

COHESION AND COHERENCE IN WRITTEN TEXTS OF HEALTH MEDICAL LABORATORY STUDENTS

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Abstract: Good writing, which is cohesive and coherent, must pay attention to the relationship between sentences. Cohesive and coherence are essential textual components to create the organized and comprehensiveness of the texts. This research aims to identify the use of cohesion devices and coherence made by the students in their writing texts. This study applied a descriptive qualitative method. The study's object was eight explanation texts written by linguistic learning style students of Health Medical Laboratory An Nasher Cirebon in the academic year of 2019/2020, who were taking English subjects. The data collected through documentation. The qualitative analysis was performed to explore the results. The result revealed that reiteration among all forms of grammatical and lexical cohesion, which occurs 207 times or 47.15 percent, is the most common form. The reference that appears 124 times or 28.25 percent follows. Collocation is the third position, which happens 60 times or 13.67%. Conjunction, meanwhile, occurs 44 times or 10.02 percent, replacement appears 3 times or 0, 68 percent and ellipsis appears 1 times. In terms of macro level coherence, the results showed that additives were mostly used in student texts. followed by causal, temporal and last was adversative It concluded that the students to be competing well in producing cohesion and coherence in their writing texts. They use all kinds of coherence in their written text with only one ellipsis, and they apply all kinds of coherence in their written text.

Keywords: *Cohesion; coherence; discourse*

INTRODUCTION

Text writing skills play an important role for health analyst students in English courses. It is one of the subjects that students must take. In addition, it is a requirement to graduate from the university by submitting their final project report in writing English. Not only important to fulfill university graduation requirements, ability writing well is very important and very important much needed for their further study. However, the writers know that writing or learning to write, especially in a foreign language, is not merely a matter of "writing things down." It is one of the four required skills that are very complex and difficult to master. The selection of topics in this study started from finding discrepancies or inconsistencies in students' essays. These can be seen from the inaccuracy of the cohesion or form of the paragraph and the coherence or meaning. Based on the students' essays, which were obtained directly from the English language subject, they wrote that there were still many

mistakes in the students' writing, especially in terms of cohesion, lexical and grammatical cohesion, and coherence.

For the students in universities level, writing has a significant purpose as the primary tool for learning, and it is generally assumed to be the most essential for a successful study. University students expect to express their ideas in non-academic and academic writing such as writing a text, an article, and a thesis as their final project. It is explained by Artkinson and Curtis (1998) as cited in Paltridge and Starfield (2007) that "Academic writing in this progression degree students are not only writing their ideas down on paper but also they have to understand the writing patterned well." It can assume that while the students writing, they have to comprehend the pattern; there is a reciprocal connection between thinking and writing. It is a fundamental way of getting across their thoughts to develop their understanding.

Writing comes from ideas initially, then people who have these ideas express and express them in the form of written language. However, writing is not merely a matter of expressing the ideas in suitable language, and using good grammar in writing will not be easy to implement if the relationships between the parts are not closely cohesive. Therefore, the writing process is not just a matter of using the right language but also a matter of using the ability to create unity in a text. To create good writing, students have to combine their skill of using a well-patterned language and relate sentences and paragraphs to become a united text.

Writing a text as a kind of discourse should have good construction and need the cohesion and coherence to be unified. As Halliday and Hasan (1989) explain that "a text or a paragraph which uses cohesion and coherence it must be good writing." To build good writing, the writers have to use cohesion and coherence in their writing paragraphs or text. Cohesion and coherence are essential properties in the writing text because they will complete the paragraph's sentences. According to them, cohesion is an internal property, while coherence is the paragraph's contextual properties.

Furthermore, Halliday (1994) notes that "in writing a text, it is required to use a connection that involves the elements both within the clause and beyond it, which can make the text flow smoothly. The connections used within the text are cohesion and coherence. It can be meant that cohesion and coherence are the tools used in the writing text, and those function as the connection among the sentences to make the text stream smoothly. Concerning that thing, Tanskanen (2006) states that "cohesion and coherence are one of the ways to attain the unity of the text within its sentences and paragraph." This statement is exactly right because the cohesive devices in a text can only fit together through coherence devices that link them to unity.

