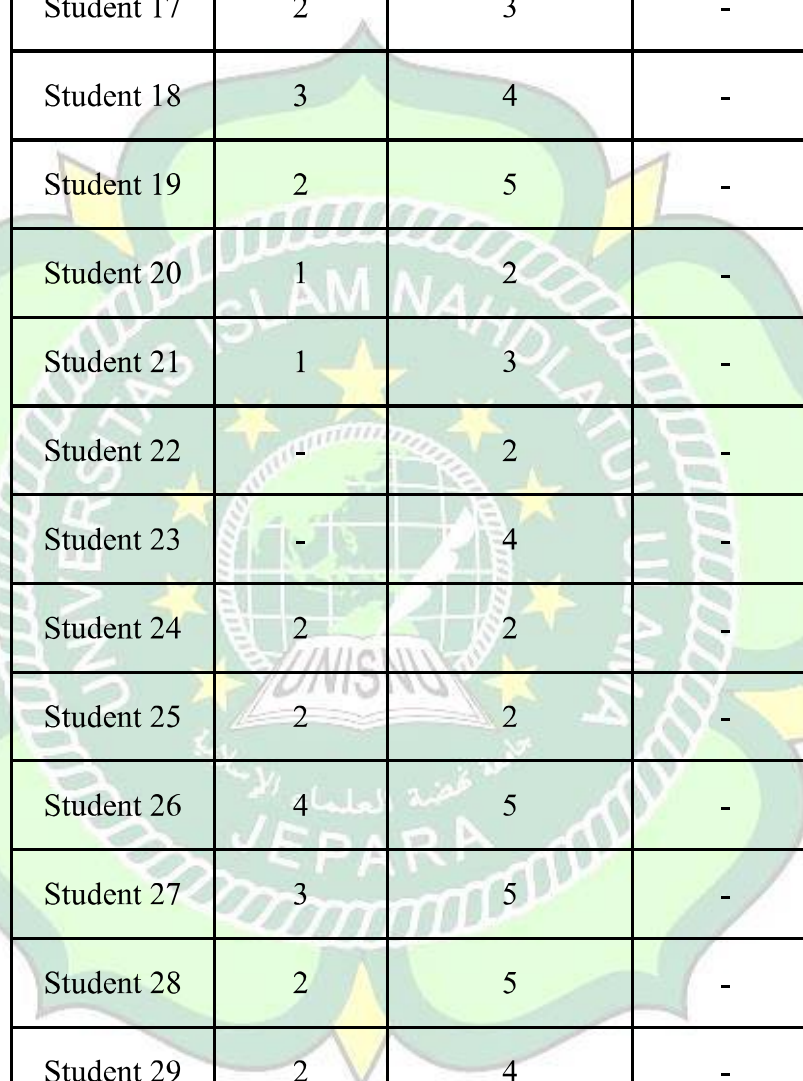
The finding of the research in this part highlights the data found coherence on students writing narrative text in high and low Ability.

Types of cohesion used by students in writing's narrative text were presented in the following table:

1) Coherence Found on Writing's Narrative Text in students' High Ability

Table 6 Coherence Used By The Students In High Ability

Respondents	Coherence Devices		
	Transition Signal	Repeat Key Nouns	Logical Order
Student 1	3	3	-
Student 2	3	2	-
Student 3	2	3	-
Student 4	3	3	-
Student 5	3	2	-
Student 6	2	4	-
Student 7	2	5	-
Student 8	1	2	-
Student 9	2	2	-
Student 10	2	2	-
Student 11	-	2	-
Student 12	1	2	-
Student 13	3	3	-



Student 14	-	3	-
Student 15	-	4	-
Student 16	2	5	-
Student 17	2	3	-
Student 18	3	4	-
Student 19	2	5	-
Student 20	1	2	-
Student 21	1	3	-
Student 22	-	2	-
Student 23	-	4	-
Student 24	2	2	-
Student 25	2	2	-
Student 26	4	5	-
Student 27	3	5	-
Student 28	2	5	-
Student 29	2	4	-
Student 30	-	5	-
	15	28	0
Total	43		

