



Submitted: 2 Juni 2026

Revised: 7 Juni 2026

Accepted: 22 September 2026

LEXICAL COHESION IN EFL STUDENTS' DESCRIPTIVE WRITING ON PADLET

Syasqia Najla Salsabila¹, Jauhar Helmie², Chalermchai Wongrak³,
Vina Nurviyani⁴

*syasqianajla@gmail.com*¹
*jauharh Helmie@unsur.ac.id*²
*chalermchai.w@ubu.ac.th*³
*vinanurviyani@unsur.ac.id*⁴

^{1,2,4}Suryakancana University

³Faculty of Liberal Arts, Ubon Ratchathani University, Thailand

ABSTRACT

Lexical cohesion is an important aspect of writing because it helps connect ideas and creates a coherent text. However, many EFL students have limited awareness of lexical cohesion, which affects the cohesion and clarity of their written texts. Using Halliday & Hasan (2014) framework, this study aims to identify the types of lexical cohesion found in the texts and examine the functions of lexical cohesion across the generic structure of students' descriptive texts. The data were collected from 20 descriptive texts written by eleventh-grade students, focusing on the Identification and Description stages. The findings revealed 220 data of lexical cohesion across all 20 texts. In terms of types, lexical cohesion consists of two major categories: Reiteration, which was found in 126 data (57%), and Collocation, which was found in 94 data (43%). Reiteration was further found in four subtypes: Superordinate (29.5%), Repetition (15.9%), Synonymy (8.2%), and General Word (3.6%). The findings also showed that lexical cohesion functions differently across the generic structure. In the Identification stage, Repetition and Superordinate mainly function to introduce and maintain the topic, whereas in the Description stage, Collocation mainly functions to build detailed descriptions, supported by the other lexical cohesion types. These findings suggest that lexical cohesion contributes to the coherence of students' descriptive writing and can be considered in teaching writing through digital platforms such as Padlet.

Keywords: *Lexical Cohesion, Descriptive Text, EFL Writing, Padlet, Vocabulary Mastery*



INTRODUCTION

Writing is one of the most important productive skills in English language learning. Through writing, students can express ideas, opinions, and information in a structured and organized form. Writing requires not only proper grammar but also the capacity to arrange thoughts logically so that readers may understand the content clearly. In this context, Gunas *et al.* (2020) emphasize that writing is fundamentally a process of putting words into a readable text where ideas must be well-organized and connected in a logical sequence to effectively communicate meaning to the reader. According to Prihatini *et al.* (2019) students in the Indonesian curriculum are expected to be able to convey ideas in simple text using effective, accurate, and everyday language to communicate with others. Therefore, mastering writing is essential for students to achieve communicative competence in both academic and social environments.

Despite its importance, EFL students frequently face significant challenges in producing cohesive and coherent written texts. Priyatmojo (2021) observed that many students produce unrelated sentences and struggle to organize ideas systematically, often resulting in fragmented paragraphs that fail to create a unified meaning. This is often caused by a lack of vocabulary diversity, in which students rely heavily on simple repetition, making their writing feel monotonous and less communicative (Gunas *et al.*, 2020; Sidabutar, 2021). Beyond the general challenge of organizing ideas, research has also shown that many EFL students have limited awareness of lexical cohesion as an important element of writing. Anindita (2024) found that non-native English students frequently faced difficulties in using lexical cohesion to connect ideas across sentences and paragraphs, resulting in texts that were less cohesive and more fragmented. Similarly, Sidabutar (2021) reported that while students were able to use simple repetition, they experienced difficulties in diversifying their vocabulary due to limited mastery of lexical items, causing their writing to sound repetitive and less effective. These findings indicate that students' awareness and use of lexical cohesion remain limited, highlighting the need for further investigation (Jauhar Helmie and Ismiati 2024).

To better understand this issue, it is first necessary to explain the concept of lexical cohesion and its role in textual unity. Lexical cohesion is a fundamental aspect of written language that refers to the meaningful relationships between words in a text that contribute to its unity and coherence. Halliday & Hasan (2014) explain that lexical cohesion occurs when the interpretation of one element in a text depends on another through vocabulary relationships, creating what they call '*texture*,' the quality that distinguishes a unified, meaningful text from a random sequence of unrelated sentences. According to Halliday & Hasan (2014), lexical cohesion is classified into two major categories: Reiteration and Collocation. Reiteration refers to the repetition of a lexical item or the use of semantically related words to refer to the same concept, and is further divided into four subtypes: Repetition, Synonymy, Superordinate, and General Word (J. Helmie 2015).



