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Research Article

An Analysis of the Abstracts of EFL Undergraduate Students: Coherence and Cohesion

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KEYWORDS

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A B S T R A C T

Coherence and cohesion play crucial roles in writing an abstract of an undergraduate thesis. By ensuring the coherence and cohesion of the abstract, EFL undergraduate students can enhance its readability, can facilitate the understanding of the research content, and can enable readers to grasp the main points efficiently. However, EFL undergraduate students often need help achieving coherence and cohesion due to their limitations in understanding and practicing academic writing. The research aims to analyze how the sentences in the abstract are related to one another through logical connections and to identify the cohesive devices like conjunction, reference, substitution, or ellipsis to make the abstract coherent. Three abstracts were chosen randomly from 2020 to 2022. Then, the researchers analyzed the data qualitatively in words or sentences using document analysis. The results show that two out of three abstracts are coherent. It is highly suggested for EFL undergraduates whose abstracts must be more readable to improve cohesive devices and use different conjunction and adverbial sentences. Therefore, the suggestion is that EFL undergraduate students use other transitions to link each sentence to make coherent text.

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INTRODUCTION

In order to familiarize students with the language of subjects and disciplines in universities, academic writing is essential. However, as higher education has become more accessible, many students, particularly those at numerous Indonesian universities, are finding it difficult to uphold the standards for academic writing that are considered acceptable in greater learning (Simamora, 2020). Due to this, there is a greater need for academic development programs as a practical method of enhancing students' academic writing abilities and other soft skills (Salem, 2022; Franco, Franco, Severo, Ferreira, & Karnieli-Miller,

2022). Hence, students need to be equipped with not only linguistic competence such as grammar and vocabulary but also discourse, especially those related to cohesiveness and coherence.

Establishing a cohesive and coherent text is not an easy task as they involve students' skills in many aspects such as cohesive devices and thematization. In understanding cohesive devices, the students are not only required to understand what the devices are but also how to use those devices in their writing so that they are able to create a unified text. In line with the use of cohesive devices, the students are also required to employ what-so-called theme-rheme development. This is the way how the students

develop the ideas within the text so that the sentences they have written can hang together to establish a unified text.

Writing an English abstract is a challenging task especially for EFL learners. Williams and Beam (2019) argued that writing abstracts is a complex exercise requiring reading comprehension and a writer's understanding. The abstract and its role in academic writing have been much discussed among experts. According to Nundy, Kakar, and Bhutta (2022), an abstract is a concise, readable, and self-contained synopsis of a research document that helps the reader quickly grasp the paper's contribution. In addition, Ruffell (2018) states that the importance of an abstract reaches far beyond the paper's opening paragraph. In other words, the abstract is needed to provide brief information about the research and help the readers to read all aspects.

The author's investigation of the students' final project report abstracts for coherence and cohesiveness is prompted by this difficulty. Coherence in this context refers to how well the words or paragraphs in the text relate to one another rather than merely being a collection of isolated, meaningless phrases. To put it another way, for the text to be coherent, all of the sentences must be connected with the proper usage of cohesive links, such as conjunction words, substitution, references, and ellipses.

Cohesion and coherence are connected concepts that cannot be isolated from one another. When cohesive devices connect sentences, readers may understand the semantic relationship between the phrases. This is known as cohesion. Coherence, on the other hand, is the textual unity that allows each phrase or paragraph to hang together to create a discourse that the readers can understand. Coherent devices that link concepts from one phrase to the next or from one paragraph to the next can help the language become more coherent. References, substitutions, ellipses, conjunctions, and lexical cohesion are a few of the cohesive devices that are frequently utilized in writing to link concepts together (Nunan, 1993).

Thus, a writer can use coherent strategies to demonstrate how phrases or paragraphs within a text link to one another. Cohesive techniques must be used in academic writing since sentences and paragraphs serve as the foundation of the text and should ideally connect one another logically and make sense. According to Thornbury (2005), a book must make meaning in order to be cohesive and comprehensible. It must do more than hold together. Yule (2009) agrees with Thornbury that cohesiveness alone would not allow us to understand what we read. Many very cohesive manuscripts that use many connectors to link one line to the next lack coherence or are difficult to understand.

Planning ahead, structuring the ideas and propositions, giving links and support, and consistently updating the text

to make it more "reader-based," according to Celce-Murcia and Olshtain (2007), are some methods a writer might use to make a written text coherent.

