

## **FROM COHESION TO COHERENCE: HOW DO THEY ATTAIN TEXT TEXTURE?**

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### **Abstrak**

Memiliki kompetensi menulis yang baik sangatlah diperlukan baik oleh mahasiswa maupun kalangan profesional untuk mengerjakan laporan, membuat tugas kuliah dan sebagai tempat untuk menuangkan ide. Namun, untuk dapat menulis dengan baik, penulis sering kali terkendala dengan berbagai hambatan terkait dengan struktur tulisan, alur berpikir, dan interferensi struktur bahasa ibu kedalam tulisan apabila menulis dalam bahasa asing. Alur berpikir dalam menulis akan terangkai dengan baik ke dalam kesatuan melalui realisasi kohesi dan koherensi dalam tulisan; apabila diterapkan dengan baik maka tulisan dapat dikatakan runtut dan memiliki *texture*. Tujuan penelitian ini adalah untuk mengetahui terbentuknya *text texture* dari realisasi kohesi gramatikal, leksikal dan koherensi dalam tulisan mahasiswa. Desain penelitian ini adalah deskriptif kualitatif dengan menggunakan pendekatan analisis konten (review dokumen). Data penelitian ini berasal dari dokumen, yakni berupa naratif paragraf yang ditulis oleh mahasiswa bahasa Inggris. Data dianalisis dengan menggunakan teori kohesi dari Halliday dan Hasan (1976). Hasil dari analisis menunjukkan bahwa mahasiswa mengaplikasikan kohesi gramatikal berupa referensi (55.93%), substitusi (0%), conjunction (33.05%) dan ellipsis (11.01%) serta kohesi leksikal berupa reiterasi (56.04%) dan kolokasi (43.96%) kedalam tulisan mereka. Sedangkan untuk koherensi, mahasiswa menerapkan strategi dengan menggunakan pengulangan kata kunci (35.07%), pemakaian kata ganti (2.65%), pemakaian transisi (30.89%), dan alur berpikir logis (8.59%). Hasil ini menunjukkan kualitas tulisan mahasiswa, bagaimana alur pikiran dan ide mereka tersusun dengan runtut dan menyatu sehingga pesan dalam tulisan tersampaikan dengan baik, jelas dan tidak ambigu.

**Kata Kunci:** kohesi; koherensi; text texture

### **Abstract**

*Having good writing competence is essential for both students and professionals for writing reports, completing academic assignments, and expressing ideas. However, to be able to write well, writers often face various challenges related to text structure, logical flow, and interference from the native language structure especially when writing in a foreign language. The logical flow in writing can be effectively realized through cohesion and coherence in the text. The objective of this research is to know the realization of both grammatical and lexical cohesion, and coherence strategies employed by students in their writing to perform text texture. This research adopts a qualitative descriptive design using a content analysis (document review) approach. The data were obtained from documents in the form of narrative paragraphs written by English department students. The data were analyzed using the cohesion theory of Halliday and Hasan (1976). The results of the analysis show that the students applied grammatical cohesion in the form of references (55.93%), substitution (0%), conjunctions (33.05%), and ellipsis (11.01%), as well as lexical cohesion in the form of reiteration (56.04%) and collocation (43.96%) in their writing. As for coherence, the students employed strategies such as the repetition of key words (35.07%), the use of pronouns (2.65%), the use of transitions (30.89%), and logical order (8.59%). These results reflect the quality of students' writing and demonstrate how their flow of ideas are*

*organized coherently and cohesively, resulting in messages to be well-delivered, clear, and unambiguous.*

**Keywords:** *cohesion; coherence; text texture*



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## INTRODUCTION

Cohesion and coherence are two pivotal pillars in writing dominion. They work together to ensure that a piece of writing is not just a collection of sentences, but a unified, logical, and easily understandable set of information. Both describes how a text flows smoothly from one part to another; and is achieved by using language tools that connect words, sentences, and paragraphs, creating a logical and strong progression of ideas throughout the text. Sutherland cited in Akif et al., (2024), concerning the role of cohesion in ideas interconnectedness, cohesion is one of the cues leading to text' accuracy. Halliday and Hasan (1976) cited in Afzaal et al., (2019) emphasize that cohesion is reachable in the text through the existence of cohesive devices in the form of grammatical and lexical cohesion. Cohesive devices are essential in both written and spoken communication as they contribute significantly to establishing meaning relationships within a text (Alyousef, 2021; Saleh & Bharati, 2022; Golparvar et al., 2024; Ngongo & Ndandara, 2024). When they used grammatically, these devices support textual coherence allowing readers easily grasp its meaning. While coherence, on the other hand, it has supporting statements orderly organized to deliver information, and is aided with transitions, consistent pronouns, and keyword repetitions to connect one to another sentences (Oshima & Hogue, 2006). An effective text represents a social process with a distinct objective. For doing so, structure and texture should be taken into account when assessing text quality, particularly in stories texts. A texture provides meaning in a text by using cohesive devices to join ideas and set detailed relationships of ideas all over the text.

