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Cohesion and Coherence in Academic Writing.

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Presented by

Nabaa Abbas Khanjar

Supervised by

Asst. Inst. Zahraa Khalid Raheem

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Qur'an Verse

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَ الَّذِينَ أُوتُوا الْعِلْمَ دَرَجاتٍ وَ اللَّهُ بِما تَعْمَلُونَ خَبِيرٌ)

صدق الله العلي العظيم

In the name of Allah, the Gracious, the most Merciful

Allah elevates those among you who believe, and Those given knowledge, many steps Allah is Aware of What you do.

Allah almighty has spoken the truth.

سورة المجادلة

آيه ١١

الصفحة ٥٤٣

Dedication

To my family, whose unwavering support and encouragement have been the foundation of my success. To my mentors and professors, for their guidance and inspiration throughout this journey. And to my friends, who have stood by me through challenges and triumphs. This work is a testament to your belief in me.

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Table of Contents

Abstract

This paper explores the concepts of Cohesion and Coherence are fundamental elements of effective academic writing serving as the bedrock upon which clear and impactful communication is built. Academic writing often aims to convey complex ideas and arguments to an audience that may not share the same background knowledge making the role of these concepts even more critical.

The research is structured into three main chapters. Chapter One introduces the essentials of academic writing, providing a definition along with a detailed exploration of cohesion and coherence. Chapter Two delves into the interplay between these elements examining how they function within paragraphs and identifying various types of cohesion, such as grammatical and lexical forms. Chapter Three shifts the focus to coherence, analyzing its vital role in enhancing text clarity and flow, and illustrating how cohesion and coherence operate together to create cohesive written discourse.

Chapter One

1.1 Introduction

Academic writing is characterized by its formal tone, structured format, and adherence to specific conventions. It is not merely about presenting information; rather, it involves constructing a coherent narrative that navigates the complexities of a given topic. Within this framework, the concepts of cohesion and coherence play critical roles. Cohesion refers to the linguistic elements that connect sentences and paragraphs, ensuring a smooth flow throughout the text. Conversely, coherence pertains to the overall clarity and logical progression of ideas, enabling the intended message to be understood without confusion. The interplay between cohesion and coherence is especially significant in academic contexts, where the intricate nature of ideas necessitates a clear and organized presentation.

To achieve coherence in paragraphs, various linguistic devices can be employed, including allusion, substitution, ellipsis, conjunctions, and specific lexical choices. These devices work together to create a seamless reading experience, facilitating the reader's understanding. At the same time, coherence ensures that the text as a whole is logically structured, allowing readers to follow the argument or narrative with ease. This research aims to explore the complex relationship between cohesion and coherence in academic writing, examining how these elements function both independently and as a unified textual unit. By analyzing the different types of cohesion and their impact on coherence, this study seeks to provide valuable insights that can enhance the quality of academic writing, ultimately contributing to more effective communication within scholarly discourse.

1.2 Definition of Academic Writing

Academic writing is defined as a formal style of writing used in universities and scholarly publications, characterized by clarity, precision, and structural organization. It serves not only to communicate ideas but also to engage critically with existing literature, contributing to the body of knowledge in various fields. Academic writing requires a clear framework where ideas can be presented logically, making it essential for scholars to develop both cohesion and coherence within their texts Cohesion refers to the linguistic and grammatical connections that hold a text together, while coherence pertains to the overall clarity and logical flow of ideas presented (Hofmann,2018:28).

Johnson (2021:45) emphasizes that cohesive devices, such as conjunctions and reference words, are crucial for ensuring that texts have a seamless flow, which aids readers in following the author's argument Similarly, that a lack of coherence often leads to confusion among readers, thus impairing their ability to engage with the material presented the study underscore that effective academic writing not only communicates ideas but also provides a structured framework that enhances understanding through cohesive and coherent construction.

the significance of cohesion and coherence, Adams asserts that these elements are fundamental in academic contexts because they facilitate critical engagement with complex concepts. As highlighted in her dissertation, the interplay between cohesion and coherence allows writers to construct arguments that are not only persuasive but also accessible to diverse audiences Therefore, mastering these aspects of academic writing is essential for students and researchers aiming to convey their findings effectively and contribute to scholarly discourse (Adams, 2019:112-114).

