COHESION ANALYSIS OF STUDENT'S THESIS ABSTRACT OF POST - GRADUATE PROGRAM OF STATE UNIVERSITY OF SEMARANG

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ABSTRAK

Kohesi merupakan aspek yang penting dalam analisis wacana. Unsur-unsur tersebut menentukan keterbacaan suatu teks. Dari penelitian ini disimpulkan bahwa dalam menulis abstrak tesis, mahasiswa menggunakan piranti kohesi (reference, substitution, ellipsis, conjunction dan lexical cohesion).

Key vocabulary: Cohesion, Abstract

A. INTRODUCTION
Background of the Study

A basic principle of style in academic and workplace writing is that the writer should make the text as easy to read as possible. Readers expect quick access to what the writer has to say. Never mind that the principle seems to be honored more in the breach than the observance; it still stands. An essential aspect of readability is coherence.

Coherence is product of many different factors, which combine to make every paragraph, every sentence, and every phrase contribute to the meaning of the whole piece. Coherence in writing is much more difficult to sustain than coherent speech simply because writers have no nonverbal clues to inform them if their message is clear or not. Therefore, writers must make their patterns of coherence much more explicit and much more carefully planned.

Cohesion is an important aspect of discourse analysis as it creates coherence. Halliday and Hasan (1989: 48) state that an important contribution to coherence comes from cohesion.

Cohesion is the network of lexical grammatical, and other relations which link various parts of a text. These relations or ties organize and create a text for instance, by requiring the reader to interpret words and expressions by
reference to other word and expressions in the surrounding sentence and paragraphs. Cohesion connects together the actual word and expressions that we can see or hear. However, lack of cohesion in writing is a problem that plagues many students. Halliday and Hasan (1989 : 48) identify five main cohesive devices in English; reference, substitution, ellipsis, conjunction and lexical cohesion.

Thesis abstract is a brief summary of the essential ideas of research paper (thesis). Although an abstract appears as the first section of a paper, it should be written last. We need to complete all other sections before we can select and summarize the essential information from those sections.

An abstract of the thesis (paper) should describe the objectives, methods, results, and conclusions. It should omit background information, a literature review, and detailed description of methods. It should also avoid reference to other literatures. The style of an abstract should be concise and clear. The abstract’s wording should be very direct.

Based on those reasons I am curious to know whether or not the students of post graduate program of state university of Semarang have the ability to write the thesis abstract coherently using cohesive devices.

Research Questions
This study addresses the following questions:
1. What cohesive devices are used in the students’ thesis abstract?
2. What percentage of the cohesive devices are used by the students in writing thesis abstract?

Purpose of the Study
The purpose of the study are:
1. To identify the cohesive used by the students in writing thesis abstract.
2. To know the percentage of each cohesive used by the students in thesis abstract.

B. METHOD OF DATA COLLECTION
To complete his/her study in post-graduate program of state university of Semarang, each students has to write a thesis. A thesis here is a paper written by an investigator/researcher to describe a research study that he/she has completed. The purpose of the report is to explain to others in the field what the
objectives, methods, and finding of the study were. The thesis is as part of the requirements for a university degree. As it is usually kept in the library, in order to get the data, I made a photo copy of students' thesis abstract from the library.

Unit of Analysis
I decided that the unit of analysis was elements of cohesive devices (reference, ellipsis, substitution, conjunction and lexical cohesion) in the clause level in the students' thesis abstract.

Theoretical Framework For Analysis
This review of literature basically discusses the theory of cohesion. This study is about cohesion analysis of student's thesis abstract of post graduate program of state University of Semarang. In this case it relates to types of cohesive devices.

1. Coherence
Coherence literally means “Sticking together”. The element of coherent writing - the words and the information the convey - are related to one another so that readers can follow the flow of thought easily from sentence to sentence, paragraph to paragraph. Coherence in writing actually has a dynamic quality, because it has to do with movement: movement of information and ideas, movement of the readers changing perceptions and knowledge. When sentences, ideas and details fit together, clearly, readers can follow along easily, and the writing is coherent. The ideas tie together smoothly and clearly.

Halliday and Hasan (1989 : 48) also define coherence as hanging together. At any point after the beginning, what has gone before provides the environment for what is coming next. This sets up internal expectations; and these are matched up with the expectations referred to earlier; that the listener or reader brings from the external sources, from the context of situation and of cultural. An important contribution to coherence comes from cohesion.