The formula to count the data with the formula below.

$$\frac{\text{total criteria acquired}}{43(\text{the total of criteria})} \times 100 = \dots\%$$

The percentage of transition signal $\frac{15}{43} \times 100 = 34,88\%$

The percentage of repeat key noun $\frac{28}{43} \times 100 = 65,11\%$

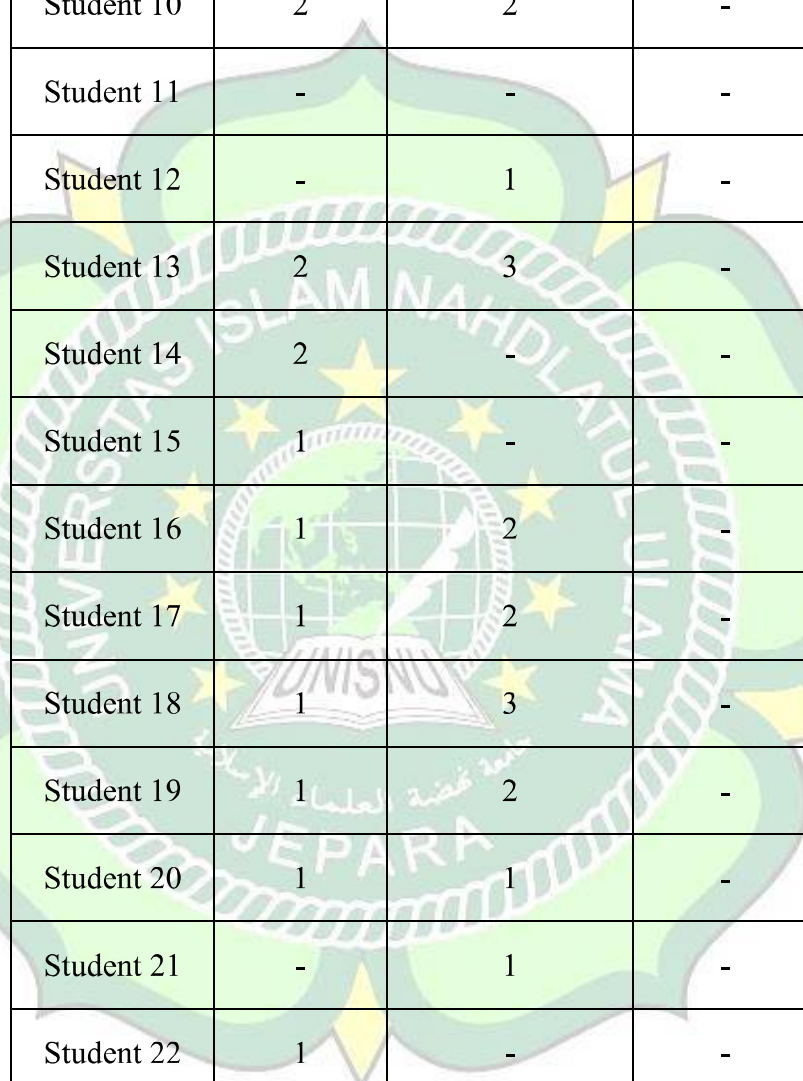
The percentage of logical order $\frac{0}{43} \times 100 = 0\%$

The table showed that there were three kinds of coherences that used by the students in students' high class. Transition signal used by students are 35%. There were 65% repeat key nouns that is used by the students. The last is 0% of logical order used by the students. So, it can be concluded that the most kind of coherence that used by the students in high class are logical order.