1.3   Concept of Cohesion

The concept of cohesion pertains to the interrelationships among various forms within a text, highlighting how different discourse elements connect and contribute to the overall coherence of the discourse (words or sentences) used to arrange a discourse have a coherent and complete connection. Cohesion is an internal aspect of the structure of discourse. Research on the elements of cohesion thus becomes a part of the study of the formal aspects of language. Consequently, the organization and structure of discourse are also concentrated on syntactic and grammatical aspects (Halliday and Hasan, 1976: 5).

According to Mocliono (2004: 34), to achieve a good and complete discourse, sentences must be cohesive. Only with such cohesion can the elements of discourse be interpreted according to their dependence on one another. Cohesion facilitates the establishment of semantic relations between elements in discourse, indicating that it is also a form of semantic organization that refers to the linguistic linkages within spoken or written language that form a coherent discourse.

Halliday and Hasan (1976) further categorized cohesion into two parts: grammatical and lexical cohesion, both of which must be present in a unified text (ibid:4-6). Similarly, Richards posits that cohesion signifies the grammatical and lexical connections among different elements within a text, which can be observed in the relationships between various sentences or within individual sentences themselves. Thus, cohesion serves as one of the standards indicating that a text or discourse is considered communicative; without cohesion, a text or discourse may not be perceived as communicative (Richards, 2002: 148).

As cited in Halliday and Hasan (1976: 4), the elements of discourse cohesion can be divided into two main types: grammatical cohesion and

lexical cohesion. Grammatical cohesion consists of elements such as reference, substitution, ellipsis, and conjunction, while lexical cohesion encompasses synonyms,antonyms, hyponyms, repetition, and equivalence.

1.4 Concept of Coherence

If cohesion is related to the formation of texts, then coherence is an aspect of meaning that refers to aspects of speech or that illustrates how implied propositions can be examined and inferred. coherence is interwoven parts of discourse; semantic cohesiveness that can be achieved by factors outside the discourse. So coherence is the continuity of information (Renkema, 2004: 138).

According to Keraf (2005: 30) Coherence refers to how textual components, such as the configuration of concepts and relationships that underlie a text are mutually acceptable and related. In other words, coherence is the understanding of the meaning that is owned by the listener or reader. Since coherence involves elements of meaning that necessitate interpretation, it can manifest implicitly. The coherence of the cohesive element is the inward element.

That coherence is the integration of ideas between parts of the discourse, and cohesion is one way to form coherence. Coherence is one important aspect of discourse in supporting the integrity of the meaning of discourse. If a discourse does not have coherence, the semantic-pragmatic relationship that should be non-existent and illogical (Mulyana, 2005:135).

Brown and Yule (1983: 135) emphasize that coherence means cohesiveness and understanding between units in a text or utterance. In the structure of discourse, the aspect of coherence is very necessary to organize their inner affinity between propositions with each other to get wholeness.

Chapter Two

2.1 Cohesion and Coherence in Academic Writing

Tackling relations of meaning and references in a text is often related to cohesion. A text can be cohesive if its units are bound together with explicit or implicit relations. Cohesion is often defined as the network of lexical, grammatical, and other relations which provide links between various parts of a text. Cohesion is also considered as the formal linkage between an element of a discourse or a text and another element in the same discourse or text. The units of a cohesive text are not just a random set of sentences. The connectivity of the elements of a text is mainly a matter of reference and meaning. Cohesion can be expressed through the structural organization of language that consists of three levels of coding which are meanings of the semantic system, the wording of the lexico-grammatical system, and the phonological and orthographic systems. In fact, meaning is put into wording and wording into sound or writing (Haillday, 1994: 29).

