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Exploring Strategies To Foster Cohesion And Coherence In Efl Writing: A Focus On Simple View Of Writing

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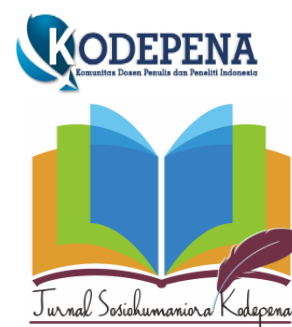
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Abstract

EFL students often experience difficulties in writing coherent texts because of their limited understanding of English writing conventions. Many students have difficulty presenting and organizing ideas effectively, resulting in incoherent texts. These difficulties are also compounded by factors such as level of linguistic proficiency, learning methods, psychological factors, socio-cultural influences, and socio-political issues. This problem is likely widespread in EFL writing classes. The aim of this research is to explore strategies for fostering cohesion and coherence in EFL writing. The research method uses quantitative design with a survey approach. The population in this study was all students at school multiple linear regression, and t test for hypothesis testing. The research results show that the application of Simple View of Writing in EFL teaching significantly increases the cohesion and coherence of students' writing by focusing on comprehension and production of texts. This is important because coherence and cohesion ensure a clear flow in the writing, making it easier for readers to understand.

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Kodepena
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Keywords: Cohesion, Coherence, EFL Writing, Simple View of Writing

INTRODUCTION

Cohesion has long been considered one of the key elements in successful writing. It is important for students to ensure that their written content flows smoothly while conveying ideas effectively. Cohesion is not only about the physical structure of the text, but also reflects the meaning relationships within it. Text is viewed as a semantic entity that shows dependencies between its elements. Readers need to consider the context as a

whole to interpret semantic relationships within and between sentences. Cohesion utilizes cohesive devices which are divided into lexical and grammatical categories. Lexical cohesive devices are based on word meaning, while grammatical cohesive devices emphasize the relationship between sentences.

Conjunctions indirectly express cohesive relationships through specific meanings, which assume other components of the discourse. They consider connecting elements as cohesive ties, where conjunctions are a type of cohesion that connect sentences in a text using a series of ties. Conjunctions define relationships between ideas in discourse, reflecting logical-semantic relationships between sentences. The use of conjunctions helps writers organize content so readers can understand it better (Alawedy & Alalwi, 2022).

Writing requires appropriate and strategic use of language, and has communicative potential and structural correctness. Coherence and cohesion are used to create communicative potential and structural truth in texts. Teaching English as a foreign or second language, writing is always considered a very important aspect. Rao emphasizes the importance of writing in the context of learning English as a foreign language because it can stimulate thinking processes, organizing ideas, and the ability to analyze, criticize and summarize. Additionally, according to research conducted by Ahmed, writing in an academic context is also important because it helps students develop the skills necessary to understand and express their understanding in writing.

Writing skills in English are often a difficult challenge. The writing process requires mastery of various aspects such as vocabulary, grammar, spelling, and others. The teaching materials available at school do not always suit the needs and environment of students. Therefore, English teachers need to show creativity in designing teaching materials that are relevant to students' situations and needs. The contextual learning approach (CTL) is the right choice because this method focuses on teaching that is related to real life, so that learning becomes more meaningful.

Simple writing emphasizes clarity and fluency in the text, so that it is easily understood by various groups of readers. Simple writing avoids the use of unnecessary jargon, complicated sentences, and overly complex vocabulary. The aim is to convey information or messages briefly, easily understood and easy to read. Simple writing focuses on the essence of the ideas conveyed, using clear language and a logical structure to ensure that readers can easily understand the content without confusion or unnecessary complexity (Yulia, 2017).

EFL learners often face difficulties in writing coherent texts due to their lack of understanding of English writing conventions. Many of them have difficulty presenting and organizing ideas effectively, resulting in less coherent texts. They may also lack knowledge about the appropriate application of language features to various types of text, such as descriptive writing (Ningsih, 2014). In addition, EFL learners often prioritize word and sentence aspects over the overall coherence of the text (Rakhman, 2013). The challenges they face are influenced by various factors such as linguistic proficiency, learning methods, psychological factors, socio-cultural influences, and socio-political issues (Ahmed, 2010). This problem is most likely to occur in EFL writing classes.

Previous research conducted by Zahara et al. (2023) mentioned that strategies in fostering cohesion and coherence in EFL writing can use the types of cohesive devices (reference, conjunction, lexical cohesion, ellipsis, and substitution) that exist in student

texts. Meanwhile, Uru et al. (2021) stated that the relationship between phrases must be organized consistently to maintain continuity in writing. The relationship between one statement and the next should be the focal point of good paragraph writing. A writer should explore lexical elements and structures as well as proper cohesion to establish references, links, or relationships between each word in a sentence or text.

