



### Lexical Reiteration in EFL Students' Academic Writing (*Leksikal Reiterasi dalam Penulisan Akademik Mahasiswa EFL*)

Nurul Maghfirah Bobihoe<sup>1</sup>, Zulkifli Tanipu<sup>2</sup>, Fahria Malabar<sup>3</sup>

<sup>1,2,3</sup>English Language Education Study Program, Faculty of Letters and Cultures, Universitas Negeri  
Gorontalo

[firabobihoe26@gmail.com](mailto:firabobihoe26@gmail.com)<sup>1</sup>, [zulkifli\\_tanipu@ung.ac.id](mailto:zulkifli_tanipu@ung.ac.id)<sup>2</sup>, [fahria@ung.ac.id](mailto:fahria@ung.ac.id)<sup>3</sup>

| Article Info                                                                                                                                                                                                                                                                                                              | Abstract                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>Article history:</b></p> <p>Received: 28 Februari 2025<br/>Revised: 26 Maret 2025<br/>Accepted: 27 Maret 2025</p> <hr/> <p><b>Keywords:</b></p> <p>Lexical Reiteration<br/>EFL Students<br/>Academic Writing</p> <hr/> <p><b>Kata kunci:</b></p> <p>Reiterasi Leksikal<br/>Mahasiswa EFL<br/>Penulisan Akademik</p> | <p>This study examines the use of lexical reiteration in the academic writing of EFL (English as a Foreign Language) students at Gorontalo State University. Lexical reiteration, encompassing repetition, synonyms and near-synonyms, superordinates, and general words, is crucial for maintaining cohesion and coherence in texts. Using Halliday and Hasan's (1976) cohesion theory, this research analyzes various academic texts produced by fifth-semester students. The findings reveal that repetition is the most frequently used type of reiteration, followed by synonyms and near-synonyms, general words, and superordinates. However, a major issue identified is the excessive reliance on repetition, resulting in monotonous writing. This problem stems from a limited academic vocabulary and inadequate knowledge of cohesive devices. As a result, students struggle to create well-structured and engaging academic texts. This study highlights the need for expanding vocabulary and improving students' understanding of lexical cohesion to enhance their writing quality. By addressing these challenges, educators can help students develop more varied and effective academic writing skills. These findings contribute to discussions on improving EFL students' writing proficiency, particularly in terms of lexical cohesion and coherence.</p> <p><b>Abstrak</b></p> <p>Penelitian ini meneliti penggunaan reiterasi leksikal dalam tulisan akademik mahasiswa EFL (English as a Foreign Language) di Universitas Negeri Gorontalo. Reiterasi leksikal, yang mencakup pengulangan, sinonim dan sinonim dekat, superordinat, serta kata umum, memainkan peran penting dalam menjaga kohesi dan koherensi dalam teks. Dengan menggunakan teori kohesi Halliday dan Hasan (1976), penelitian ini menganalisis berbagai teks akademik yang ditulis oleh mahasiswa semester lima. Hasil penelitian menunjukkan bahwa pengulangan adalah jenis reiterasi yang paling sering digunakan, diikuti oleh sinonim dan sinonim dekat, kata umum, dan superordinat. Namun, masalah utama yang ditemukan adalah ketergantungan berlebihan pada pengulangan, yang menyebabkan tulisan menjadi monoton. Permasalahan ini disebabkan oleh keterbatasan kosakata akademik dan kurangnya pemahaman tentang perangkat kohesif. Akibatnya, mahasiswa mengalami kesulitan dalam menyusun teks akademik yang terstruktur dan menarik. Penelitian ini menekankan pentingnya memperluas kosakata dan meningkatkan pemahaman mahasiswa tentang kohesi leksikal untuk meningkatkan kualitas tulisan akademik mereka. Dengan mengatasi tantangan ini, pendidik dapat membantu mahasiswa mengembangkan keterampilan menulis akademik yang lebih bervariasi dan efektif. Hasil penelitian ini berkontribusi pada diskusi mengenai peningkatan kemampuan menulis mahasiswa EFL, khususnya dalam hal kohesi dan koherensi leksikal.</p> |