2.1.1 Coherence in Academic Writing

Coherence in academic writing is a crucial element that ensures the logical flow and unity of ideas throughout a text. Coherence refers to the quality of being logical, consistent, and structurally connected in writing. Achieving coherence involves organizing ideas in a clear and sequential manner to help readers follow the argument or narrative easily. This can be accomplished through the use of transitional words and phrases, such as "however," "therefore," and "in addition," to establish connections between sentences and paragraphs Additionally, maintaining coherence requires writers to use consistent and parallel structures, as well as to ensure that each paragraph contributes to the overall thesis or main point of the paper (Jones, 2020: 45).

Coherence is an essential element of academic writing that enhances the clarity and effectiveness of communicating ideas to readers. It is often described as the connection that links various sections of a text, ensuring that the argument develops logically and convincingly. Without coherence, academic writing may appear disjointed and difficult to follow, diminishing the impact of the author's message and hindering readers from fully engaging with the content. By maintaining coherence through the use of clear organization, logical transitions, and cohesive argumentation, writers can enhance the readability and persuasiveness of their work, leading to a more effective communication of their ideas and research findings (Becker. 2007: 40).

Furthermore, coherence in academic writing is essential for guiding readers through complex arguments and helping them navigate through the maze of information presented in scholarly texts. coherence is achieved through the strategic arrangement of ideas, the use of signposts to indicate relationships between concepts, and the development of a clear and consistent line of reasoning throughout the text. By creating coherence in their writing, writers can help readers understand the development of their argument, understanding the connections between different points, and ultimately arriving at a comprehensive understanding of the subject matter (Swales, 2012: 87).

2.1.2 Cohesion in Academic Writing

Cohesion in scholarly writing is crucial for conveying ideas in a clear and logical manner, allowing readers to follow the argument without ambiguity. Cohesive elements like references, substitutions, and conjunctions assist in connecting sentences within a paragraph, improving

the text's readability and understanding. It is important to note that the effective use of cohesive tools not only improves the flow of information but also aids in the progression of critical arguments in scholarly writing, enabling writers to create more persuasive texts Revealed that cohesion was often a determining factor in the perceived quality of academic work, illustrating the importance of this aspect in achieving academic rigor (Jalil and Ahmadi, 2013: 49).

Furthermore, Chen (2017:67) highlighted that grammatical and lexical cohesion contribute to the overall coherence of academic discourse, with lexical cohesion reinforcing key concepts and themes He found that cohesion tools were frequently underutilized, suggesting that many authors relied heavily on explicit markers to convey relationships between ideas, which can lead to incoherent writing. This finding underscores the need for students to be more aware of and effectively integrate different forms of cohesion to improve the clarity and persuasiveness of their arguments (Wang, 2020: 110).

2.2 Cohesion in Paragraph

Cohesion within paragraphs is essential for maintaining a logical progression and coherence in written communication. Cohesion is described as "a semantic relationship between components of the text and is accomplished through the use of cohesive devices" . In their seminal work "Cohesion in English," they highlight the significance of creating meaningful connections between sentences and ideas to guide readers through the text seamlessly Halliday and Hasan (1976:4). Furthermore, as discussed by Grimes (1996:82) in "The Architecture of Language," cohesive elements such as pronouns, conjunctions, and lexical repetition

serve as linguistic tools that bind sentences together within a paragraph By employing these cohesive devices effectively.

Cohesion in writing is a crucial element that ensures the logical flow and coherence of a text. cohesion is defined as "the grammatical and lexical linking within a text or sentence that holds a discourse together and gives it meaning." This linking is achieved through the use of cohesive devices such as pronouns, conjunctions, and transitional words. By employing these linguistic tools effectively, writers can create connections between sentences and paragraphs, guiding readers through the text in a structured and coherent manner (ibid :4).

According to Flower and Hayes (1981: 365-387), cohesive writing helps readers. follow the author's intended meaning and prevents confusion or misinterpretation. By structuring paragraphs with cohesive devices and maintaining a consistent flow of information, writers can effectively communicate their ideas and engage readers more effectively.