The research on enhancing cohesion and coherence among EFL (English as a Foreign Language) students through the "Simple View of Writing" framework presents a promising avenue. However, there are several notable research gaps that merit further exploration. There's a need for more comprehensive studies that delve into the practical application of the "Simple View of Writing" in diverse linguistic and cultural contexts. While the framework's principles seem promising, its effectiveness might vary across different educational settings, languages, and proficiency levels. Hence, conducting research that considers these variations can offer insights into the adaptability and efficacy of this approach.

The novelty of this research is that it adopts the Simple View of Writing approach. This approach becomes the central point in the research because it provides a deep understanding of the essential components in the writing process, namely cohesion and coherence. By using the Simple View of Writing, the research explores various strategies that can be used to improve both aspects. Through this approach, the research can provide a more detailed insight into how cohesion and coherence can be improved in English as a foreign language writing.

Based on this background, researchers are interested in exploring this area with the title "Improving EFL Students' Cohesion and Coherence Through a Simple Approach to Writing." The chosen title, "Improving Cohesion and Coherence in EFL Students Through a Simple Approach to Writing," reflects the main aim of our research, namely increasing cohesion and coherence in writing among English as a Foreign Language (EFL) students. The emphasis on 'EFL Students' in the title of this study ensures that our research is tailored to the needs of students in a specific context. Additionally, the use of a 'Simple Approach to Writing' suggests that our research can use or explore certain models to overcome these challenges.

EFL

EFL as a situation in which students engage in learning English with the intention of using it for communication with speakers of English worldwide, such as tourists or business professionals (Mugadza et al., 2024). In EFL, English instruction is tailored to specific timeframes or events. It is essential for students to gain proficiency in English for international communication, particularly in the context of the internet, as they are essentially becoming part of a global English-speaking community. This preparation equips them to utilize English as a global language in the future. Given the pervasive influence of English in daily life, commencing the learning process from an early age becomes imperative (Zhao, 2022).

Writing

Writing, considered one of the essential language skills alongside speaking, listening, and reading, serves as a means to articulate one's ideas and thoughts on paper. In an educational context, writing commonly takes the form of essays, and it's a skill

frequently employed in everyday life. Salvago et al., (2023) outlines a structured approach to the writing process, consisting of five key phases:

- a. Pre-writing: During this initial phase, students are encouraged to engage in uninterrupted, freeform writing, allowing them to explore and express their ideas without constraint.
- b. Drafting: In the drafting phase, students focus on composing sentences and shaping the content of their writing.
- c. Revising: This stage entails reworking the written material to enhance its quality and effectiveness.
- d. Editing: The editing process involves a thorough review to identify and rectify errors in grammar, punctuation, mechanics, language usage, and spelling.
- e. Review Activities: The final step necessitates students to reflect on and review all activities conducted throughout the entire writing process, from pre-writing to editing.

Cohesion

Cohesion is a semantic concept that pertains to the meaningful relationships existing within a text, essentially defining it as a coherent and unified piece of writing. Cohesion serves as a guide for readers to grasp implicit connections that might not be explicitly provided in the text, yet can be inferred through interpretation (Septiyana et al., 2021). Consequently, cohesion in a text involves utilizing various elements to elucidate and interpret a specific element within the text, facilitating a deeper understanding. In effective writing, cohesion is a fundamental aspect. Cohesive devices encompass English language elements like conjunctions, transitional phrases, synonyms, and pronouns that facilitate the seamless expression of ideas. They serve to link sentences together, making the conveyed ideas more comprehensible to readers. Cohesion entails a web of lexical, grammatical, and other relationships that establish connections between different segments of a text (Mahmood, 2024).

Coherence

Coherence is a vital element of a well-structured paragraph, signifying that the supporting details are logically organized to ensure that related information appears together. Hence, a high-quality piece of writing is one that exhibits strong coherence, enabling readers to interpret the presented ideas with clarity and effectiveness (Lee, 2024).

Additionally, Crossley (2020) put forth five methods for achieving coherence in writing:

- a. Utilizing repetition to link ideas, phrases, and paragraphs.
- b. Employing transitional terms to connect concepts, phrases, and paragraphs.
- c. Using pronouns to establish continuity between sentences.
- d. Employing synonyms to connect ideas and introduce diversity.
- e. Implementing parallel structures to link ideas, phrases, and paragraphs.