Collocation, on the other hand, involves lexical items that frequently co-occur within the same context not because they share the same meaning, but because they habitually appear together. As explained by Sumani & Kartikasari (2022), Repetition functions to maintain topic focus by keeping the reader's attention on the same subject; Synonymy functions to avoid excessive repetition while maintaining lexical connection; Superordinate functions to connect general and specific ideas through a class-member relationship; General Word functions to provide a broader reference to a previously mentioned item using non-specific nouns such as 'place' or 'thing'; and Collocation functions to establish semantic connections between naturally co-occurring lexical items within the same semantic field. Furthermore, Bobihoe *et al.* (2025) emphasize that Reiteration not only reinforces meaning but also clarifies, emphasizes, and integrates messages within the text, making communication more effective and coherent.

To provide the context of the present study, it is necessary to discuss the characteristics of descriptive text, as this genre constitutes the data analyzed in this research. Gerot & Wignell (1994) define descriptive text as a type of text that describes a particular person, place, or thing in detail. The generic structure of a descriptive text consists of two main stages: Identification, which introduces the subject and provides its general characteristics, and Description, which presents specific sensory and physical details about the subject's features and qualities (Astuti *et al.*, 2022; Gerot & Wignell, 1994). The language features of descriptive texts include the use of specific nouns and noun phrases, adjectives, and relational processes, which work together with lexical cohesion to produce a text that is both descriptively rich and linguistically coherent (Sadiah & Royani, 2019). Therefore, examining how lexical cohesion operates within the generic structure of descriptive texts provides a useful basis for understanding how students construct coherent descriptions in different writing contexts (Jauhar Helmie and Susilawati 2018).

As students increasingly produce written texts through digital learning environments, the context in which writing is created has also become an important consideration (Helmie, Jauhar; Aisah Aisah; Kurniawati 2026). Padlet is a digital collaborative board that allows students to post, share, and interact with written content in real time. In the context of education, Padlet is widely used as a learning medium that facilitates interaction, idea sharing, and written communication among students Ramadhani *et al.* (2023). Ardini & Marlinda (2023) noted that Padlet enables users to collaborate on shared pages while providing a visually engaging and interactive environment that may stimulate students' cognitive processes in recalling and selecting appropriate vocabulary related to the writing topic. As a result, analyzing descriptive texts produced through Padlet offers a unique opportunity to examine lexical cohesion in a digital writing context that differs from traditional pen-and-paper settings.

Several previous studies have examined lexical cohesion in EFL students' writing. Sidabutar (2021) found that Repetition was the most dominant type in students' narrative texts, accounting for 64% of the data, indicating a heavy reliance



on simple cohesive strategies. Priyatmojo (2021) similarly found that lexical repetition and personal reference dominated students' recount texts, with many texts still lacking full coherence due to unrelated clauses. Siregar *et al.* (2023) confirmed these findings in essay writing contexts, where Repetition again emerged as the most frequent lexical cohesive device. Wahyuni & Rohmah (2021) and Lut & Diep (2024) also reported comparable results in their analyses of students' descriptive texts and academic writing respectively. However, most of these studies focus on traditional writing settings and non-digital environments, and few specifically examine lexical cohesion in descriptive texts written by senior high school students through a digital platform such as Padlet. Therefore, this study aims to fill this gap by investigating: (1) what types of lexical cohesion are found in students' descriptive texts written through Padlet, and (2) how lexical cohesion functions across the generic structure of students' descriptive texts. The findings are expected to provide insights into how eleventh-grade students naturally employ lexical cohesion in their digital descriptive writing.

METHODS

This study adopted a qualitative descriptive approach to investigate lexical cohesion in students' descriptive texts. According to Creswell & Creswell (2023), qualitative research focuses on understanding a phenomenon by using text and visual data, following clear steps in data analysis, and applying various procedures to present a complete study. This approach was considered appropriate because it enabled the researcher to identify, classify, and interpret the types and functions of lexical cohesion found in students' descriptive texts. Simple quantitative support, in the form of frequency counts and percentages, was also used to summarize the lexical cohesion data identified in the students' descriptive texts before examining how each type functions across the generic structure.

The data were collected from 20 descriptive texts written by eleventh-grade senior high school students and submitted through Padlet as part of their regular classroom writing activities. The texts focused on two topics, namely Japan and India, and each text was required to follow the basic generic structure of a descriptive text, consisting of at least one Identification paragraph and one Description paragraph. Padlet was used as the medium through which students submitted their final texts, functioning as a data collection tool rather than a teaching instrument. The texts were selected based on their alignment with the basic characteristics of descriptive writing, verified through a preliminary rubric adapted from Weigle (2002) analytic scoring framework.

Data collection was conducted through document analysis, which Creswell & Creswell (2023) describe as a method for reviewing and interpreting written documents to understand a particular phenomenon. The researcher read through all 20 texts to gain a general understanding of the content, then identified and labelled each lexical cohesive device according to the framework of Halliday & Hasan (2014). Each identified item was classified as one of the five types: Repetition, *Copyright ©2026 JOEPALLT*



Synonymy, Superordinate, General Word, or Collocation. The frequency of each type was then calculated and presented as a percentage of the total 220 data found.

