

Lexical cohesion skills and narrative writing ability of senior high school learners

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ABSTRACT

This study aimed to investigate the lexical cohesion skills of senior high school learners and their relationship to narrative writing ability. Specifically, it examined how learners employ various lexical cohesion techniques—including repetition, synonymy, collocation, antonymy, general words/superordinates, hyponymy, and metonymy—in constructing coherent and meaningful narratives. The study utilized a survey-correlational research design, with data collected from 108 senior high school learners through a lexical cohesion skills test and a narrative writing task. Statistical analyses, including correlation and descriptive measures, were employed to determine the relationship between lexical cohesion skills and narrative writing performance. Findings revealed that learners have a high proficiency in lexical cohesion and narrative writing. Furthermore, a significant positive relationship is found between learners' lexical cohesion skills and their narrative writing ability, indicating that stronger lexical cohesion skills contribute to more coherent and well-structured narratives.

Keywords: Lexical cohesion skills, narrative writing ability, senior high school learners.

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INTRODUCTION

Writing coherent and meaningful narratives remains a persistent challenge for many senior high school learners despite the continued emphasis on English language instruction in the curriculum. Classroom observations indicate that students frequently experience difficulty producing cohesive narrative texts because of limited vocabulary, excessive repetition of words, and weak connections between ideas, all of which diminish the clarity and effectiveness of their writing. These concerns underscore the importance of lexical cohesion skills as an essential component of written discourse. Empirical evidence supports this concern. Usman Sidabutar (2021) found that Indonesian high school students relied heavily on repetition, which accounted for approximately 64 percent of lexical cohesion use in their narratives, while devices such as hyponymy were used much less frequently. Similarly, the study of Ni Luh Wiji Adnyani Putri and colleagues (2024) revealed that lexical cohesion comprised only 21.2 percent of the cohesive devices employed in Grade 11 narrative texts, indicating that learners depended more on other cohesive devices such as references and conjunctions than on lexical resources. These findings collectively suggest that although students recognize the importance

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of lexical cohesion, they often employ only a limited range of lexical relationships, thereby restricting the overall coherence and sophistication of their writing.

Within the Philippine educational context, English continues to serve as a primary medium of instruction and occupies a central position in the senior high school curriculum. Nevertheless, learners continue to encounter considerable challenges in expressing ideas effectively through written English. Although studies focusing specifically on lexical cohesion skills and narrative writing among Filipino senior high school learners remain limited, related research consistently reports difficulties involving vocabulary selection, coherence, structural organization, and grammatical accuracy in students' narrative compositions. Such findings suggest that writing proficiency extends beyond grammatical correctness and requires the effective organization of ideas through meaningful lexical relationships. As students' progress from guided classroom writing tasks to more independent and discipline specific forms of communication, a stronger understanding of lexical cohesion becomes increasingly important. Investigating the relationship between lexical cohesion skills and narrative writing ability therefore offers valuable insights for English teachers, curriculum developers, and learners seeking to improve written communication.

The significance of lexical cohesion is grounded in the theory of cohesion developed by Halliday and Hasan (2017), who defined cohesion as the network of linguistic elements that connect sentences into meaningful discourse. Their framework identifies two broad categories of cohesive devices, namely grammatical cohesion, which includes reference, substitution, ellipsis, and conjunction, and lexical cohesion, which consists of reiteration through repetition, synonymy, hyponymy, antonymy, and collocation. According to Halliday and Hasan, these cohesive relationships enable readers to follow the progression of meaning across sentences and paragraphs, thereby transforming isolated statements into unified discourse. Lexical cohesion, in particular, operates through semantic relationships among words and phrases that reinforce textual unity and coherence. Through the strategic use of repetition, synonyms, semantic categories, and collocational patterns, writers establish meaningful connections that facilitate comprehension and improve the overall flow of ideas.

