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English First Additional Language Learners' Strategic Approach to Achieve Cohesion in English Essays

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ABSTRACT

Writers' aptitude to produce coherent essays depends on the correct usage of cohesive devices. Thus this research aimed to explore strategies the Grade 12 English First Additional Language (EFAL) learners in the Malamulele South circuit use to achieve cohesion in their English essays. The research problem is that when cohesive devices are used incorrectly, they may affect comprehension because cohesive devices help readers integrate information between sentences in a text. Knowledge of how cohesive devices are used may help learners write logical and well-connected sentences and paragraphs, enhancing their essay marks. The research sampled fifteen learners' essays from two schools under the Malamulele South circuit. The study used document analysis as an instrument for data collection. The study used the qualitative method. The results of the research revealed that the Grade 12 First Additional Language learners at Malamulele South Circuit use lexical and grammatical cohesive devices to achieve cohesion in their English essays. Learners used lexical cohesion such as repetition, synonyms, hyponyms, antonyms, superordinates and collocation to achieve cohesion. The results further showed that learners use grammatical cohesion such as reference, substitution, ellipsis, and conjunction. Errors found include errors of omission, mismatch, addition and misplacement of lexical and grammatical cohesive devices. The implications of these findings for learners highlight the importance of being cognisant of their writing errors, which can facilitate the process of self-correction and improvement. For educators, these findings serve as a valuable resource for reflecting on their instructional methodologies and pedagogical approaches, potentially leading to enhanced teaching practices.

Keywords: Cohesion; Error; Essay; Grammatical Cohesion and Lexical Cohesion

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1. Introduction

The 2011 Continuous Assessment Policy Statement (CAPS) postulates that by the time learners enter Grade 10, they should be proficient in essay writing with reference to cohesion. Cohesion is a crucial aspect of crafting coherent and meaningful discourse^[1], Cohesion in a text refers to the interconnectedness or togetherness of the different parts of the text. According to Dascalu et al.^[2], the concept of cohesion emerges when interpretations among discourse elements are interdependent. This means that the reader will only understand the gist of the text when it is holistically approached not in isolation. Cohesion encompasses the meaning within the text and is defined as the way in which the text holds together^[1]. Cohesion signifies continuity and unity between different parts of the text.

Cohesion comprises grammatical and lexical. In grammatical cohesion, writers use grammatical tools to connect elements in the text. Wahyuni and Oktaviany^[3] define grammatical cohesion as using specific grammatical devices within sentence boundaries. Grammatical cohesion is achieved through using grammar. This means that any written material without grammar is unreadable, illogical and unclear. Grammatical cohesion consists of conjunctions, substitutions, ellipses and references. Each type has a specific function of bringing the written and spoken messages together^[4]. For this reason, learners must Learners should use grammatical and lexical cohesion to improve the connectedness of their texts and the accuracy of sentences^[5].

In lexical cohesion, connectedness is reflected through the usage of vocabulary within the text. it consists of repetition, synonyms, antonyms, meronyms superordinate, hyponyms and collocation. Paltridge^[6] asserts that the connectedness of an essay enhances comprehension, interpretation and critical analysis to the reader or listener. Wahiba^[7] explains that the unity of an essay is the most imperative element of a good piece of writing, in which all the sentences of an essay focus on the same purpose and are centred around the same topic. Learners may achieve unity by gathering all details or points related to a single topic sentence, for coherence, learners should be able to transmit ideas from one sentence to another naturally and logically by repeating keywords, using synonymous words, pronouns, parallel structure and transitional phrases.

The text should possess a “cohesive texture,” as indicated by Halliday and Hasan^[1], meaning that a text’s unity should be firmly rooted in its texture. The essence of texture is crucial for conveying the nuances of a specific text. The presence of texture is essential in a text to distinguish it from non-textual documents. Texture within a text serves to unify the context. Texture, as it is found within a text is referred to as cohesion Syafnida and Ardi^[8].

Halliday and Hasan^[1] cited from Khosa^[7] state that the semantic unity of words, sentences and paragraphs is established by cohesion in any written text. Halliday and Hasan further state that cohesion is concerned with the connectedness of meaning within a written or spoken message. It happens when the understanding or explanation of one sentence or word in communication is not clear without linking it to another sentence or word. For example, Steven loves soccer and he also plays for the school team. The pronoun ‘He’ is understood by referring to the first part of the sentence. According to Ling^[9], cohesion gives the written work a flow and sequence, and the flow will help the reader understand the message better.