2.3 Types of Cohesion

Cohesion refers to the linguistic elements that connect and bind sentences and parts of texts together, ensuring clarity and coherence in communication. It can be classified into two main types: grammatical cohesion and lexical cohesion. Grammatical cohesion involves relationships established through grammatical structures, such as reference, substitution, ellipsis, and conjunction, which guide readers through a text by linking ideas and reducing repetition. In contrast, lexical cohesion relies on the use of related words and expressions, enhancing the overall meaning and flow of discourse (Crystal, 2008: 166).

2. 3.1 Grammatical Cohesion

Grammatical cohesion is divided into four types: reference, substitution, ellipsis and conjunction.

2.3.1.1 Reference

The References are being understood in their own context. They relate to another element for their understanding. In English, these items include personal pronouns, demonstratives, and comparative terms (ibid).

As cited in Lyons (1968: 44), "the relationship that holds between word and things is relationship of reference: word refer to thing". Its mean that the reference the word refers to something that to be a subject or something.

In discourse analysis, "reference is treated as an action on the part of the speaker or writer, Brown and Yule (1983: 28)", It's mean that an action on the speaker or writer as part from of the text. States that "reference concern the ability of linguistic expressions to refer to real entities. It's mean concern the ability from expressions to refer something. Reference may be endophora and exophora is reference that lies in the inside of the text. Endophora is divided into anaphora and cataphora. Endophora is reference, which refers to preceding text; cataphora is reference, which refers to following text (Finnegan, 1999: 203).

In addition, exophora is reference which lies outside the text in the context of situation. Type of Reference is divided into three parts: personal, demonstrative, and comparative reference.

2.3.1.1.1 Personal Reference

Halliday and Hasan (1976: 76) defines Personal reference as a reference by means a function in the speech situation through the categories

of person. The Categories of personal reference include three classes of personal pronoun, Possessive determiner (adjective pronoun), and possessive pronoun. It can be seen from the table below.

2.3.1.1.2 Demonstrative Reference

Is a fundamental aspect of linguistic communication that enables speakers and writers to refer to entities in their surrounding context with clarity. Seminal work on implicature and reference, demonstratives serve not only as pointing gestures in discourse but also play a role in establishing relationships between the speaker, the addressee, and the referred entities (Grice, 1975: 41-58).

As cited in Halliday and Hasan (1976:37) Demonstrative reference is reference by means of Location on scale of proximity. It is essentially a form of verbal Pointing, as said before the speaker identifies the referent by Locating it on scale of proximity Its mean refer to the place or location that the people Identify.

2.3.1.1.3 Comparative Reference

In terms of comparative reference, it is stated that this concept is conveyed through the use of adverbs and adjectives to evaluate and differentiate elements within a piece of writing, according to Halliday and Hasan (1976: 37) suggest that comparative reference contributes to textual cohesion by setting up a relation of contrast expressed by such adjectives as same, identical, equal, adjective in a comparative degree, and adverbs such as identically, likewise, so, such, etc. General and particular comparison in English is illustrated in Tables 6. This table represents re-arranged version of the corresponding tables in (ibid:76).

2.3.1.2 Substitution

Substitution involves the process of exchanging one component for another It is a relation in wording rather than in the meaning. It is also a Relation within the text. "A substitute is a sort of counter, which is Used in place of the repetition of a particular item" (Halliday and Hasan, 1976: 88-89).

Chojimah (2014:10), states that "substitution, which Corresponds to the verb to substitute, is the replacement of a word or a group of words with a word which is apparently not related to the replaced words". It mean that one word stand for an entire Structure.

Type of Substitution is divided into three types; there are Nominal, verbal, clausal substitution.

2.3.1.2.1 Nominal Substitution

Nominal substitution is expressed by the using of Word one, ones, and same.

Example: Mummy will you buy Me a bus? I want the red one From example above, the nominal substitution is one.

It substitutes bus (Halliday and Hasan, 1976: 99) .

2.3.1.2.2 Verbal Substitution

The substitution structure within the verbal group is represented by "do," accompanied by the typical morphological variation do, does, did, doing, done. This operates as head of a verbal group, in the place that is Occupied by lexical verb, and its position is always final in the group (ibid :112) Example:

a. Does Granny look after you every day? She can't Do at weekends, because she has to go to her own House.

b. Have they removed their furniture? They have done the desks, but that's all so far.

