

COHESION AND COHERENCE IN STUDENTS' THESIS ABSTRACT WRITING

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Abstract

Final-year students should have the ability and competence to write, including in writing their thesis abstracts. Although short, abstract writing must pay attention to several things. One indicator of good writing is marked by using logical, consistent words that are easy to understand. This study aims to identify the types of cohesion (grammatical and lexical) and coherence in writing abstracts for final students of AKI University and whether they have fulfilled cohesive and coherent writing. This study analyzes 16 undergraduate thesis abstracts for the English Literature study program for the 2019-2022 and 2020-2021 academic years. This study uses qualitative and quantitative research methods to achieve this goal. The result shows that the students use lexical cohesion devices much more than grammatical ones. Unfortunately, neither substitution nor ellipsis devices were found. Even so, the students have pretty good competence in making cohesive abstracts. On the other hand, the results of the coherence analysis show that all students have a good understanding of using all aspects of coherence. But even though they use all aspects, not all students succeed in creating coherent writing wholly.

Keywords: cohesion, coherence, thesis abstract

INTRODUCTION

As people at the university level, students are directed and formed to convey their knowledge, ideas, opinions, criticisms, and even suggestions, which can be helpful for themselves and the general public. And these things will only become apparent and understandable if they can pour them into writing. Therefore, writing is one of the primary and productive skills that must be continuously done. A skill that will only be acquired by practicing systematically, continually, and full of discipline (Man-

dia, 2016), and it can be seen when writing has become one of the subjects in learning as well as a provision in proficiency exams and graduation.

Writing here does not function just as an activity of compiling words to make it a reading. Students are no longer required to write just a few good sentences, but writing that is much more complex, or what is commonly referred to as academic writing, such as essays, articles, journals, theses, abstracts, and others. In other words, they must create well-structured and clear

writing. Every word, even a sentence with another, must have an attachment that can unite everything. Academic writing is expected to address an intellectual community in which the students engage in active learning (Fadda, 2012). Therefore, to create good writing, the author must use the right words to connect one sentence to the next and make it a consistent and integrated text.

To create writing, several elements, such as words, prefixes and suffixes, and sentences, can assemble and complete each other, forming meaningful phrases. Therefore, it is essential to reveal the connection between cohesion in a text function as the device that these elements with the correct device to make a sound interpretation of the text, which is nothing but the use of a cohesive device (Karadeniz, 2017). Thus, it links each sentence. It refers to the text-internal relationship of linguistic elements overtly connected via lexical and grammatical devices across sentence boundaries (Menzel, K., Lapshinova-Koltunski, E., & Kunz, K., 2017).

Mandia (2016) also stated that a cohesive text or discourse means each element is integrated internally into the unit of the text. Strictly speaking, every text component must be connected in a series, such as the actual word heard or read. Its component elements must be interdependent. Therefore, the presence of one is in harmony with the presence of the other, both in form and distribution.

Cohesion is divided into grammatical and lexical cohesion (Halliday & Hasan, 1976). Grammatical cohesion consists of reference, substitution, ellipsis, and conjunction, whereas lexical cohesion consists of reiteration and collocation. Reference emphasizes the relationship between words and their objects, substitution is the relationship between words and other words

they replace, ellipsis is the removal of words that can be reappeared in an understanding, while conjunction connects ideas intra-sentence and between sentences. Reiteration is the action of repeating words in the following sentence in the form of repetition, synonymy, superordinate, and general word, while collocation functions as markers of relationships between terms that reflect the same environment or field.

However, a text is not only formed with the structured string of words but also with the contextual occurrence of the sentences (Poudel, 2010). Its recognition is somewhat subjective as it involves text and reader-based features and refers to the logical flow of interrelated topics (or experiential domains) in a text, thus establishing a mental textual world (Menzel et al., 2017). Therefore, besides cohesion, one of the essential elements that can unite a text is coherence. It is critical for writing as it relates to expressing consistent and understandable ideas in a text (Briesmaster & Etchegaray, 2017). It also refers to the relationship between words or sentences within the text so that it becomes a logical thread so that readers can easily understand the message contained within the text (Oktriana, 2018). It can also be achieved by psychological, cognitive, and pragmatic devices, not by using superficial markers such as linguistic and grammatical devices (Wang & Guo, 2014). In other words, our knowledge can search for coherence in writing (Arvianti, 2010).

According to Oshima & Hogue (2007), there are four ways to achieve coherence in a text: repeating key nouns, using consistent pronouns, using transition signals, and using logical order. Repeating key nouns means repeating the passage's primary or crucial word or phrase that can trigger the reader's comprehension. However, to avoid over-repetition, nouns are

substituted using a consistent use of pronouns, which means using the same person and number pronoun throughout the paragraph. Then there are transition signals that function as a liaison that transitions the idea of writing. The last is by arranging logical order in sections, which can be done in chronological order, logical division of ideas, and comparison/contrast.