The importance of lexical cohesion has likewise been reinforced by subsequent research and theoretical developments. Hoey (2016) argues that lexical patterns function as interconnected networks that organize discourse and guide readers through the logical progression of ideas and events. This perspective extends Halliday and Hasan's framework by emphasizing that lexical choices contribute not only to sentence level cohesion but also to the broader organization of entire texts. Likewise, studies conducted in English as Foreign Language contexts demonstrate that learners frequently underutilize lexical cohesion strategies despite their positive contribution to writing quality. Kadiri et al. (2016) observed that learners often employ lexical cohesion inconsistently, while richer and more varied use of lexical relationships is associated with stronger writing performance. Similarly, Saudin (2019), whose work has occasionally been cited as Saudin (2022) although the original publication appeared in 2019, reported that essays demonstrating denser and more varied lexical cohesion features consistently received higher quality ratings. These converging findings indicate that effective lexical cohesion enhances coherence, readability, and overall textual quality, thereby supporting learners' ability to produce well organized written discourse.

Narrative writing itself requires far more than the simple recounting of events. Effective narratives demand logical organization, coherence, continuity, appropriate grammar and mechanics, and creative development of elements such as characterization, setting, conflict, and resolution. Consequently, learners' success in narrative writing depends on the interaction of multiple linguistic competencies, including vocabulary knowledge, grammatical proficiency, discourse competence, and the ability to organize ideas into a coherent sequence. Lexical cohesion serves as an important mechanism within this process because it allows

writers to establish semantic connections among ideas, maintain continuity throughout the text, and produce narratives that are easier for readers to understand. The literature therefore converges on the view that lexical cohesion represents an important yet often underdeveloped component of writing proficiency, particularly among learners developing advanced English writing skills.

Guided by these theoretical and empirical foundations, the present study adopts Halliday and Hasan's (2017) Cohesion Theory as its primary framework for explaining the relationship between lexical cohesion skills and narrative writing ability. Within this framework, lexical cohesion skills, specifically repetition, synonymy, hyponymy, antonymy, collocation, and other reiterative devices, are treated as the independent variable, while narrative writing ability serves as the dependent variable. This conceptualization is further strengthened by Hoey's (2016) discourse perspective, which emphasizes that lexical patterns shape the organization and readability of texts, and by empirical evidence from Saudin (2019) and Kadir et al. (2016), which demonstrates that richer lexical cohesion is associated with higher quality writing. Collectively, these perspectives support the assumption that learners who demonstrate more frequent, varied, and purposeful use of lexical cohesion are more likely to produce narrative compositions characterized by stronger content development, clearer organization, improved language use, and greater grammatical and mechanical accuracy.

Despite the growing body of international research highlighting the contribution of lexical cohesion to writing quality, relatively limited evidence exists regarding this relationship among Filipino senior high school learners, particularly in the context of narrative writing. This gap underscores the need for further investigation within the Philippine educational setting, where English writing proficiency remains a significant instructional concern. Accordingly, the present study seeks to determine how learners' lexical cohesion skills relate to their narrative writing ability by examining the extent to which the effective use of lexical relationships contributes to writing performance in terms of content, organization, language use, grammar, and mechanics. Through this investigation, the study aims to contribute empirical evidence that may guide instructional practices, strengthen writing pedagogy, and support the development of more coherent and effective narrative writing among senior high school learners.

Statement of the problem

This research aimed to investigate the relationship between lexical cohesion skills and the narrative writing ability of senior high school learners in Filamer Christian University, Inc. for the school year 2025-2026.

Specifically, this study sought answers to the following questions:

1. What is the level of lexical cohesion skills of senior high school?
2. What is the level of narrative writing ability of senior high school learners?
3. Is there a significant relationship between the learners' lexical cohesion skills and their narrative writing ability?

METHODOLOGY

This chapter presents the methodology employed in the study and is organized to restate the purpose of the investigation, describe the research design, present the participants and the data gathering instruments and procedures, and enumerate the statistical tools used in the analysis of the data.

