

## COHESIVE MARKERS FOUND IN THESIS ABSTRACTS

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### **Abstract**

The research aims to describe and analyze the lexically and grammatically cohesive markers found in students' thesis abstracts. This is a kind of descriptive-qualitative research. The population of the research consisted of all sentences found in nine abstracts. Meanwhile, the sample included all sentences containing the cohesive markers taken by using purposive sampling technique. The result of the research shows that the lexically cohesive markers found in the data of lexical cohesion are: synonym (18%), repetition (54%), superordinate (12%), and collocation (16%). In addition, the grammatically cohesive markers found in the data of grammatical cohesion are: reference (15%), conjunction (39%), substitution (21%), and ellipsis (25%).

Keywords: Cohesion, lexical and grammatical cohesion, abstract

### ***Abstrak***

*Penelitian ini bertujuan untuk menggambarkan dan menganalisis pemarkah kohesif leksikal dan gramatikal yang ditemukan di dalam abstrak skripsi mahasiswa. Penelitian ini berjenis deskriptif-kualitatif dengan populasi berupa kalimat-kalimat yang terdapat dalam Sembilan abstrak. Sampelnya berupa kalimat-kalimat yang mengandung pemarkah kohesif yang diambil berdasarkan teknik sampel purposif. Hasil penelitian menunjukkan bahwa pemarkah kohesi leksikal berupa synonym (18%), repetition (54%), superordinate (12%), and collocation (16%). Sementara itu, pemarkah kohesi gramatikalnya berupa reference (15%), conjunction (39%), substitution (21%), and ellipsis (25%).*

*Kata kunci: Kohesi, kohesi leksikal dan gramatikal, abstrak*

## INTRODUCTION

Language is a means of communication that plays a very important role in the human's daily life. Without language, human being will not be able to communicate and understand each other. In using language, human then produce texts. Texts can be in the spoken or written forms. A written text has a close relationship with academic circles. For students, making a written text is one way to evaluate the result of learning process that has been previously undertaken.

In English Education Department of Raden Intan State Islamic University Lampung, one of the writings that has to be made by the students to evaluate the lessons that have been obtained is thesis. In thesis, students will also write an abstract that summarizes the contents of their thesis. Abstract is written briefly but it should include the entire contents of the thesis. Although it is written briefly, the writing of abstract must also be considered and it should not be written carelessly. The message from the writer should be delivered to readers.

One way to make a text can be understood easily by the readers is by writing a coherent text. To create coherence in a text, a writer can use cohesive markers in the text. The uses of cohesive markers were found in students' abstract as can be seen from the following data.

- (1) On writing this thesis, **the writer** uses a library research **method**. Library research is a research that is done in the writer's room or library where **the researcher** gets the data and information about the object of the research from books or any audio visual device.
- (2) One of the most important skills in English is **writing**. **It** is often considered as the most difficult skill by the students.

Data (1) and (2) contain cohesive markers which make the texts coherent. In (1) the word *the writer* has the same meaning as *the researcher* referring to the same referent, the abstract writer. In other words, the writer is the synonym of the researcher. In addition,

pronoun *it* in (2) refers to the word *writing*. This is called as reference as one of cohesive markers in making a coherent text.

Students often use thesis as a reference, especially for last grade students in the process of writing their projects. In looking for the right reference, of course, the students should understand the content of the thesis that will be use reference. However, it would take time to read the thesis one by one. Therefore, they simply read the abstracts because abstract includes the contents of a thesis.

In this research, the writer wants to see if cohesive markers have been used maximally by English Education students in writing their abstract. He also wants to find out the tendency of students in using cohesive markers in abstract and to find out whether the use of cohesive markers affect the effectiveness of an abstract in conveying the message to the readers.

Before conducting this research, there are some studies that have been done related to cohesion. The first research analyzes narrative text. It was written by Arum Wijayanti in 2007, entitled “Cohesive Relation Analysis in A Written Discourse (A Case Study in The Children Story ‘Beauty and The Beast’”. She wanted to identify the cohesive markers appeared in that story and cohesive relation that builds coherence in it.