In (a) do substitutes look after the addressee (you),

And done in (b) substitutes removed (ibid: 114).

2.3.1.2.3 Clausal Substitution

Clausal substitution is a type of substitution in which What is presupposed is not an element within the clause but an Entire clause. The clausal substitution is so and not (ibid:130). Example:

(a) Is the mango ripe? It seems so. (ibid:134)

In (a), the so presupposes the whole of the clause this Is mango ripe.

(b). Ought we to declare our winnings? – It does not say so.

In (b), not substitutes for we ough not to declare our Winnings (ibid:133).

2.3.1.3 Ellipsis

Ellipsis is simply substitution by zero. The starting point of the discussion of ellipsis can be the familiar notion that it is something left unsaid (Halliday and Hasan, 1976: 142).

Ellipsis is also the omission of an item. It can be interpreted as that form of substitution in which the item is replaced by nothing (ibid:88).

According to Quirk (1991: 255) Ellipsis is a grammatical omission. In ellipsis the actual word or words that Are implied must be exactly

recoverable if grammatical sentence is Missing. For example, the marker to occurs in below without the infinitive Which is normally introduced:

If he works hard, I won't have to.

When ellipsis is used, the meaning must not be changed, thus the following Example is not elliptical at all:

The poor need more help (ibid: 225).

2.3.1.3.1 Verbal Ellipsis

Verbal ellipsis involves the exclusion of one or more words within the verb group that are inferred from the prior verbal group. The structure in itself cannot resolve the omission. A verbal group in which all the systematic features (positive, negative, finite, non-finite, present or past) are expressed is not elliptical. Verbal ellipsis can be of two types lexical and operator (Halliday and Hassan; 1976: 167).

1- Lexical Ellipsis occurs when the main verb is missing. It is something from the right.

2- Operator ellipsis occurs when the main verb is missing from verbal group. For example:

1) a.Have you been swimming?   b. Yes, I have

2) a. What are you doing?   b. Swimming (ibid: 170).

2.3.1.3.2 Nominal Ellipsis

Nominal ellipsis takes place within the nominal group. The configuration of the nominal group consists of a head with optional modifiers; the modifying elements include some that precede the head and

some that follow it. Referring to premodifier and postmodifier respectively. The modifier is combined with another structure, on the experiential dimension, which consists of the elements: Deictic, Numerative, Epithet. Classifier and Qualifier (Quirk and Greenbaum, 1991: 257).

The head noun denoted by individual or class is not expressed, and one of the other elements such as deictic, enumerative, epithet or classifier functions as head, such as:

a. Which has longer, the curved roads of the straight roads?
b. The straight is less likely to break. Although Helen is the oldest girl in the class, Julle is the tallest (ibid).

2.3.1.3.3 Clausal Ellipsis

Clausal ellipsis is the omission of an item within the Clausal. Example:

Who taught you to spell? – Grandfather did.   (Halliday & Hasan, 1976: 199).

The clausal ellipsis is did. Here is omission of the Verb and the complement the clause that is omitted is taught

You to spell. for example:

a. Are you coming?
b. Yes (Haliday and Hassan; 1976: 208).
a. We are bound to win the prize someday.
b. Yes, but when? (Quirk and Greenbaum, 1991: 261).

2.3.1.4 Conjunction

The conjunction is one of grammatical cohesion that is done by connecting one element to another in the discourse in the form of lingual units of words, clause phrases, sentences and paragraphs (Sumarlam:2003). Sumarlam also divides Conjunctions into three groups namely coordinative conjunctions, correlative Conjunction, and subordinative conjunction.

