

Assessing Paragraph Writing Quality of Students' Dissertation Abstract

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Abstract

This study investigates the quality of paragraph writing in dissertation abstracts composed by doctoral students in the English Education Study Program at Universitas Negeri Makassar. Motivated by recurring challenges in abstract writing, particularly in terms of coherence, cohesion, and academic language use, this research aims to identify strengths and weaknesses within student abstracts and evaluate the presence of essential abstract components. Employing a qualitative descriptive design, the study analyzed nine abstracts written over the past five years using document analysis and the interactive model of Miles and Huberman. The findings reveal that while most abstracts include key components—such as background, objectives, methods, and results—they often lack explicit concluding statements. Strengths identified include clear topic sentences, formal academic tone, and logical organization. However, issues such as limited use of cohesive devices, partial coherence, redundancy, and verbosity were prevalent in several abstracts. These shortcomings hinder the overall clarity and impact of the writing. The study highlights the importance of structured academic writing training, particularly utilizing cohesion strategies and effective summarization. The results offer valuable insights for enhancing doctoral-level academic writing instruction and can serve as a foundation for further research into writing pedagogy in English as a second language contexts.

Keywords: Paragraph Writing, Quality, Dissertation, Abstract.

1. Introduction

In academic contexts, writing an effective dissertation abstract is a crucial skill for doctoral students. The abstract serves as a summary of the research, reflecting its content and objectives, and enables readers to grasp the essence of the research conducted quickly. In this regard, an abstract is expected not only to be structured clearly and concisely but also to meet academic standards, including coherence, cohesion, clarity, and linguistic accuracy (Swales, 2012). This becomes a unique challenge, especially for international students writing in English as a second language. In practice, many students struggle structuring a well-composed abstract, particularly regarding topic development, paragraph unity, logical flow, and grammatical accuracy (Yusuf, 2013; Mustafa 2022). These challenges can significantly impact their effectiveness in academic communication, both nationally and internationally.

At the Graduate Program of Universitas Negeri Makassar's English Education Doctoral Study Program, many students struggle to write dissertation abstracts that meet the expected academic standards. Issues such as unclear paragraph structure, weak idea integration, and inappropriate use of academic language frequently hinder students (Gupta, 2022; Mustafa, 2022). These issues illustrate the necessity for further research that specifically evaluates the quality of paragraph writing in doctoral students' dissertation abstracts to identify common weaknesses and strengths and to provide practical recommendations for improvement.

Based on the background above, this research aims to address the following questions:

- a. What are the general strengths and weaknesses in the quality of writing student dissertation abstract paragraphs?
- b. To what extent does the student's dissertation abstract demonstrate coherence and cohesion in paragraph development?
- c. What components have been included in the student abstract, and what have not?

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Several studies have explored the quality of academic writing, particularly concerning abstract structure and paragraph development. For instance, Hyland (2018) investigated the structure and conventions of academic abstracts across various disciplines, while Swales (2012) developed an analytical model to measure abstract quality based on rhetorical structures. Additionally, Paltridge (2013) examined the challenges faced by students writing abstracts in English as a second language. Despite the existence of research on abstract structure and conventions, targeted research assessing paragraph quality in dissertation abstracts written by doctoral students in English Education, specifically at Universitas Negeri Makassar, remains limited.

This study offers a novel exploration of paragraph quality in local doctoral students' dissertation abstracts while uncovering specific components that are often overlooked. This can contribute to the development of more effective academic writing curricula and instruction. Through this approach, the research seeks to identify particular aspects of abstract writing quality that can guide the instruction and training of students in academic writing. For example, by gaining a deeper understanding of the aspects of coherence and cohesion, the faculty can design training programs focusing on the essential skills needed to produce clear and persuasive writing. With a better grasp of what constitutes a high-quality abstract, it is anticipated that students will be better equipped to meet the academic demands at higher levels, both domestically and internationally.