Another research that uses narrative text as the data is conducted by Ratna Tri Agustina in 2006, entitled “Pemarkah Kohesi dalam Novel Harry Potter and the Order of Phoenix karya J.K. Rowling”. In this research, the writer wanted to describe the cohesive marker and coherence relation in novel *Harry Potter and the Order of Phoenix* by J.K. Rowling. The writer only analyzed chapter 1 and chapter 2, because she has limited time for doing the research.

The third previous study is “Cohesion Analysis of Student Essay English Department (Case Study Essay Writing Advanced Course 2010)” conducted by Yucha Febria Kusumaningrum in 2011. This research used different types of data from the previous studies. The writer used students’ essays as the data. In this research, she wanted

to know what cohesion markers used by students of English department in producing a text. She has 22 texts as population. However, she only analyzed two samples taken by using random sampling. She used cohesion theory from Halliday to analyze the data.

The next research was conducted by Stephani Diah Pamelasari in 2007, entitled “Koherensi dan Kohesi pada Lirik Lagu Album Linkin Park Hybrid Theory dan Meteora”. In this research, she wanted to identify whether the song lyrics in Linkin Park album ‘Hybrid Theory’ and ‘Meteora’ have appropriate coherence although the cohesive markers are implicit. To collect the data, she used documentation methods with note-taking technique and to analyze the data, she used the distributional method.

From the previous studies, it can be seen that there are two writers using narrative texts as the data, while the others use students’ essay and song lyrics. In those research projects, the writers only identified the kinds of cohesive markers that appear in their data. The distinction is only found in the research conducted by Stephani Dyah Pamelasari. She did not only try to find the kinds of cohesive markers, but also to find the relation between coherence and implicit cohesive markers. Whereas, in this research, the writer uses abstracts of student’s thesis as the data. The writer will not only analyze the kinds of cohesive markers that appear in the data, but also the implication of the use of those cohesive markers.

## RESEARCH METHOD

This is a descriptive qualitative research conducted to find out the role of cohesive markers in building coherence in a text, especially in an abstract. Beside that, he also want to see the effectiveness of the use of cohesive markers in making a text understandable. This research is a qualitative explanatory research because he will explain the data that have been analyzed. In addition, he also calculates the percentage of cohesive marker usage to see the tendency of the use of cohesive markers for English Department students.

The data in this research were taken from the theses that were written by English Department students of State Islamic University of Lampung. He only used the abstracts of those theses. The data were limited for the theses that were written in the even semester of 2016/2017 academic year.

From these abstracts, he analyzed the words, clauses, sentences, and then identify whether the cohesive markers in those texts were used maximally or not. he will see how the English department student produced a text that the sentences were harmonious each other by seeing the usage of cohesive markers in them.

Population in this research is all abstracts written by students of English Department in even semester of 2016/2017 academic year. Samples in this research were 9 abstracts that were taken as the data. In the discussion, he provided some of the data with the highest and the lowest percentage of cohesive markers usage.

This research employed *metode padan* or identity method and *metode agih* or distributional method as proposed by Sudaryanto (1993). Identity method requires the equivalence of the non-linguistics aspect studied. This method is using the aspects or parts that are out of the language studied to show the equivalence of the aspect studied. There are several types of identity method; they are referential identity method, articulatory phonetic identity method, translational identity method, orthographic identity method, pragmatic identity method, inferential identity method, and reflective introspective identity method. From those kinds of methods, he will only use two methods; they are referential identity method and inferential identity method. Referential identity method will be used to analyze the cohesion markers in the text, while inferential identity method will be used to see whether the texts are coherent or not.

Distributional method is a method that uses elements of a language as a parameter in the analysis process. In this method, the research is conducted to the elements of a language (Sudaryanto, 1993:15). Distributional method consists of seven techniques,

including deletion technique, substitution technique, forward expansion technique, interruption technique, permutation technique, bound paraphrase technique, repetition technique. In this study, he uses deletion technique, interruption technique, and substitution technique from distributional method. From the result of this research, he will be able to see whether the text has fulfilled the appropriate use of cohesive markers or not.