Thornbury (2005) proposes two viewpoints for the examination of the coherence of the text: micro-level coherence and macro-level coherence. When the readers' expectations are satisfied, the material is deemed cohesive on a micro level. It indicates that readers can quickly understand the meaning of phrases. The first step in determining a text's microlevel coherence is to examine its logical connections, and the second is to examine its subject, rheme, or topic, and remark. According to the study of coherence via its logical interconnections, the writer should be able to recognize the logical connections between its sentences, demonstrating how each one either predicts or includes some aspect of the phrase that comes after it. While the study of coherence via theme and rheme entails examining the topic (theme) of the sentences as well as the speaker's or writer's intended message to the audience on that topic (rheme). Additionally, the topic, with which the clause is concerned, is the component that acts as the message's starting point. The remaining portion of the communication, where the theme emerged, is referred to as the rheme. Therefore, in a message structure, a phrase comprises of a theme and a rheme, and the structure is stated by the other. The theme is always picked first. When it comes to macro-level coherence, writings succeed because they are clearly about something, i.e., they have a clear theme or topics.

Relevant research on the analysis of coherence and cohesion has been conducted, particularly in Academic Writing in Indonesia. Firstly, Suwandi (2016) examined the coherence and cohesion of undergraduate students' final project abstracts. The findings revealed that undergraduates used specific cohesive devices to attain coherence, but it was still far from what was expected. Secondly, research conducted by (Gusnar, Happy, Hartono, and Suwandi, 2020) indicated that non-English Department undergraduate students had some trouble connecting their ideas and organizing their abstracts because they needed to learn more about the theory of cohesion and coherence. Thirdly, Afrianto (2017) found that students used inappropriate cohesive devices in essay writing due to a need for more understanding and awareness about cohesion, mainly grammatical cohesion. Fourthly, Nugraheni (2016) analyzed cohesive devices in learners' essay writing, and she found that the word "and" was used most often to connect sentences. whereas the most significant type of conjunction was 'addition.' She also saw that some students needed to use conjunctions correctly. These mistakes fell into five groups: unclassified wrong mechanism, LI interference, wrong forms of conjunctions, and grammatical error. Lastly, Leli (2020) analyzed coherence and cohesion in students' academic

writing. The results revealed that many students still needed help constructing the idea cohesively and coherently due to lacking writing competence and grammar mastery.

Considering some previous research, the current research concerns analyzing the coherence and cohesion of EFL undergraduate students' abstracts from the English Program. The current research is examining the abstracts of undergraduate theses from different universities in Indonesia. Then, the researchers investigate the inappropriateness of coherence and cohesive devices and find the solutions.

Based on the explanation above, this research would like to investigate an analysis of the abstract of EFL undergraduate students from different private universities in Indonesia. The research aims to understand how the sentences in the abstract are related to one another through logical connections and to identify the cohesive devices like conjunction, reference, substitution, or ellipsis to make the abstract coherent. Finding out the use of coherent and cohesive devices can help the students to write a meaningful abstract in undergraduate thesis.

METHOD

This study employed descriptive qualitative research. According to M.E. (2013 in Leli, 2020) descriptive analysis characterizes phenomena. Qualitative research can help comprehend a case rather than only look at the causality (Akmal & Mulia, 2020). In addition, qualitative data cannot be reliably measured or quantified and are typically expressed in words rather than numbers (Leli, 2020). Furthermore, the data was examined using words, phrases, and sentences (Syaputri & Kasriyati, 2022).

The participants were EFL undergraduate students majoring in English Education Program from three different private universities in Indonesia. In gathering data, researchers used the document analysis to identify the content (Leli, 2020). The abstracts were the document analysis taken from EFL undergraduate students' theses. The three abstracts were chosen randomly from 2020 to 2022.

Concerning the research procedure, the researchers analyzed the abstracts in several steps. Firstly, they separated the paragraphs of the abstract into sentences. Then, they analyzed the coherence of each sentence by using Theme and Rheme analysis. After that, they examined cohesion by looking at the cohesive devices such as conjunction, reference, substitution and ellipsis used in connecting one sentence to others. Finally, in analyzing the data, they checked and examined to see how well EFL undergraduate students wrote the abstracts that made sense

and were easy to understand for the readers (Suwandi, 2016).

