

## CHAPTER IV

### FINDING AND DISSCUSION

#### A. Finding

In this finding of this research, researcher answered two research questions dealing with types of grammatical cohesion and coherence aspects in essay writing and students' difficulties in producing cohesion and coherence in essay writing.

##### 1. Types of Cohesion and Coherence Devices in Essay Writing

The researcher analyzed cohesive devices and aspects that were used and applied to achieve cohesion and coherence in students' essay writing. Cohesive devices such as reference, conjunction, ellipsis and substitution have analyzed. As well as coherence aspects that applied to achieve coherence such as repeating key noun, using consistent pronoun, using transitional signal and arranging sentence using chronological order. Table 4.1 describe the frequency of cohesive devices essay wrote by the students.

Table 4.1 frequency of cohesive devices in students' essay writing

Essay Number	Cohesive Devices				Total
	Reference	Substitution	Conjunction	Ellipsis	
1	38	0	18	5	61
2	26	0	10	1	37
3	64	3	27	3	97
4	26	0	10	4	40
5	26	0	11	3	40
6	35	0	16	0	57
7	17	0	8	0	32
8	27	0	14	3	52
9	24	0	15	5	53

10	47	0	19	15	91
11	50	0	16	3	80
12	49	0	14	3	66
13	40	0	18	9	67
14	29	0	8	0	39
15	29	0	14	4	47
16	101	1	24	6	131
17	24	0	8	3	36
18	88	0	33	9	131
19	79	1	33	6	118
20	62	1	27	11	100
21	49	0	36	10	95
22	68	0	17	4	89
<b>Total</b>	976	6	376	107	1,465

The data in the table 4.1 illustrates a diverse used of cohesive devices among the participants. A total of 1,465 cohesive devices were identified among 22 students. Reference being the most frequently utilized, while substitution was less prevalent, and conjunction demonstrated intermediate frequencies followed by ellipsis.

Reference emerged as the most cohesive device in the students' essays, constituting 976 ties or 66.6% of the total cohesive devices. Every student used reference in their essay.

The students' essay was about themselves. It discussed various topic such as hobbies, experiences and education. Despite the majority of them presenting their ideas from first-person point of view, the prevalent type of reference that used in their essays was personal reference such as I and me. Even though, personal reference emerged most in their essay, others kinds

of references also utilized in their essay writing. The following examples of references employed by the students in their essays:

Hi, **my** name is Alfi Elisa Apriliani, but people like to call **me** Alfi. But in **the** big family, **I** am often called Elisa. **I** am someone who is simple and able to express something about myself. **I** like the sky, fruit and animals, except snakes and caterpillars. **I** like myself as I should be. I don't like heights and even have a phobia of **them**. When **I** see something like an illusion from a height, **my** legs will go weak. (From essay number 1)

In the essay above, the author used several types of references. The used of personal pronouns such as "I," "my," and "me" consistently. Additionally, the author used demonstrative pronouns like "the" to refer to aspects related to their family, introducing a level of specificity. The author also used the possessive pronoun "my". Furthermore, the term "them" is used to represent various heights.

Huda Maulida is one of **the** student at islamic state of Antasari that has an unique and stro ng personality. Huda is the second child of five, thus force **her** to become a strong woman for **her** brothers, sister, and parents. Furthermore, **she** is no longer "a child" because of **her** twenty. Although people said that age is doesnt determine someone maturity, but **it** seems different to **her**. Indeed **she** must become a strong and mature person. (From essay number 22)

In the paragraph above, the author used several types of references. The used of third-person pronouns such as "she" and "her" consistently refers to Huda Maulidah throughout the text. Additionally, the author used the demonstrative reference "the" to point to specific elements within the essay. The author also used the possessive pronoun "her" to emphasis ownership.