Linguistics includes a wide variety of scientific areas, including phonology, morphology, syntax, semantics, and discourse. Of these several linguistic fields, discourse is the most complete and highest unit of language in the linguistic hierarchy. Discourse consists of two types, namely oral discourse and written discourse. Oral discourse is expressed in verbal communication, while written discourse is expressed in writing, containing interconnected sentences in forming a single piece of information. In written discourse,

there is an aspect of paragraph coherence, which consists of cohesion and coherence.

In such areas as text analysis and language teaching, the study of cohesion has attracted a lot of interest among scholars. He (2020) in the summary of his research in School of Foreign Studies, China, indicates that in their academic writing, L2 students have a lower cohesion density. Their essays are distinguished by the lack of lexical continuity and demonstrative reference, the initial placement of conjunctions, and the intensive use of temporal conjunctions. While many of these studies have greatly contributed to our understanding of how learners use cohesion in their writing, it is important to note that most published studies have focused primarily on cohesion and its effects on the quality of writing, cohesion errors, and cohesive characteristics in the writing of students. Shah (2020) in his study revealed that students' achievements in composition writing, mind mapping technique was more effective than traditional technique. There are some studies mostly include frequency counting and analyzing the realizations of such cohesive devices, with very few studies concentrating on the total cohesion density, and even less on the cohesion distance. Sutopo (2020) conducted study about exploring the use of coherent Devices in journal papers on English education written by graduate students of UNNES. The aims of this research are to examine coherent devices in the Article to clarify the usage of references in journal articles authored by graduate students. The findings of this study showed that graduate students used. Six cohesive device types, namely replication, replacement, ellipsis, conjunction, reiteration, and collocation. References were more common than those of the other coherent instruments. On the other hand, to achieve their writing, the students of seldom used substitution and ellipsis.

Lestari (2020) confirms that the relationship of the devices in achieving text coherence was important. Cohesive devices create a text that makes sense to read. Therefore, in achieving text coherence, the partnership of cohesive devices was the direct participation of all cohesive devices in making text coherence. Meanwhile Crossley (2016) stated that The results of the study also indicate that cohesion indices are predictors of text organization human judgments and overall quality of the essay for L2 writing. However, there are few correlations between cohesion trends between longitudinal research and human quality decisions, suggesting a possible discrepancy

between cohesion development and proficiency assessments.

Cohesion is stated if there may be an interrelated interaction between one sentence structure and another sentence in a paragraph, whereas coherence is stated if there is a logical relationship of meaning between one sentence and another in the paragraph. Every sentence with one another consists of cohesion and coherence, which is very necessary for the paragraph because by paying attention to the two elements above, the cohesiveness between paragraphs maintained so that the ideas, ideas, thoughts, and feelings can be conveyed appropriately and be well received by the reader.

Cohesion and coherence analysis arranged because considering cohesion aims to get the intensity of the meaning of language, clarity of information, and beauty of language. In certain conditions, the elements of cohesion become essential for the formation of coherent discourse. The analysis of the use of coherence aims to construct an arrangement and structure of discourse that is coherent and logical because a series of sentences that do not have a logical relationship between form and meaning cannot be said to be a discourse.

Halliday and Hasan (1994) said that cohesion allows for the regularity of semantic relations between elements in discourse. It means that cohesion is also a semantic organization, which refers to the linguistic associations found in an expression that forms discourse. Furthermore, Halliday and Hasan divide the cohesion of meaning into two parts, namely grammatically and lexically, which must have the cohesion contained in a single text. In line with Halliday and Hasan's opinion, Richards argues that cohesion is a grammatical and lexical relationship between different elements in one text, which can be in the form of relationships between different or different sentences in one sentence.