RESULTS AND DISCUSSION

The researchers identified three abstracts from three different private universities in Indonesia. Abstract A consisted of 10 sentences and needed to be more coherent. It could be seen from S1, S2, S3, S4, S5, S6, S8, and S10. Regarding cohesive devices, there are seven sentences (S3, S4, S5, S6, S7, S9, and S10) that belong to conjunction, Two sentences (S2, S6) refer to reference, and one sentence (S10) refers to ellipsis.

Abstract B consisted of 11 sentences. Regarding cohesive devices, there are three sentences (S4, S5, and S8) that belong to conjunction. One sentence (S3) refers to substitution and one sentence (S1) refers to ellipsis.

Abstract C consisted of 9 sentences. Regarding cohesive devices, there are five sentences (S2, S4, S5, S6, and S8) that belong to conjunction. Two sentences (S8, S9) refer to references, and two sentences (S5 and S6) refer to ellipsis.

ABSTRACT A

S1: The main purpose of this research is to know the correlation between vocabulary mastery on student's speaking skills at Imanuel Pondok Melati.

The theme is (The main of this research), and it is followed by rheme (to know the correlation...). This sentence is not entirely coherent because the phrase "the main of this research" is awkward and not commonly used. Besides, it is a lack of clarity in the correlation and unclear context.

S2: The total sample of this research was followed by 30 students.

The theme (The total sample of this research) used this as a reference. Then the rheme (followed by 30 students) conveys an unclear meaning. Therefore, the sentence is not coherent.

S3: The technique of collecting data is random sampling with the test multiple choice of 30 items for vocabulary and describe something at least 3 minutes for speaking.

The theme is (The technique of collecting data), and the rheme is (random sampling with...). There is a spelling mistake (not technique but technique), and incorrect parallelism (random sampling, multiple choice test of 30 items for vocabulary, and describing something for at least 3 minutes). The use of conjunction (and) is used in the rheme. The sentence is not coherent because of lacks of clarity and proper structure.

S4: The research method that using in this research was survey method meanwhile research type that using in this research was correlational research.

This sentence contains two adjective clauses, and that are used to add information. The theme 1 is (The research method...) and the rheme 1 is (survey method...). Besides, the theme 2 is (research type...), and the rheme 2 is (correlational research). The writer used conjunction "meanwhile" to connect the two clauses, incorrect grammar (not using but used), and repetition "in this research."

S5: Based on hypothesis score of variable X and Variable Y, got rvalue = 0,865 and rtable = 0,361.

The theme is (Based on...), and the rheme is (got rvalue...). However, the writer did not provide a subject, so it is not a good sentence. She used conjunction "and" to connect the variables and scores.

S6: Based on the data requirement analysis with Chi Square, Normality test of vocabulary was got X2 value = 7,887 meanwhile for $\alpha = 0,05$ and db = 5% was got X2 table = 11,07 it means X2 value < X2 table so the data is normal.

The theme is (Based on the data...), and it is followed by rheme 1 (Normality test...), rheme 2 (for $\alpha = 0,05$ and db = 5% was got...), and rheme 3 (it means...). The writer used conjunction "meanwhile" to connect rheme 1 and 2. In addition, she used reference "it" as a subject pronoun of the result. However, she did not use full stop before it, so it became a run-on sentence.

S7: Besides, the test for speaking skill X2 value = 9,2165 and X2 table = 11,07, so X2 value < X2 table it means that the data is normal.

The theme is (Besides, the test for speaking skill X2 value...), and the rheme is (so X2 value ...). The writer used conjunction "besides" that is related to previous sentence. However, she repeated "it means that" that is same as the previous sentence.

S8: Regression coefficient with F test which F value = 0,85 and Ftable = 2,45 so F value < Ftable so the data is linier.

The theme is (Regression coefficient with...), and the rheme is (so F value...). However, this sentence is confusing since there are problems in grammar (which without verb), punctuation mark (no comma before so), and spelling (linear). In addition, the writer repeated "so" as conjunction.

S9: Based on hypothesis test with Test-t can be counted t value < ttable or ($9,15 > 1,697$), so H0 is rejected and H1 is accepted.

The theme 1 (Based on hypothesis test with...), and the rheme is (so H0 is rejected and...). The writer used two conjunctions (so and). Unfortunately, the writer made the same mistakes especially in grammar (Based on hypothesis test with Test-t can be counted t value < ttable or ($9,15 > 1,697$), spelling (Test-t), and punctuation mark (no comma before and). Besides, she used the same conjunction "so" in some sentences.