## RESULT AND DISCUSSION

### Lexically Cohesive Markers Found in Thesis Abstracts

The first type of cohesion is lexical cohesion. This kind of cohesion refers to the relation among sentence elements based on lexical meaning. It concerns the ways in which *lexical* items relate to each other and to other *cohesive* markers so that textual continuity is created. Lexical cohesion can be categorized into four types. They are synonym, repetition, superordinate, and collocation.

#### 1. Synonym

Synonym is a similarity of words meaning. In a text, a writer will usually use words that have the same meaning for interchangeable with each other, so that the text will not look monotonous. From 49 data of lexical cohesion, there are nine (18%) data containing synonyms as can be seen from the data (1-3) below.

- (1) In the experimental class, **the writer** used Hidden word games. In the control class **the researcher** used a translation technique. There were three treatments in each class.
- (2) **The sample** of the study was class VIIA and VII B of SMPN 6 Bandarlampung. The numbers of the students were **sixty students**.
- (3) One of the most important skill in English is writing. It is often considered as **the most difficult skill** by the students. **This problem** was also faced by the students of the eleventh grade of SMA Tamansiswa Teluk Betung.

The cohesion of the data (1-3) is supported by the use of synonyms as its cohesive markers. In data (1), the word *the writer* in this sentence has the same meaning as *the researcher* in sentence 2. Those two words refer to the abstract's writer. The second synonym is the word *the sample* in (2) and *sixty students* in sentence 2. These two constructions can be understood as the representation of population used by the writer as the research data. Furthermore, the synonym in (3) can be identified by the use of the phrase *the most difficult skill* that has the same meaning as *this problem*. Both

constructions refer to writing as the most difficult skill as the students' problem in learning English.

## 2. Repetition

Repetition is included in lexical cohesion. Repetition is the use of a similar word, phrase or clause in some parts of the text to build a coherence relationship among sentences. In this study, all of the data uses repetition as a cohesive marker in building coherence in the text. Repetition has the highest level of use compared to other cohesive markers.

From 49 data of lexical cohesion, there are twenty-six (54%) data containing repetition as can be seen from the data (4-6) below.

- (4) This research was conducted based on the phenomenon of **polysemy** which made the students confusing between **polysemy** and homonymy in semantic class.
- (5) **Vocabulary** is one of important components in English. Students' score in English subject including **vocabulary** is still low.
- (6) Before analyzing the data, the writer did the test for normality and homogeneity to know whether the data had normal distribution and the variance of the data was **homogenous** or not. The result was the data had normal distribution and the variance of the data was **homogenous**.

The cohesion of the data (4-6) is supported by the use of repetition as its cohesive markers. Repetition is signaled by the use of the word *polysemy* repeated twice as in (4), the word *vocabulary* as in (5), and the word *homogenous* as in (6). Repetition is widely used in order to make the sentences in the text related to each other and the reader can easily understand the contents of the text. The use of repetition in the data above cannot be removed because it would make the sentences in the text being incomplete. The more a word is repeated, the reader will more easily understand the content of the text because the coherence can be seen explicitly. However, if repetition is used too much, a text will look monotonous, and readers might assume that the writer is less varied. It would be nice if the

use of repetition is reduced and replaced with other cohesion markers, such as reference, substitution or synonym.

### 3. Superordinate

Superordinate is a word which has the highest level within a classification arrangement of words in which it has a general nature while the words were classified under it has more specific meaning. Superordinate has an opposite meaning with hyponymy because hyponymy is a word with a specific meaning.

From forty-nine data of lexical cohesion, there are six (12%) data containing superordinate as can be seen from the data (7-9) below.

- (7) The objective of this research was to find out and describe the lingual unit of **vocabulary** that contained **polysemy**.
- (8) **Vocabulary** is one of important component in English. Students' score in **English** including vocabulary is still low.
- (9) One of the important language skills is **writing**. The students' writing ability of SMAN 2 Liwa is still low especially in writing **descriptive** paragraph.