Reasonable discourse must pay attention to the relationship between sentences so that it can maintain the linkages and coherence between sentences. The discourse is complete since there are complete concepts, thoughts, ideas, or ideas that can be interpreted without any doubt by the reader (written discourse) or the listener (oral discourse). Discourse is the highest or the largest because of discourse formed from sentences or sentences that meet grammatical requirements and other discourse (cohesion and coherence). This cohesion and coherence analysis is structure because considering that cohesion aims to get the

meaning of language, clarity of information, and beauty of language. In certain conditions, the elements of cohesion become essential for the formation of coherent discourse. The use of coherence attempts to establish a coherent and logical arrangement and structure of discourse. Because a series of sentences that do not have a logical relationship between form and meaning cannot be said to be a discourse, for this reason, the researcher wants to examine the cohesion and coherence of the writing texts of students for this purpose.

Yvette Coyle (2020) had conducted a study of cohesion. Generally, this paper presents an empirical study in which we explore the role of reformulation as a written corrective feedback technique on the use of reference cohesion. Then, the previous research that Fitriati (2017) performed was about coherence. Findings have shown that the students are weak enough to formulate coherent texts. While cohesive devices can create consistency in the entire text, it is difficult to bridge new ideas between sentences because there is a gap in connecting sentences to other sentences that in many instances results in the rough sentence. Such a type of weakness can be caused by less optimization of different phrases of conjunction and passive form.

In contrast, Favart (2016) attested that children with SLI were significantly impaired in managing written cohesion and used specific forms previously observed in narrative speech such as left dislocations. By contrast, and not expected, the management of written cohesion by adolescents with SLI was close to their TD peers. The communicative writing situation we set up, which engaged participants to consider the addressee, also made it possible for adolescents with SLI to manage cohesion in writing.

In terms of coherence, The study comes from Coskun (2009), who investigated text coherence in the narrative texts of two groups of students from various nationalities concerning coherence. The results showed that both Turkish and migrant students' success levels in terms of text coherence were inadequate and that there was no substantial difference between the two groups' successes. Hellalet (2013) examined the second analysis. She explored the use of coherence at three stages of language learning by EFL learners. The result showed the difference between the high and low levels of learners. Of course, we can expect that high learners will get better proficiency in writing English essay. This result also proved that teaching English will get ease at a higher level,

especially for writing. The study showed an analysis of coherence in a casual conversation conducted by Pambudi et al (2016). The study indicates that the schema and keywords significantly supported the conversation flow to make text coherent. Although we cannot avoid grammatical mistakes and utterance, the two components do not affect the most significant error in the conversation text. So the text coherence keeps going on.

METHOD

The methodology of research is an integral part of conducting research. Descriptive qualitative research was used in the research because it involves data, analysis, and meaning interpretation. The writers used a descriptive qualitative design in order to address the research questions. Fundamentally, qualitative analysis is interpretive. It implies that the researcher makes an understanding of the data he or she analyzes and explanations. Creswell (2017) claimed that the qualitative approach is one in which the investigator frequently makes knowledge statements based primarily on constructivist viewpoints (the various socially and historically constructed individual experiences meaning the creation of a theory or pattern) or advocacy / participatory viewpoints (political, problem-oriented, collaborative or change-oriented) or both. This design would explain how the use of cohesive devices in students' written work is intense and precise.

The data was taken from the texts of the students. The research unit emphasized on sentences and clauses. The text cohesion and coherence of the texts were established in this analysis. It revealed the link between each sentence and showed the importance of the texts. Only 8 of explanation texts written by linguistic learning style students based on the ranking of participants were taken by the researcher. In analyzing the cohesion devices, the researcher used theories from Eggins (1994). In terms of micro-level and macro-level coherence of the texts, the researcher used thematic progression and logical relationship theories from Thornbury (2005).

