

**AN ANALYSIS OF COHESION OF THE FINAL PROJECT ABSTRACTS
OF THE POSTGRADUATE STUDENTS OF A STATE UNIVERSITY IN
WEST JAVA INDONESIA**

A THESIS

Submitted in partial fulfillment for Magister's degree in English Language
Education Study Program



By

Gayatri Mayang Handayani

(2010207)

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND LITERATURE EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA**

2024

APPROVAL PAGE

A Thesis

**AN ANALYSIS OF COHESION OF THE FINAL PROJECT ABSTRACTS
OF THE POSTGRADUATE STUDENTS OF A STATE UNIVERSITY IN
WEST JAVA INDONESIA**

By

Gayatri Mayang Handayani

NIM 2010207

Approved by

Main Supervisor



Prof. Emi Emilia, M.Ed., Ph.D.

NIP. 19660916 199001 2 001

Co-Supervisor



Dr. Sudarsono Muhammad I., S.Pd., M.A.

NIP. 19660705 199403 1 004

Head of English Language Education Program



Prof. Emi Emilia, M.Ed., Ph.D.

NIP. 19660916 199001 2 001

AUTHOR'S DECLARATION

I, the undersigned, hereby declare that a thesis entitled “An Analysis of Cohesion of The Final Project Abstracts of The Postgraduate Students of a State University in West Java Indonesia” is truly my work. I have not engaged in plagiarism, and all sources referenced in the thesis are fully acknowledged and properly cited. I am aware of the sanctions if fraud or lack of originality is found in my thesis.

Bandung, 27 Agustus 2024

A handwritten signature in black ink, appearing to read 'Gayatri Mayang Handayani', with a stylized flourish at the end.

Gayatri Mayang Handayani

ACKNOWLEDGMENT

First and foremost, I would like to express my deepest gratitude to my supervisors, Prof. Dr. Emi Emilia, M.Ed, Ph.D. and Dr. Sudarsono Muhammad Ihrom, S.Pd., M.A., for their unwavering support, invaluable guidance, and continuous encouragement throughout the course of my study and the completion of this thesis. Their expertise and insightful feedback have been instrumental in shaping this research.

I extend my sincere appreciation to all the lecturers and academic staff in the English Education Program at Universitas Pendidikan Indonesia (UPI) for their dedication and assistance during my academic journey. Their knowledge and support have greatly contributed to my growth and learning.

I would like to express my sincere gratitude to the seven research participants who generously allowed their thesis abstracts to be analyzed. Your kindness was invaluable to the success of this study. Thank you for your willingness to participate and for your prompt responses.

I am also immensely grateful to the Indonesia Endowment Fund for Education (LPDP) for providing the financial support that made this study possible. Without their generous funding, pursuing this advanced degree would have been a significant challenge.

To my parents, Gardjito and Nurkhotimah, thank you for your endless love, prayers, and encouragement. Your belief in me has always been my driving force.

To my husband, Arik Fajar Cahyono, your patience, understanding, and support have been my pillar of strength. Thank you for standing by me through every hurdle and celebration.

Lastly, to my beloved children, Alinea and Guinandra, your smiles and love have been my greatest source of joy and motivation. This achievement is dedicated to you both.

With heartfelt gratitude,
Gayatri Mayang Handayani.

AN ANALYSIS OF COHESION OF THE FINAL PROJECT ABSTRACTS OF THE POSTGRADUATE STUDENTS OF A STATE UNIVERSITY IN WEST JAVA INDONESIA