### ***Corresponding Author:***

Nurul Maghfirah Bobihoe  
Faculty of Letters and Cultures  
Universitas Negeri Gorontalo  
[firabobihoe26@gmail.com](mailto:firabobihoe26@gmail.com)

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## **1. INTRODUCTION**

Lexical reiteration is an important element in lexical cohesion in discourse analysis and plays a role in building cohesion in academic texts (Halliday & Hasan, 1976; Adorjan, 2015). Reiteration refers to the lexical relationships within the text through the repetition of certain words or the use of synonyms within a single semantic domain (Abdulameer et al., 2021). This technique emphasizes and clarifies information in academic writing while avoiding a monotonous impression (Idegbekwe, 2022).

Tanskanen (2006) explains that "repetition" is used more frequently than "reiteration." "Repetition" refers to the direct repetition of words, while "reiteration" encompasses various types such as repetition, synonyms, near-synonyms, superordinates, and general words (Halliday & Hasan, 1976; Tanskanen, 2006). Unfortunately, EFL students tend to only repeat the same words without utilizing a broader variation of reiteration (Touat & Oudahmane, 2022; Tangkiengsirisin, 2010). This can affect the cohesion and readability of their academic writing.

Previous research conducted by fifth-semester EFL students at Gorontalo State University in 2022 indicates that the use of academic vocabulary in their writing remains limited. Many students experience difficulties in using more than two academic words in their texts, highlighting the need for an improved understanding of academic vocabulary and the application of reiteration as a cohesive device. Meanwhile, most research on cohesion in EFL students' writing has focused more on grammatical aspects than on lexical cohesion (Llach & Catalán, 2007). Therefore, the study of reiteration becomes important to assist students in developing more cohesive and varied academic writing skills.

Previous research has shown that reiteration is often used in various texts. Abdulameer et al. (2021) found that word repetition is the most frequently used type of reiteration in the discourse of Surah Al-Qur'an At-Takweer, with a percentage of 52.94%. Febriani (2022) also found that word repetition dominates in the English textbooks for the eleventh grade in Indonesia. Meanwhile, Claria (2022) analyzed variations of reiteration in news texts at Warmadewa University and found that variations of reiteration such as synonyms and superordinates help create text cohesion.

This research aims to fill the gaps in previous studies by examining the use of reiteration in students' academic writing in the English Language Education Study Program at Gorontalo State University. This study will identify the extent to which students are able to build cohesion in their writing through reiteration and explain the importance of variation in reiteration in enhancing the quality of academic writing.

## **2. LITERATURE REVIEW**

### **2.1 Types of Reiteration**

Reiteration in a text can have various impacts depending on the type of reiteration used (Sari & Anindita, 2020). According to the taxonomy proposed by Halliday and Hasan (1976), reiteration consists of four main types, namely repetition, synonyms and near synonyms, superordination, and general words.

#### **2.1.1 Repetition**

In addition to Halliday and Hasan (1976), Hoey also developed a classification of repetition that includes simple repetition, complex repetition, simple paraphrase, and complex paraphrase (Hoey, 1991). Simple repetition occurs when a word or phrase is repeated without undergoing significant grammatical changes (Adorjan, 2015). Meanwhile, complex repetition involves words that share similar forms but are not formally identical or have different grammatical functions (Al Huneety et al., 2019). On the other hand, simple paraphrase refers to the replacement of a word with a synonym without significantly altering the meaning, whereas complex paraphrase involves morphological variations of the same root word (Tarawneh & Al-Momani, 2023).

#### **2.1.2 Synonyms and Near Synonyms**

Synonyms refer to words that have similar meanings and can be used interchangeably in sentences without fundamentally altering the meaning (Purba et al., 2023). The use of synonyms helps to avoid excessive repetition and maintain the reader's interest (Sumani & Kartikasari, 2022). Near synonyms, or plesionymy, are pairs of words that share similar meanings in subordinate aspects but differ in primary aspects (Hameed & Challob, 2022).

### 2.1.3 Superordinate

Superordinate is a form of reiteration related to the concept of hyponymy, where a more general word is used to replace previously mentioned more specific words (Paltridge, 2012). For example, the word "fruit" encompasses words such as "apple, banana, and mango" in a text (Sari & Anindita, 2020).