S10: Thus the conclusion is there is a positive correlation between vocabulary mastery on student's speaking skill at Imanuel Pondok Melati.

The theme is (Thus, the conclusion), and the rheme is (is there is...). This is a concluding sentence since the writer used conjunction "Thus" for the conclusion. The writer also used ellipsis for the conclusion is (that) there is. However, she did not use comma after "Thus." In short, the sentence is not coherent because it lacks clear logical connections between the different elements.

From S1 to S10, the abstract has a few inaccuracies and inconsistencies. It is necessary to revise and clarify the statistical analyses and their interpretations to improve the coherence and accuracy of the discourse analysis. Additionally, providing more information about the research design, data collection process, and any limitations would enhance the overall coherence of the study. Regarding cohesive devices, some things could be improved, such as a lack of precise transitional phrases, repetition of information, and inconsistent use of verb use.

ABSTRACT B

S1: The aims of the study entitled "Teaching Reading Descriptive Text Using Scientific Approach Through WhatsApp Group" are to identify the scenario and implementation of teaching reading narrative text using scientific approach through WhatsApp Group, students' responses of teaching reading descriptive text using scientific approach through WhatsApp Group, also students' and teacher's difficulties of teaching reading narrative text using scientific approach through WhatsApp Group.

The theme is (The aims of ...) and it is followed by rheme 1 (are to identify the scenario and the implementation ...), rheme 2 (students' responses ...), rheme 3 (teacher's difficulties...). This sentence uses ellipsis with omission to identify in rheme 2 and 3. This sentence uses ellipsis by eliminating the predictors of second and third clauses. In addition, this sentence doesn't use parallelism. It can be seen from each clause; the first clause has finite and predicator, while the second and third clause don't have finite and predicators. Overall, the theme gives an overview of what the study is about, while the rhemes give the specific objectives and areas of focus for the study.

S2: This study involves 32 students, at seventh grade of junior high school.

The theme is (This study) and it is followed by rheme (involves 32 ...). "This study" introduces the topic or context, while "involves 32 students, at the seventh grade of junior high school" specifies the age range of the study's participants and their level of education. This sentence is coherent with the first sentence. Both sentences provide complementary information about the objective and participants of the study.

S3: This research is conducted at MTs. N. 3 Purwakarta.

This sentence is a simple sentence that contains theme and rheme. The theme is (this research) and rheme (is conducted ...). The writer uses substitution (different terms namely; research and study). By referring to the same study or research in both sentences, the demonstrative pronoun "this" helps the sentences flow together. S3 is connected to S2 since they use different terms to refer to similar meanings.

S4: This study is a qualitative research method and descriptive qualitative as research design.

The theme is (This study) and rheme is (is a qualitative ...). This sentence uses coordinating conjunction, namely and, and it connects two phrases. The writer also uses the word "study" as the synonym of the word "research" found in the previous sentences as the theme.

S5: The research data are collected from lesson plan, observation sheet, questionnaire, interview and test.

The theme is (The research data are collected data) and rheme is (lesson plan, observation sheet, ...). The theme introduces the topic and the rheme provides information about the theme. The writer also uses "and" as conjunction to connect a series of items.

S6: Then, the data are analyzed by researcher.

The theme is (Then) and the theme is (the data are analyzed ...) is carried out from S5. This sentence uses non-topical theme. This sentence is connected to the previous sentence, the rheme in S6 taken from the theme in preceding sentences.

S7: From the result, it can be found that the implementation of scientific approach can help students' reading descriptive text.

The theme is (from the result) and rheme (it can be found that ...). It refers to the previous rheme. This sentence is still connected to the preceding sentences. The writer gives a summary of analyzing data. There is also a typo in this

sentence "descriptive" and it is supposed to be "descriptive".

S8: Students gave good responses and it can be seen from the students' attention, relevance, motivation and satisfaction.

The first theme is (students gave good responses) and rheme is (it can be seen...). The theme presents the main idea and indicates the students' reaction. The writer uses conjunction "and" to connect two independent clauses.

S9: Besides, the students faced difficulties such as lack of vocabulary and lack interest in reading.

The theme is (Besides, the students faced ...) and the rheme is (such as lack of vocabulary ...). This sentence is also connected to the previous sentence. The rheme elaborates on the theme by describing the specific difficulties the students encountered.