ABSTRACT

This study aims to analyze the cohesion of thesis abstracts, focusing on their rhetorical structure and cohesive ties. The abstracts are examined in terms of rhetorical moves, linguistic features, cohesive devices, and theme progression patterns. This study employed a descriptive qualitative content analysis approach, analyzing seven thesis abstracts from postgraduate students at a State University in West Java. The findings reveal four main points. First, all abstracts employ Purposes, Methods, and Results. The absence of Background and Conclusion in certain abstracts may reflect the thesis authors' individual preferences and writing styles. Second, the linguistic features observed include the active voice (47 instances), passive voice (39 instances), present tense (43 instances), past tense (43 instances), simple sentences (36 instances), and complex sentences (50 instances). Third, regarding thematic progression patterns, the Reiteration theme pattern (22 occurrences) is the most common, followed by the Zigzag pattern (8 occurrences) and Multiple theme patterns (7 occurrences). Fourth, the cohesive devices used in the abstracts include lexical cohesion (349 items), conjunctions (116 items), references (58 items), substitution (1 item), and ellipsis (0 items). For postgraduate students drafting thesis abstracts, it is recommended to focus on effectively organizing rhetorical moves and employing appropriate linguistic features. Moreover, careful application of cohesive devices and thematic progression patterns is essential for enhancing reader comprehension.

Keywords: *cohesive devices, linguistic features, rhetorical moves, thesis abstract, theme progression*

TABLE OF CONTENTS

AUTHOR’S DECLARATION	Error! Bookmark not defined.
ACKNOWLEDGMENT	Error! Bookmark not defined.
ABSTRACT	Error! Bookmark not defined.
TABLE OF CONTENTS	6
CHAPTER I	Error! Bookmark not defined.
1.1. Background of the Research.....	Error! Bookmark not defined.
1.2 Research Questions	Error! Bookmark not defined.
1.3 Objectives of the Research	Error! Bookmark not defined.
1.4 Significance of the Research	Error! Bookmark not defined.
1.5 Definition of Key Terms	Error! Bookmark not defined.
1.6 Organization of the Research	Error! Bookmark not defined.
CHAPTER II.....	Error! Bookmark not defined.
2.1 Academic Writing	Error! Bookmark not defined.
2.1.1 Definition of Academic Writing	Error! Bookmark not defined.
2.1.2 Primary Components of Academic Writing.....	Error! Bookmark not defined.
2.2 Abstract of the Final Project.....	Error! Bookmark not defined.
2.2.1 Definition of Thesis Abstract.....	Error! Bookmark not defined.
2.2.3 The Importance of Abstract	Error! Bookmark not defined.
2.2.3 Well-Organized Abstract	Error! Bookmark not defined.
2.2.4 Rhetorical Moves and Linguistic Features of Abstracts.....	Error! Bookmark not defined.
2.3 Cohesion	Error! Bookmark not defined.
2.3.1 Reference	Error! Bookmark not defined.
2.3.2 Substitution	Error! Bookmark not defined.
2.3.3 Ellipsis	Error! Bookmark not defined.

2.3.4 Conjunctions	Error! Bookmark not defined.
2.3.5 Lexical Cohesion	Error! Bookmark not defined.
2.4 Thematic Progression	Error! Bookmark not defined.
2.4.1 Theme Progression Pattern Categories ..	Error! Bookmark not defined.
2.5 Previous Relevant Studies	Error! Bookmark not defined.
CHAPTER III.....	Error! Bookmark not defined.
3.1 Research Design	Error! Bookmark not defined.
3.2 Research Site	Error! Bookmark not defined.
3.3 Data Collection Method	Error! Bookmark not defined.
3.4 Data Analysis.....	Error! Bookmark not defined.
3.4.1 Identification of Rhetorical Moves	Error! Bookmark not defined.
3.4.2 Identification of Linguistic Features	Error! Bookmark not defined.
3.4.3 Identification of Theme Progression Pattern	Error! Bookmark not defined.
3.4.4 Identification of Cohesive Devices	Error! Bookmark not defined.
CHAPTER IV	Error! Bookmark not defined.
4.1 The Realization of Rhetorical Moves in the Thesis Abstracts	Error! Bookmark not defined.
4.1.1 The Realization of Move 1	Error! Bookmark not defined.
4.1.2 The Realization of Move 2	Error! Bookmark not defined.
4.1.3 The Realization of Move 3	Error! Bookmark not defined.
4.1.4 The Realization of Move 4	Error! Bookmark not defined.
4.1.5 The Realization of Move 5	Error! Bookmark not defined.
4.2 The Realization of Linguistic Features in the Thesis Abstracts	Error! Bookmark not defined.
4.2.1 Voice Forms (Active and Passive) of the Rhetorical Moves	Error! Bookmark not defined.