2. Cohesion
Cohesion is the element of linguistic markers of connections that exist in a clause or in a sentence within texts that tie together. Cohesion is the way that internal coherence appears in a text throughout diverse linguistic devices. The topic of cohesion has always appeared the most useful
constituent of discourse analysis or text linguistic applicable to translation (Newmark, 1987 : 295). There are many types of cohesion. These types of cohesion are based on the theories of Halliday and Hasan (1989 : 48). The types included in this study are reference, ellipsis, substitution, conjunction and lexical cohesion.

2.1. Reference

The first of these cohesive devices is reference. References are expressions that make reference to other words in the text for their interpretation. Reference is a device which allows the reader or hearer to track participants, entities, events etc in a text. Johnstone (2002 : 101) states that the referential ties are created when an item in one sentence refers to an item in another sentence, so that in order to interpret part of one sentence, readers or hearers have to refer to part of some other sentence.

Halliday and Hasan (1994 : 37) classify reference into endophora and exophora. Endophora is the reference between text items, whereas exophora is the reference whose referent can be identified in the outside world. Endophoric reference is classified into anaphora and cataphora depending on the position of the antecedent.

If the antecedent precedes the text, we call it anaphora. Whereas cataphora follows the text.

Reference consists of four types:

(1) Personal reference
   It is expressed through personal pronouns:
   For instance a third personal pronoun, it can be used to refer back to a noun mentioned earlier in the text. Or it can serve to identify individuals and objects that are named at some other point in the text.

(2) Proper noun
   It is expressed through nouns that refer to names.

(3) Demonstrative
   It is expressed through determiners and adverbs.
   These items can represent a single word or phrase.

(4) Comparative
   It is expressed through adjectives and adverbs and serves to compare items within a text in terms of identity and similarity.
2.2. Substitution and Ellipsis

Substitution and ellipsis, unlike reference, are grammatical rather than semantic relationship. In substitution, an item is replaced by another item. In ellipsis it involves the emission of an item. In other words, in ellipsis and item is replaced by nothing. Ellipsis refers to element left unsaid or unwritten but understood by the reader. Ellipsis is simply “substitution” by Zero (Halliday & Hasan 1994: 142).

Talking about ellipsis, it refers to any and every instance in which there is some information that the writer has to supply from his own evidence. An all elliptical item is one that as it were leaves specific structural slots to be filled from else where. That’s way ellipsis can be regarded as substitution by Zero.

Ellipsis occurs when some essential structural element is omitted from a sentence / a clause and can only be recovered by referring to an element in the preceding text. There are three types of ellipsis:
(1) nominal
(2) verbal
(3) clausal

2.3. Conjunction

Conjunction involves the use of formal markers to relate sentence, clauses and paragraphs to each other. Unlike reference, substitution and ellipsis, the use of conjunction does not instruct the reader to supply missing information either by looking for it else where in the text or by filling structural slots.

Conjunction is a connector that joins two clauses. It signals relationship that can only be fully understood through reference to other parts of the text. There are four type of conjunctions as cohesive devices, namely:
(1) additive
(2) adversative
(3) causal
(4) temporal
(Halliday & Hasan, 1994: 238)
2.4. Lexical Cohesion
Lexical cohesion refers to the role played by the selection of vocabulary in organizing relations within a text. It occurs when two words in a text are semantically related in some ways. There are five types of lexical cohesion. There are:

1. collocation
2. repetition
3. synonymy
4. antonym
5. hyponym

Cohesion is a surface relation and it connects together the actual words and expressions that we can see or hear. It refers to the range of grammatical and lexical possibilities that exist to link an element of languages which appears first of which follow in a text. This linking is achieved through relations in meaning that exists within and across sentences. Cohesion is confined to the specific, micro level of organization between and within individual clauses, thus creating connection between parts. Simple definitions and examples of these types of cohesion shown in the following summary.

Summary of Cohesion
Reference: Items that refer to something else.
In the text for their representation

1. Personal: e.g. She, his, etc
2. Proper noun: e.g. Tuti, Andi
3. Demonstrative: e.g. This / these, that / those, here / there
4. Comparative: e.g. Similar, bigger, different

Ellipsis / substitution elements left unsaid or unwritten but are understood by the reader / the speaker.