### 2.1.4 General Words

The general word refers to the concept of meronymy, which connects a word with a smaller part of the whole concept (Paltridge, 2012). Common words help create cohesion in the text by connecting different parts of a statement so that the text is more structured and cohesive (Claria, 2022).

## 2.2 Function of Reiteration

The function of reiteration in text coherence has various roles in the writing process, one of which is to emphasize meaning within sentences and to create coherence among elements in the text (Tanskanen, 2006). Tanskanen explains that the use of reiteration strengthens the relationships between parts of the text through the repetition of words, phrases, or concepts, either in the same form or with slight modifications. For instance, in the sentence "This new regulation is made to enhance employee discipline and aims to improve work discipline by expecting better work quality and resources," there is a repetition of the phrase "enhance employee discipline."

Meanwhile, the use of synonyms in reiteration is evident in the sentence "This new regulation is made to enhance employee discipline and aims to develop work discipline by expecting better resource quality." Here, the word "enhance" is replaced with "develop" and "employees" with "work" to broaden the scope of meaning without losing contextual relevance. Previous theories state that reiteration enhances cohesion in texts by strengthening lexical relationships (McCarthy, 1988). Furthermore, Hoey (1991) emphasizes the importance of reiteration in building coherence and assisting readers in understanding information more effectively. Therefore, reiteration not only reinforces meaning but also clarifies, emphasizes, and integrates messages within the text, making communication more effective.

## 3. METHOD

This research employs a qualitative descriptive method to analyze the use of lexical reiteration in the academic writings of EFL students at Gorontalo State University. The research data was obtained from the academic assignments of fifth-semester students in the 2020 academic year, which included essays, papers, articles, and mini-research projects. Data collection was conducted by requesting students to submit academic documents in MS Word format via Google Drive. All documents were categorized based on semester, class, and type of writing to facilitate analysis. The research procedure was carried out in two stages. The first stage involved identifying the types of lexical reiteration used in academic texts based on the taxonomy of Halliday and Hasan (1976), such as repetition, synonyms, hypernyms, and general terms. The second stage involved analyzing the functions of reiteration in constructing arguments, clarifying ideas, and ensuring text cohesion using a discourse analysis approach.

## 4. RESULTS AND DISCUSSION

This research produces two discovery topics, namely what types of reiteration are found and how reiteration functions in the academic writing of EFL students.

### 4.1 Types of Reiteration

This section presents the results of the analysis of various types of lexical reiteration found in EFL student academic writing. Based on the analysis of data from student academic writing that identifies sentences and words in the text, several types of lexical reiteration were found, namely repetition, synonyms and near-synonyms, superordinates, and common words (Halliday & Hasan, 1976). This section also explains the first research question, which is what types are most frequently used in their writing. In addition, the identified types of reiteration reveal complex language patterns that reflect the students' linguistic development level. Therefore, the analysis results of the use of these types can be seen in the table below.

Table 1. Types of lexical reiteration found in academic writing

| J. Types of reiteration   | K. Total number | L. Percentage |
|---------------------------|-----------------|---------------|
| M. Repetition             | N. 73           | O. 40%        |
| P. Synonym & near-synonym | Q. 51           | R. 19.31%     |
| S. Superordinate          | T. 21           | U. 13.79%     |
| V. General words          | W. 31           | X. 15.86%     |
| Y. Combination of types   | Z. 16           | AA. 11.03%    |

Research indicates that repetition of the same words occupies the first position in the hierarchy of repetition, demonstrating students' strategies to maintain clarity of meaning and reinforce main ideas by repeating terminology or key concepts. At the next level, students begin to use synonyms and near-synonyms as an effort to enhance language variety. However, the use of this type remains limited, highlighting the challenges that students face in finding appropriate word equivalents in an academic context. Furthermore, the use of general words ranks third, indicating their ability to create conceptual bridges between ideas, albeit with relatively low complexity. Subsequently, superordinates represent the lowest level of reiteration, requiring a high degree of abstraction and conceptual generalization. The minimal use of this type indicates the difficulties that EFL students encounter in placing specific ideas within a broader theoretical framework, while also demonstrating their academic development stage that still requires guidance and further development.