Greetham^[9] claims that a written text without correct cohesion may confuse the reader. This suggests that learners should not only know the cohesive devices but must also know how to choose the correct one that fits the purpose. When learners fail to apply correct cohesive devices may result in erroneous sentences and unconnected paragraphs. However, Nazalia^[10] advises that learners should not be afraid of committing errors because errors are ‘an integral part of the language learning process meaning that they are unavoidable.

1.1. Purpose of the Study

The study sought to explore how the Grade 12 First Additional Language learners in the Malamulele South circuit, Vhembe district achieve cohesion in English essays.

1.2. Research Questions

- How do the Grade 12 FAL learners achieve cohesion in their English essays?
- What are the types of cohesion errors committed by the Grade 12 FAL learners in their English essays?

2. Literature Review and Theoretical Perspective

2.1. Theoretical Perspective

The study was underpinned by Halliday and Hasan's^[1] Cohesion theory. Halliday and Hasan's^[1] theory of Cohesion is an essential model in language teaching, more especially in writing in English as a Foreign Language (EFL) or First Additional Language (FAL) to many South African learners. This theory advocates for the significance of cohesive devices, including both grammatical and lexical cohesion, in improving understanding and communication both written and spoken. Halliday and Hasan^[1] classify cohesion into two types: grammatical and lexical. They define grammatical cohesion as the observable pattern of semantic connections that occur between clauses and sentences in written texts, as well as between utterances in spoken communication. This unity encompasses elements like 'reference, substitution, ellipsis, and conjunction'^[11].

The reference pertains to language elements that, rather than having their separate meaning, point to another item that is clear to both the sender and receiver within the context. In written texts, references indicate how the author introduces the speaker and maintains awareness of them throughout the communication. Halliday and Hasan^[1] identify three primary categories of reference: personal reference, demonstrative reference, and comparative reference. The subdivision personal reference consists of personal pronouns that are used as subject and object in a sentence such as I, me, you, him, she, he, her, we, us, they, them and it. The words in this class are used as both the subject and object of the sentence. For instance, in the sentence, 'she loves me', 'she' is the subject and 'me' is the object of the sentence. Some personal references are used to demonstrate ownership, these include words such as mine, yours, hers, theirs and ours.

The second category of reference cohesion is demonstrative reference, which further consists of nominative demonstrative circumstantial demonstrative and definite article. The nominative demonstrative includes words such as this, that, these and those. The circumstantial demonstrative comprises here, there, now and then. The definite article consists of the words (the).

The third type of reference cohesion is comparative. It is divided into two types, "general" and "particular" compar-

ison. A general comparison involves evaluating the similarities and differences between things without focusing on any specific characteristic. Two items can be classified as the same, similar, or different, with "different" encompassing both "not the same" and "not similar."

Substitution is a cohesive tool that entails exchanging one element for another to prevent redundancy and ensure coherence in a text. Halliday and Hasan^[1] emphasise that substitution pertains to the expression of words rather than their meanings. They further split substitution into nominal, verbal and clausal. Nominal substitution includes words such as one and ones. For instance, in the sentence, 'This car is big but I want this one'. The word this 'one' substituted the word car avoiding unnecessary repetition. The verbal substitution includes words such as 'do'. For example, in a dialogue, the first speaker may ask do you want tea? The second speaker may simply say yes, I do. The verb 'want' is not repeated, it has been substituted by the word 'do'. In clausal substitution, the words 'yes' 'no' so' and 'not' are some of the words used to substitute clauses. For example, the first speaker may ask this question. Are you reading your books this morning? The second speaker may respond to the question by just saying yes or no without repeating the entire phrase.

