

## Cohesion and Coherence Problems Among Non-Native English Students' Writing Essays

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### ABSTRACT

In order to properly organize ideas and express significant information, non-native students sometimes struggle with cohesion and coherence in their essays. This study examines the body of literature to pinpoint frequent problems non-native writers have while trying to make their writing coherent and cohesive. This study aims to assess the literature on cohesion and coherence issues in essays written by non-native students, with a particular focus on a number of components, including referential and relational coherence, theme and rheme, and grammatical and lexical cohesion. The literature study looks at papers that address problems with coherence and cohesiveness in student writing. It groups the results according to several coherence and cohesion criteria, such as referential and relational coherence, theme and rheme, and grammatical and lexical cohesion. An analysis of the essays shows common problems that non-native students face. Accompanying difficulties with collocation and diction are lexical cohesion faults, like as repetition and restricted vocabulary utilization. Issues with conjunction usage and text arrangement are examples of grammatical cohesion issues. Coherence is an issue that students struggle with; they have trouble coming up with thesis statements, topic sentences, introductions, and conclusion that are all coherent. Recognizing these difficulties emphasizes the necessity of focused interventions to improve non-native students' writing abilities. The development of instruments such as Tool for Automatic Cohesion Analysis (TAACO) presents encouraging paths for methodically evaluating and resolving cohesion concerns. These insights can be used by educators to create coherence and cohesiveness-enhancing tactics for non-native essay writers, which will ultimately result in clearer, more coherent writing.

**Keywords:** coherence, EFL & ESL Students, Grammatical & Lexical Cohesion, Students' Essay

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## INTRODUCTION

Cohesion and Coherence are two components in linguistics that can help non-native students understand the meaning of a text or create a better-quality essay (see (Ahmed, 2010; Chanyoo, 2018; T. J. M. Sanders & Noordman, 2000; Schubert, 2021). Good writing skills are called professional competencies (T. J. M. Sanders & Spooren, 2015). Students in junior and high school as well as those attending universities require this competency. Therefore, it is a must to dig deeper on the understanding of cohesion and coherence in order to comprehend the meaning of a text and to master a writing competency.

However, in reality not all non-native students, from junior, high school students and even university students who took English major are not able to write an English essay very well. Several studies have found that most students have not been able to make a coherent text (see (Ahmed, 2010; Alireza Ahmadi, 2017; Alotaibi, 2015; Ghufron, 2022; Khonamari et al., 2021; Martínez, 2015; Mohseni, 2019; Setiyorini et al., 2020; Tustiawati, 2023). Students have problems both in lexical cohesion and grammatical cohesion. These problems cause incoherence when composing an essay.

The novelty of this study is a comprehensive understanding on cohesion and coherence problems in students' writing essays. Related to the novelty, the authors introduce the Tool for Automated Cohesion Analysis (TAACO). This text analysis tool can be accessed for free by students via the internet. The utility can be saved on the user's hard disk, is user-friendly, and compatible with Windows, Mac OS X, and Linux operating systems (S. Crossley et al., 2010). The assessment of students' writing quality based on the coherence of their sentences or paragraphs can be measured with this helpful tool.

(Paltridge, 2008, pp. 127–133), grammatical and lexical discourse cohesion are the two categories of discourse cohesion. According to Hassan and Halliday (2008), is concerned with grammar and vocabulary to convey meaning in a text and connect the text to the social context in which it is used; in other words, it is concerned with the elements that are joined together to produce cohesive text and offer a unified texture. Cataphoric reference (that), exophoric reference (this, it), homophoric reference (the), comparative, and bridge references all fall under the category of grammatical coherence (others and opposite). Conversely, lexical cohesion describes the connections in meaning that exist between lexical elements in a text, especially between content words. The basic types of lexical coherence include collocation, repetition, synonymy, antonymy, hyponymy, and meronymy.

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Additionally, Brian (2008, p. 145) emphasized that themes and rhymes exist. These two components aid in how information is presented in a text. A clause's theme (genre) or subject of discussion is stated at the beginning of the clause. The final part of the sentence is a rheme. The theme itself comes in three varieties: textual themes, topical themes (clauses that clarify what will be said) (clauses that contain textual elements such as conjunctions, adverbs, etc.) interpersonal themes (clauses that typically, generally indicate the author's opinion or clauses that illustrate the relationships between text participants. Thematic progression is the term for patterns that this theme-rheme exhibits inside a text. The term "thematic progression" describes how a clause's theme might echo or repeat the meaning of a prior theme or rheme. First, a recurring topic, theme 1 is picked up and repeated at the start of the following phrase, indicating that each clause will address the theme in some way. Second, a linear theme, where the subject matter from one clause's theme is carried over to the next clause's theme. It is commonly referred to as a zigzag pattern. A rheme may have three different forms: a split rheme or several themes. Each of them might be selected as a topic in one or more following sentences.