1. Noun ellipsis: verb omission
   e.g. I like red shirt but she like the blud.
2. Verbal ellipsis: verb omission
   e.g. I read a novel and Amir a short story.
3. Clausal ellipsis: clause omission
   e.g. A: Would you like to help me?
       B: Yes, please
Conjunction: connectors between two independent sentences.
(1) Additive e.g. and, or, more ever
(2) Adversative e.g. but, yet, however
(3) Causal e.g. then, therefore
(4) Temporal e.g. and then, after, soon
(5) Appositive e.g. in other words, I mean, for example

LEXICAL COHESION
(1) Collection e.g. go home, have fun
(2) Repetition e.g. study / studying
(3) Synonymy e.g. frightened, afraid
(4) Antonym e.g. short / tall
(5) Hyponym: (general specific relation). e.g. animal / cat / dog

(Summarized from Halliday and Hasan, 1994).

3. Thesis Abstract
As we all know, the thesis abstract is actually the first section of a report, coming after the title and before the introduction. The thesis abstract provides the reader with a brief preview of our study based on information from the other sections of the report. Order of typical elements included in a thesis abstract are:
(1) some background information
(2) the principle activity (or purpose) of the study and its scope
(3) some information about the methodology used in the study
(4) the most important results of the study
(5) a statement of conclusion and recommendation

Writing and abstract involves boiling down the essence of a whole paper into a single paragraph that conveys as much new information as possible. One way of writing an effective abstract is to start with a draft of the complete paper and do the following.
- Highlight the objective and the conclusions that are in the paper's introduction and the discussion.
- Brackets information in the paper that contains keyword information.
- Highlight the result of the paper.
- Compile the above highlighted and bracketed information into a single page.
C. RESULTS

There are five student’s thesis abstract used as the data of this research. The writing is in the form of paragraph with different topic and different length. There are five abstracts from different programs. These five program are education technology, English education, Indonesian language education, sport education, and art education program.

From the analysis, it can be seen that all of the subjects write abstract used reference, substitution, ellipsis, conjunction and lexical cohesion as cohesive devices. The detail and percentage can be seen in the following.

1. Reference

All of the abstracts use reference as one of the elements of cohesive devices. Either Endophora anaphora or Endophora cataphora reference is used in the abstracts. Only one of the abstract uses Exophora reference. The personal references used in the abstract are such as its, it, they, their, them and we. Only one abstract uses proper noun reference, it is Prajuritan as a name of a dance. Demonstrative references are such as these and those. The words or phrases such as different, the higher, more highly in the abstracts denote comparative references. The detail percentage can be seen in the following table.
Cohe: i on Analysis of Student’s Thesis Abstract of Post Graduate ... (Farikah)

Table 1. Occurrence of Reference

<table>
<thead>
<tr>
<th>No</th>
<th>Subject</th>
<th>Exophora</th>
<th>Endophora</th>
<th>Types of reference</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Ana phora</td>
<td>Cata phora</td>
<td>Perso nal</td>
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<td>Abstract 1</td>
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<td>3.</td>
<td>Abstract 3</td>
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<td>4.</td>
<td>Abstract 4</td>
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<td>√</td>
<td></td>
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<tr>
<td>5.</td>
<td>Abstract 5</td>
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<td></td>
<td>Percentage</td>
<td>20 %</td>
<td>100 %</td>
<td>60 %</td>
</tr>
</tbody>
</table>

2. Substitution

The words *those, one, and this* as nominal substitution substitute certain words used in the abstracts. Among these five, none of them uses verbal and clausal substitution. The detail percentage can be seen in the following table.

Table 2. Occurrence of Substitution

<table>
<thead>
<tr>
<th>No</th>
<th>Subject</th>
<th>Nominal</th>
<th>Verbal</th>
<th>Clausal</th>
</tr>
</thead>
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<td>1.</td>
<td>Abstract 1</td>
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<td>2.</td>
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<td>3.</td>
<td>Abstract 3</td>
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<td>4.</td>
<td>Abstract 4</td>
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<tr>
<td>5.</td>
<td>Abstract 5</td>
<td>-</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td>40 %</td>
<td>0 %</td>
<td>0 %</td>
</tr>
</tbody>
</table>

3. Ellipsis

Some words or phrases are omitted because of ellipsis. The nominal and verbal ellipsis occur in these five abstracts. Only clausal ellipsis occurs in two abstracts. The words or phrases as nominal ellipsis are such as *this research, the record of learning, teacher, background of, data collected through* and so on. The verbal ellipsis are such as *can, need, were selected based, still employed, to suit, etc.* The clausal are such as *those who had sufficient degree of communicative competence ..., the speaking skills*
should not rely also ... etc. The detail percentage can be seen in the following table.