Ellipsis refers to the omission of elements that are typically necessary in the grammar of a language, which the speaker or writer believes are evident from the context and thus do not need to be included. Just as substitution, Halliday and Hasan^[1] organise ellipsis into three subdivisions called nominal ellipsis, verbal ellipsis, and clausal ellipsis. In a nominal ellipsis, a noun is omitted. For instance, in the sentence, 'Steve bought a cow and his uncle did too. In this example, the noun phrase 'a cow' is not repeated in the second clause. In verbal ellipsis, a verb is omitted, while in clausal ellipsis, a clause is omitted. Unubi^[12] indicates that conjunction signifies a semantic relationship that demonstrates how a clause or statement relates in meaning to an earlier clause or statement; this is indicated by a distinctive connecting word or phrase. Halliday and Hasan^[1] categorise conjunctions into four types namely: adversative, additive, causal, and temporal.

Then, lexical cohesion focuses on 'how the writer uses lexical items such as verbs, adjectives, nouns and adverbs related to the text consistently to its area of focus' Eggins^[13].

According to Halliday and Hasan^[1], lexical cohesion can be divided into two main groups: 'reiteration' and 'colligation'. As Halliday and Hasan^[1] provided, reiteration is a 'mechanism of producing cohesion in a text employing repetition of two or more lexical items that are observable at the surface of the text'. reiteration consists of repetition, synonyms, antonyms, superordinate, hyponyms and meronyms. So, learners should know the correct usage of grammatical and lexical cohesion as it will help them to write logical and clear essays.

2.2. Previous Studies

Many studies have been conducted worldwide to highlight the significance of coherence and cohesion in essay writing tasks. Some studies investigated the types of cohesive devices FAL learners often use in their essay writing tasks. The learners' challenges in writing cohesive paragraphs in essay writing tasks seem universal because many studies report on learners' inability to write cohesive essays. For instance, in China, Karadeniz^[14], worked on a study that aimed to investigate how Chinese English Foreign Language (EFL) students utilise cohesive devices in English argumentative essays. The study's findings were that lexical devices were more highly used by the students than any other cohesive devices. The same study further revealed that reference and conjunction were the second most used cohesive devices.

Furthermore, the study conducted by Riswanto^[15] on EFL students showed that students were able to construct coherent sentences using references, conjunctions and reiteration. Moreover, the study conducted by He^[16] on university students of TECCL and BAWC corpus showed that L2 students have used demonstrative reference, conjunctions, and heavy use of temporal conjunction to achieve cohesion.

In 2017, Jemadi carried out a study examining the cohesive devices used by graduate students studying English as a foreign language^[17]. The study involved a sample of sixteen graduates from Khana College. The results demonstrated that the students could use all four categories of grammatical cohesive devices in their essay writing tasks. Remarkably, reference emerged as the most frequently used grammatical cohesive device, with conjunctions following closely behind. Overall, the students utilized a total of 2,367 cohesive devices, including 955 conjunctions.

In another study, Albana et al.^[18] conducted a study ex-

amining the use of cohesive devices in argumentative writing among fifth-semester students at Darussunnah. The research involved a sample of twenty students as participants. The findings revealed that many students continue to have difficulties with the proper application of cohesive devices. Additionally, the study indicated that additive cohesive devices were used excessively, while others were underutilised.

3. Research Methodology

3.1. Research Approach

This study used a qualitative research approach to explore how the Grade 12 learners in Malamulele South Circuit, Vhembe East District achieve cohesion. Aspers and Corte^[19] define qualitative research as research that has the aim of understanding the phenomenon of something that is experienced by the object of research holistically and is described in the form of words and language. In addition, Creswell and Creswell^[20] describe qualitative research study as a review process that aims to comprehend human challenges that are presented naturally.

3.2. Research Instruments

According to Editage^[21], the common data collection instruments in research include interviews, questionnaires, tests, documentary analysis, checklists and observation. In addition, Davis^[22] adds to the list of research instruments, which include rating scales, state tally sheets, interview schedules/guides, questionnaires, flowcharts and personality inventories. To achieve the objectives of this study, the researcher used document analysis. The learners' essay scripts were used as the document. Thematic analysis was used to analyse learners' essay scripts following Dawadi's^[23] thematic analysis steps.

3.3. Participants of the Study

The population of the study was sixty (60) Grade 12 First Additional Language learners from the selected school. All learners were given a chance to write essays, however, a total of fifteen (15) learners' essay scripts were purposefully considered for the study. The researcher purposefully sampled five (5) above-average essays, five (5) average and five

below average. The researchers selected five essay scripts from each category to obtain different learners' abilities in the usage of cohesive devices. Ethical guidelines were followed by obtaining permission from TREC and obtaining an ethical clearance certificate. Participants were informed about the study before their involvement, and their participation was completely voluntary.

