

Coherence Analysis: A Comparison Study of Undergraduate Thesis Abstracts at Muhammadiyah Universities

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Article Info

Article history:

Received: January 2023

Revised: April 2023

Accepted: July 2023

Keyword

Coherence, Thesis Abstract

ABSTRACT

The purpose of this study is to compare the coherence in abstract section of the thesis at the English Education Study Program in three Muhammadiyah Universities. The method in this study was descriptive qualitative. The corpus of the study was 30 abstracts Section of Undergraduate Student's Thesis which were obtained online through the repository from three different Muhammadiyah universities. In this research, the researcher used theory of analysis from Mayring (2014). The data was taken from (1) Muhammadiyah University of Bengkulu; (2) Muhammadiyah University of North Sumatra; and (3) Muhammadiyah University of Yogyakarta. The results of this study obtained a coherent comparison which is the University of Muhammadiyah Bengkulu had a level of incoherence of 62.7%, the University of Muhammadiyah Yogyakarta had a level of incoherence of 62.5%, and the University of Muhammadiyah Sumatra Utara had incoherence level of 57%. In conclusion, the abstracts thesis by three different English Education Study Programs of Muhammadiyah Universities were still have incoherence with a score between 62% -57%, which means that there must be an increase in order to take into account the level in achieving coherence of an abstract so that it will be easily understood by the reader.

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<https://doi.org/10.33369/espindonesia.v2i2.26221>

1. INTRODUCTION

Academic writing is important in education. It becomes the last assignment that must be completed by university students before they are graduated from the university. It is called a thesis. As a result, the students must be able to write well based on the academic purposes. A thesis is one of the outcomes of academic writing, and abstract is one of its crucial components. An abstract serves as a brief synopsis of the thesis, giving the reader an idea of the main themes before they read the entire thesis. These points include background, aim, reason, methodology, findings and conclusions (Starfield & Paltridge, 2019). A well-organized abstract must be composed well because it serves as the first impression (Jalalian, 2012). For this reason, the students must be able to write effectively for academic purposes and pay more attention to writing abstracts. The students ought to become aware of and informed about coherence as a single of the characteristics in organizing the writing an abstract. Writing coherently has a constant progression of ideas, thoughts, or arguments, and all of its components are connected logically and clearly (Almaden, 2006). Oshima and Hogue (2006) state that coherence is attained when textual ideas flow easily and coherently. Additionally, following Halliday, as mentioned in Arifin (2020), the content should be coherent and in line with its contextual setting, also with the concepts being linked by cohesive devices. Coherence, in a sentence, refers to the writers' logically related ideas, thoughts, or opinions by connecting the phrases.

A consistent writing and established rationally sound are essential for students. There are undoubtedly a few factors that make it an essential concern. The first, writing an abstract logically is crucial because it's necessary for academic writing. Consistency of an abstract is the second reason which makes it easier for people who read and understand correctly. Since the abstract serves as a summary, its coherence will affect how readers interpret it and comprehend the entire thesis. After reading the abstract, readers will determine if they want to read the entire thesis or not. It helps as the reader's initial point of contact and gives them their first perception. Furthermore, it needs to be written well. Writing a cogent abstract can help students make a good first impact and help readers comprehend the abstract clearly, which will motivate them to read the entire thesis. According to the justification provided, an abstract must be coherent. The students must understand this and write a convincing abstract for their thesis.

From the explanation of the research background above, this research was conducted to answer the following research questions;

- 1) How is the coherence used in the Abstracts Section of Undergraduate Student's Thesis at Muhammadiyah Universities?
- 2) How is the difference of coherence used in the Abstracts Section of Undergraduate Student's Thesis at Muhammadiyah Universities?

2. METHOD

Since the data in this study are expressed in words, phrases, or sentences, a qualitative methodology was used with descriptive data in the shape of different formats like images, papers, and field notes. According to Bogdan and Biklen (1982), a qualitative research method can be gathered through interviews, notes, or written documentation. It was eventually presented as research findings in the form of sentences or words. That means this research aims to analyze Analysis Coherence in the Abstract Section of Undergraduate Student's Thesis of different Muhammadiyah Universities.