This study was conducted to determine the Lexical Cohesion Skills in Relation to Narrative Writing Ability of Senior High School learners at Filamer Christian University, Inc. for the School Year 2025–2026. The study used a survey correlational research design. In quantitative research, survey methods are commonly employed to gather data from a sample or an entire population to describe characteristics, skills, or abilities of a group at a given point in time (Creswell, 2012). This design typically involved the use of researcher-developed instruments to collect numerical data from participants. Survey correlational designs are particularly appropriate for determining the degree of relationship between variables without manipulating them (David, 2005, as cited in Lantoria, 2016). In this study, a correlational approach was utilized to examine the relationship between lexical cohesion skills and narrative writing ability of Senior High School learners (Creswell, 2012). The selected research design was suitable for this study as it sought to investigate and characterize the connection between senior high school students' narrative writing proficiency and lexical coherence abilities. Specifically, the study sought to determine how the use of lexical cohesion devices such as repetition, synonymy, collocation, antonymy, general words/superordinate, hyponymy, and metonymy related to the students' ability to produce coherent and well-structured narrative compositions. The research was also intended to describe the extent to which learners employ these cohesive devices in their written outputs and how these linguistic features contribute to the overall quality of their writing. In this study, lexical cohesion skills serve as the independent variable, while the narrative writing ability of the Senior High School learners represents the dependent variable. This research made use of descriptive statistics, which involved frequency count, percentage, mean, and standard deviation, along with inferential statistical methods. The inferential statistic used in the study is Pearson r with the alpha level of significance set at 0.05.

The participants of this study were the one hundred eight (108) Grade 11 and Grade 12 learners, randomly selected from a population of one hundred forty-nine (149) students of Filamer Christian University, Inc. for the school year 2025-2026. Stratified random sampling was used to choose the participants. This process involves first dividing the population into distinct subgroups and then randomly selecting samples from each subgroup (Sullivan, 2008). The Raosoft sample size calculator was utilized to ascertain the necessary sample size. The participants were then selected through a stratified proportional sampling technique, where the names of learners were scribbled on pieces of paper, wrapped up, and put in a box. A random selection of the required number of students was made from the box, and those chosen were included in the study. To determine the proper sample size from different groups or classes of the population included in the study, a proportionate allocation formula was utilized. Of the population, Section 11 Hope had a population size of 38 and yielded a sample size of twenty eighth (28); Section 11 Love had a population size of 36 and yielded a sample size of twenty-six (26); Section 12 Humility had a population size of 38 and yielded a sample size of twenty eighth (28); and Section 12 Justice had a population size of 37 and yielded a sample size of twenty-six (26). In total, the population size across all four sections was 149, from which a total sample size of 108 was drawn.

The study employed various data gathering instruments to obtain relevant information and assess key variables. The first instrument, the Lexical Cohesion Skills Test, was designed to measure the students' level of lexical cohesion through a 47-item researcher-made lexical cohesion test. Clear instructions were provided, and the students were allotted one hour to complete the test by selecting the correct answer from four choices (a, b, c, and d). Scoring was based on a one-point system, wherein each correct response earned one mark, while incorrect answers received zero marks. The scores were categorized into five proficiency levels, wherein a mean score of 37.61–47.00 was described as Very High, a mean score of 28.21–37.60 was described as High, a mean score of 18.81–28.20 was described as Moderate, a mean score of 9.41–18.80 was described as Low, and a mean score of 0.00–9.40 was described as Very Low.

The instrument underwent content validation by three teachers. The questionnaire was pilot-tested with thirty Senior High School students who were not included in the main study group after the face and content validation process. The outcomes from the pilot test were analyzed to evaluate the consistency of each item in the instrument. The reliability test of the instrument was conducted through pilot testing, which included item analysis utilizing the discrimination index (0.20–1.00) and the difficulty index (0.20–0.80) to ensure that each item effectively contributed to the overall measurement. Factor analysis was performed for construct validation, retaining items with a factor loading greater than 0.50, which were used as the final questions in measuring lexical cohesion skills.