4. Results and Discussion

This section shows how the Grade 12 FAL learners achieve cohesion in their English essays. According to Halliday and Hasan^[1] cohesion is achieved by using grammatical and lexical cohesive devices. The research was guided by two central questions: 1) How do the Grade 12 FAL learners achieve cohesion in their English essays? 2) What are the cohesion errors committed by the Grade 12 FAL learners in their English essays?

The data revealed that the Grade 12 FAL learners in the Malamulele South circuit had temperately been able to use grammatical (references, substitutions, ellipses and conjunctions) and lexical (repetitions, synonyms, antonyms and hyponyms) to achieve cohesion in their English essays. 1) References: the Grade 12 FAL learners use the nominal forms of personal pronouns such as (I, he, she, you, it, we and they), the objective forms of personal pronouns (me, your, us, him, her and its), the possessive pronouns (yours, mine hers, ours and theirs), the demonstrative reference (this and that), the article (the), the comparative ('like') to achieve cohesion in their English essays.

Furthermore, the findings reveal that the Grade 12 FAL learners use 2) Conjunctions, the analysis displays that the participants used different kinds of conjunctions such as the additive conjunction (and), the adversative conjunction (but), the temporal (when, until, before and after) and the causal conjunction ('because') to achieve cohesion. Moreover, the data shows that the Grade 12 FAL learners do not use substitution and ellipsis in their English essays to achieve cohesion.

Under lexical cohesion, the studies show that Grade 12 FAL learners use repetition (word repetition), synonyms and antonyms to achieve cohesion in their English essays. These findings concur with many studies including the study conducted by Jayanti and Hidayat^[24]. Their study found that the Junior High School learners used both grammatical

and lexical cohesion to achieve cohesion. They further used conjunctions such as additive, adversative, and clausal conjunctions. Moreover, students utilised reiteration to repeat the same words. Another study that supports the findings of this study was conducted by Siasi^[25]. The STKIP PGRI Lubuklinggau students were the participants of the study. The results revealed that students used grammatical and lexical cohesive devices. However, the students tended to use only a limited range of the different types of cohesive devices. Additionally, the South African study that concurs with the findings of this study was conducted by Mora^[26]. He studied the usage of lexical and grammatical cohesive devices by First Additional Language learners in one of the public schools in South Africa. The results revealed that repetition (lexical) was most used by learners followed by synonyms (grammatical) followed by hyponyms (lexical) followed by meronyms (lexical) and the least used collocations (lexical).

In response to the second research question, the study reveals that the Grade 12 FAL learners at the Malamulele South circuit have some challenges with the use of some cohesive devices. The findings reveal, 1) errors of addition of cohesive device in the sentence. 2) error of mismatch of cohesive devices in the sentence. 3). Error of omission of cohesive devices in the sentence. 4) error of 'misuse of connective devices in the sentence. 5) error of overuse of connective devices in the sentence. These errors interfered with the logic, clarity and readability of their essays. These findings are congruent with Meisuo's study^[27] as cited in^[7]. The results in conjunction are congruent with the findings of a study conducted by Riadi et al^[28], which found that students used various kinds of conjunction to add information. This study further revealed that students over-relied on the additive conjunction 'and' and additive 'but'. The learners' essay extracts are outlined below to gain additional information. It is important to highlight that to adhere to ethical research standards, the excerpts included are taken from the participants' original work without any edits or changes.

Figure 1 shows that the participant achieved cohesion by using the following grammatical cohesion: personal pronouns ('they', 'your', 'you', and 'it'), additive conjunction ('and'), the definite article ('the'), comparative ('like') The data also shows that the participant used the lexical cohesion: repetition of the pronoun ('it') to achieve cohesion. The participant used both grammatical and lexical cohesive

devices to achieve cohesion. These findings are in line with the findings from the study conducted by Mora^[26], which studied the usage of lexical and grammatical cohesive devices by First Additional Language learners in one of the public schools in South Africa. The results revealed that the students use both grammatical and lexical cohesive devices to achieve cohesion.