4.2.2 Tenses (Present and Past) of the Rhetorical Moves	Error! Bookmark not defined.
4.2.3 Types of Sentences (Simple and Complex) of the Rhetorical Moves	Error! Bookmark not defined.
4.3 Thematic Progression Pattern Selection	Error! Bookmark not defined.
4.3.1 The Theme Reiteration Pattern in Thesis Abstract	Error! Bookmark not defined.
4.3.2 The Zigzag Theme Pattern in Thesis Abstract	Error! Bookmark not defined.
4.3.2 The Multiple Theme Pattern in Thesis Abstract	Error! Bookmark not defined.
4.4 Cohesive Devices Realization	Error! Bookmark not defined.
4.4.1 Lexical Cohesion of Postgraduate Students' Abstracts	Error! Bookmark not defined.
4.4.2 Grammatical Cohesion of the Thesis Abstract	Error! Bookmark not defined.
4.5 Concluding Remark	Error! Bookmark not defined.
CHAPTER V	Error! Bookmark not defined.
5.1 Conclusion	Error! Bookmark not defined.
5.2 Implication of the Study	Error! Bookmark not defined.
5.3 Limitation	Error! Bookmark not defined.
5.4 Suggestion	Error! Bookmark not defined.
REFERENCES	Error! Bookmark not defined.
Appendix 1	Error! Bookmark not defined.
Appendix 2	Error! Bookmark not defined.
Appendix 3	Error! Bookmark not defined.
Appendix 4	Error! Bookmark not defined.

Appendix 5	Error! Bookmark not defined.
------------------	-------------------------------------

REFERENCES

- Afful, J. B. A., & Nartey, M. (2014). Cohesion in the abstracts of undergraduate dissertations: An intra-disciplinary study in a Ghanaian university.
- Ahmed, A. R. (2008). Reference as a Cohesive Device. *Adab Al-Rafidayn*, 52, 512-537
- Alspach, J. G. (2017). Writing for publication 101: Why the abstract is so important. *Critical Care Nurse*, 37(4), 12-15.
- Altenberg, E. P., & Vago, R. M. (2010). *English grammar: Understanding the basics*. Cambridge University Press.
- Alwasilah, A. C. (2002). *Pokoknya kualitatif: Dasar-dasar merancang dan melakukan penelitian kualitatif*. Jakarta: Pustaka jaya.
- Alwi, M. A., & Indrawan, F. (2023). The Use of Cohesive Devices in Theses Abstracts Written by Undergraduate Students of English Department. *BILINGUA*, 1(01), 1-8.
- Aly, M. A. S. (2006). An Analytic Study of the Postgraduate Students' Difficulties in Writing Abstracts in English. *Online Submission*.
- American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.).
- Anderson, K., & Maclean, J. (1997). A Genre Analysis Study of 80 Medical Abstracts. *Edinburgh working papers in applied linguistics*, 8, 1-23.
- Andika, R. P., Arsyad, S., & Harahap, A. (2018). Rhetorical moves and linguistic features of journal article abstracts by postgraduate students, national and international authors in applied linguistics. *JOALL (Journal of Applied Linguistics and Literature)*, 3(1), 129-142.
- Andrade, C. (2011). How to write a good abstract for a scientific paper or conference presentation. *Indian journal of psychiatry*, 53(2), 172-175.
- Ansarifar, A., Shahriari, H., & Pishghadam, R. (2018). Phrasal complexity in academic writing: A comparison of abstracts written by graduate students and expert writers in applied linguistics. *Journal of English for Academic Purposes*, 31, 58-71.
- ANSI/NISO. (2015). Guidelines for abstracts: An American national standard. Maryland: NISO Press.