The consistency in abstract sections of first-year thesis from various Muhammadiyah Universities served as the corpus of data. the researchers just want to know how coherence among 30 thesis abstracts in 2020. The analysis of Abstract Section of Undergraduate Student's Thesis was carried out on the elements of the sentence, and how the ideas are presented and conveyed to the reader. The researchers then use the techniques or steps according to Ary et al. (2010) as follow:

1. Categorization

The classification process is carried out by choosing 30 thesis abstracts and choosing information that is categorized into coherence in the form of words, phrases, and sentences in the framework of undergraduate thesis. Then, the data selection and separation for analysis are done by categorization.

2. Abstraction

In this study, abstraction is illustrated in the following table.

Table 1. Abstraction of Data

Principal Category	General Category
Coherence	Repetition of key nouns
	Use consistent pronouns
	Transition Signal
	Logical Order

3. Text Coding

In the process of coding, other aspects that are not being researched are disregarded in favor of the classification that is being examined. Code is the procedure of giving the information to identify it.

Table 2. Data Codes

Types of Coherence	Codes
Repeat Key Nouns	RK
Consistent Pronoun	CP
Transition Signal	TS
Logical Order	LO

4. Determine if each paragraph satisfies the criterion for coherence using the criteria in the following table:

Table 3. The chart for evaluating the paragraph's coherence

Coherent	Less Coherence	Incoherent
The passage receives a score of 100% to 95% coherence, with each sentence must be coherently connected to the others as shown by the coherence marks.	Only 60% to 94% of the paragraph's sentences are effective by the coherence marks, they are linked	The sentences in the paragraph are only connected by 0% to 59% of the coherence marks.

5. Results

In this step, the researcher analyzed the coded and identified data by giving an evaluation of the data and classifying the data according to its coherence level coherent, less coherent, or incoherent.

3. RESULTS AND DISCUSSION

3.1 Result

The consistency of students' thesis abstracts at Muhammadiyah universities was examined in this study. Also, the comparison of abstracts coherences of the English language education program from three Muhammadiyah universities namely (1) Muhammadiyah University of North Sumatera; (2) Muhammadiyah University of Yogyakarta; and (3) Muhammadiyah University of Bengkulu. The researcher collected 10 abstracts from each university. So, there were 30 abstracts from as samples.

The data were counted the number of each coherent item that appeared in the abstract's various sections and analyzed the results with an analytical table. According to the notion from Oshima and Hogue (2018:30), coherence elements are determined. To obtain the paragraph coherences, there are four things that must be considered namely repetition of keywords (RK), consistent of the use of pronouns (CP), signal transitions (TS), and logical order (LO). The results can be seen as follows.

Table 4. Thesis Abstract at Muhammadiyah University of Bengkulu

Abstract	Criteria of Coherence			
	RK	CP	TS	LO
A1	19	6	81	1
A2	23	35	25	4
A3	21	26	28	4
A4	9	8	14	1
A5	13	28	68	1
A6	21	4	11	2
A7	21	9	21	1
A8	10	5	22	1
A9	7	7	26	1
A10	8	7	26	2
Total	152	135	322	18
Average	15,2	13,5	32,2	1,8

As displayed in Table 4. there are 152 words for repetition keywords, 135 words for consistent of pronouns used, 322 words used for signal transitions, and 18 words used in a logical order for 10 abstracts in the thesis of the University of Muhammadiyah Bengkulu. As for the repetition of keywords in the abstract by following the thesis titles such as:

Example of Abstract A4:

Abstract—*This research* aimed *to* know the types of the students' *grammatical errors* in the writing *background of the research* at the English Study Program of UMB *and* to know the *most* dominant type of the students' *grammatical errors* in the writing *background of the research* at English Study Program of UMB. *This research* used a descriptive qualitative method. *The result* of the research, *there* were four types of *grammatical errors* in students' *background of the research*: 1) error of omission (34 frequencies, 23.61%), 2) error of *addition* (22 frequencies, 15.27%), 3) error of selection (74 frequencies, 51.38%), 4) error of ordering (14 frequencies, 9.72%). The error of selection was the *most* dominant in students' *background of the research* at the English Study program of UMB.