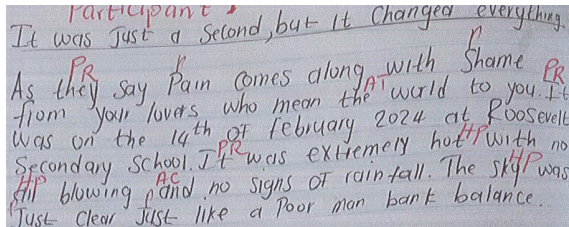


Figure 1. Learner's essay extract 1.

In this extract, the participant used the pronoun 'they' erroneously. The pronoun is used to replace a noun, in this extract the people who are represented or replaced by the pronoun 'they' are unknown or mentioned earlier in the essay. According to Stoian^[29], the English pronoun, among other characteristics, is the part of speech that replaces the noun. So, when the pronouns do not replace nouns, they may have been used incorrectly. Pronouns must help the writer to avoid repetition as they are connectors in communication. Many studies reveal that learners depend on pronouns to connect their sentences trying to make sense. For instance, a study by Shalabi et al.^[30] investigated pronouns' frequencies, the singular pronouns, and the plural in written texts. The study found that students often used the personal pronouns 'I', me, they, we, and their' to achieve cohesion in their essays.

Figure 2 reveals that the participant used the following grammatical cohesive devices: personal pronouns ('I', their', 'he', 'us'), demonstrative (this) and the definite article (the). The participant also used lexical cohesive devices such as repetition (I) and antonyms (negative vibes vs excitement, dad vs mother) to achieve cohesion in his /her English essay. The participant correctly used the grammatical cohesive devices to achieve cohesion in the essay. For instance, the pronoun 'he' refers to the dad and the possessive pronoun 'my' tells whose dad is in question. The participant also used the antonyms. Antonyms form part of lexical cohesive devices. According to Ampa and Basri^[31] antonymy 'helps the English textual cohesion.' So, when learners employ antonyms in their essays correctly, they will produce strong

coherent essays.

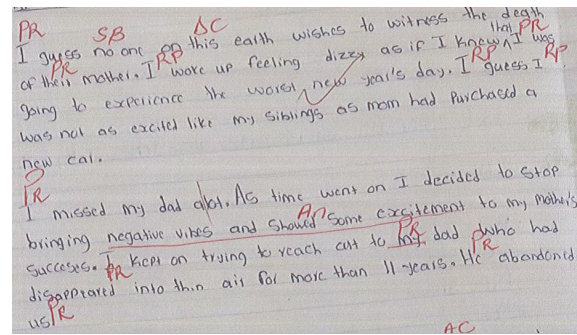


Figure 2. Learner's essay extract 2.

The study shows that the participant used 'negative vibes' as an antonym for 'excitement'. Leech^[32] defines antonym as the relationship between opposite words. So, the participant used these words to create an antonymous atmosphere in the sentence but these words are not antonyms. The Gradable antonymy as proposed by Hu Zhuanglin^[33] is a familiar type of antonymy such as 'hot and cold'. The correct antonym for the negative vibes should be the positive vibe. The two words have an equal linguistic status. Again, the dad and mother are antonyms. However, Lynne^[34] advises that who warns that when writers replace a 'word with another one, they must ensure that they replace it with an equivalent one perhaps, even a more specific one, to improve how they communicate their ideas.

Figure 3 shows that the participant used the grammatical reference under personal pronouns (it, we, he, us, our), demonstrative (there, that), the definite article (the). the additive conjunction (and), causal conjunction (because) and temporal conjunction (before) to achieve cohesion. The participant did not use substitution and ellipsis to achieve cohesion. The data also reveals that the participant used lexical cohesion: repetition (we) to achieve cohesion. Though the participant used both grammatical and lexical cohesive devices, there are many lexical elements that were not used such as synonyms, antonyms, superordinate, hyponyms and meronyms. The results concur with the results of the study conducted by Anwar^[35]. The study revealed that students used both grammatical and lexical to achieve cohesion but repetition was the only used lexical cohesion. In this extract, the data also reveals that the participant omitted a personal pronoun in the sentence: we did not listen to him because we thought was jealous of us. The correct sentence should be we did not listen to him because we thought he was jealous

of us.