Furthermore, this research not only provides insights for students at Universitas Negeri Makassar but also for other institutions with similar programs in Indonesia. By delving into the challenges faced in dissertation abstract writing, this study can contribute significantly to the development of writing norms in academic contexts at the graduate level like doctoral programs and enhance academic communication skills among students.

In a broader context, this research aims to fill the gap in the existing literature regarding the specific challenges faced by doctoral students in writing dissertation abstracts. The outcomes of this study can serve as a foundation for future research and stimulate discussions on more effective approaches to teaching academic writing and abstract composition among doctoral students in higher education.

2. Research Method

This study employed a qualitative approach with a descriptive design. This approach was chosen to provide an in-depth description of the quality of paragraph writing in dissertation abstracts of doctoral students in the English Education Study Program at Universitas Negeri Makassar. Through this approach, the researcher was able to systematically and interpretively explore aspects of structure, cohesion, coherence, and academic components in the students' abstracts. The analysis was conducted based on written documents (abstracts), without any manipulation of variables or experimental procedures.

The subjects of this study were dissertation abstracts written by students of the Doctoral Program in English Education at Universitas Negeri Makassar. Specifically, this study analyzed nine dissertation abstracts written by students who had completed their studies and dissertations within the past five years.

The research setting was the academic environment of Universitas Negeri Makassar, particularly within the English Education Postgraduate Program. This institution was selected because it serves as a center for advanced learning in the field of English education and has produced various dissertations that have been published in English abstract form.

The focus of this study was the assessment of paragraph quality in the abstracts, which includes paragraph structure, cohesion and coherence, clarity of ideas, and the accuracy of academic language.

This study employed a document analysis method with interactive procedures for data collection and analysis. The data analysis model followed the framework proposed by Miles and Huberman, which involves the following stages: (1) Data Collection, (2) Data Reduction, (3) Data Display, and (4) Conclusion Drawing and Verification. This process is cyclical and reflective, allowing for revisions and deeper exploration throughout the research process.

3. Results

a. KRT

- 1) Structural Organization:

- The abstract begins with a clear topic sentence: “This study investigates the implementation of Content-Based Instruction (CBI)...” and develops supporting ideas around lecturers’ perceptions, strategies, and challenges. However, there is no distinct concluding sentence that summarizes the main findings.
- 2) Coherence:
The ideas are generally ordered but occasionally shift without smooth transitions, for example, the jump from instructional strategies to student engagement lacks a linking sentence.
 - 3) Cohesion:
Cohesive devices like “however,” “although,” and “such as” are used, but some pronoun references (e.g., “this method,” “these activities”) are used without clear antecedents.
 - 4) Clarity:
Phrases like “some students continue to struggle with listening comprehension and speaking confidence” are clear, but others (e.g., “structured implementation”) are repeated unnecessarily.
 - 5) Academic Style:
Mostly formal, with appropriate terminology like “contextual learning” and “collaborative learning environment,” but contains occasional redundancy.
 - 6) Abstract Components:
 - Background: Need for CBI in hospitality English
 - Objective: To investigate CBI implementation
 - Method: Qualitative, case study with interviews
 - Results: Effective strategy but challenged by proficiency gaps
 - Conclusion: Not explicitly stated as a final sentence