The statements above show that creating consistent, unified, and integrated writing is not easy. Without both in writing, the reader can detect inequalities in the text and feel the emptiness or distance between the ideas conveyed. It means that cohesion and coherence significantly influence the readability and logical flow of a discussion in a text.

Several previous studies have also raised a similar issue by analyzing the cohesion and coherence of English writing among students. Saragih & Septiani (2017) examined the cohesion and coherence in the students' descriptive writing and found that students can build all cohesion devices on their descriptive paragraph, except substitution. The same goes for skillful coherent writing, seen from the progression of each sentence. Oktriana (2018) and Hartono (2019), in their thesis, also analyzed cohesion and coherence in both English Department students' writing. The results explain that the students are competent in writing by using cohesion devices except for the ellipsis and can arrange essays according to a logical order that makes them coherent.

On the other hand, Leli (2020) encountered a different result. 59% of students did not understand how to write academic writing coherently and cohesively, while only 27% did. Most of them find it challenging to construct the idea cohesively and coherently due to a lack of motivation, limited lecture duration, and prior English

knowledge.

Other research, specifically on lexical and grammatical cohesions, was conducted by Ampa & Basri (2019) that achieved similar results. The difference is the students here used all cohesive devices in their essay writing, even though the frequency is different. Meanwhile Karjono (2020), who conducted coherence alone, found that the students could create clear explanations, exemplifications, and details and employed topic repetition strategies and devices to achieve coherence in their paragraphs. Unfortunately, some did not support the topic or ideas with clear explanations or details.

Even though there have been many similar studies before, the writer examined different academic writing, namely examining the abstracts of the undergraduate thesis of English Literature students. Students, especially English language learners, are equipped with the understanding and knowledge of how to use the devices of cohesion and coherence well and effectively. It must then be shown through the final assignment, namely the creation of a thesis.

Although short, an abstract, which is also part of academic writing and thesis, serves as a blurb or an overview of research. Furthermore, Gambescia (2013) explained that an abstract must be a non-nonsense, efficient, and easy-to-read paragraph. The problem is that abstracts are sometimes overlooked and underestimated in writing. At the same time, it is not an easy job to be able to summarize the entire thesis in a short paragraph by paying attention to the provisions of abstract writing and still using appropriate cohesive tools and forming coherent writing. Therefore, this study aims to see what types of cohesion and coherence devices students use in their abstract writing and, based on this, whether they have fulfilled cohesive and coherent abstracts.

METHODS

This research uses both qualitative and quantitative methods. The selection of the qualitative approach expects to provide a detailed description of certain conditions or symptoms in the object of study (Heriyanto et al., 2020). It focuses on discovering something in its natural state to the extent possible within the context of the research arena (Lambert & Lambert, 2013). In other words, it works as a comprehensive summarization broadly characterized by simultaneous data collection and analysis. On the contrary, the quantitative approach indicates this research's significance through measurements.

This research took samples from 16 thesis abstracts of English Literature students at *Universitas AKI* who graduated in the 2019-2020 and 2020-2021 academic years. The students' abstract writings were analyzed based on the frequency of cohesive (both grammatical and lexical) and coherence devices, which subsequently will be identified and classified to obtain the percentage for each classification.

FINDINGS AND DISCUSSION

In this section, the data obtained from thesis abstracts written by final students of Universitas AKI will be collected and interpreted in tabular form. Thus, Table 1 presents the number of occurrences and percentage of cohesive ties in students' thesis abstract writing.

From the data, there is a total of 1.001 cohesive ties from 16 abstract thesis writings with a higher number of lexical cohesion, that is 606 occurrences consisting of reiteration and collocation, almost double the grammatical ones, which are 395 occurrences consisting of reference, conjunction, ellipsis, and substitution. The composition of grammatical cohesion above shows a relatively high percentage

conjunctions at 25.2%, followed by reference 14.3%, yet no occurrences of ellipsis and substitution. It's followed by lexical cohesion, which shows a massive percentage of reiteration at 50.6% but a tiny one for collocation at 9.9%.

Table 1. Number of Occurrences and Percentage of Cohesive Ties in Thesis Abstract Writing

Type of Tie	Total	Percentage
Lexical Cohesion	507	50.6%
Reiteration	507	50.6%
Collocation	99	9.9%
Grammatical Cohesion	252	25.2%
Conjunction	252	25.2%
Reference	143	14.3%
Ellipsis	0	0%
Substitution	0	0%
	1.001	100%

As can be seen, the most dominant type of cohesion that appears is lexical cohesion, consisting of 507 reiterations and 99 collocations. Reiteration consists of four categories: repetition, synonym, superordinate, and general word. The details of lexical cohesion can be seen in the following table.