- Asikin, N. A. (2014). *The Contribution of Cohesive Ties to The Cohesion of EFL Students' Expository Writing* (Doctoral dissertation, Universitas Pendidikan Indonesia).
- Astuti, S., Sari, A., & Handayani, S. (2010). The role of cohesion and thematic progression in academic writing. *Journal of Linguistics and Language Teaching*, 4(2), 35-48.
- Bahaziq, A. (2016). Cohesive Devices in Written Discourse: A Discourse Analysis of a Student's Essay Writing. *English Language Teaching*, 9(7), 112-119.
- Bailey, S. (2018). *Academic Writing: A Handbook for International Students*. Routledge.
- Bell, E., Bryman, A., & Harley, B. (2022). *Business research methods*. Oxford University Press.
- Berzlánovich, I. (2008). Lexical cohesion and the organization of discourse. *Center for Language and Cognition Groningen: University of Groningen*.
- Bhatia, V. K. (2014). *Analysing genre: Language use in professional settings*. Routledge.
- Bingham, A. (2023, August 25). *Qualitative analysis: Deductive and inductive approaches*. Andrea J. Bingham, Ph.D. <https://www.andreajbingham.com/resources-tips-and-tricks/deductive-and-inductive-approaches-to-qualitative-analysis>
- Bloor, T., & Bloor, M. (2013). *The functional analysis of English: A Hallidayan approach*. Routledge.
- Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2016). *The Craft of Research (Fourth)*. University of Chicago Press.
- Budiharso, T. (2006). The Linguistic Features of English and Indonesian Essays Made by EFL Undergraduate Students. *Bahasa dan Seni, Jurnal Bahasa, Sastra, dan Pengajarannya*, 30(1), 1-18.
- Bunton, D. (2005). The structure of PhD conclusion chapters. *Journal of English for academic purposes*, 4(3), 207-224.
- Butt, D., Fahey, R., Feez, S., Spinks, S., & Yallop, C. (2003). *Using functional grammar: An explorer's guide*. Sydney: National Centre for English Language Teaching and Research, Macquarie University.
- Cabrejas, M. M. (2022). Cohesive Devices on the Abstracts of Select Research Articles Presented in the International Academic Forum (AIFOR): A Discourse Analysis. *British Journal of Multidisciplinary and Advanced*

Studies, 3(1), 22–41. <https://doi.org/10.37745/bjmas.2022.0017> (Original work published October 27, 2022)

Chanyoo, N. (2018). Cohesive devices and academic writing quality of Thai undergraduate students. *Journal of Language Teaching and Research*, 9(5), 994-1001.

Cottrell, S. (2023). *Critical thinking skills: Effective analysis, argument and reflection*. Bloomsbury Publishing.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Pearson Education, Inc.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Cruse, A. (2006). *Glossary of semantics and pragmatics*. Edinburgh University Press.

Crystal, D. (2008). Texting. *ELT journal*, 62(1), 77-83.

Curran, F. C. (2016). The State of abstracts in educational research. *AERA Open*, 2(3), 2332858416650168.

Dania, R. (2016). *An analysis of cohesion in the abstract of the thesis written by undergraduate students of English education program at one state University in Bandung*. Unpublished Research Paper. Bandung: Universitas Pendidikan Indonesia.

Dania, R. (2018). Cohesion in the abstract of the theses written by undergraduate students of English education program. *Tell-Us Journal*, 4(2), 141-157.

Dastjerdi, H. V., & Samian, S. H. (2011). Quality of Iranian EFL learners' argumentative essays: Cohesive devices in focus. *Mediterranean journal of social sciences*, 2(2), 65-76.

De Massis, A., & Kotlar, J. (2014). The case study method in family business research: Guidelines for qualitative scholarship. *Journal of family business strategy*, 5(1), 15-29.

Demirezen, M. (2013). The recognition of extended simple sentences as a teaching writing problem. *Procedia-Social and Behavioral Sciences*, 70, 560-566.

Derewianka, B. 1990. *Exploring How Texts Work*. Australia: Primary English Teaching Association.

Derewianka, B., & Jones, P. (2012). *Teaching language in context*. South Melbourne: Victoria Oxford University Press.