Table 1. Abstracts’ Components

Name	Structural Organization	Coherence	Cohesion	Clarity	Academic Style	Abstract Components
KRT	The abstract begins with a clear topic sentence: 'This study investigates the implementation of Content-Based Instruction (CBI)...' and develops supporting ideas around lecturers’ perceptions, strategies, and challenges. However, there is no distinct concluding sentence that summarizes the main findings.	The ideas are generally ordered but occasionally shift without smooth transitions, for example, the jump from instructional strategies to student engagement lacks a linking sentence.	Cohesive devices like 'however,' 'although,' and 'such as' are used, but some pronoun references (e.g., 'this method,' 'these activities') are used without clear antecedents.	Phrases like 'some students continue to struggle with listening comprehension and speaking confidence' are clear, but others (e.g., 'structured implementation') are repeated unnecessarily.	Mostly formal, with appropriate terminology like 'contextual learning' and 'collaborative learning environment,' but contains occasional redundancy.	Includes background (Need for CBI in hospitality English), objective (To investigate CBI implementation), method (Qualitative, case study with interviews), results (Effective strategy but challenged by proficiency gaps), and conclusion (Not explicitly stated as a final sentence).
RJR	The abstract covers various dimensions like lecturers’ and students’ perceptions, implementation, and challenges. However, sub-sections like PU,	Each section is internally coherent but lacks connecting statements between them, making the overall flow segmented.	Transition markers like 'however,' 'but,' 'while' are used, but the density of labeled points (1a, 2b, etc.) disrupts natural	Language is understandable but wordy. For instance: 'Hybrid learning has become an essential instructional approach...' could	Uses academic register well; however, complex structures sometimes hinder readability.	Includes background (Growing importance of hybrid learning), objective (To explore implementation in English for

Name	Structural Organization	Coherence	Cohesion	Clarity	Academic Style	Abstract Components
	PEOU, ATU, and BIU make the paragraph feel fragmented.		flow.	be more concise.		Business), method (Qualitative descriptive), results (Identified benefits and challenges), and conclusion (Not clearly marked as a summarizing sentence).
WPR	Begins with the objective clearly stated: 'This study delves into the implementation and impact of translanguaging...' and progresses logically through findings and implications, ending with a solid concluding reflection.	Logical flow is achieved with linked ideas from strategies to impact.	Effective use of cohesive markers like 'while,' 'this approach,' 'furthermore,' 'therefore.'	Clear, precise academic language. For example, 'enhances communication skills, fosters critical thinking...'	Highly appropriate, with strong vocabulary and correct grammar.	Includes background (Role of translanguaging in ELT), objective (To explore implementation and impact), method (Case study with interviews and observations), results (Enhanced participation, intercultural competence), and conclusion (Summarizes impact and offers recommendation).
NF	Uses a structure with clear phases (pre-task, task, post-task), but lacks an ending summary that concludes the abstract.	Sections like 'The teachers emphasized the importance...' then suddenly switch to 'The students reported...' without a transition, causing partial coherence.	Few transitions used, e.g., 'however' is applied, but linking across the paragraph is minimal.	Some vague language: 'students reported positive impacts' without further quantification.	Generally formal, though phrases like 'the students thrived' lean toward informal tone.	Includes background (Importance of TBLT in writing), objective (To investigate implementation and effects), method (Qualitative with observation and interview), results (Improved writing, with challenges), and conclusion (Lacks an explicit wrap-up).
NA	Clearly follows ADDIE model structure, with a topic sentence, supporting	Logical order of content creation, testing, and validation provides smooth	Connectors like 'after that,' 'based on the results,' are effectively	Sentences such as 'The results show that VR-based material... is efficient' are both	Mostly formal with minor redundancy (e.g., 'practical aspect...)	Includes background (Lack of VR-based speaking materials),