Table 2. Number of Occurrences and Percentage of Lexical Cohesion

Types of Lexical Cohesion	Total	Percentage
Repetition	328	54.1%
Synonym	120	19.8%
Collocation	99	16.3%
Superordinate	51	8.4%
General Word	8	1.3%
Total	606	100%

Of the sixteen data, all four categories of reiteration were used. The first category that is most widely used is repetition, with a total of 328 times. The number shows its function as an emphasis on a specific con-

text in writing (Ampa & Basri, 2019). For instance, “*Nowadays, there are still many differences in rights between men and women. This difference is seen in work, power, way of life and way of speaking.*” From this sample data, the occurrence of a difference in the second sentence refers back to the first. In the first sentence, ‘differences’ serves as the subject of discussion. Then in the following sentence, the differences are repeated in a singular form (difference) to describe the kinds of differences referred to in the first sentence. It shows that repetition provides continuity to the discussion.

The second is a synonym that appears 120 times. It describes the relationship between words or terms with exact or similar meanings. For instance, “*The result of this study shows that there are some differences in both dialects. The conclusions are that dialect variation which occurs in both observation...*”. The two bolded words, both of them explain the outcome of something. ‘Result’ describes the main results of the research, while ‘conclusions’ describes the description of the results of the research analysis. Further examples of synonyms found in the data are *dialogues* and *conversations*, *female* and *women*, *critical* and *important*, *poor* and *no source*, *actor* and *character*, *message* and *meaning*, *enables* and *allows*, and so forth.

The next is superordinate. Superordinate serves to represent many other words in writing. For instance, “*The result of the research shows that applying of camera technique used in this movie is so many varieties. Long shot contains landscape but gives the viewers specific idea of setting ... Full shot contains a complete view of the characters... Close-up contains just one character’s face*”. Long shots, full shots, and close-up shots are just three of the various types of camera shots in film or photography. It shows they are parts of

camera techniques. As a word that serves to represent many other specific words, in this case, ‘camera technique’ is the superordinate of the examples of camera shots mentioned. Other superordinates found are *natural resources: gold mines, crude oil, coal, language: English, creature: humans, literary works: drama, novel, poetry, song, movie*, and so on. It occurs 51 times.

Lastly, the general word that occurs the least is 8 times. What is found from the data is the use of general words of nouns to refer to some specific words. For instance, “*Kudus and Pati are two neighboring cities. The distances is also not too far. Even though the cities are close, there are many different dialects between the two cities*”. ‘The two cities’ here reference ‘Kudus and Pati.’ Kudus and Pati are cities in Central Java, Indonesia. Therefore, the use of the word ‘cities’ is used anaphorically. What distinguishes it from references in grammatical cohesion is that general words are often accompanied by the article ‘the’ to explain the topic specifically. Examples of data found from other general words are *primary school students as the young learners, bourgeois class as the holder of power control, Jokowi as the leader of Indonesia*, and so on.

Meanwhile, collocation as the second type of lexical cohesion occurs as much as 99 times. The results show several pairs from the same ordered series, such as *vowels* and *consonants*, *government* and *citizens*, *dialogue* and *monologue*, *primary* and *secondary*, *speaker* and *bearer*, and so on, as well as pairs from part to whole such as *music* and *rhythm*.

Regarding grammatical cohesion, four devices are contained in it: reference, ellipsis, substitution, and conjunction. The detail of its occurrences and percentage are as follows.

Table 3. Number of Occurrences and Percentage of Grammatical Cohesion

Types of Grammatical Cohesion	Total	Percentage
Conjunction	252	63.8%
Reference	143	36.2%
Ellipsis	0	0%
Substitution	0	0%
Total	395	100%

The conjunction has the most compositions with 252 occurrences. There are four categories of conjunctions found. First is the appearance of additive conjunctions in the text, namely *and*, *thus*, *for example*, and *such as*. Second, the existing adversative conjunctions are *but*, *yet*, and *however*. Third, causal conjunctions in the text that appear are *because*, *therefore*, *overall*, and *so that*. And the last one that appears is the temporal conjunction which is only *then*.