The second instrument, the Narrative Writing Ability Rubric, was used to evaluate the narrative writing ability of Senior High School learners through an analytic scoring rubric adapted from Jacobs et al. (1981) in Weigle's book (Weigle, 2002), focusing on five key components: content, organization, language use, grammar, and mechanics. Each component was rated on a five-point scale, with descriptors indicating performance levels from Very Low to Very High. The total score represented the overall writing proficiency of each student. The rubric was validated by language experts to ensure clarity, consistency, and appropriateness for assessing narrative writing at the Senior High School level. Three English teachers validated the content of both instruments to ensure the reliability and validity of the data. The combination of the lexical cohesion skills test and the writing rubric provided a comprehensive measure of students' linguistic and writing performance, allowing for a meaningful analysis of the relationship between lexical cohesion and narrative writing ability.

The writing assessment consisted of a single narrative task. Learners were instructed to spend approximately 60–70 minutes composing a narrative of at least 250 words. In this task, students were instructed to create a personal narrative in response to a prompt. The task evaluated their ability to express experiences, emotions, and reflections while developing characters, settings, and plot. It also measured their skills in organizing events coherently, maintaining narrative focus, and employing lexical cohesion skills, transitions, and stylistic devices to create unified and engaging narratives. Appropriate use of sequence, language, grammar, and mechanics was also assessed. The participants' written outputs were evaluated using the Narrative Writing Ability Rubric, which covered key aspects such as content, organization, language use, grammar, and mechanics. Scores from the rubric determined each student's overall level of narrative writing ability. The scores obtained from the Narrative Writing Ability Rubric were categorized into five levels, wherein a mean score of 4.21–5.00 was described as Very High, a mean score of 3.41–4.20 was described as High, a mean score of 2.61–3.40 was described as Moderate, a mean score of 1.81–2.60 was described as Low, and a mean score of 1.00–1.80 was described as Very Low. The instrument underwent content validation by three English teachers. After the process of face and content confirmation, the questionnaire was pilot-tested with thirty Senior High School learners who were not part of the main study group. The reliability of each item in the instrument was assessed by analyzing the pilot test data. To assess the reliability of the instrument, a pilot test was conducted, incorporating item analysis based on the index of difficulty (0.20–0.80) and the index of discrimination (0.20–1.00) to verify that each item contributed meaningfully to the overall measurement. Construct validation was carried out using factor analysis, where only items with a factor loading above 0.50 were retained. These validated items were then used as final indicators for measuring the language proficiency of Senior High School learners.

With respect to the data gathering procedures, the researcher obtained approval to conduct the study from the Dean of the Graduate School at Filamer Christian University Inc., the University President, the Principal, and the advisers of Senior High School learners at a

private high school in Filamer Christian University, Inc. Once permission was granted, the researcher sought parental consent from the parents of the Senior High School learners as well as their consent to participate in the study. The participants were made aware of the goals of the research and were given reassurance that their confidentiality would be maintained. Additionally, they were guaranteed that all collected information would remain protected and reserved strictly for research-related analysis. To allow students sufficient time to thoughtfully respond to the three assessment instruments, the printed tests for Lexical Cohesion Skills and Narrative Writing Ability were administered throughout their in-person classes. The participants were provided with one (1) hour to complete the tests, with the writing section of the Narrative Writing Ability assessment taking place during the last 15 minutes of the allotted time. The test data were carefully organized, inputted, and analyzed using the Statistical Package for Social Sciences (SPSS).

The data gathered from the study were analyzed utilizing the Statistical Package for Social Sciences (SPSS) software. Frequency count and percentage were used to determine the profile of the participants. Mean was employed in determining the lexical cohesion skills in relation to the narrative writing ability of Senior High School learners. Standard deviation was used to determine the homogeneity as well as heterogeneity of the scores obtained by Senior High School learners. Pearson r was used to determine the relationship between lexical cohesion skills and narrative writing ability of Senior High School learners using a significance level of .05.