## 4.2 Function of Reiteration

This section presents the results of an analysis related to reiteration functions in EFL students' academic writing. Based on Tanskanen's (2006), this analysis aims to examine how students emphasize, clarify information, and build coherence and cohesion in their written work. An in-depth analysis of various forms of reiteration, including repetition of the same words, use of synonyms and near-synonyms, superordinate, and general words, reveals interesting patterns in students' writing strategies. Research findings indicate significant variation in how EFL students utilize reiteration mechanism to create textual cohesion, develop arguments, and maintain logical flow in their academic writing.

### 4.2.1 Emphasizing the text

As mentioned earlier, one of the functions of lexical reiteration, which is commonly known is to emphasize information in topic being discussed. For instance, in Table 2.

Table 2. Lexical Reiteration for Emphasizing Information

| BB. Participants | CC. Data                                                                                                                                                                                                                                                                                                                                                                                             | DD. Types          |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| EE. [5HA20]      | FF. <i>Global warming is still an issue being discussed. One of these discussions is about what and who generates it. If we understand what causes <u>global warming</u>, we are cognizant of the fact that humans are to blame for this <u>global warming problem</u>.</i>                                                                                                                          | GG. Repetition     |
| HH. [5FP20]      | II. <i><u>Language</u> is a means of communicating and interacting with each other. <u>Language</u> other than as a <u>means of communication</u> is also often considered as an <u>identity and identity</u> of a certain tribe, ethnicity, or group.</i><br>JJ.                                                                                                                                    | KK. Repetition     |
| LL. [5ZR20]      | MM. <i>Seeing how literature is said to be an artistic or intellectual literary work, this <u>illustrates</u> that there is a relationship between creative writing and literature. The relationship between the two <u>can be seen</u> from how creative writing is a form of artistic expression and creative writing uses the imagination to convey meaning using images, stories, and drama.</i> | NN. & Near-synonym |

The text above provides several examples of sentences taken as examples of the use of repetition, each with different topics. In the first text [5HA20], it discusses global warming. This is evident because the phrase '*global warming*' is used three times in the text, even occurring twice in the same sentence. The phrase '*global warming*' initially introduces the topic being discussed. Furthermore, this phrase is used again to discuss the causes and impacts of this phenomenon in the form of the phrase '*global warming problem*'. The purpose of this repetition is to emphasize the main topic of discussion and to help connect various aspect of the topic, from the fact that it is still a debated issue, to questions about its causes, and ultimately the conclusion that humans are responsible for this problem. The emphasis of this information is not merely a linguistic effort, but a communication strategy aimed at transforming details of the topic and maintaining consistency of terminology in the text.

Furthermore, in a text [5FP20] the words '*language*' and '*identity*' are repeated twice in the sentence. The repetition of the word '*language*' emphasizes that language has an important role in various aspects of social life, both as a means of communication and as a cultural marker. In addition, the word '*identity*' is repeated twice closely to reinforce the idea that language is not only a tool for speaking, but also a reflection of the identity of certain social groups, such as tribes, ethnicities, or communities. The function of repetition here is to emphasize the central role of language in human communication and identity. This

repetition helps develop the idea from the general definition of language as a means of communication to its more specific social function as an identity marker. However, this repetition of the word ‘identity’ tends to produce a redundancy effect that makes the sentence less dynamic and lacks word variety. The use of repetition in this context can have the effect of conveying ideas that are monotonous and irrelevant because it repeats information that is already clear.

Thus, the main function of reiteration lexical analysis in both sentences is to create a systematic and strategic mechanism for emphasizing information. Reiteration is not merely repetition, but rather a rhetorical technique intentionally designed to deepen, expand, and reinforce key information, so that the information in the text is not only understood, but also engages cognition with the conveyed message. However, it is important to pay attention to repetition used with clear purpose and significant contribution to the meaning or emphasis of ideas, while also considering language variations.