The following device is the reference. The number of its occurrences is 143 times. In this device, a personal reference is the most common type used by writers. For instance, “*Indonesia is a country that has many regional languages. The diversity of regional languages is a characteristic of Indonesia. One of them is the Javanese language....*” Here ‘them’ refers to ‘regional languages’ in the preceding sentence. The plural item ‘them’ is used because it relates to a large number of things previously mentioned, in this case, languages. Other personal references found are *he*, *she*, *it*, *his*, *her*, *they*, and *their*. The next type is demonstrative references that identify a referent with a proximity scale, such as *these*, *these*, *that*, and *those*. An example of the data obtained is: “*Redemption Song and Babylon System are songs from Bob Marley with his band The Wailers. ...*These

two songs describe the struggle of the lower classes against the injustice of the system that occurs”. Here, ‘these’ references two words, namely the songs with the title ‘Redemption Song’ and ‘Babylon System.’ Lastly, comparative references function as a comparison of something. For instance, “*...participating in wars that are generally followed by men only on the grounds that men have much greater strength and courage than women*”. ‘Greater’ here describes the comparison between men and women. It indicates that men have something more (i.e., strength and courage) than women.

As for ellipsis and substitution, both have three types of functions, namely nominal, verbal, and clause. Unfortunately, neither of these devices was found in any of the thesis abstracts. The similarity of the results can also be seen in the study by Hartono (2019) entitled: “*An Analysis of Cohesion and Coherence on Second Year Students’ Writing of English Education Department,*” which shows the emergence of lexical cohesion that dominates the text, specific reiteration. And the lowest occurrence rate until its non-existence is in cohesive grammatical devices, substitution (0.32%), and ellipsis (0%). However, this can be understood considering that the sample data of this study is the thesis abstract, considered short writing. This is also in line with White (2013), who stated that the ellipsis is a cohesive marker that appears more often in spoken discourse than written one.

Moving on to coherence, as stated before, there are four aspects to achieving coherent text: repeating key nouns, using consistent pronouns, using transition signals to link ideas, and arranging ideas into a logical order. Thus, the occurrences and percentage of those aspects are as follows:

Table 4. The Occurrences of Coherence's Aspects

Text	Coherence's Aspect			
	Repetition of Key Noun	Consistent Pronoun	Transition Signal	Logical Order
1	14	4	12	1
2	11	2	10	1
3	12	1	10	2
4	12	2	14	1
5	22	10	23	1
6	11	1	15	1
7	15	3	16	1
8	19	4	18	1
9	11	7	26	2
10	11	6	11	1
11	7	1	9	1
12	10	9	12	1
13	15	3	15	2
14	12	6	20	2
15	7	1	12	1
16	19	5	29	1
Total	208	65	252	20
Percentage	38.2%	11.9%	46.2%	3.7%

From table 4, we can see that all aspects of coherence appear in the writing of student thesis abstracts with a total number of aspects, namely repetition of key nouns, consistent use of pronouns, use of transition signals, and arranging of logical orders, totaling 545 occurrences. The breakdown of the findings is as follows:

Table 5. The Findings of Coherence's Aspects

Text	Coherence's Aspects						
	Repetition of Key Nouns		Consistent Pronoun		Transition Signal		Logical Order
	Findings	No	Findings	No	Findings	No	Findings
1	Maxim	11	They (actor)	2	When, then, and, for, therefore, because	6	Logical division of ideas
	Qualitative method	3	Them (people)	1			
			It (flouting the maxim)	1			
2	Regional languages	2	Them (regional languages)	1	And, therefore, because	3	Logical division of ideas, comparison/contrast
	Javanese	4	Its (language)	1			
	Dialects	5					

		2					
3	Dialectology		They (meaning differences)	1	And, even though, but, while	4	Logical division of ideas
	Dialect	4					
	Difference	6					
4	Song	6	His (Bob Marley)	1			
	Class	6	They (proletariat)	1	And, so that, as, for	4	Logical division of ideas
5	Speech	2	It (speech)	1	As, for, not only, but,		
	Ideology	8	He (Jokowi)	4	and, thus, as, such as,	9	Logical division of ideas
	Literature	12	His (Jokowi)	5	so that		
6	Literary works	2					
	Issues	4	Their (female characters)	1	And, as, for, such as	4	Logical division of ideas
		3					
	Movie	4	It (watching movie)	1			
7	Mise-en-scene	4	Its (data)	1	And, as, such as, but, for, overall	6	Logical division of ideas
	Method	5	Them (viewers)	1			
	Technique	2					
	Language	5	Their (people)	1			
8	Speech acts	10	They (human beings)	1			
	Method	4	Their (human beings)	1	For, and, as, such as, therefore, but	6	Logical division of ideas
			Their (main characters)	1			
	Differences	3	Them (society)	1			
9	Women	5	She (a woman)	2	And, as, in contrast, so that, for, however, because, but, for this reason, not only	10	Logical division of ideas, comparison/contrast
	Approach	3	Her (a woman)	1			
			They (women)	1			
			Their (men)	2			
	Taboo words	8	They (teenagers)	3			
10	Research	4	Their (teenagers)	2	Because, and, therefore, for, as	5	Logical division of ideas
			Them (teenagers)	1			
		2					
11	Young learners	2	It (the results showed)	1	And, for	2	Logical division of ideas
	Pronunciation	3					