- Droga, L. & Humphrey, S., (2003). Grammar and meaning: An introduction for primary teachers. (*No Title*).
- Dudley-Evans, T. (1998). *Developments in English for specific purposes*. Cambridge University.
- Eggins, S. (2004). *An introduction to systemic functional linguistics (2nd ed.)*. London: Continuum International Publishing Group.
- Emilia, E. (2005). *A Critical Genre-based Approach to Teaching Academic Writing in A Tertiary EFL Context in Indonesia*. Doctoral Dissertation in Faculty of Education the University of Melbourne.
- Emilia, E. (2012). *Menulis tesis dan disertasi*. Alfabeta.
- Emilia, E. (2014). *Introducing Functional Grammar*. Bandung: Pustaka Jaya.
- Emilia, E., Habibi, N., & Bangga, L. A. (2018). An analysis of cohesion of exposition texts: An Indonesian context. *Indonesian Journal of Applied Linguistics*, 7(3), 515-523.
- Fauzan, U., Lubis, A., & Kurniawan, E. (2020). Rhetorical moves and linguistic complexity of research article abstracts in international applied linguistics journals. *The Asian ESP Journal*, 16(5.2), 219-247.
- Faryadi, Q. (2012). How to write your PhD proposal: A step-by-step guide. *American International Journal of Contemporary Research*, 2(4), 111-115.
- Fendriani, Y. (2020, March). Analysis of factors affecting thesis work of physics students in digital era. In *Journal of Physics: Conference Series* (Vol. 1481, No. 1, p. 012090). IOP Publishing.
- Flowerdew, L. (2000). Using a genre-based framework to teach organizational structure in academic writing. *ELT journal*, 54(4), 369-378.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (Vol. 7, p. 429). New York: McGraw-hill.
- Germano, W. (2014). *From dissertation to book*. University of Chicago Press.
- Gerot, L., & Wignell, P. (1994). *Making sense of functional grammar*. Cammeray, NSW: Antipodean Educational Enterprises.
- Grave, W., & Kaplan, R. B. (1996). Theory and practice of writing: an applied linguistic perspective. *Harlow: Pearson Education*.

- Guinn, D. M. (1979). Composing an abstract: A practical heuristic. *College Composition and Communication*, 30(4), 380-383.
- Gumul, E. (2012). Variability of cohesive patterns: personal reference markers in simultaneous and consecutive interpreting. *Linguistica Silesiana*, 33, 147-172.
- Hacker, D., Sommers, N. I., Huster, K., Cullick, J. S., & Zawacki, T. M. (2016). *A Writer's Reference with Writing in the Disciplines*. Bedford/St. Martin's.
- Halliday, M. A. K. (1994). *An introduction to functional grammar*. London: Edward Arnold.
- Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. Longman.
- Halliday, M. A. K. & Hasan, R. (1985). *Language, context, and text: Aspects of language in a socio-semiotic perspective*. Victoria: Deakin University Press
- Halliday, M. A., & Matthiessen, C. M. I. M. (2004). *An Introduction to Functional Grammar*, 3rd ed (London: Arnold)
- Hartley, J. (2004). Current findings from research on structured abstracts. *Journal of the Medical Library Association*, 92(3), 368.
- Hartley, J. (2008). *Academic writing and publishing: A practical handbook*. Routledge.
- Hartley, J. (2010). Writing a Structured Abstract for the Thesis. *Psychology Teaching Review*, 16(1), 98-100.
- Hillier, H. (2004). *Analyzing Real Texts: Research Studies in Modern English Language*. Basingstoke and New York: Palgrave Macmillan
- Hunter, A., Lusardi, P., Zucker, D., Jacelon, C., & Chandler, G. (2002). Making meaning: The creative component in qualitative research. *Qualitative health research*, 12(3), 388-398.
- Hyland, K. (2000). *Disciplinary discourses: Social interactions in academic writing*. New York: Longman
- Hyland, K. (2004). *Genre and second language writing*. University of Michigan Press.
- Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of second language writing*, 16(3), 148-164.
- Hyland, K. (2009). *Academic Discourse: English in a Global Context*. Continuum.