Even now, **I** have to migrate to study in Banjarmasin. **It** turns out that living far from **my** parents and family has made **me** grow into an

independent person. firm in making decisions, and competent in managing everything starting from small things such as managing time to managing finances and also makes **me more** responsible with the choices **I** make. Even though **I** sometimes feel jealous of people who can enjoy **more** time with their families, **my** parents continue to pray for **me** and convince **me** that **I** will be successful someday (from essay number 18)

In the essay above, the author used personal references, including pronouns such as "I" "me" "it" and "my". Additionally, the author used the term "more" twice in the essay as a comparative reference. In one instance, "more" served as an example of comparative language, comparing the author's life before and after living far away from her parents. In another context, "more" was used to convey a comparison between the author's experiences and those of others, highlighting that, in contrast to her situation, some people have more time to spend with their families.

In contrast, substitution was the least employed cohesive device, with only 6 ties or 0.4%. Only four students used substitution in their essay writing. These were examples of substitutions in students' writing:

“First, I like to assemble toys. This **one** is my favorite because its really fun to do, and always make me satisfied when I finished assembling.” (From essay number 17)

The text above provided an example of nominal substitution. In this case, the word 'one' is used as a substitute for 'assemble toys,' reflecting the author's hobby.

My friends told me that they were stressed out about their assignments and that their parents were expecting high accomplishments in college from their children. I can only hope that

my parents wouldn't **do** the same and that my friends could go through their hard times. (From essay number 3)

The paragraph above used verbal substitution. "The word 'do' was a substitute for the phrase 'were expecting high accomplishment from their children.'"

"Some say that the world of lectures is evil in friendship, but I don't think **so** here, because it all comes back to ourselves how we can accept the nature and character of each other's friends" (From essay number 18)

The text above is an example of causal substitution. The word 'so' substitutes for the phrase "the world of lectures is evil in friendship"

Furthermore, same as reference, all the participants used conjunction in their essay writing. There are 376 ties or 19,7% from 22 students. Here, some examples of conjunction used in students' essay are as follow:

"I **also** like the friends I have "(From essay number 2)

The text about is an example of additive conjunction. The conjunction "also" used to add information about things author like from the previous paragraph.

"My grandmother still works as a doctor, **and** my grandfather no longer works because he is sick" (from essay number 21)

In the sentence above, the author used another additive conjunction. The conjunction "and" use to connect and add information about author grandfather' occupation.

"It wasn't my parents who gave me my name **but** my uncle and aunt because previously they wanted to adopt me, **but** my parents rejected it." (From essay number 21)

This is an example of using an adversative conjunction. The author used “but” in the text to express a contrast to the reader's expectation. The first use of 'but' clarifies that, contrary to what other people might assume, it was not the author's parents who gave her the name but rather her uncle and aunt. Similarly, the second occurrence of 'but' highlights the situation where the author's uncle and aunt wanted to adopt her, but her parents rejected the idea

“I have to be able to get through all of this seriously **because** this has become my choice and I have to be able to prove that I can be successful to my parents.” (From essay number 17)

This is an example of causal conjunction. The conjunction “because” showed the cause-effect statement. The statement “I have to be able to get through all of this seriously” served cause and “this has become my choice and I have to be able to prove that I can be successful to my parents.” presented effect.

“**After** graduating from MTSN 1 i continued my high school at Darulhijrah boarding school for female for 4 years. **While** i was there i gained a lot of exprience. I’m there there are a lot things i can do.” (from essay number 4)

This is an example of temporal conjunction. The author used “after” and “while”. “After” to connect the sentence “graduating from MTSN” and “i continued my high school at Darulhijrah boarding school for female for 4 years”. “While” used to express the moment when she were in Darul Hijrah Boarding School.

These are example of various conjunction were used in participants' essay writing showed that they have been able to connect word or sentence using conjunction in their essay writing. Conjunction in their essay writing helped to create flow in their essay.

The last, as the data presented from the table 4.1. Ellipsis become the third cohesive devices most applied in students' essay writing. There were only two students that did not used ellipsis. Examples of ellipsis in participant' essay:

“I am the second (...) and the last child.” (From essay number 3)

This is an example of nominal ellipsis. The author omitted child after the word “second”. The author could write it with ‘second child’ but he omitted it.