Name	Structural Organization	Coherence	Cohesion	Clarity	Academic Style	Abstract Components
	development of phases, and a final concluding statement.	reading.	applied.	clear and informative.	practical to be used').	objective (To develop and test VR materials), method (ADDIE development model), results (Validated and effective learning tool), and conclusion (Clearly summarizes impact).
NPR	Begins with context and purpose but becomes less focused midway, scattering key ideas—thus rated 'some details scattered.'	Partial coherence refers to abrupt jumps like from perceptions to implementation, then directly to interactions without linking explanation.	Few linking words used; long sentences without connectives (e.g., 'the lecturer collaborated the approach with the lecturing method, and the student implemented it...').	Phrases such as 'limited ability to see, exploit, and transform...' are overly complex.	Formal but suffers from overly long sentences and comma splices.	Includes background (Lack of references on Autonomous Learning), objective (To explore perceptions, implementation, and challenges), method (Grounded theory with data triangulation), results (High engagement, strong impact), and conclusion (Present but vague; lacks explicit summarizing sentence).
RES	Clear structure: from aim → methodology → perception → impact → conclusion. Every paragraph element is complete.	Excellent logical flow, with phrases such as 'Based on the results...' introducing conclusions.	Uses effective linking devices: 'then,' 'furthermore,' 'each category was divided into...'	Clear and academic, for example, 'this approach has great potential in improving the quality of speaking skills...'	Very formal and grammatical, aligns with dissertation-level standards.	Includes background (Teaching speaking in Islamic university context), objective (To explore CRT approach implementation), method (Case study with observation and interviews), results (Positive and negative impacts identified), and conclusion

Name	Structural Organization	Coherence	Cohesion	Clarity	Academic Style	Abstract Components
						(Recommends workshops for lecturers).
AAD	The abstract begins with a clear topic sentence: “This study aimed to investigate the lecturer’s perceptions, the implementation of metacognitive strategies, the impact on students’ reading achievement, and students’ perceptions of metacognitive strategies in teaching reading...” It follows a logical order, progressing from objectives to methods, results, and conclusions.	The ideas are presented in a logical sequence, but there is a slight shift in focus when moving from lecturer perceptions to student impacts. Transitions between sections could be smoother.	Cohesive devices like “however,” “although,” and “such as” are used, though some pronoun references like “this strategy” could be clearer to avoid ambiguity. The use of “ this method ” is vague.	The language is clear, though some phrases like “structured implementation” are unnecessarily repeated. The phrasing “some students continue to struggle...” is clearer and directly addresses issues.	The abstract maintains a formal academic tone with appropriate terminology such as “metacognitive strategies” and “qualitative method.” Minor redundancy affects conciseness.	<ul style="list-style-type: none"> - Background: The need for metacognitive strategies in teaching reading - Objective: To investigate the lecturer’s and students’ perceptions of metacognitive strategies in reading - Method: Qualitative, case study with interviews and observations - Results: Positive engagement, though challenges like confusion and frustration are noted - Conclusion: Recommends integrating more metacognitive strategies for effective learning.
SHM	The abstract starts with a clear purpose: “This study aims to investigate the perceptions of lecturers and students on digital games-based language learning in the EFL speaking classroom...” The structure follows the logical flow, detailing the background, objectives,	The abstract shows a good logical progression, but there are moments when the transition from student engagement to challenges could be clearer, making the flow less smooth.	Uses effective linking devices such as “therefore,” “furthermore,” and “in addition,” but more effective transitions between results and challenges would improve cohesion.	The language is generally clear, though phrases like “the students are engaged cognitively” could be simplified for better understanding. Overall, the phrasing is straightforward.	The abstract adheres to a formal academic style, with appropriate use of terms like “digital games-based language learning” and “EFL speaking classroom.” Some sentences could be simplified to avoid complexity.	<ul style="list-style-type: none"> - Background: The importance of digital games in language learning - Objective: To explore the effectiveness of digital games-based learning in the EFL speaking classroom - Method: Qualitative case study with interviews and observations - Results: DGBLL positively affects

Name	Structural Organization	Coherence	Cohesion	Clarity	Academic Style	Abstract Components
	methods, results, and conclusion.					student engagement, though challenges like technical barriers exist - Conclusion: The study recommends DGBLL integration into teaching with consideration for challenges.