Table 3. Occurrence of Ellipsis

<table>
<thead>
<tr>
<th>No</th>
<th>Subject</th>
<th>Nominal</th>
<th>Verbal</th>
<th>Clausal</th>
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<tbody>
<tr>
<td>1.</td>
<td>Abstract 1</td>
<td>V</td>
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<td>2.</td>
<td>Abstract 2</td>
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<td>Abstract 3</td>
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<td>4.</td>
<td>Abstract 4</td>
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<td>5.</td>
<td>Abstract 5</td>
<td>V</td>
<td>V</td>
<td>-</td>
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<tr>
<td></td>
<td>Percentage</td>
<td>100 %</td>
<td>100 %</td>
<td>40 %</td>
</tr>
</tbody>
</table>

4. Conjunction

The additive, adversative, causal, temporal and appositive conjunction are used in the thesis abstract. The additive conjunctions used in these abstracts are and and or. All of the abstracts uses additive conjunction. The words such as however and but are used as adversative conjunction. The causal conjunctions are such as therefore, because, hence, and so. The temporal conjunctions are such as while. Only one abstract; this is abstract 3, uses appositive conjunction, i.e. this means that ... The detail use of percentage can be seen in the following table.

Table 4. Occurrence of Conjunction

<table>
<thead>
<tr>
<th>No</th>
<th>Subject</th>
<th>Additive</th>
<th>Adversative</th>
<th>Causal</th>
<th>Temporal</th>
<th>Appositive</th>
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</thead>
<tbody>
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<td>1.</td>
<td>Abstract 1</td>
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<td>Abstract 3</td>
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<td>4.</td>
<td>Abstract 4</td>
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<tr>
<td>5.</td>
<td>Abstract 5</td>
<td>V</td>
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<td>-</td>
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<td>-</td>
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<tr>
<td></td>
<td>Percentage</td>
<td>100 %</td>
<td>80 %</td>
<td>80 %</td>
<td>30 %</td>
<td>20 %</td>
</tr>
</tbody>
</table>
5. Lexical Cohesion

Collocation and repetition are found in these five abstracts. Only abstract 1 and five have synonym while antonyms are found in abstract 2, 3 and 4. Hyponyms are found in abstract 3 and 4. Many new compound words are formed as collocation such as *data analysis, independent variable, dependent variable etc.* The repetition words are such as *teacher and teaching, variability and varied* and so on. The synonyms are such as the words *study* and *research*. The word *simple* as antonym of *multiple* is used as one of examples of antonym. The hyponym is such as *speaking* skill as hyponym of *language skills*. The detail percentage can be seen in the following table.

<table>
<thead>
<tr>
<th>No</th>
<th>Subject</th>
<th>Additive</th>
<th>Adversative</th>
<th>Causal</th>
<th>Temporal</th>
<th>Appositive</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Abstract 1</td>
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<tr>
<td>2.</td>
<td>Abstract 2</td>
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<tr>
<td>3.</td>
<td>Abstract 3</td>
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<td>4.</td>
<td>Abstract 4</td>
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<td>5.</td>
<td>Abstract 5</td>
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<tr>
<td></td>
<td>Percentage</td>
<td>100%</td>
<td>100%</td>
<td>40%</td>
<td>60%</td>
<td>40%</td>
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</tbody>
</table>

From the above table we can see that all of the abstracts used anaphora reference and personal reference. Besides that, all abstracts used ellipsis especially nominal and verbal, conjunction especially additive conjunction and lexical cohesion especially collocation and repetition. Substitution is used but only two abstracts used it.

D. CONCLUSION

Based on the discussion above, it can be concluded that in writing thesis abstract the students of post graduate program of UNNES use cohesive devices to help the reader to understand the abstract text easily. The cohesive devices they used are references, substitution and ellipsis, conjunction and lexical cohesion.

The percentage of use of each cohesive device can be seen as follows:
Reference is applied 100 % or 5 abstracts use reference as cohesive devices.
(2) Substitution is applied 40 % or two abstracts use substitution as cohesive devices.
(3) Ellipsis is used 100 % of five abstracts use ellipsis as cohesive devices.
(4) Conjunction as applied 100 % or five abstracts use conjunction as cohesive devices.
(5) Lexical cohesion is applied 100 % or five abstracts use lexical cohesion as cohesive devices.

In line the finding above, students and thesis advisors should pay attention to the proper of cohesive devices in order to help the readers to read and understand the abstract texts easily.

**BIBLIOGRAPHY**