Becoming primary supporter in shaping texture in a text, cohesion has become an attraction to investigate. Linguistics investigations in broader contexts and approaches in relation to cohesive devices functions to develop a well-built and unified text were carried out by researchers in different fields of study such as in health, teen literature, and news editorials (Salim & Mohamad, 2019; Setiawan & Taiman, 2021; Sitio et al., 2023; Wiyanto & Brilianty, 2025), and students' assignments (Diep & Le, 2024; Wiyanto & Brilianty, 2025; Sudar, 2025). Those previous researches focus only on depth analysis of cohesive devices utilization in various kind of texts. Nevertheless, research regarding detailed application of cohesion and coherence elements to manifest text texture by non-native English speakers in academic writing text remains limited. This highlights the necessity for a more focused investigation into vivid application of cohesive devices students used in their writing and strategies they employed in building coherence, clarity and engagement in narrative paragraph. This research

awarded the novelty to examine text texture, focusing on its realization through the cohesive devices and coherence strategies students employ in their academic writing. This research is meant to locate how text texture is formulated through the procurement of cohesive devices both in grammatical and lexical cohesion as well as strategies of building coherence in narrative paragraph.

## **RESEARCH METHODS**

Aligning with its objectives, this study employed descriptive qualitative. Descriptive research aimed to describe phenomena (Leli, 2020). Qualitative research uses words to present its findings. A qualitative approach was applied because the unit of analysis for this study consists of qualitative data, specifically words, phrases, and sentences derived from the students' narrative paragraph as the main data. As this research involves discourse analysis, document review was utilized by the researcher to determine the application of cohesion and coherence in the writing.

This research involved 16 students' texts as sample of the research. The main data of this research is writing test given to students enrolling in paragraph writing class. In dealing with the test, the students were asked to write narrative paragraphs based on specific topic provided by lecturer. The data were then analyzed using the cohesion taxonomy framework from (Halliday & Hasan, 1976) and coherence framework from Oshima & Hogue (2006). The, the data were identified and clustered based on the taxonomies. From here, the realization of cohesion and coherence to form text texture in narrative paragraphs happened.

## **RESULTS**

As mentioned in the previous section, the goals of this research is to know how cohesion and coherence formation support text texture realized in students' narrative paragraphs. Based on analysis, there were two types of cohesion found in students' narrative paragraph; those are called grammatical cohesion and lexical cohesion. In regard to coherence emergence in the paragraphs, students employed some strategies to built the coherence in the text.

### **The Realization of Grammatical and Lexical Cohesion in Narrative Paragraph**

As illustrated in Table 1, grammatical cohesion is represented by cohesive devices: reference, substitution, ellipsis and conjunction. Among those four devices, reference is on the first place of most employed. It reaches 55.93%. following reference, conjunction happens on the second place and gets 33.05%. On the third place, submission gets 11,01%, and last is substitution that gets zero percentage in the text. It means, there is no substitution found in the text. As reference dominated the landscape of grammatical cohesion, three occuring references emerged and showed that personal reference was on the first place by getting 72 times occurence equal to 54.54%, followed by demonstrative reference that happened 47 times equal to 35.60%, and last is comparative reference with 9.85% or 13 times occurence. Dealing with conjunction, the

students employed four types of conjunctions in their texts. Additive conjunction dominated the place with its 25 times occurrence or is equal to 32.05%. The second place is Adversative happened 21 times in the text or is 26.92% valued. The third and the fourth position were Clausal dan Temporal Conjunction that happend 16 times in the text or equivalent to 20.51%. Moving on to Ellipsis, the researchers found only two subtypes of ellipsis: Nominal and Verbal. Clausal Ellipsis, however, was not found in the texts. Nominal ellipsis got teh highest frequency, appearig 21 times or equivalent to 80.77%, followed by Verbal ellipsis which got 5 times occurrence or is equal to 19.23%.