Keywords: error analysis, the *background of the research*, *grammatical error*

Note:

- Repetition Key Word, e.g *grammatical error*, *the background of the research*
- Consistent Pronouns, e.g *this research*
- Transition Signa, e.g *to*, *and*, *most*, *there*, *addition*
- Logical Orde, e.g *the result*

In the example A4, phrases of *the background of the research* and *the grammatical error* are the repetition of a word that were repeated 9 times. The phrase of *this research* is a consistent pronoun that appears 8 times in the abstract. *Most*, *there*, *to*, *addition*, and *is* the transition signal that appear 14 times in the abstract. The phrase of *the result* is the logical order that appears once in the abstract

Example of Abstract A9:

Abstract—The objective of *this* research was *to* know the *Students' Time Learning Management* in Following *Online Learning* at the English Education Program of Muhammadiyah University of Bengkulu in the Academic Year 2020/2021. This study's methodology of choice was qualitative. Questionnaires that were modified based on Khanam, et al. (2017) utilised the data *and Time Management* Questionnaires (TMQ). *The result* of this research, was *only* the students in the seventh semester have a good *time learning management* in following *online learning*. Then, *it* is characterized as being in the good group if seventh-semester students exhibit effective time management, quick thinking, and planning for the future skills. The fact of *this* Student evaluations of their investigations are anticipated., *it* is suggested *to* more learners in the several semesters as *they* can learn from what seventh-semester students have accomplished by following their lead. *their* learning goals. *Further* Researchers, one can use the findings of this investigation as a guide. *for* a person who intends to become a researcher *time learning management*.

Keywords: *Time learning management*, *Online learning*.

Note:

- Repetition Key Word, e.g *students' time learning management*, *online learning*, *time management*, *time learning management*
- Consistent Pronouns, e.g *this*, *it*, *they*, *their*
- Transition Signal, e.g *to*, *only*, *for*, *for further*
- Logical Order, e.g *the result*

In the example A9, there is a repetition keyword, namely, *time learning* and *online learning* which appears 7 times in the abstract. *This*, *their*, *they*, and *it* are consistent pronouns that appear 8 times in the abstract. *To*, *for*, *in*, *because*, *further*, *only* are transition signals that appear 27 times, and *logical order* that appear once. Considering the previous justification, it can be concluded that the abstract contained in the University of Muhammadiyah Bengkulu has a coherence level of 62.7% with repetition keywords 152, consistent pronouns 135, transition signal 322, and logical order 18.

Table 5. Thesis Abstract at Muhammadiyah University of North Sumatra

Abstract	Criteria of Coherence			
	RK	CP	TS	LO
A11	28	7	51	1
A12	22	7	28	1
A13	20	3	24	1
A14	41	4	32	1
A15	19	6	23	4
A16	17	8	18	1
A17	11	8	16	1
A18	14	-	19	1
A19	28	2	26	1
A20	39	6	23	1
TOTAL	239	51	260	13
Average	23,9	5,6	26	1,3

As displayed in Table 5, there are 239 repetition keywords (RK) that appear in 10 abstracts, 51 words of consistent pronouns (CP), 260 transition signal words that appear (TS), and 13 words that appear in a logical order (LO) in 10 abstracts from the Muhammadiyah University of North Sumatra. An example of an abstract can be seen below:

Example of Abstract A17:

Abstract—Research conducted by students served as the foundation for this study. *reading skills* still have trouble understanding *reading and* lack the ability to perform properly while *online learning*. *This* study aims to analyze *whether* students can master *reading skills* through *online learning* subsequently to the pandemic. Utilizing descriptive qualitative research, the design of this study was completed. There are 40 people in total. A total of 20 pupils from class VIII A SMP PAB 19 HELVETIA of the academic year were included in the samples, including 12 female and 8 male students. In this study, purposive sampling was utilized to choose the sample. Three steps made up the researcher's data analysis method were: 1. Tests, 2. The survey, and 3. Documentation. *The results* of the students' *reading* test *based on their* It included nine pupils whom can able to read well and eleven children who can not. Speech records were taken from both groups. *So* the researcher comes to the conclusion that 75% of learners struggle with reading and comprehension. *reading* English. This means that *their* English *reading skills* are poor *when online learning* is applied.

Keywords: *Reading Skill, Online Learning*, Post-Pandemic.

Note:

- Repetition Key Word, e.g *reading skill, online learning, reading*
- Consistent Pronouns, e.g *this, their, there*
- Transition Signal, e.g *in, whether, so, when*
- Logical Orde, e.g *the result*

In the example A17, it can be explained that *Reading* and *Online Learning* are repetitions of keywords that appear 11 times in the abstract. Then, *their, this, and there* are consistent pronouns that appear 8 times in the abstract. *In, and, on, so, through, to, when, whether* are a transition signal that appear 3 times. Finally, phrase of *the result* is a logical order that appears once in the abstract.