To address the two research questions, the data were then analyzed in two stages. In the first stage, the researcher identified and counted all lexical cohesion data across the 20 texts to answer the first research question regarding the types and frequencies of lexical cohesion found. In the second stage, the researcher examined how the identified types function across the generic structure of the descriptive texts by analyzing the Identification and Description stages to answer the second research question. The findings from both stages were then synthesized to provide a comprehensive understanding of how lexical cohesion operates in students' digital descriptive writing.

FINDINGS AND DISCUSSION

Types of Lexical Cohesion Found in Students' Descriptive Texts

Based on the analysis of 20 descriptive texts submitted through Padlet, a total of 220 data of lexical cohesion were found. As proposed by Halliday & Hasan (2014), lexical cohesion consists of two major categories: Collocation and Reiteration, with Reiteration further divided into four subtypes —Repetition, Synonymy, Superordinate, and General Word. The frequency and percentage of each type found in the data are presented in Table 1 below.

Table 1. The Frequency of Lexical Cohesion Types Found in Students' Descriptive Texts

<i>No.</i>	<i>Type</i>	<i>Sub-type</i>	<i>Frequency</i>	<i>Percentage</i>
1	Collocation	-	94	43%
2	Reiteration	Superordinate	65	30%
		Repetition	35	16%
		Synonymy	18	8%
		General Word	8	4%
	Total Reiteration		126	57%
	Total		220	100%

Based on Table 1, Reiteration was found to be the more dominant major category with 126 data (57%), while Collocation was found in 94 data (43%). Although Reiteration is more dominant as a major category, the analysis of individual types shows that Collocation was the single most frequently found type across all 20 texts, followed by Superordinate (30%), Repetition (16%), Synonymy (8%), and General Word (4%). These findings indicate that the texts reflect a varied and functional presence of lexical cohesion types, each contributing differently to the overall cohesion and clarity of the descriptions.



As one of the two major categories of lexical cohesion, Collocation was found to be the single most frequently found type, identified in 94 data (43%) across all 20 texts. The following two excerpts illustrate how Collocation was found in the students' descriptive texts.

Excerpt 1 (Student 1)

"...technology, rich traditions, and unique culture."

Student 1's text describes Japan as a country known for its unique national characteristics. This excerpt is classified as Collocation because the words 'technology,' 'traditions,' and 'culture' naturally co-occur to describe the characteristics of a country, even though they do not share the same meaning. In the students' descriptive texts, Collocation can be seen through words that naturally appear together and belong to the same semantic field, supporting the same topic being described. This result is in line with Halliday & Hasan (2014), who explain that Collocation occurs when lexical items are associated through regular co-occurrence rather than through similarity of meaning. Another example of Collocation was found in the following excerpt.

Excerpt 2 (Student 2)

"...hear the sound of busy activities."

Student 2's text also describes Japan, focusing on the sensory experience of being in the country. This excerpt is categorized as Collocation because the verb 'hear' and the noun 'sound' naturally co-occur in contexts related to auditory experience. In the students' descriptive texts, this type of Collocation can be seen through sensory verbs and nouns that naturally belong together to describe a particular experience. This finding supports Raman & Mathew (2020), who found that the effective use of Collocation in writing reflects a functional level of lexical awareness, as it shows that words are selected in relation to the semantic context they belong to.

Among the Reiteration subtypes, Superordinate was found to be the most frequently found, identified in 65 data (30%). The following two excerpts illustrate how Superordinate was found in the data.

Excerpt 3 (Student 3)

"The capital city, Tokyo..."

Student 3's text describes Japan, and in introducing the country, the text moves from a broad geographical reference to a more specific location. This excerpt illustrates Superordinate because the word 'city' represents a general category, while 'Tokyo' refers to a specific member of that category. Superordinate is defined as a type of lexical cohesion in which a general class word is used in relation to a more specific member that belongs to it, creating a hierarchical relationship between the two. This result is consistent with Halliday & Hasan (2014), who explain that Superordinate creates cohesion through a class-member relationship, in which the general term functions as a semantic umbrella covering the more specific item. Another example of Superordinate was found in the following excerpt.

Excerpt 4 (Student 4)

Copyright ©2026 JOEPALLT

Journal of English Pedagogy, Linguistics, Literature, and Teaching



"...food that Japan offers... sushi and ramen."

Student 4's text also describes Japan, particularly its culinary characteristics. The relationship between *'food,' 'sushi,'* and *'ramen'* demonstrates Superordinate. The word *'food'* functions as a general category, while *'sushi'* and *'ramen'* are specific members that belong to it. This type of Superordinate can be seen when a broad category word is used to introduce a group of specific items, indicating that the text moves from a broad idea to more detailed information in a structured way. This result is in line with Halliday & Hasan (2014), who state that Superordinate creates cohesion by establishing a hierarchical semantic relationship between a general class and its specific members.