*Those days* and the period *between the seventh and tenth* that combine the two phrases into a text (*Would you like to meet maybe between the seventh and tenth?*), according to Taboada (2004, p. 156) can both exhibit cohesiveness. Anytime during those times is fine. As a whole, those two phrases' meanings are dependent on one another. A coherent relation exists between these two sentences, and a cohesive connection connects two related things. There are two types of cohesiveness, according to Taboada (2004, pp. 160–166) Grammatical and Lexical cohesion. Cohesion exhibited through the linguistic system is known as grammatical cohesion. Substitution (Nominal, Verbal, Clausal), Ellipsis (Nominal, Verbal, Clausal), and Reference (Personal, Demonstrative, and Comparative) are all included. Lexical cohesion, on the other hand, enhances a text's cohesiveness through vocabulary selection. It comprises of General Word, Synonym, Superordinate, Exact and Rephrased Reiteration, and Collocation.

According to (T. Sanders & Spooren, 2012), coherence as a mental phenomenon signifies that it is not an inherent asset of the text. Readers shape coherence by linking diverse units of information in the text. Coherence has two types (T. Sanders, 2005; 2012); referential coherence and relational coherence. Referential coherence deals with how references create continuity and consequently form coherence. The references involved are references to objects and concepts through full NP, pronouns, anaphoric references.

- a. Shanti gave Sarah a pet rabbit.
- b. She reminded her that such rabbits were quite active.
- c. She told her that she really liked the gift.

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The pronouns (she) and (her) in the following example sentences (b) and (c) are referential coherence. The two pronouns can confuse the reader in interpreting the sentence. For example, in sentence (b), does (she) refer to Shanti or Sarah and whether (her) refers to Shanti or Sarah. Likewise, with what happened in sentence (c). Those linguistic signals of referential coherence affect text processing to get the meaning. Readers can conclude that in (b) *she* refers to Shinta and *her* refers to Sarah because of the mental phenomena.

Meanwhile, relational coherence is a meaning relation that links two text parts (consisting at least clauses). Examples include relationships such as cause-consequence, list (number of events), and problem-solution. These connections are conceptual and do not need to be explained by linguistic signs: such as conjunctions (*because, so, nevertheless, though*) and lexical phrases (*for that reason, accordingly, on the other hand*). The propositional substance, or locutionary meaning, of the two sections of the text is what connects them in this way. They represent coherent events in the world. For instance: *The neighbors suddenly left for Paris last Friday. As a consequence, they are not at home.* Our knowledge permits us to join the parts as coherent in the world. Similarly, the two text parts can be paraphrased as "the neighbors suddenly went to Paris last Friday leading to the fact that they were not home".

## METHOD

### a. Research Design

The research approach used was a literature review. The rationale behind using a literature review as a research method is that it assists in placing the study within the body of existing knowledge, identifies gaps and research questions, builds upon prior research, supports the research design, and provides guidance for data collecting and analysis. Scholars can significantly advance their field of study by synthesizing and critically evaluating the body of extant literature. This study conducts a qualitative analysis of the findings from previous research. The focus of this research is to describe in detail the problems of coherence and cohesion met by junior, high school and even college students in writing kinds of writing essays and the conclusion under this topic.

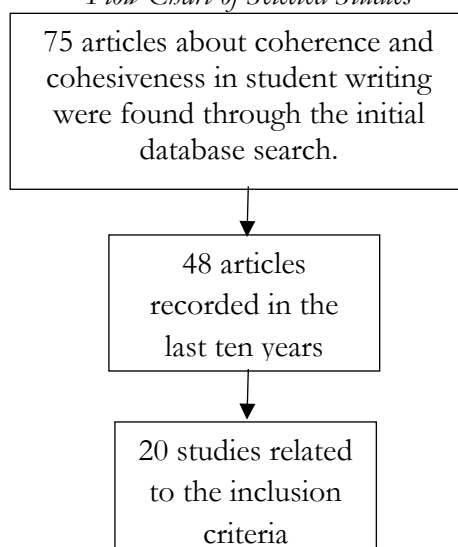
### b. Data Collection

To complete this review, the author searched 75 articles as much as possible containing the phrase "Cohesion and Coherence Problems in Students' Writing Essay" through Google Scholar. After sorting the articles based on the last ten years, they are into 48 articles. After then, the number of articles was further whittled down to 20 by considering the article's goal, which was to identify coherence and cohesiveness issues in students' essay writing. Inclusion criteria are coherence and cohesion problems, students writing essays, the last ten years articles.

