



CHAPTER II
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2.1 Cohesion

Cohesion plays an important role in writing because it helps to connect ideas smoothly and logically. Without cohesion, a text may feel disorganized or difficult to understand. According to Alyousef (2021), cohesion helps writer build clear connection between sentences and paragraphs. These connections allow readers to follow the writer's more easily. In academic writing, especially in EFL context, the use of cohesive is considered an important aspect that affects the clarity and organization of a text. As explained by Hidayat et al. (2023), the presence of cohesive element such as conjunctions contribute to making student's writing more structured and easier to follow. This shows that cohesion helps connect ideas logically and improves the overall flow of a text. Furthermore, Rong (2025) explains that cohesion plays a significant role in writing instructions, especially in EFL and high school classroom. Cohesion allows students to develop ideas more clearly and maintain constituency throughout their writing. Therefore, applying cohesion is important for improving student's writing abilities.

2.2 Cohesion in Writing

Cohesion is important in writing because it helps connect ideas and makes the text easier to understand. According to Halliday and Hasan (1976), cohesion is how the parts of a text are linked together using grammar and vocabulary. It helps the writing flow smoothly and make it more organized. Ramadhani and Hafifah (2022) found that students believe teacher feedback improves their writing ability, including cohesion and clarity. Some examples of cohesive devices are reference, substitution, ellipsis, conjunctions, and repetition of words or related vocabulary. In academic writing, good cohesion helps readers follow the writer's ideas clearly. Albeih (2022) explains that using cohesive devices especially conjunctions can improve how easy a text is to read especially for EFL students. Without cohesion, writing can feel confusing even though the ideas are good. That's why it is important for students to understand how to use cohesive devices properly when writing in English.

In addition, Zahara et al. (2023) state that cohesive devices such as reference and conjunctions help students organize their writing more clearly. However, many EFL students still struggle to use cohesion effectively. This often happens because they are not familiar with how

cohesive devices work. When cohesion is missing, the writing can feel unclear even if the ideas are good. That's why it is important for students to learn how cohesion works in writing. On the other hand, Alwerdy et al. (2022) explain that when students understand how to use cohesive device, their writing becomes more connected and easier to follow. The use of cohesive device in writing helps students present their ideas in a logical way. As a result, the writing feels more organized and the message becomes clearer to the reader.

2.3 Form of Conjunctions: Simple and Complex

Conjunctions can be grouped not only based on their meaning, but also by their form. In general, conjunctions are divided into simple and complex form. According to Faraj (2021) simple conjunctions are single words such as and, but, or, and because. Which are often used in both spoken and written text to connect ideas in a direct and straightforward way. In contrast, complex conjunctions are made up of two or more words and usually show more specific or detailed relationship, some examples are even though, in order that, as long as, and on the other hand. These kinds of conjunctions are often found in academic writing.

In addition, there are types of conjunctions that are discussed, such as comparative and adverbial connectors. Comparative conjunctions such as than is single word used to compare two things, people, or ideas. These words help show the difference in amount, degree, or quality between two elements (Bieber et al., 2021). Meanwhile, adverbial connectors the words such as then, also, so, and however. They are used to link two complete sentences or ideas and to show the connection between them, such as showing cause and effect, contrast, or time order (Cahyowati, 2019).

The authority of Nuraini et al. (2023), conjunctions can be categorized into coordinating and subordinating types. Coordinating conjunctions are single words that connect phrases or independent clauses that have the same grammatical level. The most common coordinating conjunctions are for, and, nor, but, or, yet, and so. These are often called FANBOYS. Meanwhile, subordinating conjunctions are used to connect main clause with a dependent clause. They are usually used to show time, cause, condition, or contrast. The example includes although, since, if, and when.

2.4 Types of conjunctions

Conjunctions are important in writing process because they help connect words, phrases, clauses, or even whole sentences. With conjunctions, writers can show the relationship between ideas, so their writing becomes clearer and more organized. If we do not use conjunctions our writing can feel broken or hard to follow. Thus, conjunctions are useful especially in academic writing where ideas need to be linked smoothly. Some common additive conjunctions include and, also, in addition, furthermore, moreover, and besides. Alawerdy and Alalwi (2022) adopted Halliday and Hasan's (1976) theory in their study. Conjunctions can be grouped into four types namely additive conjunction, adversative conjunction, causal conjunction, and temporal conjunction. These group of conjunctions are still widely used in analyzing cohesion in academic writing, especially among EFL students.