RESULTS AND DISCUSSION

This chapter presents the results of the investigation conducted among the one hundred eight (108) Grade 11 and Grade 12 learners of Filamer Christian University, Inc. who were randomly selected through stratified proportional sampling from a population of one hundred forty-nine (149) students for the school year 2025-2026. The study employed a survey-correlational research design to determine the relationship between the lexical cohesion skills and the narrative writing ability of Senior High School learners, utilizing a researcher-made Lexical Cohesion Skills Test and a Narrative Writing Ability Rubric adapted from Jacobs et al. (1981) in Weigle (2002) as the primary data-gathering instruments. Data were analyzed using descriptive statistics, namely frequency count, percentage, mean, and standard deviation, as well as inferential statistics through Pearson r at an alpha level of significance set at 0.05. The discussion that follows is grounded entirely in the data gathered from the administration of these instruments, and the results are interpreted in direct relation to the objectives of determining the level of lexical cohesion skills and narrative writing ability of the learners and establishing the relationship between these two variables.

Data showed that the level of Lexical Cohesion Skills of Senior High School learners is "high" ($M = 31.81$, $SD = 10.77$), based on a scale wherein a mean score of 38 to 47 is described as Very High, 29 to 37 as High, 19 to 28 as Moderate, 10 to 18 as Low, and 0 to 9 as Very Low. This high level implied that senior high school learners developed the ability to effectively apply lexical devices such as repetition, synonyms, antonyms, and related words through their active participation in varied learning tasks across subjects like English for Academic and Professional Purposes, Oral Communication, Creative Nonfiction, Reading and Writing Skills, and 21st Century Literature from the Philippines and the World. This exposure enables them to construct coherent and meaningful narratives, such that ideas are logically connected and learners who demonstrate strong lexical cohesion produce texts that are more relevant and easier for readers to understand. This further implied that students are capable of organizing and presenting their ideas, experiences, and events in a structured and systematic manner.

In addition, the high level of lexical cohesion skills implied that learners' exposure to varied writing activities in different subject areas has enhanced their ability to use appropriate vocabulary and expressions to connect ideas effectively. Their skill in applying repetition, synonyms, and other lexical devices suggests that instruction across disciplines supports the development of unified and meaningful texts, indicating that students have gained a deeper understanding of how words function together to create coherence in writing. The observed proficiency may be linked to their regular use of English as a medium of instruction in classroom activities such as writing exercises, reading tasks, and academic discussions, which implied that learners are becoming more confident and competent in selecting appropriate words to link sentences and paragraphs. Continued exposure to English beyond the classroom, including reading materials and digital platforms, likewise contributes to the expansion of their vocabulary and strengthens their ability to achieve lexical cohesion skills.

The findings therefore imply that regular writing practice and frequent interaction with English-language materials significantly support the development of lexical cohesion skills. Learners' engagement with writing tasks across subjects provides them with opportunities to encounter diverse vocabulary and expressions in meaningful academic contexts, allowing them to observe how words and ideas are connected within texts, particularly in narratives. As a result, students gradually adopt these patterns in their own writing, using repetition, synonyms, and other cohesive devices more effectively, and over time such experiences contribute to a stronger understanding of how to maintain clarity and unity in writing. The combination of classroom instruction, continuous writing activities, and exposure to English-rich environments implied that learners are well-supported in developing lexical cohesion skills, which in turn enhances their narrative writing ability, ultimately reflecting learners' growing linguistic competence.

These results appear to support the position of Halliday and Hasan (2017), who emphasized the importance of lexical cohesion in creating clear and meaningful connections within a text. The way learners used lexical cohesive devices in their narratives shows that cohesion is not merely a theoretical concept but something that directly contributes to the unity and clarity of their writing. Their ability to apply techniques such as repetition, the use of synonyms and antonyms, and other word relationships suggests that their narrative writing skills are developing in ways that reflect what has been discussed in the literature, helping them organize their ideas more effectively and maintain a smooth flow throughout their texts. Hoey (2016) further points out that lexical cohesion plays an important role in keeping a text clear and connected and that it can be easier for writers to manage compared to developing overall writing proficiency, a position consistent with the discussion of cohesive devices as essential tools for producing clear and well-linked texts. Based on the findings of this study, learners who are more frequently exposed to reading and writing activities in English are better able to write coherent narratives and appear more capable of using lexical cohesion effectively, which helps them express their ideas in a more organized and connected way.