“Besides that, I realized that I really enjoy learning languages, (...) listening to music and (...) watching movies or series that suit to my tastes, dressing up nicely, trying new foods, which are my types of fun” (essay number 13)

This is example of verbal ellipsis. From the blank space the author omitted the sentence “I really enjoy”. This ellipsis helped the author to repeating long sentence.

“I also try to be more open and (.....) social with people, study hard to achieve my mother's dream, and my dream of exploring the world, doing lots of new things with my mother.” (Essay number 10)

This is an example of causal ellipsis. The author omitted phrase “|try to be more” to avoid repetition.

Generally, majority of Students use ellipsis but there are some words, clause or verb that could be omitted but students chose to repeat it.

For instance:

“My father works as a police officer, and my mother **works** as a nurse in a hospital.” (from essay number 2)

From the text the author could omitted the word works because the reader could indicate from the first statement that the author told about his parents' occupation.

“My father's name is Suriani and my mother's name is Sahidah, and my brother's **name** is Syahridani, the age gap with my brother is about 7 years. This time I will tell you about my abilities and hobbies” (from essay number 19)

In the text above, the author could have omitted the word "name" in subsequent sentences, as it had already been mentioned in the first sentence. It could help the author to avoid repetition. However, students chose to repeat it.

Table 4.2 describe the frequency of coherence aspect in essay wrote by the students.

Table 4.2 the frequency of coherence devices in essay wrote by the students.

Essay Number	Coherence Devices				T
	Repetition of Key Noun	Consistent pronoun	Transition Signal	logical order	
1	21	28	5	0	54
2	9	20	11	0	40
3	20	40	11	0	71
4	12	2	3	0	17
5	14	22	6	0	43
6	13	26	10	0	49
7	11	16	5	0	32

8	3	9	7	0	20
9	16	20	5	0	41
10	28	39	10	0	71
11	11	24	7	0	46
12	21	36	10	0	67
13	19	30	5	0	54
14	13	23	5	0	41
15	17	21	11	1	50
16	30	46	14	0	91
17	11	14	8	1	34
18	31	54	24	0	109
19	36	49	15	1	100
20	21	31	8	0	60
21	15	30	17	0	63
22	3	27	10	0	41
<b>Total</b>	<b>375</b>	<b>652</b>	<b>270</b>	<b>3</b>	<b>1300</b>

Note. T – Total

According to the data presented in tables 4.1, there are 1,300 aspects identified for achieving coherence in 22 students' essay writing. The most frequently utilized aspect is the use of consistent pronoun, followed by the repetition of key nouns, the use of transition signals, and arranging sentences in chronological order.

Repetition of key noun being the second aspect emerged in students' essay with 375 or 28.8%. Every student repeated their key noun multiple times in their essay writing.

The essay was about themselves. It discusses various topic such as experiences, hobbies and family. The majority of the students wrote from first-person point of view. Since the topic was about themselves, the researcher found out that the word "I" repeated most in their essay. Interestingly, two students used a third-person point of view, using their

names as the key noun. Examples of repetition of key noun in students' essay are as follow:

A little girl who was born and raised in Banjarmasin, specifically on the island of South Kalimantan, where **I** had a happy childhood with my beloved parents and a sibling. Since birth, **I** was given the name Erlina Noor Khofifah, with "Erlina" that meaning "peace". **I** just turned 19 years old on the last September. **I** live with my parents and one sibling, and **I** am the second child in the family, commonly known as the youngest.

From a young age, **I** was curious about the world around me and **I** loved to explore everything, especially the art. My known MBTI personality type is ENTP, known for being energetic. As **I** get older, **I** become more aware of my strengths and weaknesses, my desires, and fears. **I** found that I was good at listening and socialize with others, but also struggled with selfdoubt, fear of rejection and judgment from the others, and especially anxiety or panic attacks, which **I** still experience frequently until now. Besides that, **I** realized that **I** really enjoy learning languages, listening to music and watching movies or series that suit to my tastes, dressing up nicely, trying new foods, which are my types of fun.