Besides Superordinate above, Repetition was also found in the students' descriptive texts, identified in 35 data (16%). The following two excerpts demonstrate how Repetition was found in the data.

Excerpt 5 (Student 1)

(S1) *"Japan is a beautiful country..."*

(S2) *"Japan is also home..."*

Student 1's text consistently describes Japan as the main subject. This excerpt shows the use of Repetition through the word *'Japan,'* which was found in two consecutive sentences referring to the same subject. Repetition is defined as a type of lexical cohesion in which the same lexical item is used more than once across sentences or paragraphs to maintain reference to the same subject or idea. This result is in line with Halliday & Hasan (2014), who state that Repetition is the most direct form of Reiteration, in which the same lexical item recurs to maintain a chain of identity across sentences. Another example is presented in the following excerpt below.

Excerpt 6 (Student 19)

(S8) *"The Taj Mahal..."*

(S10) *"The Taj Mahal..."*

(S12) *"The Taj Mahal is..."*

Student 19's text describes India with a particular focus on the Taj Mahal as one of its most iconic landmarks. The phrase *'Taj Mahal'* was found three times throughout the text, confirming the presence of Repetition. The repeated use of the phrase keeps the text focused on the landmark, making the main topic clear and consistent for readers. Compared to Wahyuni & Rohmah (2021) and Lut & Diep (2024), who reported Repetition as the most dominant type, the current study shows a notably lower rate (16%), suggesting that the texts achieve cohesion through a more varied and balanced use of lexical devices.

Besides Repetition and Superordinate, Synonymy was also found in the data, identified in 18 data (8%) across all 20 texts. The following two excerpts illustrate how Synonymy was found.

Excerpt 7 (Student 12)

(S18) *"...smell of jasmine..."*

(S19) *"...different fragrance..."*



Student 12's text describes India by presenting various sensory details. In this excerpt, Synonymy was found between the word '*smell*' and '*fragrance*.' Although the two words are not identical in meaning, both refer to the sensory experience of detecting an odor. Synonymy can be identified when a different but semantically related word is found to refer back to the same concept instead of repeating the same term, making the description more natural and engaging. This result is in line with Halliday & Hasan (2014), who define Synonymy as a form of Reiteration that creates cohesion while simultaneously introducing lexical variety. Another example can be found in Student 2's text, as presented in Excerpt 8 below.

Excerpt 8 (Student 2)

(S6) "...unique tastes..."

(S7) "The flavor is fresh..."

Student 2's text describes Japan, and this excerpt shows its culinary characteristics. The words '*tastes*' and '*flavor*' were found to be closely related in meaning, both referring to the sensory quality of food. This type of Synonymy can be seen when a near-synonymous expression is found in place of a previously mentioned word to maintain a semantic connection without direct repetition. This finding is in line with Lut & Diep (2024) who noted that Synonymy reflects an emerging lexical awareness, and in the current study, the Synonymy pairs found were used appropriately and naturally within their descriptive context.

General Word was found to be the least found subtype of Reiteration, identified in only 8 data (4%) across all 20 texts. This type involves the use of broad, non-specific nouns such as 'place,' 'thing,' or 'area' to refer back to a more specific term mentioned earlier. The following two excerpts illustrate how General Word was found in the data.

Excerpt 9 (Student 1)

"The capital city, Tokyo, is a place which never sleeps..."

In this excerpt, a General Word relationship was found through the use of the word '*place*,' which refers back to the more specific term '*Tokyo*' mentioned earlier. General Word can be seen when a very broad noun is found to refer back to a previously mentioned specific item without repeating its exact name, allowing the description to flow more naturally. This result is consistent with Halliday & Hasan (2014), who explain that General Word occupies the highest level of generality within a lexical set, functioning as a semantic catch-all for a wide range of more specific nouns. Another example of a General Word is presented in Excerpt 10 below.

Excerpt 10 (Student 13)

(S1) "India is a beautiful country..."

(S2) "It is a place which attracts millions of visitors every year."

In Student 13's text, the word '*place*' in the second sentence was found to refer back to '*India*,' which was introduced as a country in the first sentence. The text achieves cohesive continuity through generalization rather than repetition. The low overall frequency of General Word (4%) is in line with Alaro (2020), who noted



that this type requires a higher degree of lexical abstraction, explaining why it was found less frequently than other subtypes.

In summary, a total of 220 data of lexical cohesion were found across all 20 texts. Reiteration was found to be the more dominant major category with 126 data (57%), while Collocation was identified as the single most frequently found individual type with 94 data (43%). These findings indicate that the texts reflect a varied and functional presence of lexical cohesion types, each contributing differently to the overall cohesion of the descriptions. Having identified the types of lexical cohesion found in the data, the following section examines how these types function across the generic structure of the students' descriptive texts.