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Diagram 1:  
*Flow Chart of Selected Studies*



### c. Data Analysis

This study used Agih Method. According to (Sudaryanto, 2015) data analysis is done in two stages: the *padan* method and the *agih* technique. The determining tool in the *padan* technique is not linguistic. In contrast, the determining tool in the *agih* technique is a component of the language. The determining tool is the reality indicated by language or language referents originating from outside the language used, which can be in the form of social relations, culture, the context in which events occur, and so on. In this study, the authors want to describe coherence and cohesion problems in non-native English students' language in the form of writing essays from several previous researches. So it is clear that the determining tool is part of the language, namely grammatical and lexical cohesion from non-native English students' writing essays.

## FINDINGS AND DISCUSSION

### a. Findings

A total of 75 articles were recognized through the initial search. A total of 55 articles were excluded for the following reasons: (1) more than the last ten years (2) did not state coherence and cohesion problems in non-native students' writing essay (can be EFL and ESL students). The following is a table of summaries of 20 articles that meet the criteria.

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Table 1:  
*Coherence Problems Found in Students' Writing Essay*

Study	Data Sources	Purposes	Coherence & Cohesion Problems	Conclusion
(Alotaibi, 2015)	five papers of female non-native speakers	Assessed the connection	writing quality will be impacted by a high frequency of a single lexical item.	different kinds of lexical ties need to be spread out.
(ALIREZ A AHMADI, 2017)	64 descriptive and argumentative essays	discourse mistakes using RST (Rhetorical Structure Theory)	irrelevant content, violation of completeness & connectedness, incorrect place & relation, crossed dependency, scattered units, and topic	descriptive writing samples were more coherent than argumentative ones.
(Martínez, 2015)	Argumentative essays composed by 399 Spanish secondary education students	examined the frequency of conjunction use and explained the relationship between conjunction density and writing quality.	Participants found difficult to use conjunctions, particularly adversative and additive ones.	The mistakes in conjunctions influenced the paragraphs' and sentences' logical relationship.
(Ratu Nur Faradhiba, 2017)	Writing Assessment from English students group 1-2 in the academic year 2016/2017.	find out students' difficulties in maintaining coherence and cohesion, (2) and find out some effective ways	selecting and outlining their views, providing the necessary evidence, utilizing the appropriate signaling, spelling, and punctuation	creating a draft through three stages: prewriting, outlining, and writing and revision.

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(Khonama ri et al., & Essay 2021)	Writing	investigated the issues with coherence in college students' writing about the cooperative principle and its tenets.	The way the text should be organized concerning cohesion and coherence	Gricean maxims can provide insightful and thorough explanations of coherence issues.
(Fajri, 2016)	21 students taking writing I course	to seek whether unity, coherence, and word usage used correctly by students in writing	Some students did not use unity, coherence, appropriate word usage, spelling, or omitted words and letters.	It was found that many mistakes were affected by students' mother tongue and their challenges with English learning
(Ahmed, 2010)	165 students-lecturers of English were interviewed. And seven essay writing	Explored the problems of cohesion and coherence in EFL students' essays.	Difficult to write a background, thesis statement, topic sentence, and conclusion	Egyptian students' essay writing was influenced by several socio-cultural contexts
(Mohseni, 2019)	40 descriptive essays and 10 experienced teachers	investigated Iranian intermediate EFL learners' problems in cohesion and coherence	difficulty in writing the thesis statement, the transition of ideas, and concluding sentences	to assist the course in improvements of language learners' writing regarding cohesion and coherence