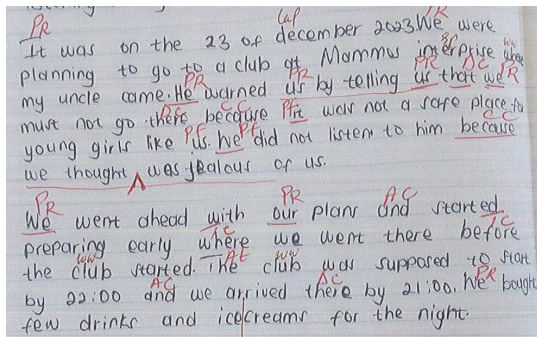


Figure 3. Learner's essay extract 3.

Figure 4 shows that the participant used the grammatical reference under personal pronouns (our, we, my, it). The temporal conjunction (until) and adversative conjunction (but) to achieve cohesion in the essay. The participant did not use substitution and ellipsis to achieve cohesion. The data also shows that the participant used lexical cohesive devices such as synonyms and antonyms. The word happiness is used synonymously with joy to achieve cohesion. Furthermore, both happiness and joy are antonyms for tears. The word 'tears' is a contextual antonym that is used to achieve cohesion in the text.

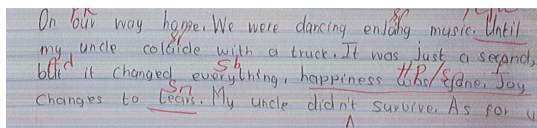


Figure 4. Learner's essay extract 4.

Figure 5 shows that the participant used grammatical references such as personal pronouns (they, their, it), the definite article (the) and demonstrative (this, that) to achieve cohesion. The participant further used the additive conjunction (and), temporal conjunction (when), and causal conjunction (because) to achieve cohesion. No substitution and ellipsis were used in the essay. The participant used lexical cohesive devices in the essay such as repetition (load shedding) and synonyms (dangerous electricity and izinyoka) to achieve cohesion. Both grammatical and lexical cohesive devices were used in the essay. However, the participant used the causal conjunction incorrectly in the sentence: **'Because the parents takes bath with cold water and some machines that are used to treat them not working.'** The reason for using the casual conjunction 'because' is not clear, this sentence could have been constructed without the casual conjunction.

The sentence may be reframed like: 'Criminals may kill you because of money' or 'money can make you killed by the criminals.' The other challenging aspect of the use of lexical cohesion was the overuse of repetition. The error found on the petition includes the learner's overreliance or over-usage of repetition to the point that it interferes with the readability of the essay.

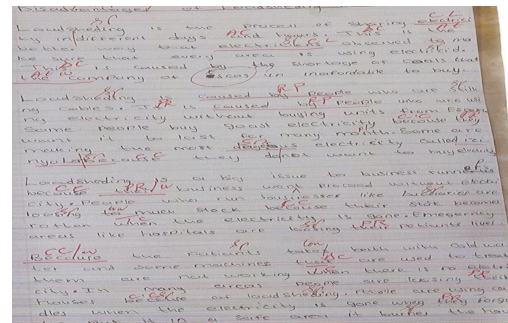


Figure 5. Learner's essay extract 5.

Figure 6 shows that the participant used grammatical references such as personal pronouns (me, he, his myself), the demonstrative (that) and the definite article (the). the participant used the additive conjunction (and), temporal conjunction (afterwards) and causal conjunction (but). The participant did not use substitution and ellipsis. The data also reveals that the participant used lexical cohesive devices such as repetition. The participant used the adversative conjunction incorrectly in the sentence: he did everything in just a second but his actions changed everything.' Greetham^[36] claims that writers utilise adversative conjunctions when the intention is to demonstrate a disagreement, refusal or disapproval that exists between or in the sentences. It gives a conflicting or contradicting meaning to a statement. The participant violated this rule because the second sentence does not provide a contradicting message, the correct conjunction to use is additive conjunction (and) because the second sentence is a confirmation of the first sentence. These findings concur with Anwar's^[35] findings. The study revealed that the language students of IAIN Syekh Nurjati Cirebon used both grammatical and lexical cohesive devices.