RESULTS AND DISCUSSION

There were four forms of grammatical cohesion in this study, based on data analysis, and there were a reference, substitution, conjunction, and ellipsis. The results of grammatical cohesion research have shown cohesion in this discourse in the form of cohesion. The results of lexical cohesion research have shown cohesion in this discourse in the form of cohesion. The results below explain how the students' capacity to produce cohesion is represented in their written explanation texts. The researcher collected the information through the codes and measured each of the forms. Besides, data on the number of occurrences and percentages of forms of grammatical cohesion and lexical cohesion are shown in the following table.

Table 1. *The number of occurrences and percentages of forms of grammatical cohesion and lexical cohesion*

Text	Gramatical Cohesion				Lexical Cohesion	
	Reference	Subtitution	Ellipsis	Conjunction	Reiteration	Collocation
1 MT	5	0	0	9	16	8
2 YL	4	0	0	2	15	2
3 SR	5	2	0	6	33	8
4 YK	15	1	0	6	22	6
5 UI	3	0	0	6	14	8
6 RN	7	0	0	3	18	4
7 FN	68	0	1	7	50	14
8 AN	17	0	0	5	39	10
Total	124	3	1	44	207	60
%	28,25	0,68	0,23	10,02	47,15	13,67

The table indicates that there are 439 cohesive ties in 8 of students' explanation texts. The lexical and grammatical cohesion appear. They include four subcategories of grammatical cohesion such

as reference, substitution, ellipsis, and conjunction, and two subcategories such as reiteration and collocation.

Reiteration is the most frequent types among all types of grammatical and lexical cohesion, which appears 207 times or 47.15%. The second stage is the reference which emerges 124 times or 28.25%. The third position is collocation which occurs 60 times or 13.67%. Meanwhile, conjunction appears 44 times or 10.02%, substitution appears 3 times or 0.68% and ellipsis appears 1 times or 0.23% in the explanation texts.

Grammatical cohesion is a type of cohesion that uses grammar to determine the semantic relation. It consists of reference, substitution, ellipsis, and conjunction. Reference sits in the first position among all subcategories of grammatical cohesion. Then it is followed by a conjunction, substitution, and ellipsis.

Reference cohesion occurs when one item in a text points to another element for interpreting the preceding or the following sentence. The interpretation can be found via sentence structure and inferred using anaphoric and cataphoric ways. In the explanation texts in this research, reference uses both anaphoric and cataphoric ways to show the semantic relation the anaphoric mostly explicit. Example:

- (1) Somehow, the student who are far from school, *they* can also go to school by ride a bike (Text 4, sentence 16).

In the example (1) the signalling word *they* refers to *student* and use explicit anaphoric way to refer back to its referential meanings. At the same time, a cataphoric way used by reference in the texts is implicit. The use of the cataphoric way in the explanation text is less frequent than the anaphoric way. Example:

- (2) Walk is activity that can make health and fresh body. It also can reduce the pollution (Text 4, sentence 12).

In the example (2) to know what *it* referred to, the reader should go forward to the next clause. The signalling word *it* refers to *walk* and use implicit cataphoric way to refer to its referential meanings.

The two examples above show the way of referring used by writers to build the semantic relationships within and between sentences. The ways of referring are varied, namely explicit anaphoric way and implicit cataphoric way. These ways of referring are used together in the adjoining sentences to ease the comprehension for the readers.

Personal reference

Reference is divided into personal pronoun, demonstrative pronoun, and comparative pronoun. The personal reference uses personal pronouns to refer to the category of person. The personal pronoun employed in the explanation texts in this research mostly refer to things such as students, teacher, energy. The personal reference “it” refers to things such as bus school, weather, earth, home, fridge, and pollution. Meanwhile, there are personal reference “its” in the explanation texts, and it represents the possessive pronoun of the animals and the things. Example:

- (3) So the earth will change its weather. It then becomes our challenge to saving energy (Text 6, sentence 28 & 29).

From the example above, *its* and *it* refer to *the earth* and function as possessive pronoun and subject. From the analysis, it is known that reference mostly employs personal pronoun to establish semantic relationships within and between the sentences. It ranges from “she”, “her”, “it”, “its”, “they”, “their”, “them”, “themselves”, “we”, and “our”. The referential meanings can be derived from the sentence structure.