Table 1. Grammatical Cohesion Realization

Data	Grammatical Cohesion												
	Reference			Substitution			Ellipsis			Conjunction			
	PR	DR	CR	NS	VS	CS	NE	VE	CLE	ADD	ADV	CLC	TEMP
D-1	11	4	0	0	0	0	1	0	0	1	1	1	3
D-2	1	4	1	0	0	0	2	0	0	2	2	0	0
D-3	1	1	0	0	0	0	1	0	0	2	1	1	0
D-4	7	3	0	0	0	0	2	0	0	2	1	0	0
D-5	5	2	0	0	0	0	1	0	0	1	1	1	0
D-6	5	3	0	0	0	0	2	1	0	1	1	0	0
D-7	5	2	0	0	0	0	3	0	0	2	2	0	0
D-8	5	4	2	0	0	0	3	1	0	1	1	3	4
D-9	6	2	1	0	0	0	1	0	0	1	1	2	0
D-10	4	4	3	0	0	0	0	1	0	2	3	1	3
D-11	2	5	1	0	0	0	1	0	0	2	1	3	1
D-12	4	4	3	0	0	0	1	1	0	2	3	1	3
D-13	5	3	0	0	0	0	2	0	0	1	1	0	0
D-14	5	2	1	0	0	0	0	1	0	1	1	3	2
D-15	3	3	1	0	0	0	0	0	0	3	1	0	0
D-16	3	1	0	0	0	0	1	0	0	1	0	0	0
Total	72	47	13	0	0	0	21	5	0	25	21	16	16
Percentage	55.93%			0%			11.1%			33.05%			

Another means contributing to text's cohesion is Lexical Cohesion. Lexical Cohesion used words or lexical elements to unify meaning within a discourse. Table 2 displayed the realization of lexical coherence in the students' texts.

Tabel 2. Lexical Cohesion Realization

No	Lexical Cohesion Type	Frequency	Percentage
1	Reiteration	51	56.04%
2	Collocation	40	43.96%
Total		91	100%

Lexical cohesion in a discourse can be achieved through reiteration and collocation. Reiteration appeared 51 times or 56.04%, while collocation appeared 40 times or 43.96%. In the narrative paragraphs, reiteration occurred in the forms of repetition, superordinate, synonym, and general word. The following are details of each subtype of reiteration. Repetition was on the first rank with 35 occurrences or 68.63%. The second position was occupied by synonym, which

appeared 8 times or 15.68%, followed by superordinate with 7 occurrences or 13.72%. General word, which appeared once or 1.95%, was on the last line of rank.

Those results presented above indicated that students relies much on grammatical structures for texts' connectivity. The text heavily relies on grammatical devices to create connections between sentences and clauses indicating a focus on sentence-level clarity and flow rather than richness of vocabulary. This was proven by the domination of grammatical cohesion employment in the texts. Grammatical cohesion tends to be more explicit in signaling relationships. This can suggest a more formal or academic style of writing where clarity and precise logical connections are prioritized. While lexical cohesion often relies on repetition, synonyms, and related vocabulary to maintain a consistent theme, a text with dominant grammatical cohesion might prioritize the logical progression of ideas and arguments. The connections are built through the structure of the language rather than the recurring words.

### The Coherence Strategies

Oshima & Hogue (2006) states that coherence is achieved when sentences and ideas are connected and flow smoothly. To achieve coherence in writing, there are four strategies students applied in their writing: using repetition of key noun, using consistent pronoun, using transition signals, and using logical order to set the ideas in writing. Table 3 representing the results of coherence occurrence through four strategies employed.

Table 3. Coherence Strategies' Results

Data	Coherence Strategies			
	Repeating Key Noun	Consistency Pronoun	Transition Signals	Logical Order
D1	4	1	3	1
D2	7	1	2	1
D3	2	1	3	1
D4	4	3	1	1
D5	2	4	2	1
D6	3	4	6	1
D7	2	3	2	1
D8	4	3	6	1
D9	1	2	2	1
D10	7	8	8	1
D11	13	2	2	1
D12	7	8	8	1
D13	1	3	3	1
D14	3	5	3	1
D15	3	4	3	1
D16	4	3	3	1
Total	67	49	59	16
(%)	35.07	25.65	30.89	8.39

As displayed in the Table 3, it revealed that the students employed four strategies in building coherence in their texts. Those strategies included using repetition of key noun, using consistent pronoun, using transition signals, and using logical order. Using repetition of key noun got the highest frequency among other strategies. It reached 35.07% or similar to 67 times of occurrence. While, the use of transition signals was 30.89% or equal to 59 times occurrence. The last two belonged to consistency pronoun and logical order. Consistency pronoun happened 49 times or similar to 25.655, and logical order happened 16 times which is equal to 8.39%.