- Hyland, K., & Tse, P. (2005). Hooking the reader: A corpus study of evaluative that in abstracts. *English for specific purposes*, 24(2), 123-139.
- Jalalian, M. (2012). Writing an eye-catching and evocative abstract for a research article: A practical approach: Array. *Electronic Physician*, 4(3), 520-524.
- Jalilifar, A., & Vahid, D. H. (2010). A contrastive generic analysis of thesis and dissertation abstracts: Variations across disciplines and cultures. *Journal of the Faculty of Letters and Humanity*, 26(23), 20-50.
- Joshi, M. (2014). *Using tenses in English: Past, present, future* (Vol. 15). Manik Joshi.
- Kafes, H. (2012). Lexical Cohesion: An Issue Only in the Foreign Language?. *English Language Teaching*, 5(3), 83-94.
- Kamler, B., & Thomson, P. (2004). Driven to abstraction: Doctoral supervision and writing pedagogies. *Teaching in higher education*, 9(2), 195-209.
- Karimi, M., Kazerani, M., Shekofteh, M., & Jahanihashemi, H. (2019). Quality Evaluation of Academic Thesis Abstracts Based on ANSI/NISO Z39. 14 (R2015) Standard: A Case Study. *International Journal of Information Science and Management (IJISM)*, 17(1), 83.
- Kehler, A. (2006). Discourse coherence. *The handbook of pragmatics*, 241-265.
- Kelly, A. E., & Yin, R. K. (2007). Strengthening structured abstracts for education research: The need for claim-based structured abstracts. *Educational Researcher*, 36(3), 133-138.
- Kennedy, G. A. (2003). *Classical rhetoric and its Christian and secular tradition from ancient to modern times*. Univ of North Carolina Press.
- Kirana, R. P., Mukhrizal, M., & Jayanti, F. G. (2020). Types of Lexical Cohesion and Grammatical Cohesion in Thesis Abstracts. *Jadila: Journal of Development and Innovation in Language and Literature Education*, 1(1), 57-68.
- Koopman, P. (2010). How to Write an Abstract. (Online). <http://www.ece.cmu.edu/~koopman/essays/abstract.html>> accessed 22 February 2023
- Kuckartz, U. (2014). *Qualitative Text Analysis: A Guide to Methods, Practice, and Using Software*. SAGE Publications.
- Kurniawan, E., & Sabila, N. A. A. (2021). Another look at the rhetorical moves and linguistic realizations in international and Indonesian journal articles: A case

of tourism research article abstracts. *Indonesian Journal of Applied Linguistics*, 11(2), 318-329.

Kwan, B. S. (2006). The schematic structure of literature reviews in doctoral theses of applied linguistics. *English for specific purposes*, 25(1), 30-55.

Lifah, N. I., Sabaruddin, S., & Harahap, A. (2020). An Analysis of Thematic Development Pattern in Thesis Abstracts by Undergraduate English Education Students of Universitas Bengkulu Academic Year 2019. *Journal of English Education and Teaching*, 4(4), 559-570.

Magnum, J. (2021, July 5). *Using the present tense and past tense when writing an abstract*. Magnum Proofreading. <https://www.magnumproofreading.com/post/using-the-present-tense-and-past-tense-when-writing-an-abstract>

Mahlberg, M. (2006). Lexical cohesion: Corpus linguistic theory and its application in English language teaching. *International Journal of Corpus Linguistics*, 11(3), 363-383.

Martin, J. R. (1992). *English text: System and structure*. John Benjamins Publishing.

Martin, B., & Ringham, F. (2000). *Dictionary of semiotics*. Bloomsbury Publishing.

Martin, J. R. (2015). Cohesion and texture. *The handbook of discourse analysis*, 61-81.

McCance, T. V., McKenna, H. P., & Boore, J. R. (2001). Exploring caring using narrative methodology: an analysis of the approach. *Journal of advanced nursing*, 33(3), 350-356.

Medawar, P. B. (1963). Is the scientific paper a fraud? *The listener*, 70(12), 377-378.

Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.

Mosteller, F., Nave, B., & Miech, E. J. (2004). Why we need a structured abstract in education research. *Educational researcher*, 33(1), 29-34.

Munawir, M. (2020). The kinds of translation error made by the students in writing abstract of the theses and dissertations. *Sang Pencerah: Jurnal Ilmiah Universitas Muhammadiyah Buton*, 6(2), 58-66.