	Literary work	4	Their (people)	1			
	Feminist	5	Her (writer)	2			
12	Feminism	1	They (women)	1	So that, and, as, therefore, such as	5	logical division of ideas
			Their (female characters)	3			
			They (female characters)	2			
	Difference	4					
13	Rights	6	Their (women)	3	And, while, so, however, as	5	Comparison/contrast, logical division of ideas
	Method	5					
	Africa	8	It (known as a poor and left behinded continent)	1			
	Black Panther	3	They (countries)	1			
14	Wakanda	1	It (Africa)	1	As, and, because, but, yet	5	Comparison/contrast, logical division of ideas
			They (Africa)	1			
			Their (Africa)	1			
			Them (Africa)	1			
			It (nature resources)	1			
15	Language	2	They (people)	1	When, so that, and, but	4	Logical division of ideas
	Speech act	5					
	Language	5	Them (language)	1			
	Javanese	12	His (writer)	1	As, and, so that, because, for example, thus, whether, for	8	Logical division of ideas
16	Politeness	2	He (writer)	1			
			It (Javanese speech level)	1			
			His (child)	1			

Transition signal as the most used device occurs 252 times or 46.2%. Similar to conjunctions, transition signals guide the readers from one idea to the next. For instance, “*This difference in rights is acceptable in society. However, some of them argue that men and women should not be distinguished in this regard*”. Here, ‘however’ serves as a liaison that wants to explain something that con-

rasts with the previous statement.

The second is the repetition of key nouns, which occurs 208 times or 38.2%. Key nouns function as main keywords in paragraphs. It emphasizes the topic, which results in the sentences or paragraphs can be connected. An example can be seen below.

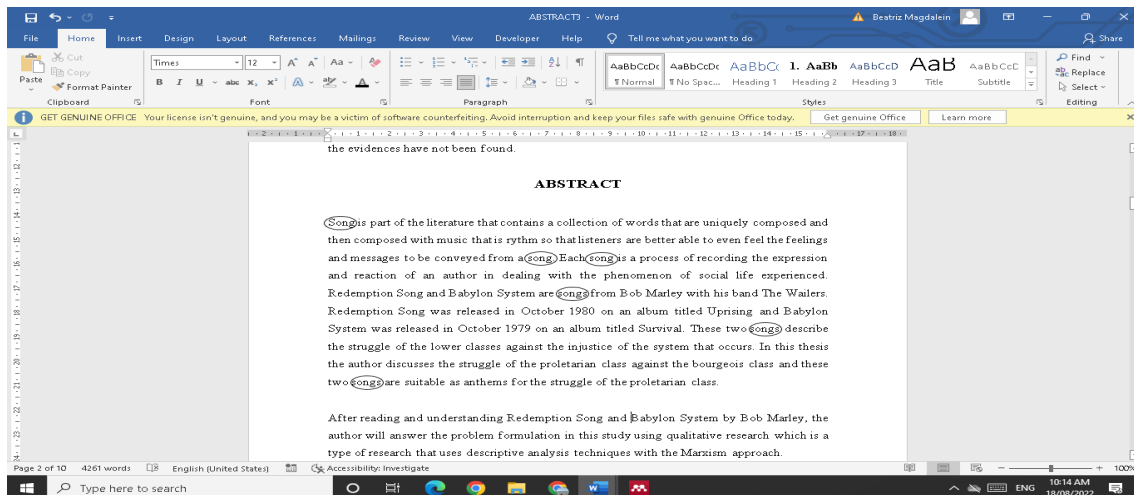


Figure 1. Example of Repeating Key Noun

The main topic of the above paragraph is 'song.' It explains the song background, which is then associated with the purpose of the discussion, namely the connection of the mentioned songs with a phenomenon. Here it may seem that there is a slight change in the noun (i.e., song becomes songs). However, the noun still serves the same meaning.

The third device is followed by the usage of consistent pronouns with as many as 65 occurrences or 11.9%. As stated before, pronouns are used to avoid the over-repetition of a noun. Therefore, using pronouns can give variety to writing. For instance, *"Through speech, we can see the issues uttered by Indonesian president Jokowi in which he is still being doubted as the leader of Indonesia even though he takes the president title. Some people still distrust his voice and his ability to represent and lead the citizens"*. From this example, the word 'he' acts as the subject pronoun, which refers to Jokowi. The same goes with 'he', 'his' here also refers to Jokowi. It functions as a possessive pronoun.