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(Cekiso et al., 2017)	Argumen essays of 244 students	discovered the problems with coherence approaches faced by first-year students	Challenges to write a background, thesis statement, creating logical paragraphs, and coming to a conclusion	design intervention programs
(Mercedes, 2021)	Explanatory essay at the beginning semester before the pedagogical implementation.	established the core strategies of cohesion and coherence to encourage academic writing essay	Students are unable to employ proper outlining, transitional wording, synonyms and antonyms, idea organization, and other skills.	Using the module to instruct students in academic writing in English Major
(Dossoumou, 2018)	S3 students' writings	explored and examined linguistic coherence and cohesion	Students still have severe difficulties in writing coherent paragraphs/texts.	Writing activity is not frequent during the class, and teachers' qualification
(Connor, 2014)	six essays on argumentative tasks	Investigated cohesion and coherence of ESL students' writing in comparison to native English writing	ESL students lacked a suitable reason sentence and 2) appropriate concluding statements	Inclusive theory of discourses can be developed
(Tanawong, 2014)	Forty-six products of the writing assignments	Examined the correlation between cohesion and coherence in English writings	Students struggled with collocation and had a limited word selection.	The values of coherence & cohesion in English works are significantly correlated.

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(Sri Wuli Fitriati, 2017)	Argumen -tative texts.	Observed the writing skills of a group of Indonesian graduate students from English major.	Students had a weakness in producing coherent texts because they lacked optimization of cohesive devices, specifically conjunctions	Less optimization of conjunction as part of grammatical cohesion in students' writing.
<b>(Amperawaty and Warsono 2019)</b>	Ten backgrounds of the students' final projects	Find cohesion and coherence devices in the students' formal writing background.	All types of cohesion and coherence devices are found in the background parts of the students' formal writing	In order to establish coherence in students' formal writing, the instructor should increase the usage of cohesive devices.
(DAMILA, 2021)	The analytical exposition text by the second-grade students	investigated cohesion and coherence in writing analytical exposition texts.	Problems with grammatical, mechanical, sentence structure and diction	A reference was the most important component of coherence, and the transition signal was the most common component of cohesion.
(Fengjie, 2014)	English writing from 18 students	scrutinize the syntactical errors in English writing, then explore the main reasons	some errors in effective sentences	Even if they can articulate their thoughts in English, students lack the proficiency to construct coherent sentences.

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(Jones, 2011)	NS (Native Speaker) and NNS (Non-native speaker) academic writing	investigate the writing habits of NS (Native Speaker) and NNS (Non-Native Speaker) pupils in more detail.	inability to develop a convincing argument.	It demonstrates how a writer's issues with coherence may arise from a lack of rapport with the reader.
(Alsariera & Yunus, 2021)	20 written compositions	investigated the use of lexical cohesiveness to provide the writing of EFL Jordanian students coherence.	Due to their limited training and understanding of vocabulary, students are unable to compose sentences that are completely coherent.	The skill to recognize the different lexical cohesion roles can render a better thoughtful of textual organization
(Liu & Qi, 2014)	30 abstracts by Chinese writers and 30 abstracts by English as Mother Language (EML)	Chinese English students' lack of cohesiveness and consistency in the English abstract of the engineering discourse	the overuse of cohesive devices, overt links, improper repetition of subject/object, progression patterns and indirect statements, indirect and empty background information.	Cohesive and coherence errors done repeatedly by Chinese EFL students

Twenty articles exploring about coherence and cohesion problems found in students' writing essays. A first study (Alotaibi, 2015) collected five papers from female non-native speakers, and the novel was the genre. The purpose of the study was to evaluate the relationship between writing quality and lexical coherence. Five teaching assistants were asked to score the papers according to how well-written they thought they were. This study found the writing quality belongs to the lowest rating because it has several numbers of repetitions of the same type. This study concludes that the use of lexical cohesion is significant. Nonetheless, it is necessary to disperse various lexical

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ties, including those that are same item, synonym, super-ordinate, general, and collocational. Hence, using a lot of ties in one lexical item will lower the quality of a writing; Roxana received the lowest mark since she utilized the most ties in her writing.

Sixty-four male students from a Shiraz language school wrote argumentative and descriptive essays for a second study (Alireza Ahmadi, 2017). These essays were checked for discourse errors using RST (Rhetorical Structure Theory). As a result, EFL students in Iran found many different kinds of coherence errors: irrelevant content, violation of completeness & connectedness, wrong places and relation, crossing dependencies, scattered units and themes. The change in genre was also important for a number of coherence relationships between type and coherence errors. The descriptive writing samples were generally more cohesive than the argumentative writing ones.

A third study (Martínez, 2015) conducted argumentative essays on 399 Spanish secondary school students. The aim of this study was to clarify the correlation between conjunction density and writing quality, and to question the frequency of conjunction usage in written texts. Participants had difficulty using conjunctions, especially negative and additive. A positive association between binding density and composition score was revealed by quantitative analysis. Conjunctional errors impacted the sense of coherence between sentences and paragraphs.