## **DISCUSSION**

### **Grammatical Cohesion**

The semantic relation in grammatical cohesion is determined by grammar establishment. This type of cohesion includes reference, substitution, ellipsis and conjunction. Most employed is reference, followed by conjunction and ellipsis is the last. While substitution is zero emergence in this study case.

### **Reference**

To establish text texture in students' academic writing, students employed reference, conjunction, and ellipsis, and lexical organization in their texts. Based on the results of the analysis, reference mostly contains the use of personal, demonstrative, and comparative reference. The first position was personal reference that got 72 times occurrences (54.54%), followed by demonstrative references that happened 47 times occurrences (35.60%), and the last one was comparative references happened for 13 times (9.85%).

Personal references acted as the main noun in a phrase or as determinatives and deictics with possessive determiners and premodifiers included. Those were existed in the form of singular and plural pointing to an assortment of personal reference used to sustaining cohesion and coherence in the text. Examples below showed the personal reference used in the text:

- (1) *A seminar is a form of academic instruction either at an academic institution or offered by a certain organization. It has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject in which everyone present is requested to participate* (Source: Essay 16, paragraph 1, line 2-3)
- (2) *The consistent tip that arises in research pertaining to teaching with technology is that we choose particular technologies based on their compatibilities with the teaching and learning objective associated with our course and or their individual units.* (Source: essay 15, paragraph 1, line 6)

Two examples above provided different personal reference. In example 1, *It* is pointing to *a seminar*, while in example 2 *their* referred to the same thing, that is *particular technologies*. Furthermore, the text embodied different personal references positioned as subjects or modifiers in the form of singular or plural. This results agree with Halliday's statement about personal references. He stated that cohesive devices that mostly employed in writing, one of them is personal

references (1994). This current study portrayed how personal references refer to individuals, locations, or objects mentioned previously in the text for avoiding redundancy and improving the information flow. Personal references, particularly personal and possessive pronouns, both enhance the presence of cohesion and coherence in the text by linking back previously introduced noun or idea in the text.

Another types of reference emerged in this study is demonstrative reference. Demonstrative reference specifies on proximity characterized by the use of *this*, *these*, *here* to show nearness, and *there*, *those*, *that* to show length or distance. Additionally, demonstrative reference functioned to denote the quantity or number of items cited in singular or plural form. These examples highlight the adaptability of demonstrative references in indicating proximity or distance, as well as their role in alluding to entities in a broader context. The sentences below illustrated the examples:

- (1) *This seminar raised the theme focusing on Teaching English for young learners (Source: essay 6, paragraph 1, line 6).*
- (2) *In the middle of the seminar, there was attendance list to be fulfilled by those taking part in the seminar in order to get certificate (Source: essay 11, paragraph 1, line 6).*
- (3) *The seminar starts at 8.30 after participants have joined (Source: essay 14, paragraph 1, line 4)*

Those two examples above contained demonstrative reference showed by the use of the word *this* found in example 1, and *there* and *those* occurred in example 2. The term "this" in the aforementioned example from essay 6 denotes the word "seminar," which is situated in the adjacent sentence, where both elements collectively serve as subject of the sentence. *This* belongs to the demonstrative reference of near proximity. Meanwhile, the word *those*, like shown in essay 11 was used to represent something plural, such as people. The emergence of *the* in the essay 14 belonged to neutral demonstrative reference.