Example of Abstract A18:

Abstract—The purpose of the research was to determine whether the *student's writing skills* on descriptive text *through* the *quantum learning* method. This investigation used school activity in the classroom. *It* was done *through* planning and action research. The study was conducted in SMP Negeri 1 Batang Kuis, on Jl. Desa Baru Batang Kuis. Thirty-one seventh graders who made up the study subject were involved. *Based on* the writing description text *through quantum learning* Throughout each test, pupils' scores rise. The mean result on the the prior test was 54.67, and on the final *the first* cycle test the mean was 67.51, and in *the second* cycle the test mean score was 75. The improvement also can be seen from how many pupils scored at

least 70 points. 3.2% of students scored above 70 in the written portion of the pretest for the first cycle, while 38.7% of students scored above 70 in the written portion on the at first cycle test, representing a 35.5% increase. *from* the cyclical process One pre-test. 87% of students scored higher than 70 on the second cycle test, a 48.3% improvement from cycles 1 and 2. This implies that educating students to write descriptive texts *quantum learning* The learner's writing abilities can be enhanced through the incorporation of videos and visuals through the *quantum learning* method. Students were intrigued, entertained, and inspired by the picture and music. *them* to write through *quantum learning*.

Keywords: Quantum Learning Method, Writing Skills, Descriptive Text

Note:

- Repetition Key Word, e.g *students' writing skills, quantum learning*
- Consistent Pronouns, e.g *it, them*
- Transition Signal, e.g *to, through, to, from, also, and*
- Logical Orde, e.g *based on, the second*

Based on the example A18, it can be presented that *students, quantum learning, writing* are repetition keyword that appears 28 times. The consistent pronouns are repeated 2 times in the abstract. Transition signal such as *in, and, though, from, to also* appear 26 times. Then, logical order that appears 4 times. Based on the description above, the achievement of University of North Sumatra in terms of coherent criteria scored 57% with a repetition keyword (RK) of 239, consistent pronouns (CP) of 51, transition signal (TS) of 260, and logical order (LO) of 13.

Table 6. Thesis Abstract at Muhammadiyah University of Yogyakarta

Abstract	Criteria of Coherence			
	RK	CP	TS	LO
A21	22	5	20	1
A22	36	6	44	1
A23	17	9	31	-
A24	42	9	23	2
A25	27	8	26	-
A26	14	8	34	-
A27	32	10	24	3
A28	22	7	35	1
A29	25	3	20	2
A30	24	2	8	1
TOTAL	261	67	265	11
Average	26.1	6.7	26.5	2.75

As displayed in Table 6, there are 261 Repetition keywords (RK) words, 67 of consistent pronouns (CP), 265 of transition signal words, and 11 words of a logical order (LO). An abstract example can be seen as follow:

Example of Abstract A23:

Abstract—Listening is one of the most challenging abilities for learners of foreign languages due to the complexity of its procedure and the variety of knowledge needed for success *listening*. As a result, teaching kids to listen frequently presents them with challenges. The purpose of this study is to identify the issues that students in *listening to English*. An upper-level high school in Karangdowo, Klaten, Central Java, served as the site of this study. The research approach employed in this study was qualitative, *especially* making use of the descriptive qualitative design. In this study, four volunteers took part. Interviews were conducted by the study in order to get the data. The study's the investigator came up with five conclusions. *They* are difficulties recognizing people' dialects and the language used in English. This discovery takes accents into account. *between* English language instructors and native speakers *from* another country. *The next* We discovered that the sound was difficult to hear. The speech is a part of this conclusion. *and also* tools that the teacher use in the *listening process*. *The next* The student's limited capacity for focus was discovered. *The last* students' fatigue/exhaustion was the issue the researchers discovered. *This finding* encompasses the

situation and impact of the student in both the straightforward and challenging aspects of listening instruction.

Keywords: listening, students' problems, English listening

Note:

- Repetition Key Word, e.g *listening, listening to English, listening process*
- Consistent Pronouns, e.g *they*
- Transition Signal, e.g *in, and, to, for, next, also, between, especially, from, often*
- Logical Order, e.g *this finding*

In the example A23, the repetition keyword such as *listening, English, and a problem* appear 17 times. Consistent pronouns such as *this* and *it* appear 10 times. Transition signal such as *in, and, to, for, next, also, between, especially, from, and often* appear 31 times. Logical Order such as *based on* appears 1 time. So, the achievement of Muhammadiyah University of Yogyakarta in terms of coherent criteria earned a score of 62% with a repetition keyword (RK) as much as 261, a consistent pronounce (CP) as much as 67, a transition signal (TS) as much as 265, and a logical order (LO) as much as 11.