2.4.1 Additive conjunction

Additive conjunctions are used to add information or continue an idea. Some examples include and, also, moreover, and in addition. According to Zewitra et al. (2023), additive conjunctions are the most frequently used typed in spoken and written academic texts. Similarly, Alwerdy and Alalwi (2022) explain that students often rely on additive markers such as and or also when trying to extend or support their ideas in writing.

2.4.2 Adversative conjunction

Adversative conjunctions are used to show contrast or opposing ideas. Words such as but, however, on the other hand, and nevertheless are include for this category. According to the Oxbridge Editing team (2023), these conjunctions are important for expressing different perspectives or making comparisons. Based on a study by Mustafawi (2017) conjunctions like but and however are the most commonly used in adversative conjunction in academic writing. They are important for comparing ideas and making arguments clearer.

2.4.3 Causal conjunction

Casual conjunctions explain reasons or show the cause and effect between ideas. The examples include because, so, therefore, and as a result. A study by Sanosi (2024) found that EFL students often use causal conjunctions to explain their opinions or give reasons. In addition, Safari and Mahdavidrad (2024) mentioned that causal conjunctions are used to show relationship of reasons, result, or purpose between clauses or

sentences. These conjunctions help readers follow the logical flow of ideas by signaling conditions and their consequences.

2.4.4 Temporal conjunction

Temporal conjunctions are used to order of events or time relationship between ideas. The word such as then, after that, after, before, and finally are common examples. Safari and Mahdavirad (2024) stated that temporal conjunctions help show the sequence of ideas or findings in academic writing and make writing more organized especially when telling stories or describing a process. Sanosi (2024) also pointed out that many students use simple temporal markers such as then, but they often avoid more complex ones such as **meanwhile**.

The four types of conjunctions are useful for analyzing how EFL students build cohesion in their writing. By examining the frequency and accuracy of their use, this study aims to gain insight into the students' ability to connect ideas and maintain flow in their descriptive texts. To guide this analysis, this research adopts the classifications proposed by Halliday and Hasan (1967), which divides conjunctions into additive, adversative, causal, and temporal types.

2.4.5 Descriptive writing

Descriptive writing is a type of writing that focuses on describing people, places, events, or objects in detail to help the reader imagine what is being described. It usually uses adjectives and words that relate to the five senses such as how something looks, sounds, smells, feels, or tastes. According to Siregar et. al (2022) and Kurniawati et. al (2021), descriptive text is a text that describes person, place, or thing and aims to give information to the readers clearly so that they can imagine it based on the description. This means that descriptive writing is not just about giving facts, but about helping the reader visualize what is written. Also, Huda, Hafifah, and Wijaya (2016) state that using visual media can motivate students to write descriptive texts by helping them imagine the object the describe.

Descriptive writing is not only about using interesting words, but also about understanding how to structure the text properly. Hartina et al. (2024) explain than a good descriptive text should follow a clear structure, such as introducing the topic and then describing its features in detail. This shows that descriptive writing is not just about description, but also about presenting ideas in an organized and effective way. In addition to using descriptive language, students also need to pay attention to how

their ideas are organized. Hasni (2023) states that descriptive writing requires careful use of vocabulary, grammar, and paragraph to make the message clear. Without these aspects, the writing can be difficult to understand. This idea supports that descriptive writing is not only about using the five senses, but also about writing in a way that helps readers easily follow and visualize what is being described. Warda and Wijaya (2019) note that descriptive writing encourages students to focus on specific sensory details and enrich their vocabulary through detailed descriptions.

2.5 Corpus Based Analysis

Corpus based analysis is a method used in linguistics to study how language is used in real situations. It involves analyzing a collection of authentic texts, which is called a corpus. According to McEnery and Hardie (2012), a corpus is a large, organized set of texts stored in digital form, and it can be used to find patterns in grammar, vocabulary, and other language features. This approach is widely used in applied linguistics especially in writing research because it is based on real data instead of personal opinions or constructed examples. On the other hand, Yuniarti, Fatin, and Wijaya (2022) state that corpus based analysis can identify common word combinations in English text, which helps understand language patterns by learners.

Bieber, Conrad, and Reppen (1998) explain that corpus-based studies are useful for investigating how language is structured and used in different context. Researchers can collect real texts, search for specific words or grammar features, and analyze how they function. One of the main tools in this method is KWIC (key word in context), which allows researchers to see how a word is used within a sentence or paragraph. Egbert, Larsson, and Biber (2020) also highlight the steps in based research which include selecting the texts, cleaning the data, analyzing the frequency of words, and interpreting how those words are used in context. Similarly, Khojasteh and Mukundan (2025) point up the importance of organizing the corpus carefully by choosing the right number of texts, defining topic and genre, and clearly explaining how the analysis is done. Wallis (2021) adds that corpus-based analysis usually includes three important stages such as annotation or marking the data, abstraction or grouping and summarizing, and analysis or interpreting the results. This helps researchers find out how often certain words are used, where they appear in a sentence, and whether they are used correctly.