b. RJR

- 1) Structural Organization:
The abstract covers various dimensions like lecturers’ and students’ perceptions, implementation, and challenges. However, sub-sections like PU, PEOU, ATU, and BIU make the paragraph feel fragmented.
- 2) Coherence:
Each section is internally coherent but lacks connecting statements between them, making the overall flow segmented.
- 3) Cohesion:
Transition markers like “however,” “but,” “while” are used, but the density of labeled points (1a, 2b, etc.) disrupts natural flow.
- 4) Clarity:
Language is understandable but wordy. For instance: “Hybrid learning has become an essential instructional approach...” could be more concise.
- 5) Academic Style:
Uses academic register well; however, complex structures sometimes hinder readability.
- 6) Abstract Components:
 - Background: Growing importance of hybrid learning
 - Objective: To explore implementation in English for Business
 - Method: Qualitative descriptive
 - Results: Identified benefits and challenges
 - Conclusion: Not clearly marked as a summarizing sentence

c. WPR

- 1) Structural Organization:
Begins with the objective clearly stated: “This study delves into the implementation and impact of translanguaging...” and progresses logically through findings and implications, ending with a solid concluding reflection.
- 2) Coherence:
Logical flow is achieved with linked ideas from strategies to impact.
- 3) Cohesion:
Effective use of cohesive markers like “while,” “this approach,” “furthermore,” “therefore.”
- 4) Clarity:
Clear, precise academic language. For example, “enhances communication skills, fosters critical thinking...”.
- 5) Academic Style:
Highly appropriate, with strong vocabulary and correct grammar.
- 6) Abstract Components:
 - Background: Role of translanguaging in ELT
 - Objective: To explore implementation and impact

- Method: Case study with interviews and observations
- Results: Enhanced participation, intercultural competence
- Conclusion: Summarizes impact and offers recommendation

d. NF

- 1) Structural Organization:
Uses a structure with clear phases (pre-task, task, post-task), but lacks an ending summary that concludes the abstract.
- 2) Coherence:
Sections like “The teachers emphasized the importance...” then suddenly switch to “The students reported...” without a transition, causing partial coherence.
- 3) Cohesion:
Few transitions used, e.g., “however” is applied, but linking across the paragraph is minimal.
- 4) Clarity:
Some vague language: “students reported positive impacts” without further quantification.
- 5) Academic Style:
Generally formal, though phrases like “the students thrived” lean toward informal tone.
- 6) Abstract Components:
 - Background: Importance of TBLT in writing
 - Objective: To investigate implementation and effects
 - Method: Qualitative with observation and interview
 - Results: Improved writing, with challenges
 - Conclusion: Lacks an explicit wrap-up

e. NA

- 1) Structural Organization:
Clearly follows ADDIE model structure, with a topic sentence, supporting development of phases, and a final concluding statement.
- 2) Coherence:
Logical order of content creation, testing, and validation provides smooth reading.
- 3) Cohesion:
Connectors like “after that,” “based on the results,” are effectively applied.
- 4) Clarity:
Sentences such as “The results show that VR-based material... is efficient” are both clear and informative.
- 5) Academic Style:
Mostly formal with minor redundancy (e.g., “practical aspect... practical to be used”).
- 6) Abstract Components:
 - Background: Lack of VR-based speaking materials
 - Objective: To develop and test VR materials
 - Method: ADDIE development model
 - Results: Validated and effective learning tool
 - Conclusion: Clearly summarizes impact

f. NPR

- 1) Structural Organization:
Begins with context and purpose but becomes less focused midway, scattering key ideas—thus rated “some details scattered.”
- 2) Coherence:
Partial coherence refers to abrupt jumps like from perceptions to implementation, then directly to interactions without linking explanation.
- 3) Cohesion:
Few linking words used; long sentences without connectives (e.g., “the lecturer collaborated the approach with the lecturing method, and the student implemented it...”).