2) Coherence Found on Writing's Narrative Text in students' Low Ability

Table 7 Coherence Used By The Students In High Ability

Respondents	Coherence Devices		
	Transition Signal	Repeat Key Nouns	Logical Order
Student 1	1	3	-
Student 2	-	3	-
Student 3	2	2	-
Student 4	-	3	-
Student 5	1	3	-
Student 6	1	2	-



Student 7	2	2	-
Student 8	-	1	-
Student 9	2	2	-
Student 10	2	2	-
Student 11	-	-	-
Student 12	-	1	-
Student 13	2	3	-
Student 14	2	-	-
Student 15	1	-	-
Student 16	1	2	-
Student 17	1	2	-
Student 18	1	3	-
Student 19	1	2	-
Student 20	1	1	-
Student 21	-	1	-
Student 22	1	-	-
Student 23	1	-	-
Student 24	2	2	-
Student 25	1	2	-

Student 26	2	3	-
Student 27	1	3	-
Student 28	2	2	-
Student 29	1	2	-
Student 30	1	-	-
	12	14	0
Total	26		

The formula to count the data with the formula below.

$$\frac{\text{total criteria acquired}}{26(\text{the total of criteria})} \times 100 = \dots\%$$

The percentage of transition signal $\frac{12}{26} \times 100 = 46,15$

The percentage of repeat key noun $\frac{14}{26} \times 100 = 53,84\%$

The percentage of logical order $\frac{0}{26} \times 100 = 0\%$

The table showed that transition signal used by students are 46%. Then, key noun that is used by the students are 54%. The last is logical order used by the students is 0%. So, it can be concluded that the most kind of coherence that used by the students in low class are logical order.

Based on the table above, the researcher could conclude that the students' of eleventh grade of MA Matholi'ul Huda Bugel basically had applied the cohesion and coherence in their writings, although there was a difference between the students who had good and low ability.

4.1.2 Data Analysis of Cohesive Devices

Grammatical cohesion is divided into reference, substitution, ellipsis, and conjunction. From the identification in the students' high class and

low class, the researcher found that most participants used reference and conjunction in their recount text.

4.1.2.1 References

Reference is divided into three parts: personal, demonstrative, and comparative reference. Below were a reference that is found by the researcher in this research:

1) Personal

Here are the examples sentences each of them made by participants:

- 1) *Once upon a time there live **a boy** and **his mother** called Malin Kundang. **They** lived very poor.*
- 2) *Once Upon a time, lived a diligent boy named **Malin Kundang**. **He** lived in the seashore with his mother*
- 3) ***Malin Kundang** grew up as a skillful young boy. **He** always helps his mother to earn some money.*
- 4) *An **old woman** ran to the beach to meet the new rich merchant. **She** was Malin Kundang's mother. **She** wanted to hug him, released her sadness of being lonely after so long time.*
- 5) ***Malin Kundang** fell on a small island. It was really too late for **him** to avoid his curse.*
- 6) ***Malin** realized that was his fault that rebellious his mother. **He** bowed down and became a stone.*
- 7) ***Malin Kundang** was safe because during the attack, **he** hid in a small secret chamber of the ship.*
- 8) ***Malin Kundang** was the only survivor from the ship. **He** was so tired but he forced himself to walk and search for the nearest village.*
- 9) *At last Malin Kundang said to her "Enough, **old woman**! I have never had a mother like **you**, a dirty and ugly woman!"*

- 10) When he arrived at the nearest village, **the villagers** helped him and give him some food and water. After that, Malin Kundang told **them** the story about the ship and the pirates.
- 11) One day, when **Malin Kundang** was sailing, **he** saw a merchant's ship which was being raided by a small band of pirates.
- 12) Hear the arrival of Malin, **the mother** felt very excited. **She** even ran to the beach to immediately see her son.
- 13) Malin Kundang's mother run toward **Malin Kundang** and hug **him**

Possessive

- 14) **Malin Kundang** spent **his time** on the ship learning about sailorship from some senior ship's crew.
- 15) Ever since **she** heard the news, **Malin Kundang's mother** went to the pier every day hoping that she can see it right away when Malin Kundang returned to the village.
- 16) One day, **Malin and his wife** decided to go on a sea voyage with **their** large and beautiful ship
- 17) **Malin Kundang's mother** was very angry to hear what he said, **she** raised **her** hand and pray to God, "Oh god, my heart was so hurt, if he really is my son, i cursed him into a stone" she said.
- 18) His huge ship was wrecked and it was too late for **Malin Kundang** to apologize. **He** was thrown by the wave out of **his** ship.
- 19) **Malin Kundang** was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish **he** would bring it to **his** mother, or sold the caught fish in the town.
- 20) Once upon a time, on the north coast of Sumatera lived a poor woman and his son, who called **Malin Kundang**. **His** Father

eventually died, and his mother lived alone as a poverty-stricken old woman.

