ABSTRACT

Kusumawati , Della Anggar. The Use of Cohesive Devices in Theses' Abstracts Written by English Department Students of Universitas Airlangga. A thesis submitted as partial fulfillment of the requirements for the Sarjana Degree of English Department, Faculty of Humanities, Universitas Airlangga . 2015.

Abstract is very important in thesis and other scholar articles. Accuracy in abstract is usually very important to get readers' attention whether they want to read the research or not so. It should be coherent so that it is easy to read. The use of cohesive devices may have contribution in maintaining the sentence coherent. The aim of this study is to find out what types of cohesive devices used by English Department students of Universitas Airlangga. It uses types of cohesion proposed by Halliday and Hasan (1976). The writer uses 22 theses' abstracts written in 2014 and have grade A and AB. The result shows several main findings. First, the writer found that grammatical cohesion is used more correctly than lexical cohesion with total number of occurrences is 873 and lexical cohesion 35. The order types of cohesive devices from the most to the least used is as follows: reference, conjunction, collocation, repetition, and substitution. Other cohesive devices including nominal substitution, nominal ellipsis, verbal ellipsis, clausal ellipsis, synonym, antonym, meronym, hyponymy/hyperonymy are not found in any abstracts. Second, collocation is used more incorrectly than demonstrative and comparative reference, and temporal conjunction. Third, the correctly used cohesive devices types are greater than the incorrectly one. The writer argues that the students' abstracts are still coherent although some students still made little mistakes in some abstracts.

Keywords: abstract, cohesion, cohesive devices, grammatical cohesion, lexical cohesion

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In learning second language, people may have different purposes based on their priorities for L2 (second language) use. There are two distinct considerations in gaining the communicative competence when they learn the language: academic competence and interpersonal competence (Saville-Troike, 2006). It can be used for getting successful job, promotion, academic function, and business interaction. Both of those competences need the four areas of activity in language use that may be classified as receptive and productive. Reading and listening are included in receptive activity while writing and speaking are the productive activity.

Writing is an action which is used to share knowledge and explain ideas by putting letters, symbols, words, or numbers on paper or computer screen (Styati, 2010). Notably, writing is the locution of language in the form of symbols, letters, or words. The primary function of writing is to communicate the writers' ideas to their readers. Students need this skill to share their knowledge by writing articles for their research. Savile-Troike (2006) says that writing is one of the academic competence-knowledge and L2 learners need to have this competence to learn about other subjects or as a tool in scholarly research. He also says that writing is usually used for academic purposes of producing papers or

1

theses and journal article. Therefore, students need proficiency in L2 academic writing in order to display their knowledge on examination for their graduation.

Nowadays, one of the requirements for students to pass and have graduation is having scholarly research or project. Not only having research, they also have to share the result in the written form like thesis, as students of English Department of Universitas Airlangga do. All the students taking literature, cultural studies, and also linguistics major have to do research and share their knowledge into thesis which includes the following sections: introduction, literature review or theory, method of the study, discussion and conclusion. Besides the five sections, they are also required to write an abstract as the summary of their work in the first part before the introduction section of their theses.

Abstract is very important in thesis and other scholar articles. Abstract is the summary of completed research. It provides one or two sentences synopses of each of the four section of a research (Swales & Feak, 1994). Abstract is short and powerful statement of larger work. In each section of thesis, authors have to summarize the idea as one or two sentences and put them in their abstract. Abstract can only contain a single paragraph of 100-250 words (Wallwork, 2011). Whinkler and Metherell (2010) recommend that abstract should meet the following criteria: reflect accurately the purpose and content of your paper, explain briefly the central issue or problem of your paper, summarize your paper's most important points, mention the major sources used, state your conclusions clearly, remain objective in its point of view, and be coherent so that it is easy to read.

The main problem in writing abstract is usually the authors do not grab the reader's attention. In getting the readers' interest in abstract, the authors should always try to give them obvious information (Feldman, 2004). Accuracy in abstract is usually very important to get readers' attention whether they want to read the research or not. Readers who read abstract usually employ a vast amount of skimming and scanning. If they like the abstract, they will read the paper. Therefore abstract must be informative.

As mentioned above, one of the criteria of an abstract should be coherent so that it is easy to read by the readers. The fact that sentences are linked together, the cohesion as the connectedness-sequential indicators, logical connectors, could have manifestation to make each sentence coherent (Renkema, 2004). Cohesion refers to the connections which have their manifestation to the element of discourse to another and integrate them into a unified text. According to Halliday and Hasan (1976), there are five types of cohesion in English which are reference, substitution, ellipsis, conjunction, and lexical cohesion.