Demonstrative reference

A demonstrative reference is essentially a form of verbal pointing. The speaker identified the referent by locating it on a scale of proximity. It uses words such as “this”, “that”, “these”, “those”, “here”, “there”, and “the”. Demonstrative reference, somehow, is used to represent a scale of quantity as well. The demonstrative references “this” and “these” are used to point things which are near the speaker. “This” represents a single thing such as phenomenon, pattern, and stage. Whereas the demonstrative reference “these” is used to represent things in the amount of more than one. Example:

- (4) By walking and riding a bike we believe that these activities can me us more health and fresh. We can use it to doing sport and reduce the pollution (Text 5, sentences 32)

The comparative reference refers to a type of reference that is used as a means of similarity or identity. All the occurrences in the explanation texts indicate the general comparison of difference and identity, the comparison using adjective; the namely comparative and superlative degree of comparison, and thorough comparison in the numerative element. General comparison of difference is used when two or more things are, in

fact, the different thing. General comparison of identity is used when two or more things are, in fact, the same thing. Meanwhile, both comparative and superlatives are used to compare things between sentences. And a particular comparison of the numerative element is used to compare in terms of quantity. Example:

- (5) So different ways of saving energy will affect life expenses. (Text 3, sentence 9)

Substitution

Substitution is a relation within the text. It is used when the writers wish to avoid repetition of the lexical item and use the grammatical resource of language to replace the item. Substitution can be further classified as a nominal, verbal, and clausal substitution. In this research, there are 11 instances of substitution which are represented by nominal substitution, and one of them represented by verbal substitution. Example:

- (6) It is one of solution to save the energy to the climate change (Text 5, sentence 18).

Ellipsis

Ellipsis has involved a deletion of a word, phrase, or clause. It is the omission of parts of a sentence when they can be presumed from what has already taken place in the text. An ellipsis consists of nominal, verbal, and clausal ellipsis. There is only one instance of ellipsis in the students' explanation texts. Example:

- (7) Wherever you life must saving the energy for better life such as at your home, office, your company, and school (Text 7, sentence 8).

Compared to other types of cohesion, the ellipsis is the less frequent type. The comment (must saving the energy for a better life such as at your home, office, your company, and school) has incorrect verb form. The word *saving* should be *save*. The comment uses ellipsis. The word 'your' in 'your company' is redundant.

Conjunction

The conjunction is cohesive semantic relations with a specification of how what follows is systematically connected to what has gone before. It conjunctive elements are not in themselves cohesive, but they do express certain meanings which presuppose the presence of other components in the discourse. It helps to connect

the idea within and between sentences. There are four categories of conjunction, namely additive, adversative, temporal and causal.

The additive is represented by "and", "our", "in another word", and "also". Adversative is represented by "but" and "however". Causal represented by "so", "because of", "therefore", and "for". The last of conjunction is temporal, which presented by "the first", "the second", "third", "fourth", "then", "and then", "finally", "soon", "in conclusion", "the last", "previously" and "before that". Example:

- (8) So, this place should be clean and the people surrounding should be responsible to keep the cleanliness of the canteen because it can be the place of the coming rubbish. (Text 2, sentence 7).

From the example above, *and* is used to connect activities that are done at the same time. *Because* is used to show the causal relationship between a clause. From the findings above, it is known that the writers mostly used additive conjunction to connect the ideas in the explanation texts. It arranges semantic relation using familiar words even for neophyte readers. The additive is easy to understand because it adds presenting the idea with the new one instead of adversative or causal, which prosecutes more readers cognitive competence.

Lexical cohesion

Lexical cohesion is a type of cohesion that establishes semantic relation using vocabulary. Lexical cohesion consists of reiteration and collocation.