Comparative reference refers to a type of reference used as a means of comparing two or more things in terms of similarities of identity. The following is an example of comparative reference:

- (1) *This seminar lasted for more than two hours (Source: essay 2, paragraph 1, line 6)*
- (2) *It's very challenging and difficult to do in class. So, it's very important for educators in Indonesia to be more creative and more informative (Source: essay 8, paragraph 1, line 14, 17)*
- (3) *She said reading and writing are not priorities in teaching early childhood, but listening and speaking are the most important ones (Source: essay 7, paragraph 1, line 4)*
- (4) *The concept of multiple intelligences which suggest that every individual possess different cognitive abilities is also a crucial aspect of THEYL. The primary goal of THEYL is to introduce English to children at an early age in a developmentally appropriate manner, capitalizing on the critical periods which are more inclined*

*to learn a language. English is used as a preparation for higher\_education.  
(Source: essay 12, paragraph 1, line 7-8)*

In essay 2, the word *more than* is used to indicate the quantity of additional hours. Similarly, essay 8 contains the word *more*, indicating the quantity of the words *creative* and *informative*. Meanwhile, in essay 7, the word *the most* indicated the highest level, referring to two skills, listening and speaking, which were the most important among others when teaching English. The final example is from essay 12, which contains the words *different*, *more inclined*, and *higher*. Added to this, the word *different* signified the unequal cognitive abilities of each individual. This is followed by *more inclined* and *higher*. *More* in essay 2 indicated an additional quantity during a child's critical period of language learning, just as the word *higher* indicated an additional quantity or higher level of education.

Incorporating personal, demonstrative, and comparative references in academic writing is impactful for the shaping of text texture, influencing text cohesiveness, objectivity, reader engagement, and structure of argument.

### *Conjunction*

In this study, students committed four conjunctions named *Additive* (32.05%), *Adversative* (26.52%), *Clausal* (20.51%), dan *Temporal* (20.51%).

Additive conjunction was the most found conjunction in the students' texts. It occurred for 25 times in the texts with *and* and *also* occurred the most. Below is the examples:

- (1) *Her explanation of using stories and games to increase students' engagement was very interesting and it was relevant to me. (Source: essay 13, paragraph 1, line 5)*
- (2) *The seminar was held online via zoom meeting, and it also broadcasted via you tube (Source: essay 3, paragraph 1, line 5)*

In the first example, there were two clauses. The two clauses were connected by the conjunction *and* to indicate additional information complementing the information presented previously. While in the second example, the conjunction *also* was used to supplement and emphasize the information provided.

Adversative conjunctions indicated a contradiction or contrast to the intended meaning. These conjunctions can arise from the content being spoken, the communication process, or the speaker-listener situation. Adversative conjunctions appeared 21 times, or 26.52%. The adversative conjunctions that appeared were *yet*, *so*, *because*, *even though*, *rather*, and *however*.

- (1) *Even though I attended just to fulfill my assignment, I did not regret participating in this beneficial online conference (Source: essay 5, paragraph 1, line 8)*
- (2) *This seminar is good for sixth and seventh semester students because it shares good material and tells about interesting teaching method (Source: essay 8, paragraph 1, line 3)*



In the first example, the conjunction *even though* was used to indicate actions that were performed in contrast to one another. Meanwhile, the conjunction *because*, which appeared in the second example, indicates a causal relationship between clauses.

The last two conjunctions discussed was causal and temporal conjunctions. *So* was the only conjunction marked the existence of causal conjunction; and conjunctions like *next*, *first*, *second*, *after*, dan *the last* included in temporal conjunction. Take a look at the examples below:

- (1) *In the middle of the seminar, there was an attendance list for those taking part in the seminar, so they could get certificate (Source: essay 11, paragraph 1, line 4)*
- (2) *I have a problem with my internet connection, so I automatically expelled from the zoom meeting and couldn't rejoin the seminar (Source: essay 14, paragraph 2, line 15)*
- (3) *Then, the discussion changed (Source: essay 14, paragraph 2, line 14)*
- (4) *After all participants were asked to ask question, they were actively participated in this question-and-answer session. (Source: essay 1, paragraph 1, line 9)*

In the examples 1 and 2, the conjunction *so* functioned to indicate cause and effect. Specifically, the second clause was the consequence of the activity carried out in the first clause. The last two examples showed a time sequence, where one event followed another.

Conjunctions as part of cohesive devices informed the connection between ideas. Conjunctions helped to ensure cohesion. They acted as a linguistics glue connecting words, phrases, clauses, sentences and paragraphs. Added to this, conjunctions also established logical coherence. Conjunctions set up peculiar logical connections essential for academic argumentation. These relationships are open doors for author to construct complex arguments and lead the readers from one point to others. Having those two enables readers to comprehend the connection between ideas.