Lexical cohesion can be identified by the use of superordinate as its cohesive marker. It can be found in the pairs of the word *vocabulary* and *polysemy* in (7), the word *English* and *vocabulary* in (8), and the phrase *writing ability* and *descriptive paragraph* in (9). The word *vocabulary*, *English*, and *writing ability* are superordinate of the words *polysemy*, *vocabulary*, and *descriptive paragraph* respectively. It can be seen that *vocabulary* has a more general meaning than *polysemy* because *polysemy* is a part of *vocabulary*; *English* has a more general meaning than *vocabulary* because *vocabulary* is a part of *English*; and *writing* has a more general meaning than *descriptive paragraph* because *paragraph* is a part of *writing*.

#### 4. Collocation

Collocation is the use of paired words in a text. These words are usually already known by many people and are a natural thing when they appear together. Halliday (1989: 285) provided an example of collocation in word pair boy and girl. Boy and girl have an oppositeness semantic relationship called complementarity.

From 49 data of lexical cohesion, there are 8 (16%) data containing collocation as can be seen from the data (10-12) below.

(10) The objective of this research is to know whether there is a significant influence of using Hidden word game toward students' **vocabulary mastery** at the first semester of the seventh grade of SMPN 6 Bandarlampung in the academic year of 2016/2017.

(11) In the **experimental class**, the writer used Dialogue Building and in the control class, the writer used Discussion technique.

(12) The researcher used **purposive sampling** technique to determine the sample.

Data (10-12) contain lexical cohesion signaled by the use of collocation as its cohesive markers. Collocations were found in the second sentence. There are a paired word *vocabulary mastery*, *experimental class*, and *purposive sampling*. Those pairs of word have semantic relationship as technical terms specifically used in language research.

*Vocabulary mastery* refers to an individual's great skill in using words of a language, which is acquired based on their own interests needs and motivation. *Experimental class* refers to the class treated by special technique in teaching a certain subject. *Purposive sampling* refers to the sample of research chosen based on the criteria and purposive of the research. The use of collocation on those data has been effective because collocations used in this text are very common pair words heard by the readers so that they can understand the message conveyed by the writer easily.

#### Grammatically Cohesive Markers Found in Thesis Abstract

Another type of cohesion is grammatical cohesion. This kind of cohesion refers to the relation among sentence elements based on grammatical rules. Grammatical cohesion can be categorized into four types, they are reference, conjunction, substitution, and ellipsis.

## 1. Reference

Reference is signaled by the use of personal references to replace words, phrases or sentences. From 33 data of grammatical cohesion, there are five (15%) data containing reference as can be seen from data (13-15) below.

- (13) In addition **the research** of polysemy analysis in English Education of Tarbiyah Faculty at Raden Intan State Islamic University Lampung Has never been done before and **it** becomes an interesting one that researcher made.
- (14) The sample of the study was class VIIA and VIIB of SMPN 6 Bandarlampung. The numbers of the students were **60 students**. **They** were experimental class that consisted of 30 students and the other is the control class that consisted of 30 students.
- (15) In teaching and learning process in the class, many **students** found difficulties in learning English. One of the difficulties was **their** lack of reading comprehension.

Grammatical cohesion can be identified by the use of reference as its cohesive marker. The type of reference found in this research is categorized as personal reference in which the object or person is substituted by personal pronouns. The substitution leads to the cohesion of the text due to the sameness of referent. In (13,14) the word *the research* and *60 students* are respectively substituted by personal subject pronouns *it* and *they*, whereas in (15) the word *students* is substituted by possessive pronoun *their*. In addition, the reference is also used to avoid the repetition of the same word in order not to be monotonous.

## 2. Conjunction

The second grammatically cohesive markers found in nine abstracts analyzed is conjunction. Conjunction has a function as a connector between sentences so that a sentence will be associated with the other sentences. From 33 data of grammatical cohesion, there are thirteen (39%) data containing conjunctions as its cohesive marker. The following data (16-18) state the use of conjunction in making a cohesive text.

- (16) Polysemy is words that have more than one meaning or multiple meanings **and** they are still related on one context and also registered in the same entry in the dictionary.

- (17) Then, **after** conducting pre-test and post-test, the writer analyzed the data using SPSS to compute independent sample T-test.
- (18) **Because** T-observed is higher than T-critical value, the use of reading aloud and silent reading had significant different in students' reading comprehension.