A fourth study (Ratu Nur Faradhibah, 2017) conducted a written assessment of English student groups 1-2 during the 2016/2017 academic year. This study aims to: (1) identify the challenges students have while utilizing coherence and cohesion; and (2) identify practical strategies for preserving coherence and cohesion throughout the writing process. Students had difficulty organizing their thoughts, applying supporting details, and using correct symbols, spelling, and punctuation. Effective strategies for preserving coherence and consistency while writing issues have been discovered by researchers. These are prewriting, outlining, writing and revising drafts.

A fifth study (Khonamari et al., 2021) collected essay writings by 100 Islamic Azad University BA students, both male and female. This study examined the problem of coherence in student writing in the context of the principle of cooperation and its maxims. Students struggled with how the text should be organized concerning cohesion and coherence. The raters judged the essay as incoherent more frequently when students disregarded the maxim. The Gricean maxim can therefore provide a good, meaningful and complete account of the coherence problem perceived by raters.

A sixth study (Fajri, 2016) collected writing tasks from 21 students taking Writing Course I. The aim of this paper is to examine whether students apply uniformity, coherence and word usage correctly when writing paragraphs in English. As a result, we discovered that when writing paragraphs, some pupils did not adhere to good word choice, consistency, or

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coherence. Many of the mistakes, students made were influenced by their native language and were due to difficulties in learning English.

(Ahmed, 2010) Interview with 65 student English teachers, and seven essay writers answered the questionnaire. He investigated the unity and consistency of students when writing essays. It was found that Egyptian students were difficult to write a background, thesis statement, topic sentence, and conclusion. Their work is impacted by a variety of social and cultural settings, including demotivation. Traditional teaching techniques including lectures, reading aloud, and book reading are frequently used by teachers. Egyptian teachers have not also trained in classroom leadership techniques, curriculum planning, design, classroom exchange techniques, and teaching methods.

The corpus of the eighth study by (Mohseni, 2019) included forty descriptive essays and ten experienced teachers as the questionnaire respondents. He examined the problems of EFL learners in Iranian secondary schools in relation to cohesion and coherence and to what extent they applied cohesion and coherence in their writing. The results revealed the following coherence issues for EFL learners in Iran: Difficulty writing thesis statements, transferring ideas, and closing sentences. The results should support courses that improve the cohesion and coherence of language learners' writing.

The source of data from the ninth study (Cekiso et al., 2017) is argumentative essays from 244 students. They found the problems with coherence discourse approaches faced by undergraduates' students when writing essays in English. The findings demonstrated that students had difficulty coming up with topic phrases, supporting sentences, thesis statements, introductions, and conclusions. It was appropriate for teachers to create intervention plans that adhered to the logical issues this study's findings revealed.

The data source for the tenth study (Mercedes, 2021) is descriptive essays on pragmatics from early April to August 2021 prior to educational implementation. This study aimed to establish core strategies of cohesion and coherence to facilitate students' writing. She found coherence problems, such as the inability to organize ideas and the inability to use transition signals. In addition, students are unable to write proper structures, synonyms and antonyms. It also lacked proper collocations, references and conjunctions. In short, she refers to using a module to instruct English majors in seventh grade academic writing.

The eleventh article (Dossoumou, 2018) was primarily based on cohesion and coherence in the writings of SS3 students from Sèmè-Podji secondary school. This research showed that students still struggle greatly to write words or paragraphs that make sense. Writing activities in class are infrequent, so she only has 6 writing activities during the school year. In addition, teachers' academic requirements are another factor in the decline in learners' writing skills.

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The source of data from the twelfth article (Connor, 2014) is six essays on discussion tasks. In comparison to the work of native English speakers, he looked at the consistency and cohesiveness of the ESL students. The ESL learners lacked 1) a proper basis for their assertion statements and 2) a proper conclusion on the preceding subtopic of the issue. Therefore, teachers should continue to study linguistic features in text type variations. Then, teachers can develop a comprehensive theory of discourse worthy.

(Tanawong, 2014) collected forty-six products of writing tasks as data sources. He investigated the connection between English composition's cohesion and coherence. Several cohesion failures were found. Students struggled with collocations and had a limited vocabulary selection. For references, students dropped pronouns, misused certain articles, and underused comparative references. In conclusion, there is a strong relationship between coherence and cohesiveness in the English writing of Thai EFL students.