21) **Malin Kundang** grew up as a skillful young boy. **He** always helps **his** mother to earn some money.

22) In an alternate translation, **Malin Kundang** was on the ship with just **his** crew.

23) **Malin Kundang** believed the storm was **his** god's and nature's ways of punishing him for **his** mistreatment of **his** mother.

24) **Malin Kundang** and **his** mother had to live hard because **his** father had passed away when he was a baby.

25) **Malin Kundang** had to live hard with **his** mother

26) **Malin Kundang** was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish **he** would bring it to **his** mother, or sold the caught fish in the town.

27) Unfortunately, when the mother came, **Malin Kundang** who was in front of **his** well-dressed wife and **his** ship crews denied meeting that old lonely woman.

2) Demonstrative

1) The next day, Malin went to the big city with the use of a ship. After several years of hard work, he succeeded in the **city**. Malin is now a wealthy man who even had a number of merchant ships. And Malin had married a beautiful woman **there**.

2) Onece upon a time, there lived a **fisherman with his family** in the coastal area of West Sumatra. **That** little family consists of the fisherman, his wife and his son.

3) When he was sailing his trading journey, his ship landed on a beach near **a small village**. The villagers recognized him. The news ran fast in the town; “Malin Kundang has become rich and now he is **here**”.

4.1.2.2 Ellipsis

Ellipsis are the omission of an item to avoid the repetition. The omission would not ruin the quality of the text if the context is obvious for the readers to comprehend. Ellipsis are classified into three. They are nominal, verbal and clausal. Below were ellipsis that was found by the researcher in this research:

1) Nominal

- 1) *On the north of Sumatra live a poor woman and his son stay in a small home.*
- 2) *I take a pity you mom always continue work until now.*
- 3) *The mother hear Malin arrived in her village.*
- 4) *I hoped Malin Kundang can go home.*

2) Verbal

- a) *Do you know my husband? No, I do not ~~her~~.*
- b) *Please take a good care of yourself, Malin!. Yes, I do ~~take a good care of myself~~*
- c) *Are you my son, Malin? No, I am not ~~your son~~.*

4.1.2.3 Conjunction

A conjunction is not used to refer any particular items in the text, but it is used to connect sentences in terms of meanings. Conjunction is divided into four. They are additive, adversative, causal and temporal. Below was a conjunction that was found by the researcher in this research.

1) Additive

- 1) *On the north coast of Sumatra lived a poor woman **and** his son.*
- 2) *Once upon a time there live a boy **and** his mother called Malin Kundang*
- 3) *He lived in the seashore **with** his mother*
- 4) *He bowed down **and** became a stone*
- 5) *I have never had a mother like **you**, a dirty **and** ugly woman!*
- 6) *The villagers helped him **and** give him some food **and** water*

7) *After that, Malin Kundang told them the story about the ship **and** the pirates*

8) *One day, Malin **and** his wife decided to go on a sea voyage with their large **and** beautiful ship*

2) Adversative

1) *He was so tired **but** he forced himself to walk and search for the nearest village.*

2) *Her mother didn't agree **but** Malin Kundang had made up his mind*

3) ***But**, promise me, you'll come home*

4) ***But** he kept refusing to do it and yelling at her*

3) Causal

1) *It was really too late **for** him to avoid his curse.*

2) *Malin Kundang was safe **because** during the attack*

3) *He was so tired but he forced himself to walk and search **for** the nearest village.*

4) Temporal

1) *She wanted to hug him, released her sadness of being lonely **after** so long time*

2) ***After** that, Malin Kundang told them the story about the ship and the pirates*

3) ***After** getting fish he would bring it to his mother, or sold the caught fish in the town.*

4) ***Before** Malin stepped onto the ship*

4.1.3 Data Analysis of Coherence

Coherence is followed by transition signal, repeated key nouns and logical order. But, in this research the researcher only found transition signal and repeated key nouns.