- 4) Clarity:
Phrases such as “limited ability to see, exploit, and transform...” are overly complex.
- 5) Academic Style:
Formal but suffers from overly long sentences and comma splices.
- 6) Abstract Components:
 - Background: Lack of references on Autonomous Learning
 - Objective: To explore perceptions, implementation, and challenges
 - Method: Grounded theory with data triangulation
 - Results: High engagement, strong impact
 - Conclusion: Present but vague; lacks explicit summarizing sentence

g. RES

- 1) Structural Organization:
Clear structure: from aim → methodology → perception → impact → conclusion. Every paragraph element is complete.
- 2) Coherence:
Excellent logical flow, with phrases such as “Based on the results...” introducing conclusions.
- 3) Cohesion:
Uses effective linking devices: “then,” “furthermore,” “each category was divided into...”
- 4) Clarity:
Sentences such as “this approach has great potential in improving the quality of speaking skills...” are precise and academic.
- 5) Academic Style:
Very formal and grammatical, aligns with dissertation-level standards.
- 6) Abstract Components:
 - Background: Teaching speaking in Islamic university context
 - Objective: To explore CRT approach implementation
 - Method: Case study with observation and interviews
 - Results: Positive and negative impacts identified
 - Conclusion: Recommends workshops for lecturers

h. AAD

- 1) Structural Organization:
The abstract begins with a clear topic sentence: “This study aimed to investigate the lecturer’s perceptions, the implementation of metacognitive strategies, the impact on students’ reading achievement, and students’ perceptions of metacognitive strategies in teaching reading...” The structure follows logically through the background, objective, methodology, results, and implications.
- 2) Coherence:
The abstract has a coherent flow of ideas, moving from lecturer perceptions, implementation, to student impact and perceptions. However, the shift from positive to negative perceptions could use more explicit transitions.
- 3) Cohesion:
Effective cohesive devices like “however,” “although,” and “such as” are used. However, some pronoun references such as “this strategy” could be clarified with more specific references to avoid ambiguity.
- 4) Clarity:
Sentences such as “The students found it interesting, challenging, and encouraging them to become better readers” are clear, though phrases like “structured implementation” are repeated unnecessarily.
- 5) Academic Style:
Mostly formal, with appropriate academic terms like “metacognitive strategies,” “student achievement,” and “qualitative method,” but some redundancy weakens the impact.
- 6) Abstract Components:
 - Background: The need for metacognitive strategies in teaching reading
 - Objective: To investigate lecturer and student perceptions of metacognitive strategies
 - Method: Qualitative, case study with interviews, observations, and field notes

- Results: Positive engagement and improvements in student achievement, but also challenges such as confusion and frustration
- Conclusion: The study recommends further integration and training of metacognitive strategies for more effective teaching and learning

i. SHM

1) Structural Organization:

The abstract opens with a clear statement of purpose: “This study aims to investigate the perceptions of lecturers and students on digital games-based language learning in the EFL speaking classroom...” The rest of the abstract follows the typical structure, clearly presenting the background, objective, method, results, and conclusion.

2) Coherence:

The flow of ideas is generally smooth, with each section logically connecting to the next. However, transitions between some sections, such as from engagement to challenges, could be strengthened.

3) Cohesion:

There is an effective use of cohesive devices like “therefore,” “furthermore,” and “in addition.” However, some sections, particularly in the results, could benefit from additional linking to reinforce the relationship between findings.

4) Clarity:

The language is generally clear and concise. However, some phrases such as “the students are engaged cognitively by using learning strategies” could be further clarified to avoid ambiguity.

5) Academic Style:

The abstract maintains a formal academic tone, with appropriate terms like “digital games-based language learning (DGBLL)” and “EFL speaking classroom.” The phrasing is mostly clear, but at times, the sentence structure could be simplified to avoid complexity.

6) Abstract Components:

- Background: The use of digital games in language learning, specifically in English for speaking classes
- Objective: To explore the effectiveness of digital games-based language learning (DGBLL) in engaging students and enhancing EFL speaking skills
- Method: Qualitative case study with interviews and observations
- Results: DGBLL proved effective in enhancing student engagement, motivation, and collaboration, although challenges such as technical and financial barriers were identified
- Conclusion: The study recommends the integration of DGBLL into the curriculum with considerations for overcoming challenges in its implementation.

j. What are the general strengths and weaknesses in the quality of writing student dissertation abstract paragraphs?