The data likewise revealed that the narrative writing ability of Senior High School learners is "high" ($M = 3.53$, $SD = 0.19$), based on a scale wherein a mean score of 4.21-5.00 is described as Very High, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low, and 1.00-1.80 as Very Low. This finding implied that the high level of narrative writing ability among Senior High School learners was largely influenced by their continuous engagement in writing tasks across subjects such as Oral Communication, Creative Nonfiction, Reading and Writing Skills, English for Academic and Professional Purposes, and 21st Century Literature from the Philippines and the World. This suggests that consistent writing practice within these disciplines strengthens their ability to organize ideas and express meaning effectively in written

texts. Their capacity to present events, experiences, and thoughts using appropriate vocabulary, along with their use of cohesive devices, indicates that learners are being trained to produce clear and connected narratives, further implying that students are developing confidence in structuring their compositions logically, allowing ideas to flow smoothly and coherently. As a result, their ability to maintain coherence and apply lexical cohesion contributes to the overall clarity, unity, and quality of their writing outputs.

Furthermore, the results implied that the school environment plays a significant role in enhancing learners' narrative writing ability. The frequent use of English in classroom instruction, discussions, and writing activities provides students with ample opportunities to practice and refine their skills, enabling them to participate actively in class, respond effectively to tasks, and apply appropriate vocabulary and cohesive devices in their writing. However, the findings also revealed that while most learners demonstrate strong writing abilities, some still require additional support to improve their use of cohesive devices and to achieve greater clarity in more complex compositions, highlighting the need for continuous instructional support, differentiated teaching strategies, and targeted feedback to address varying levels of proficiency among learners. In addition, the findings signify that differences in learners' exposure to English outside the classroom influence their writing development. While some students enhance their narrative writing skills through engagement with digital content, reading materials, and other English-language resources, others rely primarily on classroom instruction, an uneven exposure suggesting that although many learners can produce clear and simple narratives, there is still a need to strengthen their ability to consistently apply cohesive devices and handle more advanced writing tasks. Overall, sustained writing practice, supportive instructional environments, and increased opportunities for language exposure are essential in further developing learners' narrative writing ability and ensuring continued improvement in their writing performance.

These findings support the research of Halliday and Hasan (2017) and Johnson (2017), which highlight that lexical cohesion develops gradually and is essential for creating clear and well-structured texts. Students who have strong control over cohesive devices such as repetition, synonyms, antonyms, and collocations can organize their ideas effectively and maintain unity in their narratives, and their high level of proficiency in narrative writing suggests that consistent classroom instruction, regular practice, and exposure to English texts have played an important role in developing these skills, allowing learners to produce meaningful and logically connected stories. This also reflects Halliday and Hasan's (2017) idea of lexical cohesion, which highlights that a text's meaning and clarity depend not just on grammar, but also on how words relate to one another. Similarly, Johnson's (2017) research suggests that students' improvements in narrative writing result from regular practice, exposure to English texts, and guidance on using cohesive devices, forms of support that are often part of classroom routines and that help learners build their ability to use lexical cohesion effectively, allowing them to create narratives that are clear, well-organized, and easy to follow. Hence, the findings reveal a group of learners who show strong skills in narrative writing, with their growth shaped by differences in exposure to English, participation in class activities, and individual practice, indicating that they can structure ideas effectively, maintain unity, and convey meaning clearly in their narratives, although ongoing practice and focused guidance can help them further develop more advanced writing abilities.