Grammatical cohesion can be identified by the use of conjunctions as its cohesive marker. The types of conjunction found in data (16-18) are categorized as additive conjunction *and*, temporal conjunction *after*, and causal conjunction *because*.

Additive conjunction is used to give more information to a word, phrase or clause that have already been stated. The word *and* in (16) is used to give more explanation about the word *words* categorized as polysemy. It is understood that words categorized as polysemy besides having multiple meanings, they are also related on one context and registered in the same entry in the dictionary.

Temporal conjunction is used to show the temporal relation in a text. The conjunction *after* in (17) explains about the time of the writer's action. It makes the reader understand the sequence of the events that happened in the text. First activity is conducting pre-test and post-test, then it is followed by analyzing the data using SPSS to compute independent sample T-test.

Causal conjunction is used to show a reason why something happens. In (18), the writer uses the conjunction *because* to show the reason why the use of reading aloud and silent reading had a significant different in students' reading comprehension.

### **3. Substitution**

The third grammatically cohesive markers found in nine abstracts analyzed is substitution. Substitution is a replacement of a word with another word having the same meaning. There are three types of substitution; they are nominal substitution, verbal substitution, and clausal substitution (Halliday, 1989: 88-89). In this research, there is only nominal substitution found. From 33 data of grammatical cohesion, there are seven (21%) data containing nominal substitution as its cohesive marker. The following data (19-21) state the use of substitution in making a cohesive text.

- (19) The researcher took **the Handbook of Islamic Banking** as the subject of this research because **this book** concluded all references that the students need.
- (20) The result of this research shows that there is a significant difference of **students' reading comprehension** between **those** who are taught through reading aloud and **those** who are taught through silent reading.
- (21) From the analysis, it was found that **the result** of T-test was 3.7. **This** then was consulted to the score of T-critical (level of significance).

Nominal substitution is used to replace nouns with another word that can produce the same meaning in a text (Halliday 1989: 91). In (19), the word *the Handbook of Islamic banking* is a noun phrase, then is replaced by *this book*. Although the words are different, both of them have the same meaning. The same pattern can also be found in the phrase *students' reading comprehension* in (20) and the word *the result* in (21) which were replaced by the word *those* and the word *this* respectively. Both have the same meaning because they have the same referents.

#### 4. Ellipsis

The fourth grammatically cohesive markers found in nine abstracts analyzed is ellipsis. Ellipsis is an omission of a word in a sentence without changing the meaning of the sentence. There are three types of ellipsis: nominal ellipsis, verbal ellipsis, and clausal ellipsis (Halliday, 1989: 142-146).

In this research, there is only nominal ellipsis found. From 33 data of grammatical cohesion, there are eight (25%) data containing nominal ellipsis as its cohesive marker. The following data (22-24) state the use of nominal ellipsis in making a cohesive text.

- (22) Before (**the writer**) analyzing the data, the writer did test for normality and homogeneity to know whether the data had normal distribution.
- (23) In this research, the population was the eighth grade (**students**) of MTs Miftahul Ulum Gisting.
- (24) There were three points of the results. The first (**point**), the process of teaching and learning speaking through word suggestion game at SMPN Way Khilau Pesawaran.

Nominal ellipsis is used to omit nouns that may produce the same meaning in a text (Halliday 1989: 91). In (22), the word in parenthesis *the writer* as the subject is omitted. The omission is aimed to avoid the repetition so that the sentence is effective.

The same pattern can also be found in the word *students* in (23) and the word *point* in (24) which were omitted to avoid repetition without changing the meaning.

## CONCLUSION

In this chapter, the writer makes some conclusions after conducting the data analysis and result discussion. There are two points of conclusion as follows.

1. The lexically cohesive markers found in the data of lexical cohesion are: synonym (18%), repetition (54%), superordinate (12%), and collocation (16%).
2. The grammatically cohesive markers found in the data of grammatical cohesion are: reference (15%), conjunction (39%), substitution (21%), and ellipsis (25%).

The discussion on the structure of thesis abstracts in this research only focuses on the description of one aspect of discourse elements, i.e cohesion. Another aspect of discourse related to coherence is needed to be further investigated in order to analyze the coherence markers found in the structure of the thesis abstracts.

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