Speaking of myself, who likes music and watching movies, **I** am the typical person who likes historical movies. The last series **I** watched was a historical fiction drama with the titled "Bridgerton", which tells the story of how society lives with the highest social class people or conglomerates with their love stories and with drama seasoning, such as "diamond in this season", which is the headline of this series. As for music, **I** like various genres, not just listening to Western songs. Since **I** was young, my older brother always influenced me with many Western movies or music and things that **I** didn't know before at that time. Those things made me interested in learning more about myself. (From essay number 13)

The essay above is about author' life. As the main topic is the author. The world "I" repeated multiple times.

**Huda Maulida** is one of the student at islamic state of Antasari that has an unique and strong personality. **Huda** is the second child of five, thus force her to become a strong woman for her brothers, sister, and parents. Furthermore, she is no longer "a child" because of her twenty. Although people said that age is doesnt determine

someone maturity, but it seems different to her. Indeed she must become a strong and mature person.

To illustrate her personality, she is a type of person that will not ask for help as long as she can do it alone. she always trying to provide a solution for the problems around her. she also a person that always on time in all chance. Don't forget her great concern for those around her.

However, **Huda** still has many shortcomings because she still a human. First, she is temperamental and panicked person. in case of her problems mixed with her care to people around her, she automatically easy to get panic. next, she is really sentimental girl. Specifically when its come to her beloved people, she will become weak. the last, she still often hurts the feelings of people around her.

when a wise guy said that nobody is perfect, it calmed her down a bit. To summarise, **Huda** is an imperfect woman that try to be strong in facing her own life. she always tries to improve her self to become a better person. Especially not to hurt the people around her. (from essay number 22)

The essay is about Huda Maulida. In her essay she used pronoun “she” to reference Huda Maulida. There is no limitation of repeating the key noun. Key noun repeated when the meaning is unclear. In the essay above, the author repeated the key noun 3 times. “Huda” is the key noun of the essay. She mentioned the word “Huda” in each paragraph.

From the examples of essay writing above, key noun repeated several times in students essay writing. Their flow of writing has been focus to the topic

Moreover, consistent pronoun usage become the most aspect that applied in students’ essay writing. As mention earlier majority of students’ essays were written from first-person point of view. Only two participants chose to write their essays from a third-person perspective. Among those who used the first-person point of view, all used pronoun consistently. In

contrast, there was one student among those who used the third-person point of view, and this student did not maintain consistency with the chosen pronoun throughout their essay.

Example of the consistent pronoun usage:

**I'm** Mutia, people call me Tia, Imut, or Mumut usually. **I** was born on September 16 2003, and now **I** am 20 years old. **I** still live in Gudang Hiranng with my mother and stepfather. Actually, **I** have 2 younger siblings and also 1 half-sister, but **my** 2 younger siblings live with **my** father and stepmother in Palangka Raya, while **my** younger half-sister lives with my stepfather's ex-wife. So **I** became the only child at home. (from essay number 10)

The paragraph above shows that the author talks about herself. She has been consistently used pronoun that refer to her as the author. She used pronoun “I” and ‘my’ to reference herself.

However, Huda still has many shortcomings because **she** still a human. First, **she** is temperamental and panicked person. in case of **her** problems mixed with **her** care to people around her, **she** automatically easy to get panic. next, **she** is really sentimental girl. Specifically when its come to her beloved people, **she** will become weak. the last, **she** still often hurts the feelings of people around **her** (From essay number 22)

In the paragraph above the author wrote her essay from third-person point of view. The author consistently used pronoun “she” and “her” in her essay writing.

The example of inconsistent pronoun usage in student’ essay:

**Her** name is Fatiyah Rahmatina, born in Kotabaru 17 April 2003, **she** is the first child of two siblings, H. Canang AR and HJ Agustinah. Tyah is **her** nickname, **she** was born into a very simple family. **His** father was an office employee in a sub-district, while **his** mother worked as a PAI teacher at high school. Since childhood, **he**

was always advised by **his** father to always be diligent in worship, honest and kind to others. (From essay number 8)

The essay above shows inconsistent pronoun usage. The essay was about Fatiyah Rahmatina. Fatiyah Rahmawati is a girl and the author used “she” “and “her to reference Fatiyah Rahmawati at the beginning but there are some parts the author use “he” and “his” to reference Fatiya. This inconsistency in pronoun usage may lead to confusion for the reader, as it could suggest the author is referring to different person. It is essential to consistently use the appropriate pronouns when referring to Fatiyah Rahmawati throughout the essay.