One study that used this method effectively is by Sanosi (2024), who analyzed how EFL students use conjunctions in academic writing. He followed a detailed process collecting students' texts, cleaning data, using LancsBox to find conjunctions, and classifying them into types such as additive, adversative, causal, and temporal. His study shows how corpus-based analysis can give both numerical and contextual insights into how students use language. Astia and Yuniarti (2020) state that corpus-based analysis helps identify common descriptive words used by students in their writing.

In this study, the researcher also uses corpus-based analysis to examine how eleventh grade EFL students use conjunctions in descriptive writing. After collecting the students' texts, they are prepared into a mini corpus and analyzed using LancsBox and AntConc. The tools help identify which conjunctions are used, how often they appear, and how they are used in sentences. Then the conjunctions are grouped based on Halliday and Hasan (1976) four categories. This method helps answer the research question and gives a better understanding of how students build coherence in their writing.

2.6 Previous Studies

A study by Zewitra, Krisna Yudha Bakthi, and Muhammad Salam Ramadhan (2023), titled "EFL Learners' Tendency in Using Conjunctions in Writings: Evidence from English Diploma-III Students," investigated the use of conjunctions in academic writing among EFL students. The research aimed to identify the types of conjunctions were used and how students combined word to word phrase to phrase or clause to clause. This qualitative descriptive study analyzed 213 conjunctions found in the background sections of final project reports written by Diploma III English students at Politeknik Negeri Bandung. The findings revealed that the students successfully used all the types of conjunctions such as coordinate, subordinate, and correlative with coordinate conjunctions being the most dominant especially the word and. The students also showed that they could make complex sentence structures, with clauses combinations being the most frequent. These findings suggest that the students had a good understanding of how to connect ideas in writing, especially by using coordination conjunction. This study helps in understanding grammar learning materials. This study related to the current research, which also looks at conjunctions in EFL writing. However, while Zewitra et al. focused on conjunctions in general, the current study focuses more on the use conjunctions in descriptive texts, which were not discussed in detail in their research.

The second previous study was conducted by Majaya, Amelia. Kamsinah, and Juhansar (2023) under the title “Enhancing EFL Learners’ Conjunction Proficiency in Recount Text: An Analytical Study.” This study focused on identifying the types of errors made by EFL students when using conjunctions in writing recount texts, as well as the causes behind those errors. The researchers used a mixed method approach by combining qualitative and quantitative analysis. The data were collected from 27 participants of students at SMK Muhammadiyah Berbah during the 2022/2023 academic year. The students personal recount texts were analyzed along interview responses from both teachers and students. The findings revealed for main types of errors: omission (55.81%), unnecessary addition (23.25%), misuse (18.60%), and redundant repetition (2.32%). Among these, omission was the most frequent, indicating that many students failed to include necessary conjunctions when connecting ideas. The study found that most errors were caused by students limited understanding of grammatical rules especially the function and placement of conjunctions in a sentence. The study suggests that teachers and curriculum designers should provide more focused instruction on conjunction use to help students write more cohesive and grammatically correct in texts. This research is relevant to the current study because it also discusses conjunction use among EFL students. While this study focusses on the use conjunction in descriptive writing with a corpus-based approach.

The third study was conducted by Abdulaziz B. Sanosi (2024) is titled “Revisiting Cohesion in Academic Writing: A Corpus-Based Analysis of EFL Learners’ Use of Conjunctions.” This study aimed to investigate how EFL students use conjunctions in academic writing compared to native English speakers. To do this research, the researcher used corpus linguistic methods, analyzing 125,000 words. student speaker corpus from the British Academic Written English (BAWE) collection, the study also adopted Halliday and Hasan (1976) categorization of conjunctions, which includes additive, adversative, casual, and temporal types. The goal was to test two hypotheses that EFL students different from native speakers in the quantity and quality of conjunctions used. The methodology included both quantitative and qualitative analysis using Lancsbox software. The results showed that EFL learners tend to over use certain conjunctions especially the additive and, which accounted for more than half of all conjunctions used. In contrast, native speakers used a wider variety of conjunctions. This study closely related to the current research, as it focuses on the use conjunctions by EFL in academic contexts. while Sanosi’s research takes a broader approach by comparing

conjunction use across multiple categories and from two corpora, the current study focuses on the use of conjunctions in descriptive writing.