Reiteration

A reiteration is a form of lexical cohesion which involves the repetition of a lexical item. It uses the words that have the same or near the same meaning to establish the semantic relationships within and between sentences. Reiteration contains repetition, synonym, superordinate, and general word. It determines the semantic links using the same words. Repetition is the most straightforward relation for readers to understand the sentences in the texts. Because they do not need to use the structure or the context to understand the meanings. In contrast, synonym or near-synonym has used the word that has to resemble or near resemble meanings. Example:

- (9) Nowadays, the energy saving program should have been one of the school

programs. Why should it be one of the school program? School is the starting place for the students to learn many things. School is a place where all of the people must be responsible to carry out what become the school programs. Regarding to the responsibility for the energy saving program and the effect of greenhouse it is very important for the school to realize and do this program (Text 2, sentence 1-5)

From the example above, there is a marker in the form of lexical cohesion, repetition. Lexical cohesion markers were found, characterized by the repetition of the word "the energy-saving program" in the first sentence which refers to "the energy-saving program" that has been previously mentioned in the first sentence, "the school programs" in the second sentence which refers to "the school programs" that has been previously mentioned in the first sentence, the word "school" in the fourth and fifth sentence which refers to "school" that has been previously mentioned in the third sentence. Repetition of this type is called a nominal repetition (the repetition that occurs on nouns). By Halliday and Hasan (1976), this repetition is one of the writers' attempts to make sentences in cohesive discourse. She tried to link one sentence to another sentence by repeating one element in the sentence. Therefore, it appears that the writer can connect ideas cohesively.

Collocation

Collocation uses the words that do not have the same meaning or are not classified in the same

categories as the previous words. It uses the same context that the previous words appear. Example:

- (10) The first tip is by looking for a good energy supplier such as *solar* energy or wind energy. As we know, Indonesia is located on the equator that its rich of *sunlight* and also has many island that full of wind (Text 8 sentence 8 & 9).

The word *solar* and *sunlight* do not have correlation meaning with *energy*, but they appear in the same context that is something that happens when energy emerge. That is why it indicate collocation.

Coherence

The micro-level coherence in terms of thematic progression and logical relationship is taken from Eggins (2004), which has three main patterns: theme reiteration or constant pattern, zig-zag pattern, and multiple-rheme pattern. It can be seen as an example of the zig-zag pattern below. The capacity of a text to make sense is called coherence^[16]. Thornbury suggest that the issue of coherence is approached from two perspectives – micro and macro level. At the micro level coherence, the text is considered coherence when the readers' expectation is met. It means that the meaning in sentences can easily be understood by the readers. There are two ways how to detect the micro level coherence: (a) by looking at its logical relationship, and (b) through the study of its theme-rheme. Example:

Table 2. Example of theme-rheme

	Theme	Rheme
1	Energy Saving Programin Our School	Statement of topic
2	Nowadays, the energy saving program	should have been one of the school programs.
3	Why	should it be one of the school programs?

The topic (energy saving program in ourschool), having been announced in the title, nowtakes theme position. The thesis statement that follows is the 'news' and takes the rheme slot. This sentence is related to the topic. However, because this is an explanation text, in this first paragraph

the writer should start telling about the general explanation about the phenomethat will be discussed. The topic (why) initiates some reasons of the rheme in (2) (should have been one of the school programs). The rest of text in fact answers the question.

Table 3. Example of theme-rheme

	Theme	Rheme
6	Regarding to the energy saving program and the effect of green house	it is very important for the school to realize and do this

		program.
7	One of the energy saving programs	is canteen..
8	This	is a place where people can buy food and drink.

The topic (*Regarding to the energy saving program and the effect of green house*) does not have any connection to any previous rhemes. In the previous sentences, the writer didn't tell about what the energy saving program is and didn't mention at all about the effect of green house, but suddenly in the last sentence of paragraph one, the writer directly mentions the effect of green house. So, it is totally incoherent. The clause is more likely suitable if it is placed at the end of the text as a recommendation placed at the end of the text as a recommendation.