From those examples above, it shows that majority of the students can use pronoun correctly. It helps the reader to follow the topic of the essay.

As the data presented in the table 4.2 transition signal are used 270 or 20.7 % from 22 students. It shows that all of the students have used transitional signal in their essay writing. These are examples of transition signal used in students’ essay:

Huda is the second child of five, **thus** force her to become a strong woman for her brothers, sister, and parents. **Furthermore**, she is no longer "a child" **because of** her twenty. **Although** people said that age is doesnt determine someone maturity, but it seems different to her. **Indeed** she must become a strong and mature person

In this paragraph, the author had been using various transitional word in her essay. She used “thus” and “because of” which were example of transition signal for cause and effect, “furthermore” to add information, “although” to show contrast and “indeed” to emphasis the information. The

author organize the paragraph smoothly so that, the reader could follow the progression of the idea.

**Firsts**, I really like playing basketball, not only is it healthy but playing basketball is really fun, especially playing basketball with friends.

**Second**, i like reading books, usually i read comics, novels, and also history books.

**Third**, I like Martial Arts I usually practice Karate and Pencak Silat.

**Fourth**, I like photography, usually i will share the photos in photography communities and get more lessons about photography from these communities.

**And Last**, I also like playing video game. I have finished many types of games from Horror, action, adventure and others. But I also play competitive games and take part in competitions. (From essay number 15)

The essay above the author used “first”, “second” “third” and “last” to make sequence of author’s hobbies. From those transitional word, the readers could help the reader to follow the flow of text because those transitional signal help the author to emphasis the specific point of the essay. This was make the reader easier to understand what the author want to imply in his essay.

**“On the other hand**, amidst the many tasks and organizations that I am involved in, I am very grateful to have met friends who really support each other.” (From essay number 19)

This is example of transitional signal to show contrast.

Chronological order is the least aspect that used in students’ essay writing. As the data presented from the table 4.1, only three students used chronological order. The examples of chronological order in students’ essays:

My name is Hadid Wijatmiko, I was born on February 29, 2004 in Tanjung, I am the first of two children, so I have a younger sister named April, My mother is a teacher at a vocational high school in Gambut and my father is a distributor of goods in a company.

I am a student at Antasari State Islamic University in Banjarmasin. My hobbies are listening to music, playing games, watching movies, and reading books. Alhamdulillah, I have arrived at semester 3, hopefully I can be strong through all of this and I do realize that it is getting harder but I believe I can get through everything, I am with God who always guides me and don't forget the prayers of my parents who are always with me.

Sometimes people see me as introverted, but I don't think so, I admit that I am indeed a home boy and only leave the house for important things, I am also quiet. I get along easily with men but not with women because I'm more brave to start a conversation with men than with women unless the woman herself starts a conversation with me. maybe, thats all from me...thanks for reading Miss :D (from essay number 14)

The essay about was written to describe the author personal information, but he did not write the information without using any specific chronological order. It is more descriptive, offering information about various aspects of his life without a clear chronological sequence.

While certain parts, such as details about his birth, family order (being the first born with a younger sister named April), and mentioning the semester level in university, suggest chronological aspect, the overall structure of the text is more focused on providing a general overview of his identity, family life, education, and some aspects of his personality, without a strong emphasis on chronological order.

So, even though there are some chronological elements, the text is a general description or a personal essay rather than a narrative that strictly follows a chronological timeline.

An example of the use of chronological order in students' essay:

My name is Septia Najriah. Usually my family and my friends call me Tia. I was born in Banjarmasin, South Kalimantan. I am the second child of two siblings, my father's name is Suriani and my mother's name is Sahidah, and my brother's name is Syahridani, the age gap with my brother is about 7 years. This time I will tell you about my abilities and hobbies.