The data source (Sri Wuli Fitriati, 2017) was a discussion text by students of the Graduate School of English Education. In this study, she examined the composition abilities of several Indonesian postgraduate English majors. The findings showed that graduate students still struggle to connect new concepts into words, as there are discontinuities in linking one sentence to another, resulting in the wrong sentence in some cases. This article did not demonstrate conjunction optimization as part of grammatical cohesion in student writing. This study is also essential for English teachers. Students are strongly encouraged to introduce topics related to the topic of debate on current global issues to provide background information for their writing.

The data source (Amperawaty & Warsono, 2019) was ten backgrounds of ten graduation projects exhibited in 2016-2017. They examined cohesion and coherence devices in the background section of students' formal writing. Analysis showed that all kinds of cohesion and coherence devices can be found in the background part of students' formal writing. However, for students' formal writing to be coherent, teachers must employ cohesive strategies more skillfully.

This study looked into the analytical exposition text for second-grade pupils in senior high school (DAMILA, 2021). She examined cohesion and coherence in writing the analytical commentary texts. She found several problems in her students' writing, including grammatical and mechanical problems, syntax and diction. Language problems and cognitive impairments prevent effective essay writing in English. In short, it is the main piece of cohesion that students use to refer to when writing analytical commentary texts. Next, the most dominant feature of coherence was the transition signal.

The corpus for this article (Fengjie, 2014) was gathered from 18 students of one Experimental Class in Tianjin University of Finance and Economics in China. He examined the primary causes of the syntactical faults that affect coherence in English writing after closely examining the flaws. In

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conclusion, though students can express their ideas in English, they are not expert enough to create effective sentences. The key reason for this is possibly the deficiency of information and awareness of effectiveness. So, teachers can devote some time to familiarizing those factors affecting a sentence's effectiveness.

The work of (Liu & Qi, 2014) examined the genre-based abstract problems with improper cohesion and coherence with non-structural and structural cohesion. Cohesive and coherence problems found in the Chinese EFL abstracts are: (1) the overuse of cohesive devices, (2) overt links, (3) improper repetition of subject/object, (4) progression patterns and indirect statements, and (5) indirect & empty background information. They used five cohesive ties (Halliday & Hassan, 2001), lexical cohesive of Reiteration (Hoey, 2000), and thematic progression (Zhu & Yan, 2001) as measurements. In summary, Chinese EFL writers were not linguistically and culturally sensitive to this genre-based abstract discourse. Of the findings, there are attempts to illustrate the implications for EFL teaching, learning, and translation by tracing the causes of the ineffectiveness.

(Jones, 2011) data source is academic writing by NS (native speakers) and NNS (non-native speakers). In this article, he sought to explore the writing behaviour of NS (Native Speaker) and NNS (Non-Native Speaker) students and their main motivations for inconsistency. As a result, students found it difficult to develop coherent reasoning. In short, he showed that a lack of reader rapport may underlie author coherence problems, and how metadiscourse resources can help authors in the short and long term.

The last study is from (Alsariera & Yunus, 2021). The source of data was 20 written compositions. This study investigated the use of lexical cohesion to provide Jordanian EFL students' writing coherence. It was discovered that due to their inadequate training and lexical item knowledge, students are unable to compose writings that are completely cohesive. In order to produce more coherent and effective writing, textual mechanics requires the proper application of cohesive links. It concluded that the skill to recognize the different roles of lexical cohesion could render a better thoughtful textual organization.

Numerous important discoveries and more general implications can be drawn from the state of the research on cohesion and coherence in non-native writing. Combining these results yields a thorough picture of how non-native authors view, evaluate, and develop these two crucial writing components. The principal conclusions are as follows:

### **I. Definition and Distinction**

The use of linguistic strategies to connect sentences and paragraphs and establish a flow within the text is referred to as cohesion. Conjunctions, pronouns, and lexical connections are some of these strategies. Coherence, on the other hand, is more ethereal and refers to the text's overall meaning

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and logical connections. It includes structuring concepts logically and clearly so that the text makes sense when read as a whole.

## II. Challenges Faced by Non-Native Writers

Owing to a restricted vocabulary, a lack of experience with grammatical structures, and cultural variances in rhetorical structuring, non-native writers frequently struggle with coherence and cohesiveness. Non-native writers occasionally overuse or abuse cohesive methods, resulting in texts that are either excessively simple or complex and interfere with reading comprehension.