Strengths:

The analysis of the seven student dissertation abstracts reveals several strengths in their writing quality:

- 1) Clear Topic Sentences: Most abstracts begin with clear topic sentences that indicate the central theme and purpose of the research. This provides a solid foundation for the rest of the abstract.
- 2) Formal Academic Style: The majority of the abstracts maintain a formal tone and use discipline-appropriate vocabulary, contributing to the academic integrity of the writing.
- 3) Inclusion of Essential Abstract Components: Almost all of the abstracts include essential components such as background, objectives, methods, and results. This structure ensures clarity and completeness in presenting the research.

Weaknesses:

However, some weaknesses were identified across the abstracts:

- 1) Lack of Concluding Sentences: Several abstracts (e.g., KRT, NF) lack a clear concluding sentence that summarizes the key findings or implications of the study.

- 2) Limited Cohesion and Transition: While most abstracts employ cohesive devices, there is room for improvement. Some abstracts, like those of NF and NPR, lack strong transitions, which disrupt the flow between ideas.
- 3) Redundancy and Verbosity: A few abstracts contain repetitive phrases or wordy expressions that reduce clarity (e.g., KRT's abstract), making some sentences unnecessarily complex.

k. To what extent does the student's dissertation abstract demonstrate coherence and cohesion in paragraph development?

Coherence:

The coherence of the abstracts is generally strong, but there are varying degrees of success across the seven samples:

- 1) Logical Flow: Abstracts like those of WRP, NA, and RES demonstrate a strong logical progression from the background to the results, with clear and well-organized paragraphs. Ideas are connected effectively, allowing the reader to follow the research journey with ease.
- 2) Partial Coherence: In some abstracts, such as those by KRT and NPR, coherence is weaker due to abrupt shifts between different sections of the abstract (e.g., from instructional strategies to challenges without transitions), which makes the text less smooth.

Cohesion:

The use of cohesive devices varies significantly:

- 1) Effective Cohesion: Abstracts like those of Widya and Reskyani employ cohesive devices such as “*furthermore*,” “*however*,” “*therefore*” effectively to connect ideas and sections. This enhances the fluidity of their writing.
- 2) Limited Cohesion: On the other hand, some abstracts, particularly those by NF and NPR, rely less on cohesive devices, resulting in a more disjointed and less connected narrative.

l. What components have been included in the student abstract, and what have not?

Abstract Components:

The inclusion of essential components in the abstracts was generally comprehensive:

- 1) Common Components: All abstracts include the background, objective, and methodology. These sections are crucial as they provide context, purpose, and a framework for understanding the research approach.
- 2) Results and Implications: Most abstracts also include the results and implications, though in varying levels of detail. For example, RES's abstract presents results with specific mention of the positive and negative impacts of culturally responsive teaching (CRT), whereas others like NPR's abstract present the results in a more generalized manner without a clear conclusion.
- 3) Conclusion: One of the recurring gaps was the lack of a clear concluding sentence that encapsulates the main findings or the significance of the study. For example, KRT's and NF's abstracts lacked a clear summary of findings. In contrast, RES's abstract includes a clear, reflective conclusion, which serves as an effective wrap-up.

5. Discussions

The results of this study provide valuable insights into the quality of dissertation abstract writing among doctoral students in the English Education Doctoral Program at Universitas Negeri Makassar. These findings not only align with existing literature on academic writing but also shed light on specific challenges that are often faced by students, particularly those writing in English as a second language. As noted by Swales and Feak (2012), effective academic writing requires clarity, coherence, and cohesion, qualities that are crucial for the structure and impact of dissertation abstracts. The current study reinforces these principles, revealing that while most students successfully incorporate the essential components such as background, objectives, methods, and results, issues related to the cohesion and clarity of their writing persist.