4.1.3.1 Transition Signal

Transition signals are words and phrases that connect the idea in one sentence with the idea in another sentence. Transition signals are

expressions such as first, finally and however, or phrases such as in conclusion, on the other hands and a result etc. Here are the examples of sentences made by the students in writing narrative text:

- 1) *"Her mother was a single parent **because** Malin Kundang's father had passed away when he was a baby."*
- 2) *"With his brave **and** power, Malin Kundang defeated the pirates."*
- 3) *"His huge ship was wrecked **and** it was too late for Malin Kundang to apologize."*
- 4) *"Malin Kundang and his mother had to live hard **because** his father had passed away when he was a baby."*
- 5) *"**Because** his father had left him, the mother must work hard to be able to raise a family"*

4.1.3.2 Repeated Key Noun

Repeating keywords (keywords) or using synonyms, and focusing ideas through text, are used to help readers stay focused and step in the right direction. It can keep the thinking of a paragraph flowing from sentence to sentence, so that the sentence is connected together. Below are the examples repeated key nouns that the researcher found in this research:

- 1) *"**Malin** was the son of the wise but a little bit naughty. When he is about to go up, **Malin** feel sorry for his mother who always used to work hard live it. Then **Malin** ask permission for going about looking for a job in the big city".*
- 2) *"**Malin** is now a wealthy man who even had a number of merchant ships. And **Malin** had married a beautiful woman there."*
- 3) *"**Malin Kundang's mother** who kept showing up at the pier every day quickly recognized her son who was standing on the ship's deck with a beautiful woman. **Malin Kundang's mother** run toward Malin Kundang and hug him."*

- 4) *“One day, when **Malin Kundang** was sailing, he saw a merchant’s ship which was being raided by a small band of pirates. With his brave and power, **Malin Kundang** defeated the pirates”*
- 5) *“**The merchant** was so happy and thanked to him. In return **the merchant** asked Malin Kundang to sail with him.”*
- 6) *“**Malin Kundang** was a healthy, dilligent, and strong boy. **Malin Kundang** usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.”*
- 7) *“**Malin Kundang** grew up as a skillful young boy. One day, **Malin Kundang** decide going to overseas and promise to come back.”*
- 8) *“**Malin Kundang** and his mother had to live hard because his father had passed away when he was a baby. **Malin Kundang** was a healthy, dilligent, and strong boy. He usually went to sea to catch fish”*
- 9) *“One day, when **Malin Kundang** was sailing, he saw a merchant’s ship which was being raided by a small band of pirates. With his brave and power, **Malin Kundang** defeated the pirates.”.*

4.2 Discussion

In this part was presented the result of data analysis from this research.

In grammatical cohesion there were four items are attached which are reference, substitution, ellipsis and conjunction. Each of them stands as grammatical cohesive device that has its own character. Based on the findings above, cohesive devices were found on students’ writing narrative text.

The first type of grammatical cohesion in cohesive devices was found in this research was references. References included personal, demonstrative and comparative reference. But, in this research the researcher only found two

types of references. They are personal and demonstrative reference. Personal references were dominant references used by the students in their writing narrative text. All the students in high and low classes used the personal references. The researcher discussed the finding of personal reference of cohesive used as follows:

(1) “*An **old woman** ran to the beach to meet the new rich merchant. **She** was Malin Kundang’s mother. **She** wanted to hug him, released her sadness of being lonely after so long time.*”

(2) “*Once upon a time there live **a boy** and **his mother** called Malin Kundang. **They** lived very poor.*”

The pronoun “**She**” in (1) showed personal reference that refers to “**old woman**”. Meanwhile, “**they**” in (2) is personal reference that refers to “**a boy**” and “**his mother**” in the previous sentences. The sentences showed that the personal references used by the students were existential personal reference.