At the time when I was 3 years old I was very interested in coloring, I always liked everything about coloring. When I go to the market with my mother I always buy drawing books and colored pencils. Before I entered kindergarten I had participated in coloring competitions even though I had not yet won the championship and when I entered kindergarten I always participated in coloring competitions as high as Banjarbaru city and always won the competition carrying a trophy and some money, and I usually spend the money I get to buy more coloring books and colored pencils.

When I entered elementary school, I still took part in coloring competitions, but my love for coloring decreased a little, I focused more on dancing regional dances, but at that time the dances that were performed were only during school farewells and did not involve participating in competitions. When I was in junior high school I felt that dancing was not my favorite. I didn't choose the dance extracurricular at that time, but I chose the knitting extracurricular, but during the year I attended that extracurricular I felt bored and I switched to the extracurricular making sasirangan and I followed it until the end of the meeting, I really enjoyed every lesson.

When I was in high school, I decided to enter a boarding school. There I took part in the Calligraphy extracurricular because I wanted to continue my previous passion, but it turned out that Calligraphy was more difficult than I imagined and I chose not to continue. I also join English course with my friends and there I could learn a lot, especially about Grammar. While I entered college, I joined an organization where part of my rest time was used for the organization but not infrequently I also still like to play sports. Until now, I always like playing badminton in my free time or on holidays.

The essay above wrote used chronological order by time. The author told his story about her hobbies and abilities using chronology of time, starting from she was kids to college students. She smoothly told how her process of doing his hobbies and getting her ability.

From the examples and the data provide from the table, it seems that most of students still difficult to organize their ideas in chronological order.

## **2. Students Difficulties on Producing Cohesion and Coherence in Essay Writing**

Interview was conducted to gain insight into difficulties and problem to make cohesive and coherent essay writing face by students when writing essay. The researcher found that there were two big problem faced by five students in term of avoiding repetition and organizing ideas which describe further in following paragraph:|

### **a. Avoiding Repetition**

Repetitive word or phrase can make the sentence less engaging. Avoiding repetition author create more dynamic and enjoyable reading experience, aiding comprehension and retention of information. Students found that it is difficult to avoid repetition while writing essay.

(R1): “usually I have difficult in my general knowledge such as the vocabularies. When it happened I will search the vocabulary from google.”

(R4) I difficult to avoid repetition

In addition, they told the researcher their ways to solve their problem. They will practice and read more article to enhance their knowledge and vocabularies.

(R1): “I make myself used to nor repeating the same words”

(R4) “I read more article or book to know new vocabularies and good writing”

b. Organizing the ideas

Organizing ideas enhance cohesion and coherence in writing. The thoughtful and clear organization will help the reader too follow your argument as well as creating a natural flow. Students claim that they have difficulties in organizing ideas. They said they difficult to connected their argument in each paragraph

(R1): “I difficult to connected the idea in each sentence. For instance, comparison essay. It is difficult to organize the idea”

(R2): “I difficult to avoid repletion and organize the idea”

(R5): “I think it difficult to find the idea. Then synchronized ideas in each paragraph”

Furthermore, they told how they solve their problem in organizing ideas. They used FANBOY as a guide to organize ideas, listing the ideas before writing essay and revise the essay.

(R2): “I used FANBOY techniques to organize my idea. I will chronologically my idea used the guide from FANBOY.”

(R5): “I used strategies given by the lecturer. I will determine the topic and list the point that want to imply in the essay. For conjunction I will check in my notebook about the list of conjunction given by lecturer.

## **B. Discussion**

In the discussion of this research, the researcher discussed types of grammatical cohesion and coherence aspect used by students in essay writing as well as the difficulties they face to achieve cohesion coherence in essay writing.