Functions of Lexical Cohesion across the Generic Structure

This section presents the findings and discussion related to the second research question, which examines how lexical cohesion functions across the generic structure of students' descriptive texts. According to Halliday & Hasan (2014), lexical cohesion functions to create '*texture*' — the quality that makes a text feel unified and coherent rather than a disconnected sequence of sentences. A descriptive text is generally composed of two stages: Identification and Description. Since each stage serves a different communicative purpose, the lexical cohesion types found in this study do not function in the same way across the two stages. The summary of these findings is presented in Table 2 below.

Table 2. Summary of Lexical Cohesion Functions across Generic Structure

<i>Generic Structure</i>	<i>Lexical Cohesion Type Found</i>	<i>Function in Text</i>
Identification	Repetition	Maintains topic focus by repeating the same lexical item to anchor the reader's attention on the subject.
	Superordinate	Connects general and specific ideas; classifies the subject under a broad category before introducing specific details.
	Collocation	Establishes semantic connections between naturally co-occurring items; sets the semantic tone of the description.
	Synonymy	Avoids excessive repetition while maintaining lexical connection; introduces the subject with varied vocabulary.
	General Word	Provides a broader reference to the subject; maintains cohesion without repeating the exact name.
Description	Collocation	Establishes semantic connections between naturally co-occurring items; builds vivid sensory imagery.
	Superordinate	Connects general and specific ideas; organizes specific details under broader category words.



<i>Generic Structure</i>	<i>Lexical Cohesion Type Found</i>	<i>Function in Text</i>
	Synonymy	Avoids excessive repetition while maintaining lexical connection; adds lexical variety to descriptive vocabulary.
	Repetition	Maintains topic focus; reinforces and emphasizes key descriptive details.
	General Word	Provides a broader reference to the main subject; creates natural cohesive closure at the end of the text.

Based on Table 4.2 above, the analysis shows that lexical cohesion serves different functions in the Identification and Description stages of students' descriptive texts. These functions help connect ideas and maintain the continuity of meaning throughout the texts. The findings also demonstrate how textual integrity is achieved in the descriptive texts that the eleventh-grade students posted on Padlet as part of their digital writing activities. The lexical cohesion functions identified in the Identification and Description stages of the students' descriptive texts are elaborated below.

Lexical Cohesion in the Identification Stage

The Identification stage serves as the opening stage of a descriptive text and aims to introduce the subject clearly to the reader. Based on the analysis, Repetition and Superordinate were the most frequently found types of lexical cohesion functioning in the Identification stage, while Synonymy, Collocation, and General Word were found to function less frequently. These findings indicate that the texts tend to rely on lexical items that function to establish and maintain the topic from the very beginning. The following excerpts illustrate how lexical cohesion functions in the Identification stage.

Excerpt 11 (Student 4 — Identification)

"Japan is a beautiful and modern country that is located in East Asia. It is an island nation that consists of four main islands: Honshu, Hokkaido, Kyushu, and Shikoku. Japan is famous for its unique culture, advanced technology, and natural beauty."

Student 4's text describes Japan by introducing its geographical location and general characteristics. This excerpt demonstrates how Repetition and Superordinate were found functioning together in the Identification stage. The word 'Japan' was found repeated in the first and third sentences, with Repetition functioning to maintain the reader's attention on the subject being introduced. According to Halliday & Hasan (2014), Repetition is the most direct form of Reiteration, in which the same lexical item recurs to maintain a chain of identity across sentences. Furthermore, the term 'island nation' was found functioning as a Superordinate that classifies Japan under a broad geographical category, with 'four main islands' then introducing specific members — *Honshu, Hokkaido, Kyushu,*



and *Shikoku* — functioning to organize information from a general category to more specific examples. Together, Repetition and Superordinate were found functioning to create a solid introduction that clearly defines the subject and its general classification for the reader. Another excerpt illustrating how lexical cohesion functions in the Identification stage is presented below.

Excerpt 12 (Student 19 — Identification)

“India is a large and colorful country located in South Asia. It is known for its rich culture, long history, and diverse traditions that attract millions of tourists every year. India which is the seventh-largest country in the world has many beautiful places to visit.”

A similar pattern was found in Excerpt 12 from Student 19, where Repetition and Superordinate were again found functioning together in the Identification stage, indicating that this combination consistently functions to open descriptive texts across different topics. The word ‘*India*’ was found repeated in the first and third sentences, with Repetition functioning to maintain the reader's focus on the topic being introduced. At the same time, the phrase ‘*capital city*’ was found functioning as a Superordinate that classifies ‘*New Delhi*’ as a specific member of the general class of cities. The consistent presence of Repetition and Superordinate functioning together across different texts confirms that these two types commonly function to establish a coherent introduction in the Identification stage. Beyond these two dominant types, another type of lexical cohesion was also found functioning in the Identification stage, as shown in the following excerpt.