Mayring, P. (2014). *Qualitative content analysis: theoretical foundation, basic procedures and software solution*. Klagenfurt.

https://www.ssoar.info/ssoar/bitstream/handle/document/39517/ssoar-2014-mayring-Qualitative_content_analysis_theoretical_foundation.pdf

- Oshima, A., & Hogue, A. (2007). *Introduction to academic writing* (p. 3). Pearson/Longman.
- Otta, B. M. I., Arvianti, I., & Heriyanto, E. (2022). Cohesion and Coherence in Students' Thesis Abstract Writing. *Philosophica: Jurnal Bahasa, Sastra, dan Budaya*, 5(2), 72-87.
- Paltridge, B. (2006). *Discourse analysis: An introduction*. London and New York: Continuum.
- Paltridge, B., & Starfield, S. (2007). *Thesis and Dissertation Writing in a Second Language: A Handbook for Supervisors* (1st ed.). Routledge. <https://doi.org/10.4324/9780203960813>
- Proske, A., Narciss, S., & McNamara, D. S. (2010). *Computer-based scaffolding to facilitate students' development of expertise in academic writing*. *Journal of Research in Reading*, 35(2), 136–152. doi:10.1111/j.1467-9817.2010.01450.x
- Quinn Patton, M. (2002). *Qualitative research and evaluation methods*. London: Sage.
- Quirk, R., Greenbaum, S., Leech, G. N., & Svartvik, J. (1972). *A grammar of contemporary English*.
- Rafik-Galea, S., Arumugam, N., & de Mello, G. (2012). Enhancing ESL Students Academic Writing Skills through the Term-Paper. *Pertanika Journal of Social Sciences & Humanities*, 20(4).
- Rahayu, T., & Cahyono, B. Y. (2015). Discourse markers in expository essays written by Indonesian students of EFL. *International journal of language and linguistics*, 2(2), 21-29.
- Reid, J.M. (2000). *Teaching ESL Writing*. New Jersey: Prentice Hall Regents.
- Ren, H., & Li, Y. (2011). A Comparison Study on the Rhetorical Moves of Abstracts in Published Research Articles and Master's Foreign-Language Theses. *English Language Teaching*, 4(1), 162-166.
- Richards, S., & Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics, 4th Edition*. Pearson ESL.
- Rodliyah, R. S., & Liani, A. E. (2022). SFL analysis: An investigation of students' use of cohesive devices in exposition text. *Indonesian Journal of Applied Linguistics*, 12(1), 243-254.

- Saint, S., Christakis, D. A., Saha, S., Elmore, J. G., Welsh, D. E., Baker, P., & Koepsell, T. D. (2000). Journal reading habits of internists. *Journal of general internal medicine*, 15, 881-884.
- Salkie, R. (2006). *Text and discourse analysis*. Routledge.
- Savage, J. (2000). One voice, different tunes: issues raised by dual analysis of a segment of qualitative data. *Journal of advanced nursing*, 31(6), 1493-1500.
- Schleppegrell, M. J. (2004). *The language of schooling: A functional linguistics perspective*. Routledge.
- Schreier, M. (2012). *Qualitative Content Analysis in Practice*. SAGE Publications.
- Shi, Y., & Liu, Z. (2024). A Multi-Dimensional Contrastive Analysis on English Abstracts in Chinese Master's Theses and International Core Journal Articles. *Journal of Language Teaching and Research*, 15(1), 150-159.
- Silverman, D. (2005, September). Instances or sequences? Improving the state of the art of qualitative research. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* (Vol. 6, No. 3).
- Silvia, P. J. (2018). *How to write a lot: A practical guide to productive academic writing*. American Psychological Association.
- Sitepu, B. P. (2009). Teknik Menulis Abstrak. *Perspektif Ilmu Pendidikan*, 19(X), 98-101.
- Sugiyono, D. (2010). *Memahami penelitian kualitatif*. Bandung: Alfabeta.
- Suwandi, S. (2016). Coherence and cohesion: An analysis of the final project abstracts of the undergraduate students of PGRI Semarang. *Indonesian Journal of Applied Linguistics*, 5(2), 253-261.
- Swales, J. M. (1990). *Genre analysis*. Cambridge university press.
- Swales, J. M. (2005). Attended and unattended "this" in academic writing: A long and unfinished story. *ESP Malaysia*, 11(1), 1-15.
- Swales, J. M., & Feak, C. B. (2004). *Academic writing for graduate students: Essential tasks and skills* (Vol. 1). Ann Arbor, MI: University of Michigan Press.
- Swales, J. M., & Feak, C. B. (2009). *Abstracts and the writing of abstracts*. Ann Arbor, MI: University of Michigan Press. PMCID: PMC2808375
- Swales, J. M., & Feak, C. B. (2012). *Academic Writing for Graduate Students: Essential Tasks and Skills*. University of Michigan Press.