## III. Pedagogical Solutions

It has been demonstrated that effective teaching strategies place a strong emphasis on the significance of both global (text-level) and local (sentence-level) cohesiveness. To assist non-native writers connect ideas more effectively, cohesive devices should be explicitly taught, along with when to use them. Students can view instances of cogent writing and comprehend the standards for various sorts of writing thanks to genre-based techniques and the usage of model texts.

## IV. Evaluation and Comments

Conventional evaluations frequently place greater emphasis on coherence which is more arbitrary than cohesion (recognizable indicators like transitions). Coherence is assessed using analytical and holistic grading rubrics that consider the argument's coherence, organization, and flow of ideas. Non-native writers can better grasp their strengths and shortcomings and direct their revisions with more effectiveness when they receive precise feedback that focuses on both cohesiveness and coherence.

## V. Technological Tools

To provide solutions to cohesion and coherence problems, automatic writing evaluation tools should be needed. These tools provide non-native authors with useful insights and recommendations for improvement by analyzing manuscripts for coherent markers and organizational structures.

## VI. Cultural and Situational Aspects

The perception and construction of coherence are influenced by cultural origins. For instance, whilst directness and linear advancement are valued in certain cultures, indirectness and circular reasoning are preferred in others. In order to teach non-native authors how to adapt their work to various situations and audiences, it is imperative that these cultural disparities be acknowledged and addressed.

## VII. Research Gaps and Future Directions

Further investigation is required to trace the progressive evolution of cohesion and coherence in non-native writing as a result of increased exposure and proficiency. Research on various languages and educational settings can offer a more global viewpoint and aid in the development of

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more broadly applicable teaching strategies. Examining how multilingualism affects coherence and cohesiveness can provide light on how multilingualism affects writing abilities.

To sum up, the literature on cohesion and coherence in non-native writing emphasizes the value of clear training, culturally sensitive instruction, and the application of technology to improve writing abilities. It emphasizes how important it is to have thorough evaluation techniques and continuous research to help non-native authors create texts that are coherent, clear, and well-structured.

## **b. Discussion**

All researches were analyzed based on the theory of (Paltridge, 2008; T. Sanders & Spooren, 2012; Teresa Taboada, 2004) about Grammatical and Lexical cohesion, Theme and Rheme, Referential and Relational Coherence in the Literature Review. From the theory, it turns out that there are various kinds of cohesion such as lexical and grammatical cohesion, theme and rheme as well as cohesion related to mental phenomena (cognitive). However, they are still very much articles collected by the author related to lexical and grammatical cohesion. There are not many studies linking cohesion with themes and rhemes as well as cognitive.

Non-native students get a lot of problems related to coherence problems such as irrelevant content, violation of completeness and connectedness, wrong place and relation made by (Alireza Ahmadi, 2017); difficulty organizing thoughts, applying supporting details, and using correct symbols, spelling, and punctuation by (Ratu Nur Faradhibah, 2017); did not write paragraphs by using the correct word choice, consistency, or coherence (Fajri, 2016); become difficult to compose the paper's introduction, thesis statement, topic sentence, and conclusion (Ahmed, 2010); difficulty in writing thesis statement, transition of ideas, and closing sentences in study of (Mohseni, 2019); difficulties with writing the thesis statement, topic sentences, supporting sentences, and conclusion discovered by (Cekiso et al., 2017); the inability to organize ideas and the inability to use transition signals. In addition, students are unable to write proper structures, synonyms and antonyms (Mercedes, 2021); serious problems in creating coherent paragraphs/texts by (Dossoumou, 2018); lacked 1) a proper basis for their assertion statements and 2) a proper conclusion on the preceding subtopic of the issue from the paper of (Connor, 2014); have problems in bridging new ideas between sentences, as there are discontinuities in linking one sentence to another, resulting in the wrong sentence in some cases in the study of (Sri Wuli Fitriati, 2017); not expert enough to create effective sentences found by (Fengjie, 2014); difficult to develop coherent reasoning from the study of (Jones, 2011).

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Next, students have difficulty in grammatical cohesion, such as in several papers conducted by 1) ((Martínez, 2015). Spanish secondary education students experienced trouble using conjunctions, especially negative and additive 2) A study was from (Khonamari et al., 2021), they found that One hundred male and female BA students from Islamic Azad University got a problem with the way the text should be be organized; 3) A paper was conducted by (DAMILA, 2021). She found some problems with second-grade students' writing, such as Grammatical and mechanical problems, syntax and diction.