On the other hand, the text [5ZR20] is a synonym pair between the words “illustrates” and “can be seen” which both have the meaning of showing or demonstrating. From the perspective of near-synonyms, the difference between these two words lies in the level of authorial intervention in explaining a concept. “Illustrates” tends to be argumentative, actively providing understanding within a specific relationship or meaning. Meanwhile, “can be seen” is more descriptive and allows room for further interpretation, reflecting a more objective approach in academic writing. The function of emphasizing information in the use of synonyms and near-synonyms lies in its ability to present multilayered semantics that not only passively provide information, but actively engage in the process of understanding meaning construction. Each word choice is designed to open up a dialogic space in the text, creating a wide and complex range of interpretations.

#### 4.2.2 Building Cohesion and Coherence

Besides being used for emphasis, reiteration has a very important linguistic strategy in building cohesion and coherence in EFL students' academic writing, where the process of repetition or systematic use of key words helps create meaningful unity and coherent flow of thought. This can be seen in the Table 3.

Table 3. Lexical Reiteration for Building Cohesion and Coherence

| OO. | Participants | PP. Data                                                                                                                                                                                                                                                                  | QQ. Types         |
|-----|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| RR. | [5MA20]      | SS. <i>Barack Obama, who was still serving as president at that time, also awarded Joe Biden with the <u>Medal of Freedom</u> for his contributions to national security and interests, as well as world peace. <u>The award is America's highest civilian award.</u></i> | TT. Superordinate |
| UU. | [5AN20]      | VV. <i>A <u>summary</u> is the <u>compact account</u> of the <u>main text</u>, i.e. an article, essay, drama, or some other form of literature. It gives an <u>overview</u> of the <u>key points</u> of the piece of writing.</i><br>WW.                                  | XX. Near-synonym  |

In the first data [5MA20], there is an interesting superordinate mechanism between the first and second clauses. The use of this type occurs through the repetition of the concept of “award,” which builds strong semantic cohesion. In the first sentence, “Medal of Freedom” is mentioned specifically, while in the second sentence, the phrase “The award” refers back to the same award, creating a clear referential relationship. This serves a semantic function in using the significance of the given award. By using this superordinate, students understand that the phrase “Medal of Freedom” is a prestigious award with deep meaning. The lexical repetition of “award” helps maintain focus on the context of the award and creates textual coherence. Additionally, the second sentence “The award is America's highest civilian award” serves as an expansion of information, explaining the superordinate importance of the award given to Joe Biden, thus creating an informative and cohesive meaning.

In addition to superordinate, there are also texts that contain near-synonyms such as in the second data [5AN20], there are only types of near-synonyms that are related to each other, such as “summary” with “compact account” and “overview”, and “main” with “key”. The use of these words has various functions in shaping the meaning of the text. At the definition level, the near-synonym “compact account” helps explain the concept of “summary” by providing a slightly different but complementary perspective. Meanwhile, the function of elaboration is shown through the use of “i.e.” followed by a concrete list of different forms of text, providing additional clarity on what is meant by “main text”. Moreover, the function of affirmation is seen in the use of the word “overview” in the second sentence, which reinforces the understanding of the summary concept from a different perspective.

The use of “key points” related to the “main text” also serves as an additional affirmation. The cohesion aspect of the text is achieved through the use of near-synonyms that create a tangle of



interconnected meanings, building the overall unity and cohesiveness of the text. Overall, the analysis of lexical cohesion and reiteration in that sentence demonstrates how near-synonyms play a strategic role in creating a cohesive, meaningful, and communicative text. Through careful word choice and semantic variation, the writer successfully constructs a language structure rich in nuances, facilitating the reader's comprehensive and in-depth understanding of the summary concept.

#### 4.2.3 Clarify Information

In the context of academic writing, EFL students, this function plays a crucial role in clarifying academic ideas through systematic repetition of keywords or phrases with careful semantic variations. For example in the Table 4.