(3) “*Once upon a time, on the north coast of Sumatera lived a poor woman and his son, who called **Malin Kundang**. **His Father** eventually died, and his mother lived alone as a poverty-stricken old woman.*”

(4) “*In an alternate translation, **Malin Kundang** was on the ship with just **his crew**.*”

The pronoun “**His Father**” in (3) showed personal reference that refers to “**Malin Kundang**”. Meanwhile, “**His crew**” in (4) is personal reference that refers to “**Malin Kundang**” in the previous sentences. The sentences showed that the personal references used by the students were possessive personal reference.

Demonstrative references were found by researcher only in a few students' writings narrative text. It was found in students' high class. Besides that, the students who in the low class did not used demonstrative references in their writing narrative text. The researcher discussed the finding of demonstrative reference of cohesive used as follows:

(5) *The next day, Malin went to the big city with the use of a ship. After several years of hard work, he succeeded in the **city**. Malin is now a wealthy man who even had a number of merchant ships. And Malin had married a beautiful woman **there**.*

(6) *Once upon a time, there lived a **fisherman with his family** in the coastal area of West Sumatra. **That** little family consists of the fisherman, his wife and his son.*

In the example (5), "**there**" represented "**city**" in the previous sentence. While, in the example (6), "**That**" was used to show "**fisherman with his family**". The demonstrative reference "that" is used to point a thing which is near to the speaker. The sentences showed that the references used by the students were demonstrative personal reference.

The six examples above showed the way of referring used by students to build the semantic relation within and between sentences. These ways of referring are used together in the adjoining sentences to ease the comprehension to readers.

The second type of grammatical cohesion in cohesive devices was found in this research was ellipsis. Ellipsis included nominal, verbal and clausal ellipsis. But, in this research the researcher only found two types of

ellipses. They were nominal and verbal ellipses. Ellipses also found only little in students' narrative text. The researcher discussed the finding of personal reference of cohesive used as follows:

(7) *"On the north of Sumatra live a poor woman and his son ~~that~~ stay in small home"*

(8) *"I take a pity you ~~that~~ always continue work until now"*

In example numbers (7) and (8), although the word "**that**" was omitted, it did not change the meaning of these sentences. So, it showed the nominal ellipsis that was used by the students' in narrative text especially the students who in the high class.

(9) *"Do you know her, my husband? No, I do ~~not her~~."*

(10) *"Are you my son, Malin? No, I am not ~~your son~~."*

In example (9), although the word "**not her**" was omitted, it did not change the meaning of these sentences. So, when the students used "*No, I do not her*" or "*No, I do*", it had same meaning. It was better when the students used "*No, I do*". Then in the example (10), when the phrase "**your son**" was omitted it had same meaning with the sentence "*No, I am not your son*". So, it showed the verbal ellipsis that was used by the students' in narrative text especially the students who in the high class.

The last type of grammatical cohesion in cohesive devices was found in this research was conjunction. Conjunction included temporal, adversative, causal and additive. In this research the researcher found all types of conjunction, although not all the students used the conjunction. Conjunction was the second dominant types of grammatical cohesive in cohesive devices

that is used by the students. The researcher discussed the finding of conjunction of cohesive used as follows:

(11) *“Once upon a time there live a boy **and** his mother called Malin Kundang”*

(12) *“He lived in the seashore **with** his mother”*

In the example (11), **“And”** and (12) **“with”** in the text above were additive conjunctions which as a conjunction relation that support to the previous sentence.

(13) *He was so tired **but** he forced himself to walk and search for the nearest village.*

(14) *Her mother didn't agree **but** Malin Kundang had made up his mind*

In the example (13) and (14), **“but”** in the text above was adversative conjunctions which as a conjunction relation that support to the previous sentence.

(15) *It was really too late **for** him to avoid his curse.*

(16) *Malin Kundang was safe **because** during the attack*

In the example (15) **“for”** and (16) **“because”** in the text above were causal conjunctions which as a conjunction relation that support to the previous sentence.