Excerpt 13 (Student 13 — Identification)

(S1) *“India is a beautiful country that lies in South Asia.”*

(S2) *“It is a place which attracts millions of visitors every year.”*

In addition to Repetition and Superordinate, General Word was also found functioning in the Identification stage in Student 13's text. The General Word ‘*place*’ in the second sentence was found functioning as a generalized reference that refers back to ‘*country/India*,’ creating a cohesive link between the two sentences without repeating the same word. According to Halliday & Hasan (2014), General Word creates cohesion by providing a generalized reference to a previously mentioned item. This excerpt shows that while Repetition and Superordinate are the most commonly found types functioning in the Identification stage, General Word was also found functioning to add variety to how the subject is introduced and referred to. Overall, the findings show that lexical cohesion in the Identification stage mainly functions to introduce and maintain the topic, creating a clear and stable foundation for the rest of the descriptive text.

Lexical Cohesion in the Description Stage

After introducing the topic in the Identification stage, the Description stage is where the text provides specific details about the subject's characteristics, features, or qualities. Based on the analysis, all five types of lexical cohesion were found functioning in the Description stage across all 20 texts, which is notably more varied than the Identification stage. Collocation was found to be the most dominant type, functioning to build vivid sensory imagery, while General Word was found



functioning to provide natural cohesive closure at the end of the texts. The following excerpts illustrate how lexical cohesion functions in the Description stage.

Excerpt 14 (Student 4 — Description)

"When you walk in a Japanese garden during spring, you can see the soft pink cherry blossoms... [...] ...It is a place where history and technology live together in harmony."

After introducing Japan in the Identification stage, Student 4 continues the text by describing the country's natural scenery through vivid sensory details. This excerpt demonstrates how Collocation and General Word were found functioning together in the Description stage. The phrases '*Japanese garden*,' '*cherry blossoms*,' and '*spring*' form a semantic chain that naturally co-occurs because they belong to the same seasonal and cultural context of Japan, with Collocation functioning to help readers construct a vivid and realistic mental image of the described environment. According to Halliday & Hasan (2014), Collocation functions by establishing a semantic connection between lexical items that regularly appear together in the same context. At the very end of the description, the General Word 'place' was found functioning as a generalized reference back to Japan, providing natural cohesive closure at the end of the text. Another example of how lexical cohesion functions in the Description stage is presented in the following excerpt.

Excerpt 15 (Student 3 — Description)

"The capital city, Tokyo, is full of tall buildings, bright lights, and crowded streets. At night, you can see thousands of colorful signs that make the city shine like a rainbow. In the countryside, you can see Mount Fuji, which is the highest and most famous mountain in Japan."

Student 3's text describes Japan, focusing on its urban landscape and famous natural landmarks. In this excerpt, Collocation and Superordinate were found functioning together to build a clear and structured visual description. The Collocations '*tall buildings*,' '*bright lights*,' and '*crowded streets*' were found functioning to build a vivid urban image, as these words naturally co-occur when describing a busy modern city. The term '*mountain*' was found functioning as a Superordinate for '*Mount Fuji*,' connecting the specific landmark to its general geographical category, functioning to organize information from a broad class to a specific example. The combination of Collocation and Superordinate found functioning together demonstrates that multiple types of lexical cohesion can work simultaneously to fulfill both the imagery-building and information-organizing functions of the Description stage. While Excerpts 14 and 15 show lexical cohesion functioning in texts about Japan, a similar pattern was also found functioning in texts describing India, as presented in the following excerpt.

Excerpt 16 (Student 16 — Description)

"You can hear the sound of car horns mixing with traditional music. You can touch soft fabrics like silk and cotton. You can taste delicious food such as samosas and biryani. [...] It is truly a wonderful place to visit."

In the Description stage of Student 16, Superordinate, Collocation, and General Word were found functioning together to create a multi-sensory description of India. The word '*sound*' was found functioning as a Superordinate classifying '*car*

Copyright ©2026 JOEPALLT

Journal of English Pedagogy, Linguistics, Literature, and Teaching



horns’ and *‘traditional music.’* Similarly, *‘fabrics’* was found contributes to Superordinate for *‘silk’* and *‘cotton,’* while *‘food’* was found functioning as a Superordinate for *‘samosas’* and *‘biryani,’* each functioning to connect a general category with its specific members. The collocations *‘soft fabrics’* and *‘delicious food’* were found functioning to build natural sensory associations. Finally, the General Word *‘place’* was found functioning to provide natural cohesive closure, referring back broadly to India. This excerpt stands out as the most varied example of lexical cohesion functioning in the Description stage, as three different types were found functioning simultaneously to engage multiple senses and close the description coherently.