Firstly, types of grammatical cohesion and coherence aspects in essay writing. Cohesion and coherence is essential element in important writing. According Sumani & Kartikasari (2022) the components of semantic system cohesion find expression through grammar and vocabulary. In addition, Halliday and Hasan (1978) categorized cohesion into grammatical cohesion and lexical cohesion. Grammatical cohesion are references, substitution, ellipsis and conjunction. While, lexical cohesion are reiteration and collocation.

In this research, researcher found four grammatical cohesion were used in students' essay writing. The result shows that reference and conjunction emerged in all students' essay writing, while only two students didn't use ellipsis in their essay writing and only four students used substitution in their essay writing.

Reference became the most devices that emerged in students essay writing with 976 ties or 66.6%. Majority of Students were able to use reference correctly and used a varieties of references. But researcher found that there was a student who did not use the personal reference correctly. It

was affected the flow of the essay because that lead the confusion to the reader.

Furthermore, the conjunction had 376 ties or 19.7%. Researcher found that majority of students were able to use varieties of conjunctions in their essay writing. Even though, researcher found grammatical incorrect of the sentence.

Ellipsis had 107 ties or 7.3% from 20 students. Majority of students used ellipsis in their essay writing, but researcher found that there were grammatically incorrect when their omitted the word or phrase. Moreover, there were word or phrase that could be omitted but they repeated it. In other hand, only a few students used substitution in their essay. Same as ellipsis, students just repeated the word or phrase without substituting it.

Oshima and Hogue (2006) stated that repeating key noun, using consistent pronoun, using transitional signal and arranging sentence in chronological order should be conducted to fulfil coherence. As the result, majority of students carried out three aspects to achieve coherence in their essay writing. Repetition of key noun was the most emerged aspect in students' essay writing. Key nouns used words that related to topic of writing product. Students' essay is about themselves. The pronoun "I" is the main noun of their essay. It repeated almost in all sentences. On other hand, there are two essay writing that the topic is their name. they repeated their name multiple times. According to Oshima & Hogue (2006) there is no limitation to repeat the key noun.

Then, majority the students use pronoun consistently. Pronouns that were previously used to refer to the main noun should be utilized consistently when using pronouns. (Ferdanes & Fatimah, 2021, p. 698). There was no main noun in their essay. The majority of students use “I” as the key noun, therefore they used personal pronoun “I”, “my”, and “me” consistently to describe themselves. On other hand, two students used “she” and “her”. But, a students didn’t use the pronoun consistently, the student mixed pronoun ”she” and “her” with “he” and “him”. This inconsistency happens due to difference pronoun in her language. In addition this lead the reader to confusion. But in overall majority of students could use pronoun consistently and correctly.

The last, there were only three students strictly used chronological order. It is the way writers arrange their paragraphs or write in specific patterns or organization (Dasril, Zaim, & Ningsih, 2019). Majority of students did not strictly use chronological order in their essay writing. Their essay served general information without specific directed to any topic and point using chronological order. Other essay seems like recount text than essay. It made their ideas did not convey effectively to the reader.

Moreover, the researcher observed a common problem in the students' essay writing, with the majority lacking a thesis statement in the introductory paragraph. Instead of clearly stating the main topic of their essays, many students provided general information. This absence of a clear

thesis statement resulted the ideas did not smoothly connected, contributing to the overall incoherence of their essays.

Secondly to find students difficulties in producing cohesion and coherence. Students said that they did not face obstacle in using other aspect and devices such as conjunction and transition signal. But they said that avoiding repetition and organizing ideas were difficult for them. Students could avoid repetition word and phrase by using substitution and ellipsis. As analysis of students' assignment not all students used substitution and ellipsis.

On other hand, students also faced difficulties in organizing ideas. In writing ideas should arrange clearly. In could achieve by using chronological order. They said to collected the ideas and arrange the ideas in each paragraph was difficult.

Furthermore, students had different strategies to solve their problem in avoiding repetition and organize ideas. They revised the essay after reading it multiple times, practiced to avoid repetition, and read book to enhance vocabularies. Additionally, students used FANBOY as guide to use conjunction and transitional signal to connect the idea, used vocabulary to avoid repetition, read more articles and listed the ideas before writing essay.