Table 4. Lexical Reiteration for Clarifying Information

| YY. Participants | ZZ. Data                                                                                                                                                                                                                                          | AAA. Types         |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| BBB. [5FK20]     | CCC. <i>This <u>assessment method</u> belongs to <u>formative assessment</u>. This helps teachers understand student learning during class and provides information to adjust teaching strategies using group discussion assessments.</i><br>DDD. | EEE. General words |
| FFF. [5AD20]     | GGG. <i>Therefore the results of the <u>creative writing</u> itself will be poured in <u>literary works</u>, for example in poetry.</i>                                                                                                           | HHH. General words |

The function of clarification in these two sentences indicates a significant difference in the strategy of using academic language. In data [5FK20], the clarification process is systematically carried out through intentional and structured conceptual repetition, where the term "assessment method" is expanded and clarified to "formative assessment," which is further elaborated through practical explanations about the teacher's role in understanding the learning process. This mechanism provides a layered understanding of concepts, from general definitions to specific implementation, thus creating comprehensive clarity of meaning. Conversely, data [5AD20] displays weaknesses in the clarification process, as there is inadequate reiteration mechanism to clarify the relationship between the concepts of "creative writing" and "literary works." This sentence lacks exploration or development of meaning, resulting in a narrative that is ambiguous and less informative. This fundamental difference indicates that lexical clarification and reiteration are not merely about word repetition, but rather about how a concept is understood, expanded, and presented in a deeper and more comprehensive context.

On the other hand, some of the general phrases found in these sentences serve to provide a message that can applied in English learning in general as well as maintain the focus of the text about the principle of the importance of speaking skills in the EFL program. Based on the two sentences analysis, it can be concluded that general words in writing have the function of conveying big ideas in general, without limiting to a specific context, and have a crucial role in improving the quality, clarity, and accessibility of academic writing, while still maintaining a level of precision and generality that is appropriate to the academic context.

#### 4.2.4 The function of reiteration in combination of types

In this section is the finding of other analysis results found in this study, that is the discovery of a combination of lexical reiteration types such as repetition, synonym and near-synonym, superordinate, and general words that are found used in the same sentence, for example as in the following sentence:

[5AS20] *In learning English, innovation in the use of children's literature greatly facilitates the teaching and learning process. Literary works in learning English not only provide a model for mastering language skills but also offer understanding and awareness of the culture and characters presented in various contexts.*

There are several types of reiteration found in those sentences:

- Repetition: learning English.
- Near-synonym: teaching and learning process, understanding and awareness.
- General words: literary works, culture, and characters.

The phrase "learning English" is a type of repetition that serves to emphasize the main focus of the sentence on learning English. This repetition also creates coherence between the beginning and end of the sentence and reinforces the idea that literature is an important tool in learning English. Furthermore, the use of near-synonyms such as "teaching and learning process" shows the two sides of the educational process, emphasizing that innovations benefit both teachers and students.

Meanwhile, the words "understanding and awareness" describe different levels of understanding, implying that literature provides benefits beyond factual knowledge. Then, the type of general words in this sentence is seen in the phrase "Literary works" which appears as a generalization of "children's literature", expanding the scope from a specific example to a broader concept. Using general words such as "culture"

and “characters” gives an idea of the aspects that can be learned through literature, while linking language learning with cultural understanding and character analysis.

[5DD20] *Qatar is an Islamic country in the Middle East which is very thick with Islamic law so that western culture that is not in accordance with Islamic culture is strictly prohibited, this causes controversy and criticism due to cultural differences between European and Middle Eastern cultures.*

The types found in the sentence are:

- Repetition: Islamic and culture
- Superordinate: Middle East
- General words: Western

Using a combination of lexical types of reiteration in EFL students’ academic writing plays an important role in building a cohesive and coherent text. As in the example sentence about Qatar above, lexical strategies are found to convey ideas more effectively. The use of repetition of the words “Islamic” and “culture” serves to emphasize the main point of their argument and maintain the focus of the discussion, while also demonstrating mastery of vocabulary in an academic context.

Meanwhile, the superordinate “Middle East” shows students’ ability to organize information from specific to general, which is an important skill in academic writing. Using the general word “Western culture” illustrates students’ understanding of how to use general terms to refer to broader concepts. In addition to producing a more structured and comprehensible text, the combination of these three lexical types demonstrates the development of language skills in academic contexts, particularly in terms of using appropriate and varied vocabulary to express complex ideas.