The correlation among the levels of Lexical Cohesion Skills and Narrative Writing Ability of senior high school learners revealed a significant positive correlation between the two variables ($r = 0.216$, $p < .05$). This relationship was further reflected in the Pearson r result of 0.342^* , with a significance value of 0.000 , marked as significant at the 5% alpha level, where an asterisk (*) denotes $p < 0.05$ significant at 5% alpha level and the notation "ns" denotes $p > 0.05$ not significant at 5% alpha level. Given that the obtained significance value fell below the

0.05 alpha level, the null hypothesis of no significant relationship between lexical cohesion skills and narrative writing ability was rejected, indicating a statistically significant positive association between the two variables. This finding indicates that the significant relationship between lexical cohesion skills and narrative writing ability among senior high school learners is influenced by their continuous engagement in writing tasks across subjects such as Oral Communication, Creative Nonfiction, Reading and Writing Skills, English for Academic and Professional Purposes, and 21st Century Literature from the Philippines and the World. This suggests that regular writing activities in these disciplines help learners develop both their vocabulary use and their ability to construct coherent narratives. The observed correlation indicates that students who can effectively apply lexical cohesion devices, such as repetition, synonyms, antonyms, and related terms, are more capable of organizing their ideas and producing meaningful written outputs, further showing that strengthening lexical cohesion skills can directly support the improvement of students' narrative writing performance.

Moreover, the findings showed that classroom practices play a crucial role in enhancing both lexical cohesion and narrative writing ability. Activities such as storytelling, reflective writing, and collaborative tasks provide learners with opportunities to practice connecting ideas using appropriate vocabulary, while exposure to reading materials, teacher modeling, and discussions enables students to observe how words function in linking ideas within a text. These experiences suggest that consistent guidance and meaningful writing exercises enable learners to gradually improve their ability to apply lexical cohesion in their own compositions. In addition, the results revealed that vocabulary development and awareness of word relationships are essential factors in improving narrative writing, as learners who possess a wider vocabulary and a better understanding of how words relate to each other are more likely to produce clearer, more organized, and engaging narratives. This highlights the need for instructional strategies that focus on enhancing students' lexical knowledge alongside writing skills, and overall, the findings implied that integrating writing tasks across subjects and providing continuous language exposure are effective approaches in developing both lexical cohesion skills and narrative writing ability among senior high school learners.

These results aligned with the cohesion theory of Halliday and Hasan (2017), which highlighted how the relationships between words were essential for creating coherent writing. Their framework explained that lexical cohesion, using tools such as repetition, synonyms, and collocations, helped maintain a consistent flow of meaning across sentences and supported the overall unity of a text, allowing writers in narrative writing to guide readers naturally from one idea to the next and keeping the story clear, connected, and easy to follow. These findings also supported the research of Ken Hyland, which emphasized that good writing relied on using language in a way that linked ideas and helped readers follow the text smoothly. Hyland pointed out that cohesive devices, such as lexical cohesion, gave writers the tools to organize their thoughts so that their writing was clear and easy to understand, and as students became more skilled at using these tools, they could structure their narratives more effectively and express their ideas in a way that felt coherent and well-connected. The findings implied that there was a significant relationship between lexical cohesion skills and narrative writing ability among senior high school learners.

Taken together, the descriptive and inferential results establish that the Senior High School learners of Filamer Christian University, Inc. demonstrated a high level of lexical cohesion skills ($M = 31.81$, $SD = 10.77$) and a high level of narrative writing ability ($M = 3.53$, $SD = 0.19$), and that these two variables are significantly and positively correlated ($r = 0.216$, $p < .05$; $r = 0.342^*$, $Sig = 0.000$), leading to the rejection of the null hypothesis of no significant relationship. These findings directly address the objectives of the study by confirming that

learners' capacity to employ lexical devices such as repetition, synonymy, collocation, antonymy, general words or superordinates, hyponymy, and metonymy is meaningfully associated with their ability to produce coherent, unified, and well-structured narrative compositions. The results affirm and extend the theoretical propositions of Halliday and Hasan (2017), Hoey (2016), Johnson (2017), and Hyland regarding the centrality of lexical cohesion to textual clarity and writing quality, while also underscoring the practical contribution of sustained classroom exposure, cross-disciplinary writing practice, and language-rich environments to the linguistic development of Senior High School learners. At the same time, the findings point to the continued need for differentiated instructional support and targeted feedback to help learners who require further development in applying cohesive devices, particularly in more complex writing tasks. These conclusions provide the empirical foundation for the summary of findings, conclusions, and recommendations to be presented in the succeeding chapter.