The findings from the Description stage show a greater variety of lexical cohesion types found functioning together compared to the Identification stage. All five types were found, with Collocation functioning most prominently to build vivid sensory imagery and Superordinate functioning to organize specific details under broader category words. Synonymy was found functioning to add lexical variety, Repetition was found functioning to reinforce key descriptive details, and General Word was found functioning to provide natural cohesive closure. When the findings from both stages are compared, a clear difference can be observed: in the Identification stage, Repetition and Superordinate were found functioning primarily to introduce and maintain the topic, while in the Description stage all five types were found functioning together to elaborate the subject in greater detail. These findings support Halliday & Hasan (2014) view that different types of lexical cohesion serve different functions depending on the communicative purpose of each part of the text.

CONCLUSION

This study investigated lexical cohesion in descriptive texts written by eleventh-grade students through Padlet. Two research questions were addressed: identifying the types of lexical cohesion found in the texts, and examining how lexical cohesion functions across the generic structure. Based on the framework of Halliday & Hasan (2014), the analysis was conducted on 20 descriptive texts using a qualitative descriptive approach supported by frequency counts.

In relation to the first research question, a total of 220 data of lexical cohesion were found across all 20 texts. Reiteration (57%) was found more frequently than Collocation (43%) as a major category; however, at the individual type level, Collocation was found to be the single most frequently found type (43%), followed by Superordinate (30%), Repetition (16%), Synonymy (8%), and General Word (4%). The high frequency of Collocation indicates that the texts naturally contain meaningful semantic connections through naturally associated word groups, while the low frequency of General Word suggests that the texts tend to reflect more concrete vocabulary choices consistent with the demands of descriptive writing.

In relation to the second research question, the findings reveal that lexical cohesion follows a pattern reflecting the communicative logic of the generic

Copyright ©2026 JOEPALLT

Journal of English Pedagogy, Linguistics, Literature, and Teaching



structure of descriptive texts. In the Identification stage, Repetition and Superordinate were found to be the dominant types — Repetition was found functioning to anchor the reader's attention on the subject, while Superordinate functions to organize information from general to specific, providing a clear conceptual framework for the reader. In the Description stage, all five types were found functioning together, with Collocation functioning most prominently to build vivid sensory imagery and Superordinate functioning to organize specific details. Synonymy was found to function to add lexical variety, Repetition serves to reinforce key descriptive details, and General Word contributes to providing natural cohesive closure at the end of the texts. Overall, the varied use of all five types across both stages confirms that lexical cohesion functions to support the continuity of meaning and coherence of the descriptive texts.

Furthermore, these findings indicate that the use of Padlet as a digital writing platform may have contributed to the variety of lexical choices reflected in the texts, as the interactive and visual nature of the platform appears to be associated with a wider range of lexical relationships compared to what has been reported in studies conducted in traditional pen-and-paper settings. This supports the growing body of research on the role of digital platforms in supporting students' writing development (Ardini & Marlinda, 2023).

Based on these findings, this study offers several suggestions for English teachers, students, and future researchers. For English teachers, it is recommended to integrate greater awareness of lexical cohesion types — particularly Synonymy and General Word — into writing instruction, as these types were found least frequently and may benefit from more explicit attention. Teachers are also encouraged to continue incorporating digital writing platforms such as Padlet into writing activities, as these environments appear to support more varied lexical choices. For students, expanding vocabulary knowledge and practicing the use of diverse lexical relationships will help enrich the cohesion and overall quality of descriptive texts. For future researchers, it is recommended to conduct similar studies with larger samples, different genres, or different educational levels to provide more comprehensive findings on lexical cohesion in EFL digital writing contexts.

REFERENCES

- Alaro, A. A. (2020). An Assessment of Cohesion and Coherence in Students' Descriptive and Narrative Essays: The Case of Sodo Preparatory School Grade Eleven Students'. *English Language, Literature & Culture*, 5(1), 45. <https://doi.org/10.11648/j.ellc.20200501.15>
- Anindita, W. K. (2024). Cohesion and Coherence Problems Among Non-Native English Students' Writing Essays. *Lensa: Kajian Kebahasaan, Kesusastraan, Dan Budaya*, 14(1), 58. <https://doi.org/10.26714/lensa.14.1.2024.58-79>