In fact, writing and making sentence coherent is not an easy effort for students. Writing becomes skill that is difficult to develop for students, including students who learn second language. There is consensus for this issue. Rahman (2013) argues that the use of cohesive devices in writing is difficult to develop yet he considered the governance of cohesive devices is the significant element of effective academic writing, even in writing abstracts. The cohesive devices might use correctly and incorrectly. Example of correct use is *The writer found that **Radit** often uses the feature of sympathetic circularity in **his** speech*. 'His' is the

possessive pronoun of Radit. The other example of incorrect use of cohesive device is *When **a student** came into college, **they** are no longer children, **they** have grown up.* The referent item is in singular but the referring item is in plural form, so it is incorrect.

There are several studies in using cohesive devices which have been conducted in several countries which used English as their foreign language. This led to the use of cohesive devices as the connector of each sentence. First, Kurniati (2011) investigated cohesive devices and coherence in the introduction section of academic paper by fourth-year students of Airlangga University in Academic Writing and Presentation Class. Second, Klimova & Hubackova (2013) have analyzed grammatical cohesion in abstracts. They focus in analyzing the discourse connectives in 45 abstracts written by authors of British Origin. Third, Rahman (2013) has investigated the use of cohesive devices in descriptive English writing by two different levels of Omani students, 1st and 3rd year. Then he compares the result with the writing of native speakers of English and identify how far the groups differ in the implementation of cohesive devices.

There are similarities and differences among those previous studies with the present study. First, Kurniati (2011) analyzes cohesive devices and coherence in introduction section of academic paper by fourth-year students of Airlangga University. However, the current study will use theses' abstracts, written by English Department students of Universitas Airlangga. Second, Klimova & Hulaekova (2013) analyzed the grammatical cohesion in British origins' writing and focus on one type of grammatical cohesion, conjuntives. This present study,

meanwhile, analyzes not only semantic conjunct but also all the types of cohesion, lexical and grammatical cohesion, proposed by Halliday and Hasan (1976). Third, Rahman (2013) compares the result of his finding with the writing of native speakers of English. In the present study, the writer does not compare the two different level of college students. She chooses students of higher level which in the last semester and they have to make thesis as one of requirement to have graduation.

Therefore, based on the previous studies, the present study focuses on the use of cohesive devices, lexical cohesion and grammatical cohesion, whether they are used correctly and incorrectly. The author chooses thesis' abstracts written by English Department students who have graduated in 2014 as the newest data. There are three majors in English Department of Universitas Airlangga, literature, cultural studies and linguistics. The writer takes abstracts written by Undergraduate students of linguistics major in English Department of Universitas Airlangga instead of other two majors because the students had to take discourse class as the compulsory content subject in which one of the topics is about cohesion. They also had taken grammar and writing classes in which they had also studied the cohesive devices and academic writing. It is expected that students who have taken those courses can understand types of cohesive devices and apply them well in their writing. The writer analyzes the data by using types of cohesive devices proposed by Halliday & Hasan as the main theory and by Renkema as the supporting theory in lexical cohesion.

1.2 **Statement of the Problem**

In relation to the background of the study, the writer finds two main research questions:

1. What types of cohesive devices are correctly used in the abstract written by linguistic major students of English Department in Universitas Airlangga?

2. What types of cohesive devices are incorrectly used in the abstract written by linguistic major students of English Department in Universitas Airlangga?

3. What type of cohesive device is mostly used in the abstract written by linguistic major students of English Department in Universitas Airlangga?

1.3 Objective of the Study

The objectives of this study are to find out:

1. The types of cohesive devices that are correctly used in the abstract written by linguistic major students of English Department in Universitas Airlangga.

2. The types of cohesive devices that are incorrectly used in the abstract written by linguistic major students of English Department students in Universitas Airlangga.

3. The type of cohesive device that is mostly used by linguistic major students of English Department in Universitas Airlangga.

1.4 Significance of the Study

The writer expects that this study can give theoretical and practical contribution. Theoretically, it can contribute to the knowledge of discourse studies

in academic fields focusing on second language learning. The writer expects that this study can have contribution in the field of discourse analysis to enrich our knowledge about types of cohesive devices and their use.

Furthermore, for practical contribution, the result of the study probably will help teachers know what types of cohesive device are used by the students. For the students it can be used for additional knowledge about the importance of using cohesive devices when they would like to write academic papers for their course or examination. Moreover, the result of this study probably can be useful for authors who want to write academic or non-academic writing to enrich their knowledge about types of cohesive devices and their use so they can publish their good articles.

1.5 Definition of Key Terms

In order to avoid misunderstanding, there are some key terms need to be explained in this study:

Cohesion   : semantic relation which refers to relation of meaning that exists within the text and that define it as text (Halliday and Hasan, 1976).

Cohesive Devices : devices that have cohesive function, ties which help to create a text and the interpretation of it (Halliday and Hasan, 1976)

Abstract   : summary of the whole section of articles containing 100-250 words (Wallwork, 2011).