One of the key findings from this study is the frequent absence of concluding sentences in several abstracts, which diminishes their effectiveness. This observation is consistent with the findings of Gupta et al. (2022), who highlight the importance of well-structured conclusions in academic writing. Concluding sentences not only summarize the

research but also provide the reader with a clear sense of the study's contributions. In the context of this research, the lack of clear conclusions in abstracts such as those of NF and KRT may hinder the reader's ability to quickly grasp the significance of the research, thereby reducing the impact of their work in academic communication.

The study also found that while most abstracts demonstrated a logical flow of ideas, some abstracts lacked effective cohesion, especially in connecting different parts of the abstract. This issue, identified in abstracts like NPR's and NF's, mirrors the challenges described by Mustafa et al. (2022), who note that ESL students often struggle with the cohesive devices necessary for smooth paragraph transitions. Hyland and Kosasih (2018) argue that the use of cohesive devices is vital to ensure that academic writing is not only clear but also easily followed by readers. In this study, the use of cohesive devices such as transition words and reference pronouns was sometimes limited, which affected the overall readability of the abstracts.

Another challenge identified in the current research is redundancy and verbosity, which were observed in several abstracts, particularly in KRT's. Biber et al. (1999) emphasize that academic writing should be concise and to the point. The redundancy found in some abstracts in this study, such as repeated phrases and wordy expressions, supports the need for greater emphasis on teaching students how to write succinctly. This aligns with the suggestions of Yusuf et al. (2019), who advocate for cooperative learning strategies to enhance students' ability to produce concise academic writing by providing peer feedback and revising their drafts multiple times.

Moreover, the findings suggest that while students generally included the required components of an abstract, such as background, objectives, and methods, some abstracts lacked a clear, reflective conclusion. This finding is supported by Paltridge et al. (2013), who argue that ESL students often fail to link their research findings to broader implications, which impacts the clarity and completeness of their abstracts. Abstracts like those of NPR and RJR provide an example of how missing or vague conclusions can undermine the effectiveness of an abstract. This highlights the need for focused instruction on the importance of writing a concluding statement that encapsulates the research's core findings and contributions.

Finally, this study contributes to the literature by providing insights into the specific challenges faced by doctoral students in writing dissertation abstracts, particularly in the context of English as a second language. As Mustafa et al. (2022) suggest, the challenges faced by ESL students in academic writing are multifaceted, involving issues such as grammatical accuracy, paragraph structure, and the effective use of academic language. The results of this study emphasize the importance of incorporating targeted writing support into academic curricula, especially for international students. Future research should continue to explore these challenges and develop strategies to support students in writing clear, concise, and coherent dissertation abstracts. This could include providing more structured writing training, peer review opportunities, and feedback on cohesion and clarity to enhance the quality of students' academic communication.

6. Conclusion

Based on the analysis of the nine student dissertation abstracts, several strengths and weaknesses were identified. The strengths include clear topic sentences, formal academic style, and the inclusion of essential components such as background, objectives, and methodology. However, weaknesses were observed in the lack of concluding sentences, limited cohesion, and redundancy, which impacted the overall clarity and effectiveness of some abstracts.

In terms of coherence and cohesion, most abstracts showed a logical flow of ideas, but some exhibited partial coherence, with abrupt transitions between different sections. Abstracts like those of WPR and RES demonstrated effective cohesion, using transition words and phrases to connect ideas seamlessly. However, other abstracts, such as those by NF and NPR, lacked sufficient cohesion, leading to a disjointed narrative.

Regarding the abstract components, all the abstracts included the essential elements: background, objectives, methods, and results, though some abstracts lacked a clear conclusion that summarized the study's findings. While the results were generally discussed, they were not always explicitly linked to the overall implications of the research, which hindered the clarity of the abstracts in some cases.

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