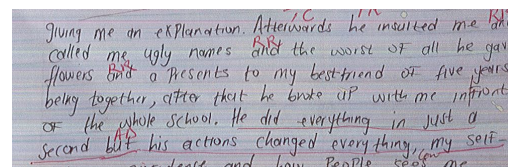


Figure 6. Learner's essay extract 6.

Figure 7 shows that the participant used grammatical cohesion, such as the additive conjunction (and), the personal pronoun (you, you're, they), and the definite article (the). The data also reveals that the participant used the lexical cohesion: repetition (money). The participant used both grammatical and lexical cohesive devices to achieve cohesion in the essay. However, the participant misused the additive conjunction. According to Anwar^[35], the “additives introduce discourse (discourse and text are used interchangeably) units which repeat and emphasise the key point or add relevant new information to the previously mentioned expressions”. The participant started the sentence with the additive conjunction. The additive ‘and’ should always be used to add new information, it cannot be used at the beginning of the sentence as it has to join two linguistic items to be one.

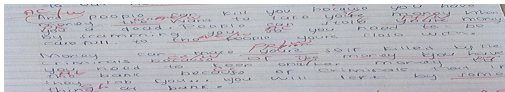


Figure 7. Learner's essay extract 7.

Figure 8 shows that the participant used grammatical cohesion, such as the additive conjunction (and), the personal pronoun (you and your), the demonstrative (that and this), the casual conjunction (because) and the adversative conjunction (but) to achieve cohesion. The data also reveals that the participant used the lexical cohesion: repetition (true friend) and antonyms (suffer and success) and (cry and happy) to achieve cohesion. Repetitive writing is often a significant issue for numerous authors. This observation is backed by a study by Sidabutar^[37], which revealed that students frequently relied on repetition in their work. As a result, many students excessively repeated words and phrases, leading to boring and unengaging essays. The participant used both grammatical and lexical cohesive devices to achieve cohesion in the essay.

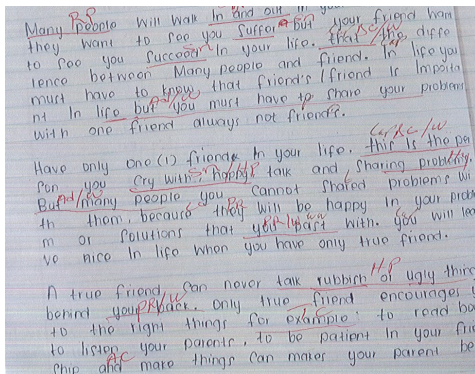


Figure 8. Learner's essay extract 8.

5. Conclusions

The objective of this study was to explore strategies the Grade 12 First Additional Language learners used to achieve cohesion in English essays. Based on the study's findings, the participants used both grammatical and lexical cohesive devices to achieve cohesion. However, there is a need to improve in each type of cohesion because under grammatical cohesion only references that were effectively used. Under lexical cohesion, only repetition was effectively used. The Malamulele South circuit has seven schools but the study was limited to two schools due to financial restrictions.

Learners should be given more essays to write so they may have a chance to apply different cohesive devices and learn through exercises. Essay writing lessons should be taught along with cohesive devices. Therefore, teachers should not teach cohesive devices in isolation, cohesive devices should be embedded in a text or a passage. The researcher recommends that English teachers should focus on teaching cohesive devices in context. This can be effectively achieved by exposing students to exemplary essay compositions and implementing process-oriented approaches, which encompass group discussions, role-playing, peer editing, and debates, to foster adept writing skills. This will help learners not to memorise some cohesive devices and apply them without understanding.

Author Contributions

Conceptualization, M.S.K.; methodology, M.S.K.; investigation, M.S.K.; writing—original draft preparation, M.S.K.; writing—review and editing, H.M.; supervision, H.M.; project administration, H.M.; All authors have read and agreed to the published version of the manuscript.

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Institutional Review Board Statement

The study was approved by Turfloop Research Ethics Committee. Project number: TREC/1658/2023: PG. The study was also reviewed by the Provincial Research Ethics

Committee (LPREC). review date: 27 March 2024.

Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

Data Availability Statement

The data of this article was generated from an ongoing study and the data will be available online or manually when the study is complete.

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Conflicts of Interest

The authors have no conflicts of interest.

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