Lastly, logical order as a coherent de-

vice occurs the least in the text, as many as 16 times, or 3.7%. It is mentioned that there are three kinds of logical order, namely chronological order, logical division of ideas, and comparison/contrast. Chronological order describes paragraphs based on the sequence of events or steps in a process, logical division of ideas explains paragraphs that consist of discussing parts of one topic, while comparison/contrast explains the contents of the paragraph which contains an explanation of the differences or similarities between two or more things.

An abstract is a form of writing which is a summary of the contents of research that is written briefly and concisely. Generally, the abstract contains the background of the study, research methods, research results, and the last conclusion. It has shown that, as a whole, the coherent set of abstracts is a logical division of ideas. It is because the abstract discusses a particular topic which is then divided into several discussion sections (abstract content). Further explanation can be seen in the following example.

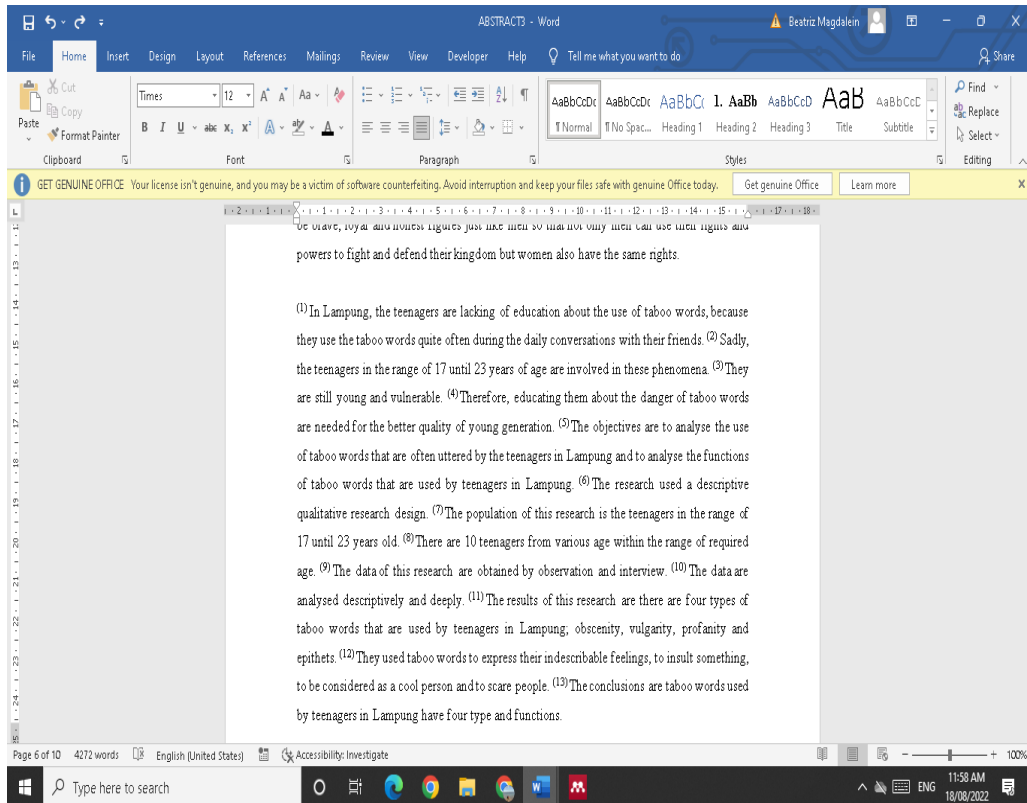


Figure 2. Example of Logical Order: Logical Division of Ideas

First, sentences 1-5 discuss the background of the research, which is about taboo words and their objectives. Then in sentences 6-10, it discussed the method and its data in conducting the research. In sentences 11-12, it discussed the findings of the study. Lastly, the conclusions are discussed in the last sentence (sentence 13).

However, it is possible to have more

than one logical order in writing or paragraph. It can be seen in Table 4 where there are some data (i.e., data 3, 9, 13, and 14) that have two logical orders. They all have another logical order in the form of comparison/contrast. A comparison is usually made in the background or the research results. It can be seen from the following example.