### *Ellipsis*

Ellipsis encompasses word, phrase or clause omission from a sentence in which . An ellipsis involves 3 nominal, verbal, and clausal ellipsis. In this study, ellipsis emerged only in two forms: nominal ellipsis (80.77%) and verbal ellipsis (19.23%). The examples from the students' texts were listed as the following:

- (1) *Dr. Dias and Dr. Aprilian were the speakers of the conference, and the two did very well in the material presentation (Source: essay 8, paragraph 1, line 8)*
- (2) *It is important for teachers in Indonesia to be creative and more informative (Source: essay 8, paragraph 1, line 15)*

Ellipsis was the least employed types of cohesion. In two examples above, the first example was nominal ellipsis and the second example was verbal ellipsis. The phrase *the two* came up to replace two persons mentioned earlier in the text. *The two* replaced Dr. Dias and Dr. Aprillian occurring in the previous clause. It

happened to avoid redundancy of words in a sentence. The same thing happened to example number two as representative of verbal ellipsis. *More informative* in the above example was the result of word deletion; it should be written longer, not just *more informative*.

### *Lexical Cohesion*

Different from grammatical cohesion that put more attention on grammar, lexical cohesion emphasizes on vocabulary to set the semantic relation. Reiteration and collocation are part of lexical cohesion.

### *Reiteration*

Reiteration is involving the repetition of lexical elements. Words with the same or nearly the same meaning are reiterated to build semantic relationships in and between sentences. Repetition, synonym, superordinate, and general word are under the reiteration umbrella. See these examples:

- (1) *The seminar was conducted online via zoom meeting. The seminar had various interesting topics to be discussed (Source: essay 8, paragraph 1, line 15)*
- (2) *This seminar presented two speakers who brought up the latest trend of topic in english teaching. The two delivered two different materials under the same theme.*
- (3) *On the last week of May, I got an assignment from my lecturer to join a conference held by English department. This annual online conference presented two speakers from different universities (Source: essay 3, paragraph 1, line1-2)*

The first example above is repetition. *The seminar* appeared at the beginning of the sentence, which was then repeated or reappeared in the next sentence. Synonym could be seen in the second example by showcasing the word *topic* in the first clause, then it changed into *theme* in the second clause. Both of the words are similar in meaning. The last example was superordinate and general word. From the example, superordinate was shown by the word *conference*, and *annual online conference* was general word. To reinforce key technical terms and core concepts, repetition was employed in the text to assure the readers stuck on the main topic. In their texts, students were also aided by the use of synonym to avoid monotony and maintain thematic link within the text.

### *Collocation*

Collocation involves words with different meaning and category as the words came up previously, yet stays in the same context.

- (1) *The discussion began when the session of question and answer began, and participants were actively involved (Source: essay 1, paragraph 1, line11)*

The words *question and answer* and *participants* happened under a semantic correlation with *discussion*. The connection between these contexts forms a collocation. They were coexisted and to form a cohesive thematic chain.

It is crucial to employ lexical cohesion in writing academic text. Lexical cohesion functions as a network to semantically connect words within the text constraining sentences and paragraphs simultaneously. The connection process creates text texture, forming unified and connected writing, required for delivering academic communication. Lexical cohesion is a requirement needs to be fulfilled when a writer wants to establish unity and detailed writing through word choices. This agrees with Sitio, Sinar, et al., (2023) and Ariwibowo et al., (2023) that mentioned the employment of various cohesive strategies in text boosts the production of text texture and improves readability and academic text comprehension.

### *Coherence*

Coherence is logical relationship of ideas presented in the text used to ensure clear, consistent and meaningful message delivery. Coherence in the text can be realized through the use of repeating key noun, use consistent pronoun, transition signals, dan logical order. This present study provided insight that coherence was mostly realized through the use of key noun repetition. It reached (35.07%), followed by the use consistent pronoun (26.65%), transition signals (30.89%), dan logical order was the last (8.30%). *The Eternal national conference* was the key noun found on the students' texts. This is the example:

(1) *The Eternal National Conference was held by English Education Department. The Eternal Conference was conducted online on 21<sup>st</sup> May, 2024. (Source: essay 2, paragraph 1, line 1-2)*

Key noun repetition facilitates reader understanding and strengthen the reader's argument. By repeating key nouns, readers will more easily grasp the discussed topic, smoothly connect ideas, assure clarity, and focus on main concept.