Table 7. Coherent abstract in the Muhammadiyah University

University	Criteria of Coherence				Score
	RK	CP	TS	LO	
UMB	152	135	322	18	62,7
UMSU	239	51	260	13	57
UMY	261	67	265	11	62,5

Based on the Table 7, the coherent score at the Muhamadiyah University of Bengkulu is 62.7%, the coherent score at the Muhammadiyah University of North Sumatra is 57%, and the coherent score for the Muhammadiyah University of Yogyakarta is 62.5%. Using the table for evaluating the sentences' coherence, the value of 60% up to 94% is a less coherent criterion but already meets the coherence standard in a paragraph with well-connected by coherent signs. Whereas for the Muhammadiyah University of North Sumatra, the achievement of coherence is 57% means that incoherence based on the table for assessing the coherence which the value of 0% -59%.

3.2 Discussion

The criteria for a coherent paragraph is a repetition of keywords, consistent pronouns, transition signals, and logical order. The sample for this study was 30 abstracts from undergraduate Thesis which were retrieved through online repositories from their respective Muhammadiyah universities. From the data obtained, the researcher found coherence in the thesis abstract.

The first analysis of this study is coherent in each abstract. It is found that the total number of repetition keywords for 30 abstracts is 652 words, the number of consistent pronouns is 253 words, 847 words for transition signal and 42 words for logical order. At the Muhammadiyah University of Bengkulu for 10 abstracts with a coherent value of 62.7%, there are 152 words for repetition keywords, 135 words for consistent pronouns, 322 words used for signal transitions, and 18 words used in a logical order. Second, at Muhammadiyah University of North Sumatra, a coherent value is 57%, It was found that there were 239 repetition keywords (RK) that appeared in 10 abstracts, 51 words for consistent pronouns (CP), 260 transition signal words, and 13 words logical order. Third, The Muhammadiyah University of Yogyakarta, a coherent achievement of 62.5%. It was found that there were 261 words of Repition keyword (RK), 67 words for consistent pronouns (CP), 265 words for transition signal (TS), and 11 words for logical order (LO).

Based on the explanation above, it can be understood that the coherence of a text can be described by the progression of the subject topic in the text. This confirms the theory of Regala-Flores and Yin (2015) that text coherence is formed based on the order of topics per sentence in a paragraph. This also confirms the theory from Oshima and Hogue (2006) and Halliday's theory as quoted in Arifin (2020) which states that repeating the key noun being discussed, using pronouns that are consistent and consistent with the context in which it was created will form the coherence of a text. In developmental analysis, abstract coherence is analyzed by using the units contained in a coherence such as: Repeating keywords or phrases helps connect and focus ideas throughout the essay (Slawson, Whitton, & Wiemelt, 2017), Consisten Pronoun, Transition

Signal, dan Logical Order refers to the other of sentences, which varies depending of the purpose (Regina I Smalley 2001).

Similarities with previous studies can be found in this result of research. Consistency in the bachelor thesis abstract by Sapriawan (2022) wrote in English showed that logical sentences is connected from one sentence to another. This reinforces from Kelvin's theory (2016) which states that cohesion or the use of cohesive devices including transition signals to connect and show the relationships between ideas in sentences of a text. This also confirms Irawan's theory (2019) which states that ideas must also be arranged in sequence or logically so that a text can be said to be a coherent text. The abstract is the most important part of a research article. The abstract should be written in the shortest possible form. Therefore, the abstract cannot ignore the research content.

4. CONCLUSION

This research discusses the use of coherence in article abstracts. The sample for this study was 30 abstracts of the 1st-semester students, which consisted of 3 universities including 1) Muhammadiyah University of Bengkulu, 2) Muhammadiyah University of North Sumatra, and 3) Muhammadiyah University of Yogyakarta. The researcher examined the data and discovered coherence in the abstract thesis with 4 coherent criteria in writing the abstract logical order which is rarely used, the total is 42 words in 30 abstracts, and the highest number in this analysis is the transition signal with the achievement 847 words in 30 abstracts. So, for a coherent comparison, the Muhammadiyah University of Bengkulu has a coherent level of 62.7%, the Muhammadiyah University of Yogyakarta has a coherent level of 62.5%, and finally 57% for the coherent level of Muhammadiyah University of North Sumatra. It is expected that students can write paragraphs well and pay attention to structures in sentences so that other people will be interested in reading them.

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