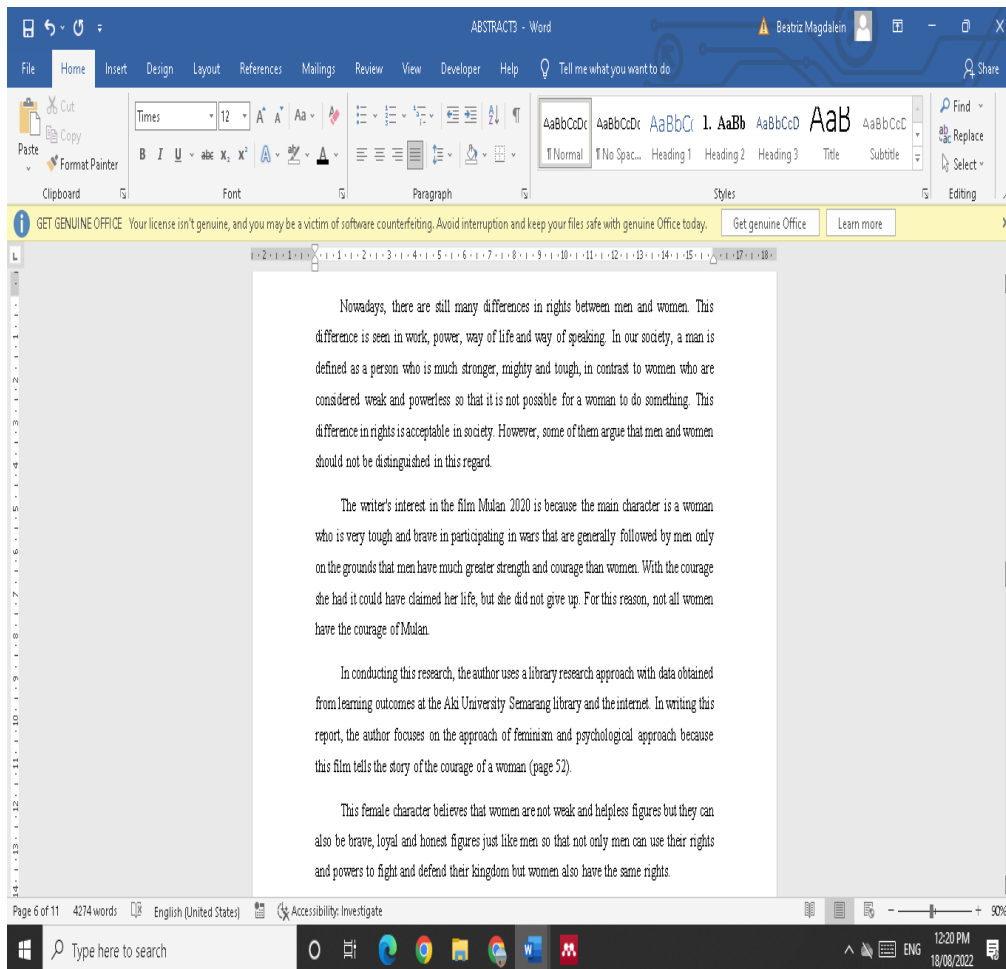


Figure 3. Example of Logical Order: Comparison/Contrast

The first logical order, namely logical division in ideas, can be seen as a whole from the abstract above, where the first and second paragraphs contain the background of the research problem, the third paragraph contains the research methods, and the results are explained in the last section. As for the second logical order, namely comparison/contrast, it is located in

the first paragraph, in the background. In this paragraph, there is an explanation of the difference in rights between men and women. It also describes the comparison between men and women on their features. In contrast to this example, the research results also found a logical order comparison/contrast. It can be seen in the example below.