RESEARCH METHODS

This research applies a quantitative design with a survey approach. Survey methods are used to observe certain social phenomena. Surveys can be conducted in

various types of research, including descriptive, explanatory and exploratory (Julpatar, 2021). Quantitative design is a research method based on a positivistic paradigm, where the data collected is in the form of numbers which will be analyzed using statistics to produce conclusions (Sugiyono, 2018).

The population in this study is all students registered at school X. The population is a generalized area consisting of objects or subjects that have certain qualities and characteristics (Jasmalinda, 2021). The sampling technique used is a non-probability sampling technique, specifically using a saturated sampling technique. According to Sugiyono as quoted in Candra & Kusmaningtyas (2020), saturated sampling is a technique where all members of the population are used as samples. The number of samples obtained was 121. The data analysis techniques used included normality tests, reliability tests, multiple linear regression analysis tests, and t tests to test hypotheses.

RESULT

Validity test

The validity test aims to evaluate the extent to which a measurement instrument can be considered appropriate in measuring what is intended. This involves assessing whether the instrument accurately measures the construct or variable in question.

**Table 1. Validity Test
Correlations**

		X1	X2	Y	Z
X1	Pearson Correlation	1	.437**	.455**	.200**
	Sig. (2-tailed)		<.001	<.001	<.001
	N	121	121	121	121
X2	Pearson Correlation	.437**	1	.544**	.246**
	Sig. (2-tailed)	<.001		<.001	<.001
	N	121	121	121	121
Y	Pearson Correlation	.455**	.544**	1	.317**
	Sig. (2-tailed)	<.001	<.001		<.001
	N	121	121	121	121

** . Correlation is significant at the 0.01 level (2-tailed).

These results indicate that all statements in the question items have strong validity, so that the questionnaire as a whole is considered valid for use in research.

Reliability Test

Reliability testing aims to evaluate the extent to which a measurement instrument can be relied upon to produce consistent and stable results when used in various conditions. This involves assessing whether the instrument provides consistently reliable results over time.

Table 2. Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,680	3

The results showed that the Cronbach's Alpha value was X, so it could be concluded that the questionnaire results were reliable and further testing could be carried out.

Regression Test

Regression testing is a statistical method used to assess the correlation between one or more independent variables (predictors) and dependent variables (outcomes). The goal is to determine how strong and significant the relationship between these variables is.

Table 3. Regression Test Results

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	5,783	,632		9,149	<.001
	X1	,276	,027	,455	10,371	<.041

a. Dependent Variable: Y

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	7,219	,393		18,354	<.001
	X2	,329	,025	,544	13,147	<.001

a. Dependent Variable: Y

Based on table 3, regression analysis shows that X has a positive and significant effect on Y with a significance value of X that is smaller than 0.05.

DISCUSSION

The application of the Simple View of Writing increases cohesion in the written composition of English as a Foreign Language (EFL) students

The research results show that the use of Simple View of Writing increases cohesion in English as a Foreign Language (EFL) students' writing. One of the important language skills for English as a Foreign Language (EFL) students is writing ability (Taufik & Cahyono, 2019). Writing is a language skill that is used to communicate indirectly, without face to face with other people. Writing activities not only reflect thoughts or feelings, but also express one's ideas and experiences in written form. Writing

ability is an important part of language skills that must be mastered by every individual. Apart from that, writing has many benefits, so learning needs to be improved (Ayu et al., 2020).

Writing is a language skill that plays a central role in the communication process. Compared to the other three language skills, writing skills tend to be more difficult to master, even for native speakers of the language. This is because writing requires mastery of various elements outside the language aspect itself which is the content of the writing (Putri et al., 2024). When writing is not accompanied by proper punctuation or spelling, the meaning of the writing becomes less clear and can even be completely wrong (Abbad & Syaifullah, 2023). Rahmani (2023) states that there are five benefits of writing for English as a Foreign Language (EFL) students, namely (1) improving non-verbal communication skills; (2) stimulate creativity and imagination; (3) expand knowledge because it is integrated with reading; (4) is essential for academic success; and (5) increase self-confidence and sense of accomplishment.

Creating an ideal essay involves a series of propositions that are interconnected to create a feeling of unity or cohesion. Apart from that, there is also a need for order and clarity in the structure that creates a sense of coherence. When related to language skills, writing or composing becomes very important because the assessment is not only based on the ability to write symbols orthographically, but also the ability to use vocabulary, punctuation and compose essays effectively (Iskandar & Wahyuni, 2015).

Cohesion in the composition of students' writing is a crucial element because it ensures that the writing has a clear and orderly flow. Cohesion involves the use of logical sentence structures, the use of linking words, consistent references, and repetition of key words to maintain unity and connectedness between paragraphs, sentences, and ideas in writing. By strengthening cohesion, students can help readers follow their thoughts easily, improve comprehension, and maintain reader interest. Cohesion also allows students to convey their messages effectively and persuasively, as well as strengthening their overall written communication skills.