- Ardini, S. N., & Marlinda. (2023). Enhancing Writing Report Texts Using Padlet Website: The Perceptions. *JOLLT Journal of Languages and Language Teaching*, 11(4), 923–932. <https://doi.org/10.33394/jollt.v%vi%i.8316>
- Astuti, P., Anggaira, A. S., Herawati, A., Nurhayati, Y., Dadan, & Suriani, D. (2022). *BAHASA INGGRIS: English for Change untuk SMA/MA Kelas XI* (I. Amiatun, Ed.). Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi. <https://buku.kemdikbud.go.id>
- Bobihoe, N. M., Tanipu, Z., & Malabar, F. (2025). Lexical Reiteration in EFL Students' Academic Writing. *Research Review: Jurnal Ilmiah Multidisiplin*, 4(1), 260–268. <https://doi.org/10.54923/researchreview.v4i1.144>
- Creswell, J. W., & Creswell, J. D. (2023). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.
- Gerot, L., & Wignell, P. (1994). *Making Sense of Functional Grammar*. Antipodean Educational Enterprises.
- Gunas, T., Beda, R., & Helenora Jem, Y. (2020). Cohesion and Coherence Aspects in the Students' Writing Performance at Senior High Schools. *Journal of English Education and Literature*, 1(2), 57–67. <https://doi.org/https://doi.org/10.38114/joeel.v1i2.77>
- Halliday, M. A. K., & Hasan, R. (2014). *Cohesion in English*. Routledge.
- Helmie, Jauhar; Aisah Aisah; Kurniawati, Nia. 2026. "Critical Discourse Analysis of Palestinian Ambassador Speech: Examining Power and Ideology to Stop the Genocide in Gaza." *An-Najah University Journal for Research – B Humanities* 40(8): 821–40. <https://journals.najah.edu/journal/anujr-b/issue/anujr-b-v40-i8/article/2586/>.
- Helmie, J. 2015. "Verb Go (Back to , on , and out) in English for TEFL in the Novel of New Moon by Stephenie Meyer : The Syntactic and Semantic Analysis." *Educare* 7(February): 123–134.
- Helmie, Jauhar, and Alya Ismiati. 2024. "Gender Representation of Women ' s Language in Anne with an E : A Study of Sociolinguistics Gender Representation of Women ' s Language in Anne with an E : A Study of Sociolinguistics Introduction." 2: 51–63.
- Helmie, Jauhar, and Nuraeni Susilawati. 2018. "Orai Application To Promote Autonomous Learning To English Learner." *International Journal of Emerging Technologies in Learning* 7(2): 110–17.
- Lut, D. G., & Diep, L. T. N. (2024). An Analysis of Coherence and Cohesion in English Majors' Academic Essays. *International Journal of Language Instruction*, 3(3), 1–21. <https://doi.org/10.54855/ijli.24331>
- Prihatini, F., Prihatin, Y., & Sani, N. (2019). The Use of Youtube Videos to Develop Students' Writing Skill in Narrative Text. *English Focus: Journal of English Language Education*, 2(1), 60–69. <https://doi.org/10.24905/efj.v2i1.54>



- Priyatmojo, A. S. (2021). Cohesion and Coherence of Students Recount Texts in Indonesia. *Language Circle: Journal of Language and Literature*, 15(2), 361–374. <https://doi.org/10.15294/lc.v15i2.29003>
- Ramadhani, A. S., Dewi, U., Syahnaz, M., & Kihwele, J. E. (2023). The Effectiveness of Using Padlet in Collaborative Writing Based on Students' Perceptions. *Child Education Journal*, 5(1), 36–48. <https://doi.org/10.33086/cej.v5i1.3767>
- Raman, M. G., & Mathew, S. E. (2020). Lexical Cohesion in Esl Writing. *Research Journal of English Language and Literature (RJELAL) A Peer Reviewed (Refereed) International Journal Impact Factor*, 8(2). <https://doi.org/10.33329/rjelal.8.2.185>
- Sadiah, S., & Royani, S. A. (2019). An Analysis of Grammatical Errors in Students' Writing Descriptive Text. *PROJECT (Professional Journal of English Education)*, 2(6), 764–770.
- Sidabutar, U. (2021). An Analysis of Lexical Cohesion on the Students' Writing. *JETAL: Journal of English Teaching & Applied Linguistic*, 2(2), 62–67. <https://doi.org/10.36655/jetal.v2i2.533>
- Siregar, J., Nurlela, N., & Zein, T. T. (2023). An Analysis of Cohesive Devices in EFL Students' Essay Writing. *Indonesian Journal of EFL and Linguistics*, 39–53. <https://doi.org/10.21462/ijefl.v8i1.577>
- Sumani, & Kartikasari, D. (2022). Lexical Cohesion Used in “National Column” of the Jakarta Post. *New Language Dimensions*, 3(2), 82–90. <https://doi.org/10.26740/nld.v3n2.p82-90>
- Wahyuni, S., & Rohmah, O. (2021). An Analysis of Coherence and Cohesion on The Students' Descriptive Writing at Senior High School in Cirebon. *INFERENCE: Journal of English Language Teaching*, 4(3), 311–319. <https://doi.org/http://dx.doi.org/10.30998/inference.v4i3.6889>
- Weigle, S. (2002). *Assessing Writing* (C. Alderson & L. F. Bachman, Eds.). Cambridge University Press.