Cohesion is carried out by use of conjunctions as one of the clearest ways of Grammatical cohesion. Conjunctions are words used for the process of linkage. These words can bring together a chain of clauses, sentences or paragraphs. (Larson, 1984:399) Halliday and Hasan lay out four kinds of conjunctions in their Study:

1- Additive Conjunctions, for instance: also, or, and
2- Adversative Conjunctions, for instance: yet, only, but
3- Causal conjunctions, for instance: so, then
4- Temporal conjunctions, for instance: first, finally

2.3.2 Lexical Cohesion

Lexical cohesion is the cohesive effect achieved by the selection of vocabulary. The buildup of a discourse is not merely due to grammatical factors, but rather lexical choice significantly contributes as well. It means that the connection among sentences could be built through the word/lexical choices (Chojimah, 2014: 12).

As cited in Ali (2021: 276) Lexical cohesion is expressed through the structure of the lexis, or vocabulary. It is established through the selection of lexical item in which in some way related to one occurring previously. This term is used to refer to the lexical connection that links

different parts of a text through the use of its lexis or vocabulary: that is through either the repeated use of a lexical item, or the use of an equivalent lexical item. In most cases, reiterated elements point back (anaphoric) to other elements, signaling that there is a referential identity or equivalence between those elements, i.e., they are systematically connected by Having a common referent:

Textual ellipsis (anaphoric)

e.g. I am happy if you are (happy)

Textual ellipsis (cataphoric)

e.g. Those who prefer (to stay indoors) can stay indoors.

2.3.2.1 Repetition

Reiteration is a type of lexical cohesion characterized by the repetition of a specific lexical item, the utilization of a general term to refer back to that item, and various connections, such as the use of synonyms, near synonyms, or superordinate terms. This phenomenon can also manifest through the employment of words that are systematically connected to earlier terms. The elements of reiteration may include repetition (often involving a reference), synonyms or near synonyms, hyponyms (related to variations or categories of things), as well as superordinate and general terms (Halliday and Hasan, 1976: 278).

2.3.2.2 Collocation

Collocation is cohesion on text is subtle and difficult to estimate, it is a systematic relationship between a pair of words. This would include not only synonyms and near synonym and super ordinate, but also pairs of opposites of various kinds, complementary. Example: Why does this little

boy wriggle all the time? Girl's don't wriggle. Example above, the collocation is boy and girl. They are related by a particular type of oppositeness, called (ibid: 285).

Chapter Three

3.1 Coherence in Academic Writing

Coherence in academic writing is a crucial element that ensures the logical flow and unity of ideas throughout a text. According to Williams (2018: 11), coherence refers to the quality of being logical, consistent, and structurally connected in writing. Achieving coherence involves organizing ideas in a clear and sequential manner to help readers follow the argument or narrative easily This can be accomplished through the use of transitional words and phrases, such as "however," "therefore," and "in addition," to establish connections between sentences and paragraphs (Smith, 2015: 72) .

Cohesion in a text is not only about the structural arrangement of words, but also about the contextual relationship between sentences that contributes to the overall understanding of meaning. This includes how phrases fit together in their context, forming the message conveyed. Cohesion is the connection between a text and its situational or cultural context. Cohesion is not inherent in the words themselves, but exists in the minds of readers, reflecting their ability to see how the elements fit together. It is also highlighted that cohesion arises from the audience's interpretation of the text, making it conditioned by the background knowledge of the recipient. Therefore, for cohesion to be effectively perceived, the audience must have sufficient context to interpret the connections between the messages presented in the speech (Taboada, 2004: 4).

According to Tanskanen (2006: 126) Coherence in a text can only be recognized if the recipient has enough background knowledge to understand the connections between the messages in the conversation.

The examples below show the coherent, and non-coherent texts:

1) A text with coherence: A: Are you coming to the party?

                                    B: Yes, I'll be there at 7 PM.

2) A text with no coherence: A: What time do you wake up?

                                    B: I like ice cream on hot days.

                                                        (ibid)

Coherence is a fundamental aspect of academic writing that contributes to the clarity and effectiveness of conveying ideas to readers. Coherence is described as the thread that connects different parts of a text, ensuring that the argument unfolds logically and persuasively. Without coherence, academic writing may appear disjointed and difficult to follow, diminishing the impact of the author's message and hindering readers from fully engaging with the content. By maintaining coherence through the use of clear organization, logical transitions, and cohesive argumentation, writers can enhance the readability and persuasiveness of their work, leading to a more effective communication of their ideas and research findings (Becker, 2007: 40).