The application of the Simple View of Writing in EFL teaching increases cohesion in students' writing composition by simplifying the writing process into two main factors, namely comprehension and text production. By focusing on developing writing skills and mastery of grammar, EFL students can more easily understand the relationships between ideas in their writing and produce more cohesive and well-structured texts, assisting them in expressing their thoughts and ideas effectively in English.

The application of the Simple View of Writing increases coherence in the written composition of English as a Foreign Language (EFL) students

The research results show that the application of Simple View of Writing increases coherence in English as a Foreign Language (EFL) students' writing. Writing is considered to have a higher level of difficulty than the other three language skills because of its complex nature. This complexity lies in the demands placed on writers to compose and organize written content and express it in various written language formulations and other writing conventions (Lestari, 2019).

The development of the Simple View of Writing in EFL writing skills is focused on two important aspects, namely comprehension and text production, by reducing the writing process to two main factors. In the context of EFL teaching, this approach helps students to understand that writing skills involve an understanding of the topic being

written about and the ability to organize those ideas consistently. Thus, EFL students are directed to become more skilled in recognizing the relationships between ideas in their writing and in producing cohesive and well-structured texts, which enable them to convey their thoughts and ideas effectively in English (Alawerdy & Alalwi, 2022).

Coherence in the composition of students' writing is a key aspect in ensuring that the writing has unity and an orderly flow. When a piece of writing is coherent, the ideas presented are logically connected and well organized, allowing the reader to follow the train of thought easily. This helps students convey their messages clearly and effectively, and ensures that their writing has a strong impact. Apart from that, coherence also reflects a deep understanding of the topic written by students, because they must be able to organize these ideas in a structured manner and according to the desired context. Therefore, developing coherence skills in writing is important in helping EFL students become more competent and confident writers.

Coherence refers to the unity of meaning between sentences in a discourse, which makes it a logical sequence. The relationship between form and meaning in a discourse is very important to maintain the smooth flow of ideas conveyed in the writing. Apart from that, this makes it easier for readers to understand the content of the discourse. When readers are able to understand the discourse, this shows that most of the cohesion and coherence has complied with the applicable rules (Sakrim & Ulfa, 2021). The coherence relationship in discourse is actually a semantic relationship, which occurs between propositions. Structurally, this relationship is reflected in the semantic links between sentences or parts of sentences. This semantic relationship is sometimes indicated by lexical tools, but sometimes without such signs. Some examples of semantic relationships include (1) cause-effect relationships, (2) cause-effect relationships, (3) means-result relationships, (4) means-end relationships, (5) reason-action relationships, (6) background relationships -back-conclusion, (7) loose-result relationship, (8) condition-result relationship, (9) comparison relationship, (10) paraphrastic relationship, (11) ampliative relationship, (12) additive relationship, (13) identification relationship, (14) generic-specific relationship, (15) specific-generic relationship, (16) analogous relationship, and (17) argumentative relationship (meaning of reason) (Amin et al., 2016).

Coherence in English as a Foreign Language (EFL) students' written compositions is very important because it is key to conveying messages effectively in the target language. When EFL students are able to compose coherent writing, it means they can organize their ideas in a structured and logical manner, allowing readers to follow the flow of thought clearly. Coherence helps EFL students to convey information more fluently and convincingly, strengthens their communication skills in English and facilitates readers' understanding of their writing. Thus, developing coherence skills in writing becomes crucial in EFL learning to achieve higher competence in written communication (Chen & Cui, 2022).

The application of the Simple View of Writing in EFL teaching can increase coherence in students' written composition by focusing on two main aspects, namely comprehension and text production. By understanding that writing skills consist of an understanding of the topic being written about and the ability to organize those ideas coherently, EFL students can be better trained in composing logical and well-structured writing, thus enabling them to convey their messages effectively in English.

CONCLUSION

The application of the Simple View of Writing in teaching English as a Foreign Language (EFL) produces significant improvements in the cohesion and coherence of students' written compositions. By focusing on two main aspects of writing, namely comprehension and text production, EFL students are trained to understand the close relationship between ideas in their writing and the ability to organize them coherently. This is important because coherence and cohesion ensure that the writing has a clear and orderly flow, making it easier for readers to follow the thoughts and messages conveyed. In addition, this ability also strengthens students' communication skills in English, giving them the necessary confidence in conveying their ideas effectively. Thus, developing coherence and cohesion skills in writing is crucial in advancing EFL students' written communication abilities.

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