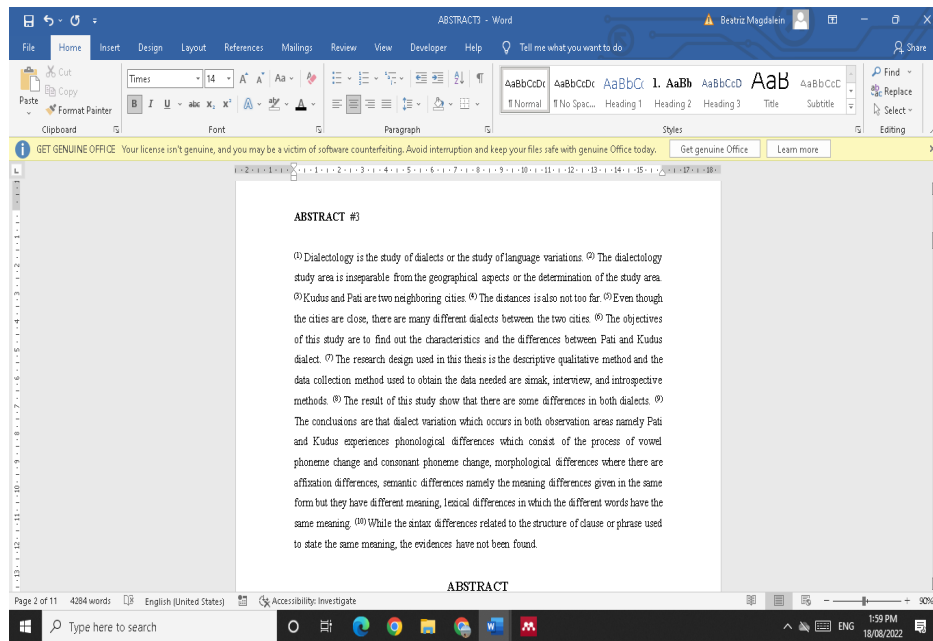


Figure 4. Example of Logical Order:
Comparison/Contrast

It is the same as the first that logical division of ideas is formed in this abstract, where sentences 1-6 explain the background, sentence 7 describes the method, and sentences 8-10 illustrate the results. But this time, the second logical order lies in the result section. It explains the differences in the analyzed data, namely the dialect between Kudus and Pati. Then in the following sentences, the types of differences are described.

However, even though all the data

have used the aspects of coherence well and sufficiently, there are still some shortcomings in terms of wording. Some abstracts were a bit wordy, where students could go straight to the point but instead gave too many explanations. So, although it can be understood overall, we can certainly feel the waste of words as readers. The following data is an example of improper use of words or placement of sentences in student abstract writing.

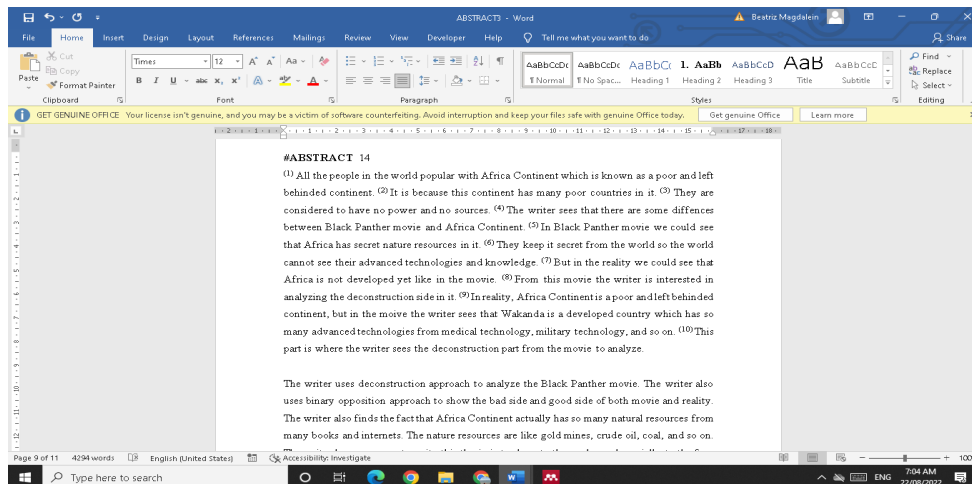


Figure 5. Example of Improper Use/Placement

For instance, in the first sentence, the sentence *'All the people in the world popular with'* is a waste. The word *'known'* only needs to be replaced with *'well known'*, which this term itself already includes the meaning that something is already widely known or thoroughly. Furthermore, the placement of the 9th sentence is more appropriate if it is before the 8th sentence because it explains the statement in the 7th sentence about the actual reality in Africa. That way, the 10th sentence can be omitted because it has the same meaning as the 8th sentence, both of which explain that there is indeed a deconstruction between the African continent and the Black Panther movie.

CONCLUSION

In terms of cohesion, the analysis results show that there are 1.001 cohesive ties used, and the students use lexical cohesion (606) much more than grammatical ones (395). Even in grammatical cohesion, not all devices are used. It is indicated by the absence of the use of ellipsis and substitution. However, this is understandable because there are indeed cohesion devices whose functions are more commonly used orally than in writing. Even so, the students were quite good at showing their

competence in creating cohesive abstracts. Yet, it would be better if students further deepen their abilities in using cohesion devices so it won't cause too much repetition and make writing look long-winded and stagnant, for example, by using synonyms, general words, and substitutions. As for coherence, overall, the students were sufficient in using every aspect of coherence in their abstract writing. However, some data shows a lack of arrangement or placement of words or sentences. Habits of speaking most likely influence it. When we talk, we tend to be more flexible in explaining something. It is what ultimately underlies students' writing. They interpret and then translate their understanding with the speaking language. Therefore, even though they use all aspects, not all students succeed in creating coherent writing wholly.

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