Additionally, in realizing coherence, the students employed consistent pronouns like *Personal Pronoun* (I, we, it, they, them, she, us, me), *Demonstrative Pronoun* (this, that), dan *Possessive Pronoun* (their, my) . See this example:

(1) *This seminar lasted for two hours; and it provides many information that we dont know yet. (Source: essay 2, paragraph 1, line 6)*

*This* as part of possessive pronoun was found in the text, then on the second clause, *it* emerged to replace this seminar appearing in previous clause. The use of consistent pronouns to create coherence in academic text promotes perspective stability, reference clarity, flow of ideas, and disambiguity in academic writing.

The third way is by providing transition signals in the text. Various connectors can be *employed* to reinforce coherence in the text. Mostly, the

students employed additional, contrast or opposite, order sequence, time and place, cause-effect, and logical relationship kinds of connectors.

- (1) *The event started and I felt very enthusiastic (Source: essay 4, paragraph 2, line 2)*
- (2) *However, they also face many challenges (Source: essay 12, paragraph 1, line 3)*
- (3) *And then the discussion changed (Source: essay 12, paragraph 1, line 9)*
- (4) *After the discussion ended, the seminar continued to question and answer session (Source: essay 14, paragraph 2, line 9)*
- (5) *I am very confused because I haven't used the virtual background during zoom meeting before (Source: essay 14, paragraph 1, line 6)*
- (6) *I have a problem with my internet connection, so I automatically expelled from the zoom meeting and couldn't rejoin the seminar (Source: essay 14, paragraph 2, line 15)*

These six examples provide information how transition signals are used to join ideas in sentences. In example 1, *and* is used to join additional information between the first and second clause. *However*, contributes to showing contrast between stated information in the clause and the previous ones. *Then* is used to show sequences or orders of series of activities. *After* belongs to time and place connectors showing activity happens after another. *Because* in the fifth example indicates cause effect between the first and the second clause. *So* is to show logical relationship in the sentence.

The variety of linking words or connectors, or discourse markers, we may call, signposts the readers connected statements, clarifies logical connection, and ensures smooth flow of ideas in sentences and paragraphs, and grasps the organizational framework of the text. Transition signals invigorate the existence of coherence in the text by leading readers through logic, ideas connectedness, smooth progression, and text structure.

The last way for building coherence is through logical order. As one of the core principles in building coherence, applying logical order in the text aims to organize ideas systematically to set comprehensive and convincing arguments. Logical order provides detailed progression of ideas, and their relationships, erasing bias, enhances academic rigor, and support the structure of the text.

Coherence plays its roles to create text texture by setting the goal of the text, dictating the ideas organization, and incorporating cohesion. In text, cohesion establishes the surface ties, performing as glue to relate ideas that contributes to shaping texture features. Coherence is characterized by thorough logical unity and meaning that leads to text's texture. Coherence is essential in writing as it maintain ideas comprehensiveness and consistency.

## **CONCLUSION AND SUGGESTION**

Text texture can be attained through realization of cohesion and coherence in the text. This study involves students' academic texts to be analyzed as an attempt to seek information how students obtain text texture in their texts through cohesive devices and logical orders employment. The students employ both grammatical and lexical cohesion in their text, with the grammatical

cohesion dominate within the texts. The students only use three out of four devices of grammatical cohesion like reference (55.93%), conjunction (33.05%), and ellipsis (11.01%). The reference domination within the texts indicates high level of textual interconnectedness and efficiency. It means that students are able to produce mature and formal style of writing that accelerates flow of information and manages unity throughout the whole text. For lexical cohesion, the students apply reiteration (56.04%), dan collocation (43.96%). Reiteration is a symbol of ideas connection carving through key vocabulary repetition in the form of similar or closely similar word. In terms of coherence, the students applied key noun repetition (35.07%), consistency pronoun (25.65%), transition signals (30, 89%), and logical order (8.39%).

Even though students are able to create cohesive and coherent text, their knowledge to maximize the use of each part of grammatical and lexical cohesion are somehow insufficient. The absence of substitution in the students' texts brings consequences to the quality of the texts. The texts will potentially weak in style, repetitive, monotonous and lack of lexical variety. Additionally, in lexical cohesion analysis, it is found that reiteration and repetition rank on the first place; this indicates that students overuse them to create coherence (Alfitri & Yuliasari, 2021 cited in (Sukma et al., 2024) perceiving the text to be stylistically weak and wordy. Therefore, it is recommended for the students to employ more of cohesive devices and lexical variations in their academic text to produce more stylistics, argumentative, and fluent academic text.

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