S10: Teacher gets slow response from students.

The theme is (teacher) and the theme is (gets ...). This sentence does not relate to the previous sentence.

S11: So, teacher has to pay more attention and find out the appreciate method to make students more active.

The theme is (So, teacher), and the rheme is (has to pay...). The theme of this sentence is "So, the teacher," which presents the subject and sets the scene for the rest of the sentence. The rhyming phrase "has to pay more attention and find the right way to make students more active" carries the new information and focuses on what the teacher needs to do to make students more active. The word "so" is used casually to end the sentence. Therefore, this phrase is coherent because the theme and rheme are connected.

ABSTRACT C

S1: This final project is a study that analyzes translation techniques used by the translator in the monologue of Love, Simon movie.

This sentence contains an adjective clause which is used to add information. The theme is (This final project...) and the rheme is (a study...). Two adjective clauses are used in the form of active and passive sentences. The active sentence is (...a study that analyzes...) and the passive one is (...translation techniques used by the translator...).

S2: The purpose of the study is to explain the translation techniques and to determine the most dominant translation technique used in translating monologue in Love, Simon movie.

In the second sentence, the writer employed a direct repetition as a cohesive device by restating the word "the

study...”. It makes this sentence connect to the previous sentence to establish a cohesive text. Moreover, the writer uses an ellipsis by eliminating the theme (the purpose of the study) in the second clause. The writer used the connective conjunction ‘and’ as an addition. Additionally, the writer also used an adjective clause in the form of passive sentence “..translation techniques used in translating...”.

S3: This study is classified into descriptive qualitative research.

Here, instead of using pronouns, the writer employed more direct repetition by stating the word “this study” to connect this sentence to the previous one. However, this redundancy can lead to the reader’s boredom, so it suggested that the writer use pronouns to replace the noun.

S4: In the study, the writer collected and analyzed the data to get a conclusion.

Again, in the fourth sentence, the writer repeated the word “the study” to connect it to the previous sentence as a cohesive device in direct repetition. Furthermore, the writer employed ellipses by eliminating the subject of the sentence and using conjunction “and” to add information.

S5: The data were gained by watching the movie, documenting the script, selecting, identifying, classifying, counting, and conclusion.

In this sentence, the theme is “the data” which is still related to the previous theme “the study”. Hence, this sentence connects to the previous sentence. Moreover, the writer employed ellipses by eliminating the subject of the sentence and using the conjunction “and”.

S6: The writer used the translation techniques introduced by Molina & Albir (2002) to analyze and classify the data.

In this sentence, the theme is “the writer” which is still connected to the previous theme, “the data” and “the study”. It has created a lexical chain throughout the sentences to make them hang together. At the end of the sentence, the writer employed an ellipsis by eliminating the subject of the clause and using the conjunction “and”.

S7: Based on the research result, there are 12 techniques found in 225 data.

Here, the writer used the word “research” as the synonym of the word “study” found in the previous sentences as the theme. Hence, this sentence connects to the previous ones. The rheme adds more information about the theme “the research”.

S8: They are adaptation, amplification, borrowing, calque, compensation, established equivalent, generalization,

linguistic compression, literal, modulation, reduction, and variation.

In this sentence, the writer used a pronoun “they” to refer to the rheme of the previous sentence, the 12 techniques found in 225 data. It makes this sentence connect to the previous one. Moreover, the writer used ellipses by eliminating the subject of the sentence and used the conjunction ‘and’.

S9: The most dominant translation technique is the established equivalent which occurs 77 times and it represents 34,22%.

Here, the writer employed a direct repetition as the cohesive devices by restating the word “translation technique” which has already been mentioned in the previous sentences. It makes it connect to the previous sentence to establish cohesive text. Moreover, the writer also used ellipses and the pronoun “it” as the way to establish cohesive sentences.