Furthermore, coherence in academic writing is essential for guiding readers through complex arguments and helping them navigate through the maze of information presented in scholarly texts. Coherence is achieved through the strategic arrangement of ideas, the use of signposts to indicate relationships between concepts, and the development of a clear and consistent line of reasoning throughout the text (Swales, 2012: 87).

3.2 Coherence and Cohesion as a Text Unit

Coherence and Cohesion are essential aspects of a well-structured text unit. Coherence refers to the logical connections between ideas within a text, ensuring that the content flows smoothly for the reader. On the other hand, cohesion refers to the grammatical and lexical devices used to connect different parts of the text, such as transition words, pronouns, and repetition. The authors further discuss the importance of maintaining coherence and cohesion throughout the writing process to enhance clarity and understanding for the audience. In academic writing, coherence and cohesion play a significant role in conveying complex ideas effectively and ensuring a cohesive presentation of information (Oshima and Hogue, 2019: 56).

Moreover, coherence is achieved through the careful organization of ideas, coherence can be likened to a well-constructed building, where each part supports the overall structure, making it easier for readers to grasp the intended message. This structural integrity is crucial in academic contexts, where complex ideas must be presented clearly (Enago, 2023: 1).

In addition, coherence can be fostered through the use of topic sentences and clear transitions. That a coherent text not only presents ideas logically but also connects them effectively, allowing readers to see the relationships between different points. This interconnectedness is vital for maintaining reader engagement and ensuring that the text serves its intended purpose (ibid).

Cohesion, on the other hand, focuses on the linguistic elements that create unity and flow within a text. Highlight that cohesion is achieved through the use of cohesive devices such as pronouns, conjunctions, and lexical cohesion, which help to link sentences and paragraphs together.

These devices serve to create a sense of continuity and guide the reader through the text (Halliday and Hasan, 1976: 4).

According to Martin (2010: 45-46) Cohesion is an important aspect of textual units, referring to the ways in which elements within a text relate to and relate to each other, contributing to a whole. Cohesive devices include conjunctions, pronouns, and lexical links, which help readers understand the relationships between sentences and paragraphs . These elements facilitate the flow of information and aid the reader in understanding the argument or narrative of the text. Cohesion is not only concerned with grammatical correctness but also involves the thematic organization of information throughout the text.

In Academic Writing, the effective use of coherence and cohesion is crucial for conveying complex ideas and arguments clearly texts that lack coherence and cohesion may confuse readers and hinder comprehension, leading to a breakdown in communication. Therefore, writers must pay careful attention to these elements to ensure that their writing is both coherent and cohesive (Flowerdew, 2012: 67).

Conclusion

This research on cohesion and coherence in academic writing underscores their essential roles in producing clear, logical, and effective scholarly texts. Through a detailed exploration of the fundamental concepts, it becomes evident that both cohesion and coherence are pivotal for enhancing the readability and overall quality of academic discourse.

Cohesion, delineated through its various types such as grammatical and lexical cohesion, serves as the connective tissue of writing-linking ideas, sentences, and paragraphs in a seamless manner. The discussion on conjunctions highlights their vital function in signaling relationships among ideas, which facilitates the logical progression necessary for conveying complex information. By employing conjunctions skillfully, writers can construct sentences that not only flow well but also reflect a structured approach to presenting ideas.

Coherence, on the other hand, encompasses the broader organization and meaningful connection of ideas throughout a text. The alignment of cohesion and coherence ensures that academic writing is not only technically sound but also intellectually engaging.

The mastery of cohesion and coherence is crucial for anyone engaged in academic writing. By understanding and applying the principles discussed in this research, writers can enhance their ability to communicate complex ideas effectively, leading to a more impactful and polished final product. This understanding not only benefits individual authors but also enriches the academic community as a whole, fostering clearer communication and deeper understanding among scholars and readers alike.

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