- Tang, R. (2012). *Academic writing in a second or foreign language*. London: Bloomsbury Publishing
- Thompson, G. (1996). *Introducing functional grammar (2nd ed.)*. London: Hodder Education.
- Thompson, G. (2013). *Introducing functional grammar*. Routledge.
- Tuononen, T., & Parpala, A. (2021). The role of academic competences and learning processes in predicting Bachelor's and Master's thesis grades. *Studies in Educational Evaluation*, 70, 101001.
- Universitas Pendidikan Indonesia. (2019). Peraturan Rektor Universitas Pendidikan Indonesia Nomor 7867/UN40/HK/2019 tentang Pedoman Penulisan Karya Ilmiah UPI Tahun 2019. Bandung: UPI.
- Vaismoradi, M., & Snelgrove, S. (2019). Theme in Qualitative Content Analysis and Thematic Analysis. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 20(3).
- Varhánek, T. (2007). Ellipsis as a Means of Cohesion.
- Voita, E., Sennrich, R., & Titov, I. (2019). When a good translation is wrong in context: Context-aware machine translation improves on deixis, ellipsis, and lexical cohesion. *arXiv preprint arXiv:1905.05979*.
- Wales, K. (2014). *A dictionary of stylistics*. Routledge.
- Weil, B. H., Zarembek, I., & Owen, H. (1963). Technical-Abstracting Fundamentals. II. Writing Principles and Practices. *Journal of Chemical Documentation*, 3(3), 125-132.
- Weissberg, R., & Buker, S. (1978). Strategies for teaching the rhetoric of written English for science and technology. *TESOL Quarterly*, 321-329.
- Wisker, G. (2019). Developing scientific thinking and research skills through the research thesis or dissertation. *Redefining scientific thinking for higher education: Higher-order thinking, evidence-based reasoning and research skills*, 203-232.
- Writing Tutorial Service. (n.d.). *Writing abstracts*. Wells Library Information Commons Indiana University. <https://wts.indiana.edu/writing-guides/writing-abstracts.html>
- Wu, S. (2010). Lexical cohesion in oral English. *Journal of language teaching and research*, 1(1), 97-101.

- Xu, R. (2000). Theme and cohesion in the writing of English expository texts by Chinese tertiary EFL learners.
- Yang, X. (2008). Thematic Progression Analysis in Teaching Explanation Writing. *English Language Teaching*, 1(1), 29-33.
- Yang, W., & Sun, Y. (2012). The use of cohesive devices in argumentative writing by Chinese EFL learners at different proficiency levels. *Linguistics and education*, 23(1), 31-48.
- Yannuar, N., Shitadevi, I. A., Basthomi, Y., & Widiati, U. (2014). Active and Passive Voice Constructions by Indonesian Student Writers. *Theory & Practice in Language Studies*, 4(7).
- Yulian, H., D. (2017). Studi Fenomenologi: Kecemasan Mahasiswa dalam Menyelesaikan Penulisan Skripsi Jurusan Bimbingan dan Konseling. *Fakultas Keguruan Dan Ilmu Pendidikan Universitas Nusantara PGRI Kediri*, 1-12.
- Zhang, Z., & Lee, B. (2019). Thematic progression patterns in English abstracts of doctoral dissertations by EFL students. *영어학*, 19(4), 668-687.