The last problem is concerned with lexical cohesion. (Alotaibi, 2015) found that female non-native speakers often used repetition in their essays, which can make the quality of the writing worse. (Tanawong, 2014) discovered that students struggled with collocation and had a restricted word choice. (DAMILA, 2021) mentioned that second-grade students had difficulties in sentence structure and diction problems. (Liu & Qi, 2014) examined that Chinese EFL students overused cohesive devices, overt links, improper repetition of subject/object, progression patterns and indirect statements, and indirect & empty background information (Alsariera & Yunus, 2021) explored that EFL Jordanian students cannot write entirely coherent texts due to their inadequate training and lexical item understanding.

From the cohesion and coherence problems above, the writers found a Tool for Automatic Cohesion Analysis (TAACO). This tool can be accessed by non-native students for free via internet. They can download the application themselves and save on the Hard drive of their laptop or computer. They can practice continuously to write essays and can check the quality of their essays by inputting files in TXT format. TAACO's instructions and explanations, along with the software itself, can be found at [www.kristopherkyle.com/taaco.html](http://www.kristopherkyle.com/taaco.html). Students should also be guided and monitored by their teachers so that they remain enthusiastic in improving the quality of their writing.

TAACO integrates more than 150 traditional and recently created text cohesion-related indexes and is compatible with the majority of operating systems, including Windows, Mac, and Linux. It also permits the bulk processing of text files (S. Crossley et al., 2010; S. A. Crossley et al., 2016b). TAACO's cohesion indicator equally emphasizes overall text cohesiveness, global cohesion, and local cohesion. In terms of coherence, local cohesion is cohesiveness at the sentence level (that is, cohesion between smaller textual units like overlapping nouns or conjunctions); the cohesiveness of longer text segments, such paragraphs, is referred to as global cohesion (for example, overlapping of nouns between paragraphs in a text); and text cohesiveness is the presence of cohesive elements within the text as a whole, not when comparing individual passages (lexical diversity, for instance, is measured by word recurrence in the text).

Two studies using TAACO related to text cohesion are as follows. The first study looked at how well adults can understand, process, and

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remember text (S. A. Crossley et al., 2017). Using a variety of different methods, the study found that different approaches work better for different tasks. This study aimed to detect linguistic traits that correlate with judgments of text readability, and to see how these features compare to traditional readability formulas. The study found that traditional readability formulas are not as effective as models of text processing, understanding, and familiarity that are based on cutting-edge natural language processing technologies.

The second study examines how 57 university-level English language learners acquire text cohesiveness on a local, global, and global level (S. A. Crossley et al., 2016a). It concludes that throughout the course of a semester, these coherence kinds enhance the caliber of writing. It was predicted by local, global, and text aspects whether an essay was prepared early in the semester or late. The accuracy of this prediction was 71%. Text cohesion, or the connection of words and ideas within a text, is important for good writing. Thirty six percentage (36%) of the variation in human assessments of text cohesiveness and forty two percentage (42%) of the variance in overall judgments of writing quality can be explained by the use of local, global, and text cohesive elements. This study has significant ramifications for writing development, writing instruction, and second language acquisition.-

## CONCLUSION

Non-native students, from junior, high school and even university students commonly get a lot of problems related to coherence problems. Writing an introduction, thesis statement, topic sentence, and proper transitional signals and conclusion are challenging. In short, they lacked unity. They had problems bridging new ideas among sentences and paragraphs in writing English essays. Further, grammatical cohesion errors are also found in students' writing. They experience trouble using conjunctions and struggle with how the text should be organized. The last problem is concerned with lexical cohesion. Non-native students often use repetition in their essays, which can make the quality of the writing worse. It is also found that students have limited vocabulary choices and problems with collocation and diction. Then, they used improper repetition of the subject/object. Finally, their limited understanding of lexical elements prevents them from writing writings that are entirely coherent. To sum up, there are not many studies linking cohesion with themes and rhemes as well as cognitive. From the cohesion and coherence problems above, the writers found a Tool for Automatic Cohesion Analysis (TAACO). This tool can be accessed by non-native students for free via internet. They can download the application themselves and save on the Hard drive of their laptop or computer. They can practice continuously to write essays and can check the quality of their essays by inputting files in TXT format. TAACO's instructions and explanations, along with the software itself, can be found at [www.kristopherkyle.com/taaco.html](http://www.kristopherkyle.com/taaco.html). Students should also be guided and monitored by their teachers so that they remain enthusiastic in improving the quality of their writing.

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