Based on the findings, it can be identified that there are four kinds of Micro level. They are additive, adversative, causal and temporal. The results showed that additives were mostly used in student texts. followed by causal, temporal and last was adversative. It means that most of the text contain additive relation; it showed the relation is the next sentence gives detail about or specifies the previous sentence. Then followed by clausal relation, it means that the movement of the relation in this text is from general to specific. After that was temporal, it means that the relation in this text is the second sentence provides a reason for the situation or request mentioned in the first sentence. Then the last relation is adversative; it showed that the relation implies the chronological order of events. It is assumed that the first sentence happened before the second. The second sentence claims the problem solving toward the problem stated in the first sentence.

A passage can be cohesive as a text but lacks the ingredients of coherence as a discourse. What makes a coherence text is its ability of the reader to key into both familiar schema of ideational and interpersonal frame of reference. Both frame of reference the reader keys into enables him to refer to people, things, objects, places, activities, events, states, qualities, circumstances and his feelings and attitude towards the passage and relate it to the purpose with the communicative conventions of any genre we are familiar with. Therefore, no matter how far a text may be cohesive internally, the extent to which it is regarded as coherent depends on how it is related externally to contextual realities in these frames of reference the reader is familiar in a given socio-cultural milieu.

This study lent support to a systemic-functional perspective on cohesion. Such an outlook views cohesion to be a system like many other systems of language. The cohesion mechanism will then be interpreted as a semantic network of lexicogrammatical choices classified and recognizable in lexical or grammatical guises in terms of their various kinds and occur in various conceptual leaps. As linguists and researchers have argued, this leap draws on the fact that texts are guided by the power of coherence associated with the flow of logical meaning anticipated in native speakers' minds. The text is to fall into the text category. There is a logical coherence between the building blocks of the conceptual meaning and the text's cognitive and applicable expression in the reader's actual text. The samples of the genres were analyzed using two devices of lexical cohesion (collocation and synonymy). The study of the English academic article genre's selected corpus reveals that most of the coherent chains in this genre belong to the coherent lexical form of synonym. In other words, synonymy, which is the modified form of repetition, is the most prominent cohesive device applied in this genre. The occurrence of collocational items was also prominent in this genre, but less than synonymy. The chain leaps are also strikingly present across both synonymous and collocational chains. The text analysis reveals that most of the cohesive chains in this genre include the collocational type of lexical cohesion, while the synonymous terms occur in a small number of chains. Chain leaps are also existent across synonymous and collocation chains. Another important finding is the role of coherent elements and chains in the creation of coherence in this genre. The cohesive items or chains direct prospectively forward, or retrospectively backward, in such a way that succeeding or preceding cohesive chain logically and coherently runs from or ripples downwards, toward each other, and it is discursively established. Their retrospective or prospective counterparts unfold text in real-time and thereby establish coherence.

CONCLUSION

The selection of topics in this study began with the discovery of inconsistencies or inconsistencies in student essays. These can be seen from the

inaccuracy of the cohesion or the form of the paragraph and the coherence or meaning. Based on the students' essays, which were obtained directly from the English language subject, they wrote that there were still many errors in the students' writing, particularly in terms of cohesion, lexical and grammatical cohesion, and coherence. The result of this study shows that the author still has difficulties in composing a good text. It is found that the writer always makes mistakes in writing the words 'healing' and 'healing.' This shows that the writer is very careless. The students have the competence to produce cohesion in their writing texts. In the eight explanatory texts written by the students, 439 coherent links are used in their texts. Grammatical and lexical cohesion is reflected in their explanatory texts. Reiteration is the most frequent types among all the types of grammatical and lexical cohesion. It is meaning that the students have useful competence in producing coherence at their writing texts because they applied all the types of coherence in their writing texts. In terms of coherence showed that additives were mostly used in student texts. It means that most of the text contain additive relation.

Even though that the text is coherence, she seems to have insufficient knowledge on the use of cohesive devices, especially conjunctions. However she had tried to link the sentences in the text in number of ways like using lexical and grammatical cohesion. It is therefore, recommended that the writer should pay attention in spelling and using conjunctions.

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