The majority of sentences in Abstract A lacked coherence due to a number of factors. Firstly, the abstract lacked a distinct introduction, methodology, results, and conclusion section. It jumped from one aspect of the investigation to another without a logical progression. In addition, the abstract contained numerous grammatical and language errors. For example, "The main purpose of this research" should be "The main purpose of this research," and the content was difficult to comprehend due to the presence of sentence fragments. Thirdly, the abstract contained redundant information, such as repeating the phrase "data is normal" twice without providing much context for what "normal" means in this context. Following that, some sentences lacked clarity and concise. For example, the sentence "Based on Hypothesis score of variable X and Variable Y, obtained rvalue = 0.86 and rtable = 0.361" was difficult to comprehend without additional context. The next topic was missing context. The abstract mentioned numerous statistical tests (e.g., Chi Square, F test, Test-t) without explaining why they were used or what they indicated in the context of the research. Fourthly, the abstract employed inconsistent terminology, such as switching between "variable X" and "variable Y" without elaborating on what these terms represented. Lastly, the abstract was ambiguous because the phrase "so the data is linear" was distracting and did not adequately describe the research findings or methodology. According to the findings of Kurniawan and Sumani (2021), incoherent sentences in the theses of undergraduate students should be avoided because they diminish the text's accuracy and trustworthiness. Regarding some issues with cohesive devices, the abstract contained lengthy and confusing sentences, which may have made it challenging to comprehend the contents. The text also contained

inconsistent verb tenses, particularly between the past and the present, which could need clarification. The final sentence of the abstract did not use pronouns effectively to refer back to previously mentioned concepts or variables. In this regard, interference from students' native language and overgeneralization are the causes of incoherent abstract writing (Siregar, Nurlela, & Zein, 2023). To improve the cohesion of this abstract, the writer should employ various cohesive devices, maintain verb tense consistency, simplify sentence structures, and ensure that all sentences are complete and grammatically correct.

All sentences in Abstract B were coherent and logically connected. It can be seen that sentence 2 was connected to the previous sentence (S1). In addition, sentence 3 explained the same topic in sentence 2. It is supported by Otta, Arvianti, and Heriyanto (2022) that the students have a good understanding of using all aspects of coherence in writing abstracts. The writer also used some cohesion, such as; conjunction, substitution, and ellipsis. The most frequently used cohesive device is the conjunction. Nevertheless, no referent was used by the writer. This is different from previous research conducted by Alwi and Indrawan (2023) which found that the most frequently found cohesive was the referent. Besides, there is a typo in this abstract so the writer should check it again and it will be better if the writer can use various cohesive devices in her abstract.

All the sentences in Abstract C are internally connected through the use of ellipses and direct repetition. It in line with the research by arguing that students tend to use direct repetition to establish interconnectedness within a text. Although it is one of the cohesive devices, the excessive use of direct repetition might result in the boredom and monotonous writing. (Nor Fatimah and Md Yunus (2014) also found that the direct repetition was the most frequently used cohesive device by the postgraduate students. It is suggested that the excessive use of direct repetitions should be replaced by pronoun or synonyms to make the writing not monotonous.

The conclusion is that two out of three abstracts are coherent and logically connected. However, one abstract needs to be more readable and has a clearer context. The abstract has some inaccuracies and inconsistencies. It is necessary to revise and clarify the statistical analyses and their interpretations to improve the coherence and accuracy of the discourse analysis. Additionally, providing more information about the research design, data collection process, and any limitations would enhance the overall coherence of the study.

There were several issues with the cohesion of the text, such as vague transitional phrases, unnecessary repetition, and a lack of consistency in the verbs used. Refining and

clarifying the sentences is required to make it more logical and precise. In terms of cohesive devices, the writers use some cohesive devices in abstracts. Cohesive devices provide a considerable contribution to the overall coherence of the abstracts that students write (Dania, 2018). Therefore, EFL undergraduate students need to improve the use of cohesive devices in writing. It is supported by Akmilia, Faridi, and Sakhyya (2022) that writers need to explore with cohesive devices to improve their writing quality.

CONCLUSION

Based on the research results, most EFL undergraduate students can write coherent abstracts. There is a connection between one sentence and another sentence. The connection is established through the use of theme and rheme. It can be seen in abstract B and C. Most of the sentences are coherent and logically connected so that they can create readable text. The readable text is beneficial to the readers to get the context of the writing. The writers use appropriate, cohesive devices to connect ideas and maintain coherence throughout the text. The writers found some cohesive devices, such as conjunction, ellipsis, reference, lexical cohesion, and substitution. However, abstract A could be more coherent, and it is highly suggested that the writer improve cohesive devices to make readable text. In addition, the writers seldom used different conjunctions and adverbial sentences. Therefore, the suggestion is that EFL undergraduate students use other transitions to link each sentence to make coherent text.

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