CONCLUSION

The present study examined the levels of lexical cohesion skills and narrative writing ability among senior high school learners in a private high school in the Roxas City Division during the school year 2025 to 2026 using a survey correlational research design. Specifically, it determined the learners' level of lexical cohesion skills, their level of narrative writing ability, and the significant relationship between these two variables. The study involved 108 participants selected through stratified random sampling from a population of 149 senior high school learners. Data were gathered using a 47-item researcher made lexical cohesion skills test and a narrative writing task evaluated through the analytic rubric developed by Jacobs et al. (1981) as cited in Weigle (2002). The research instruments underwent face and content validation by a panel of English teachers and were further examined through pilot testing, factor analysis, and construct validation using SPSS. Statistical analyses included frequency count, percentage, mean, standard deviation, and Pearson r , with hypothesis testing conducted at the 0.05 level of significance.

The findings revealed that the senior high school learners demonstrated a high level of lexical cohesion skills in their narrative writing. This indicates that the learners possess the ability to establish meaningful connections among ideas through the effective use of cohesive lexical devices such as repetition, synonyms, and related words. Their proficiency in employing these lexical relationships contributed to smoother transitions across sentences and paragraphs, resulting in narratives that were logically organized, coherent, and easier for readers to understand. The results suggest that the learners have developed an important aspect of writing competence that not only strengthens the quality of their narrative compositions but also provides a solid foundation for success in other forms of academic writing. Continued opportunities to practice and refine these skills are likely to further enhance their capacity to produce well organized and effective written texts across diverse communicative contexts.

The study likewise established that the learners exhibited a high level of narrative writing ability. Their performance reflects the capacity to organize ideas logically, develop coherent sequences of events, provide vivid descriptions, and construct meaningful plots that effectively communicate experiences and perspectives. These findings demonstrate that the learners have acquired essential writing competencies, including clarity of expression, appropriate language use, and effective organization of ideas, all of which contribute to engaging and reader friendly narratives. Such proficiency suggests that the learners are well prepared to undertake more advanced academic writing tasks while continuing to strengthen their overall written communication skills through sustained writing experiences.

Most importantly, the study found a significant positive relationship between lexical cohesion skills and narrative writing ability, confirming that learners who demonstrate stronger lexical cohesion skills also tend to achieve higher levels of narrative writing performance. This relationship highlights the essential role of lexical cohesion in enabling writers to connect ideas effectively, maintain continuity throughout their narratives, and communicate their intended meaning with greater clarity and coherence. The effective use of repetition, synonyms, and other lexical relationships allows readers to follow the progression of events more easily while enhancing the overall quality and readability of the text. The findings therefore affirm that lexical cohesion is not merely a linguistic feature but a critical component of successful narrative writing that substantially influences the organization, coherence, and effectiveness of written compositions.

Taken together, these findings underscore the importance of strengthening lexical cohesion skills as an integral component of writing instruction. Developing learners' understanding of how words and ideas are meaningfully connected enables them to organize their thoughts more effectively, communicate with greater precision, and construct narratives that are coherent, engaging, and purposeful. Consequently, English teachers are encouraged to incorporate targeted instructional activities that explicitly develop lexical cohesion through guided writing exercises, vocabulary enrichment, and meaningful practice in the use of cohesive lexical devices. Such instructional approaches can strengthen students' ability to produce clear, coherent, and meaningful texts while improving their overall writing proficiency across various academic contexts. Continued emphasis on lexical cohesion within writing instruction is therefore expected to contribute substantially to learners' long-term development as effective and confident writers.

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