(17) ***After** getting fish he would bring it to his mother, or sold the caught fish in the town.*

(18) ***Before** Malin stepped onto the ship*

In the example (17) *“after”* and (18) *“before”* in the text above were temporal conjunctions which as a conjunction relation that support to the previous sentence.

Besides cohesive devices, the researcher also found the coherence in students' writing narrative text of high and low classes. The coherence includes repeated key nouns, transition signal and logical order. But, in this research the researcher only found repeated key nouns and transition signal. The researcher discussed the finding of coherence used by the students as follows:

(19) *“**Malin Kundang** grew up as a 50kilful young boy. One day, **Malin Kundang** decide going to overseas and promise to come back”*

(20) *“One of **the villagers** recognized Malin Kundang form a scar that he had received while playing as a child. Upon recognizing the mark, **the villagers** went to tell Malin Kundang's mother that her son had returned”*

In the example (19), *“**Malin Kundang**”* was repeated by the students in order to ease the comprehension for the readers and to strength then the argumentation of the readers. By repeating *“**Malin Kundang**”*, the readers knew that the writer's topic is about *“**Malin Kundang**”*. The example (20), the writer used repeated key nouns *“**the villagers**”*. The repeated key noun was used to connect the previous sentence and the next sentence. It showed repeated key nouns of coherence that was used by the students.

(21) *“Her mother was a single parent **because** Malin Kundang's father had passed away when he was a baby”*

(22) “*The merchant was so happy **and** thanked to him*”

In the example (21), “*because*” was transition signal which is used to introduce the cause of “*Her mother was a single parent*”. In the example (22), “*and*” was transition signal which is used to add the feeling between the merchant feelings. The conjunction “*and*” also was a connector.

Based on the findings and discussion above, it could be seen that the learning outcomes of students with good abilities and low abilities had a difference in using cohesion and coherence in their writing’s narrative text. The students who had good ability used cohesion and coherence more than students who had low ability. The differences found by the researcher were as follow:

Table 8 Total Cohesion And Coherence Used By The Students

No	Class	Cohesion				Coherence		
		R	S	E	C	Transiti on Signal	Repe at Key Noun s	Logic al Orde r
1	XI. 1 (Have good ability in English)	86	0	10	78	15	28	0
2	XI. 2 (Have low ability in English)	57	0	8	50	12	14	0

Based on the table above it could be seen the differences found on students’ writing text in students who have good ability and students who have low ability. From the findings showed that there are 86 references, 10 ellipses and 78 conjunctions as the cohesive found on students’ writing that have good ability. While in students’ writing that have low ability, the findings showed

there are 57 references, 8 ellipsis and 78 conjunctions. Besides that, the findings also found the coherence in both classes, in students' writing that have good ability found there are 15 transition signals and 28 repeat key nouns while there are 12 transitions signals and 14 repeat key nouns that is found in students' writing that have low ability. So, the researcher could conclude that the students' of eleventh grade of MA Matholi'ul Huda Bugel basically had applied the cohesion and coherence in their writings, although there was a difference between the students who had good and low ability.

This finding was similar with the previous research that found the cohesion and coherence used by students. The first research was from Mawardi (2014) that found the types of cohesive devices used by the students of EED UNW Mataram to build cohesion in their narrative essays were reference (personal, demonstrative, comparative), substitution (verbal, clausal), ellipsis (nominal, clausal), conjunction (temporal, adversative, causal, temporal), and lexical cohesion (reiteration, collocation). The second research was from Seken & Suarnajaya (2013) that found the students used the five types of cohesive devices to serve the coherence of their writings of which reference 40.84% with personal reference as the dominant use. Lexical cohesion was used 37.99% dominated with repetition. Then, it was followed by conjunction 19.60 %, ellipsis 1.35%, and substitution 0.29%. So, it can be concluded that students' eleventh grade of MA Matholi'ul Huda Bugel have good competence in the use cohesive devices in writing narrative text especially in the use of conjunction and references.

So that, it can be concluded that this findings and previous findings had same finding. The same finding was on cohesion and coherence that is found on students' writing text. The other similarities were on reference and conjunction that are found dominantly in students' writing text.

