



ENHANCING JOURNALISM STUDENTS' LEXICAL COHESION IN WRITTEN DISCOURSE THROUGH THE PRESENTATION-PRACTICE-PRODUCTION METHOD

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ABSTRACT

This article examines the importance of enhancing journalism students' lexical cohesion in written discourse through the implementation of the Presentation-Practice-Production (PPP) method. Lexical cohesion is one of the key components of coherent writing because it helps connect ideas and maintain textual unity. Many journalism students experience difficulties in organizing written discourse effectively due to limited vocabulary knowledge and insufficient use of cohesive devices. The article discusses how the PPP method improves students' ability to use lexical cohesion through systematic presentation, guided practice, and independent production activities. The findings show that the PPP method contributes to better vocabulary usage, coherence, writing fluency, and communicative competence in journalistic writing.

INTRODUCTION

Writing is one of the most important skills for journalism students because journalistic discourse requires clarity, coherence, precision, and logical organization of ideas. In modern journalism, writers are expected to produce texts that are informative, understandable, and linguistically connected. One of the major elements that contributes to effective writing is lexical cohesion. Lexical cohesion refers to the semantic relationship between lexical items within a text and helps create unity and continuity in discourse.

Many journalism students face challenges in producing coherent written texts due to limited vocabulary knowledge and inadequate use of cohesive devices. Their writing often contains repetitive words, disconnected ideas, and weak transitions between sentences and paragraphs. Such problems reduce the quality and readability of journalistic texts. Therefore, improving lexical cohesion has become an important objective in language teaching and writing instruction.

The Presentation-Practice-Production (PPP) method is considered an effective teaching approach for developing language skills. This method provides students with opportunities to learn new concepts systematically, practice them through controlled activities, and finally apply them independently in communicative tasks. By implementing the

PPP method in writing classes, students can improve their use of lexical cohesive devices and produce more coherent written discourse.

The aim of this article is to analyze the effectiveness of the PPP method in enhancing journalism students' lexical cohesion in written discourse and to discuss practical strategies for its implementation in language classrooms.

LITERATURE REVIEW AND METHODS

Lexical cohesion was introduced by M. A. K. Halliday and Ruqaiya Hasan as one of the major components of textual cohesion. According to their theory, cohesion is created through semantic relations between words and expressions within a text. Lexical cohesion includes repetition, synonymy, antonymy, hyponymy, and collocation. These lexical relationships contribute to textual coherence and help readers follow the writer's ideas more effectively.

In journalistic writing, lexical cohesion plays a significant role because news articles and reports require smooth transitions and logical organization. Cohesive writing allows readers to understand information quickly and accurately. Therefore, journalism students need to develop the ability to use lexical cohesive devices appropriately in their written discourse.

The PPP method is widely used in language teaching because of its structured and student-centered approach. The method consists of three main stages: Presentation-Practice-Production.

During Presentation stage, the teacher introduces lexical cohesive devices and explains their functions in written discourse. Students analyze examples from authentic journalistic texts and identify repetition, synonyms, collocations, and lexical chains. The teacher provides explanations and demonstrates how lexical cohesion improves coherence.

At practice stage, students complete controlled activities designed to reinforce their understanding of lexical cohesion. Activities may include matching synonyms, replacing repetitive words, identifying cohesive devices in texts, completing gap-fill exercises, and organizing disconnected sentences into coherent paragraphs. Teacher feedback is important during this stage because it helps students correct mistakes and improve accuracy.

In the production stage, students independently apply lexical cohesive devices in meaningful writing tasks. Journalism students may write news reports, feature articles, interviews, or opinion essays using appropriate lexical cohesion strategies. This stage encourages creativity, fluency, and independent language production.

The research method used in this study is mainly descriptive and analytical. The article analyzes theoretical concepts related to lexical cohesion and the PPP method and discusses their practical application in teaching journalism students.

RESULTS AND DISCUSSION

The implementation of the PPP method in teaching lexical cohesion produces several positive outcomes. First, students become more aware of lexical relationships and understand how cohesive devices function in written discourse. Through systematic presentation and guided practice, learners gradually improve their vocabulary usage and organizational skills.

Second, the PPP method creates an interactive and student-centered classroom environment. Students actively participate in pair work, group discussions, and writing activities, which increases motivation and engagement. The practice stage allows students to apply theoretical knowledge in controlled situations before moving to independent production.

Another important result is the improvement of writing coherence and fluency.

Students who practice lexical cohesion through PPP tend to produce texts with clearer connections between ideas, fewer unnecessary repetitions, and more varied vocabulary. Their writing becomes more professional and easier to understand.

Furthermore, the production stage helps students develop communicative competence and confidence in academic writing. Journalism students learn to organize information logically and express ideas more effectively. This is especially important for future journalists who need strong writing skills in professional contexts.

Despite these advantages, some challenges may arise during implementation. Students with limited vocabulary knowledge may struggle to use cohesive devices effectively. Time management can also be difficult because production activities often require extended classroom practice. However, these challenges can be addressed through additional vocabulary exercises, collaborative learning activities, and continuous teacher feedback.

CONCLUSION

Lexical cohesion is an essential component of effective journalistic writing because it ensures coherence, continuity, and clarity in written discourse. Journalism students often experience difficulties in organizing ideas cohesively due to insufficient vocabulary knowledge and limited awareness of lexical relationships.

The Presentation-Practice-Production method provides an effective framework for improving students' lexical cohesion skills. Through systematic presentation, guided practice, and independent production, students gradually develop the ability to use lexical cohesive devices appropriately and confidently in their writing. The findings of this article demonstrate that the PPP method enhances vocabulary development, writing coherence, and communicative competence among journalism students. Therefore, integrating the PPP method into writing instruction can significantly improve students' academic writing performance and prepare them for professional journalistic communication.

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