[5FB20] *This language training should take into account the business context in which the communication takes place. In a more connected world of business with the development of technologies such as telecommunications, computers, networks, email and video conferencing, it is essential for people to communicate effectively across borders and bridge cultural differences.*

- Repetition: Business
- Superordinate: Technologies
- Near-synonym: Communicate and bridge

The function of the repetition word “business” found in the sentence has an important role in building cohesion and emphasizing the meaning of the text. The repetition of the word “business” in the phrases “business context” and “world of business” serves to reinforce the main focus of the discussion on the business context in language and communication training. This repetition helps maintain the continuity of the theme and emphasizes the importance of business aspects as the main domain in which cross-cultural communication occurs.

Furthermore, the superordinate function “technologies” found in the sentences acts as a word with a broader meaning that includes the various types of specific technologies mentioned after it (telecommunications, computers, networks, email, and video conferencing). The use of this superordinate demonstrates the author’s ability to organize information, where “technologies” serve to overshadow the different types of modern communication technologies. This helps to connect general and specific concepts in the text, while also showing how these technologies contribute to a more connected business world.

Then, the near-synonym function found in the word “communicate” refers to information exchange and interaction between individuals in a business context. Meanwhile, the word “bridge” is used metaphorically to describe the effort to connect or bridge cultural differences. These two words, although having different underlying meanings, are used side by side to reinforce the idea of the importance of connectivity and understanding in cross-cultural communication.

## 5. CONCLUSION AND SUGGESTIONS/RECOMMENDATIONS

### 5.1 Conclusion

This study delves into the inquiry of research question: what are the types of reiterations found in EFL students’ academic writing, and how are the functions of reiteration found in their academic writing. The analysis from the preceding section conveyed that the students are using several types of reiteration; the repetition is the most frequent types, whereas the superordinate is the lowest types of reiteration used in the students’ academic writing. Besides, this study also discovered the combination of reiteration types in longer sentences. It is rarely indicated in the several research that conducted under the umbrella of reiteration types analysis. However, the current scholar indicated that the lexical choices in the use of synonym in their writing is limited and some of the word choices are not an academic word phrase. This means that the EFL students are potentially lack in their vocabulary mastery, that affected their writing ability.

On the other hand, as the preceding paragraph stated that the current scholar also delves in to the function of the reiteration types used by the EFL students. First, the repetition is functionally used to emphasized, clarify, and maintain the consistency of the terminology in the text. Synonym and near synonym

are used to create the lexical cohesion, clarify information, and takes role in provided the variety of word. Moreover, the superordinate used in order to simplify and summarize word, along with the roles to replace certain words that mention earlier to avoid repetition. It also created the inter-sentence cohesion in the written text. Provided and conveyed a big idea in general without limiting to the aspect context, enhance the quality, clarity, and accessibility of academic writing are the function of general words used that investigated in this current study. However, as inferred from the preceding section, apart from the function of repetition used in writing, the overuse of that type potentially to create the writing with less effective and monotonous.

## 5.2 Suggestions/Recommendations

The current scholar offered the pedagogical implication for EFL academic writing classes. Students in this study indicated a lack in vocabulary mastery, especially for their lexical choices in academic writing. Therefore, educators must encourage students to utilize a wider range of academic phrases in their writing. This can be applied by incorporating the AFL providing a huge variation of writing, with advanced lexical choices with its implementation in writing. Through the elaboration of those tools in the learning process, it is expected that the EFL students could be more familiar and varied in their vocabulary, especially for the lexical choices in their reiteration usage.

On the other hand, developing the material design and learning strategies are the pedagogical implication that must be applied in order to support the EFL students' language development. As viewed from the previous section, the development of both aspect in the academic writing classes included of how the educators to takes role in their process. The process of learning is the most important element to taken care of rather than their final result. Through this process, it is expected that the educators must be actively takes the pivotal roles to guide the students in emphasizes an important idea, their lexical preferences, cohesion and coherence, and how to maintain the reiteration use in their academic writing.

Moreover, the current scholar could be deployed by the educator to scrutinize the EFL students' language development in the academic writing classes, specifically in the used of reiteration types. Hence, in accordance with the importance of EFL language development, the researcher then advises the future researcher to delves more into this matter. The upcoming researcher suggested to construct the study through the viewpoint of the longitudinal and cross-sectional method, in order to investigates more into the EFL language development under the umbrella of the lexical reiteration types in students' academic writing. All in all, the current study represented the varied discussion in the context of EFL language learning and teaching.

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