
AN ANALYSIS OF COHESION ON ABSTRACT WRITTEN BY ELESP STUDENTS OF ULM

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Abstract

Abstract is one of the essential parts of thesis, is used as the first impression for the reader and it also attracts readers' attention whether they need to read the full research or not. The abstract should be written as a cohesive text, not only a set of unrelated sentences. This research is aimed to analyze the cohesion in abstract of theses written by undergraduate students of English Language Education Study Program (ELESP) of Lambung Mangkurat University. Specifically, this research analyzes the types and the dominant cohesive device used by ELESP students in writing their abstracts. Qualitative research was used in this research in analyzing the data. The data of the research were 36 abstracts written by ELESP students batch 2014. The researcher used himself, analysis guidance, and documentation as the instrument of the research. The result showed that the cohesive devices that the ELESP students used in writing their abstract were reference, ellipsis, conjunction, reiteration and collocation. However, the researcher did not find any substitution in ELESP students' abstracts. Reference was dominantly used followed by reiteration, conjunction, collocation. Meanwhile, ellipsis was rarely used by the students in writing their abstract. Although not all cohesive devices found in every students abstract, the cohesiveness of the abstracts were still maintained with the appearance of the other cohesive devices.

Keywords: Cohesion, Abstract, Academic Writing

INTRODUCTION

Writing is one of the productive skills in English which used to express ideas, feeling or thought in written form. In writing, there is an aspect to be considered and that is the cohesion. Yule (2008:141) states that cohesion is the tie and connection that exist within the text. Cohesion is important aspect in writing as it makes the text cohesive. This is because the idea from the text is related from one sentence to another sentence or one paragraph to another paragraph. If a text has a strong unity, it brings an understanding and easily for the reader to catch the message that the writer wants to tell.

Halliday and Hasan (1976) divides cohesive device into two named grammatical cohesion and lexical cohesion. Grammatical cohesion, there are consists of reference, substitution, ellipsis and conjunction. Meanwhile, lexical cohesion consists of reiteration and collocation. Those cohesive devices are used to unite sentences. According to Guna and Ngadiman (2015:106) the usage of proper cohesive devices can increase the quality of writing. Based on that statement, it means that the amount of cohesive devices in a writing do not certify the quality. In spite, the proper usage of cohesive devices itself that can make a writing considered as a good one.

In order to graduate from university, students should make a thesis as the requirement to get a bachelor degree. The brief summary of the thesis can be seen from the abstract. Students should be able to develop a well-written abstract, since the abstract plays an essential part in the thesis. In writing a well-written abstract, the

importance of cohesion cannot be eliminated. That is because cohesion ensures the words or sentences used in an abstract hang together and make sense, so it will be easier to the reader to understand what the researcher want to deliver when reading it.

Based on the explanations above, the researcher wants to conduct a research about cohesion in an abstract. However, the research about cohesion on undergraduate thesis abstract written by English Language Education Study Program (ELESP) of Lambung Mangkurat University students has not been explored yet. Therefore, the researcher intended to analyze the cohesion of the undergraduate theses abstract written by ELESP students. The researcher chose batch 2014 ELESP students' thesis since it is the most recent thesis which written in the last two years and available in a large number.

Review of Literature

Academic Writing

In general, academic writing is a type of formal writing practiced in the university or academic institutions. Academic writing usually found in essays, research, books, articles, thesis, dissertations etc. Oshima and Hogue (2007:3) state that academic writing is a kind of formal writing used in high schools and college classes, which is different with personal and creative writing. Oshima and Hogue (2006:39) also empashize that the important aspect of distinguishing academic writing with other kind of writingis the way of delivering the support ideas and opinions with facts, statistics, quotations, and any other kinds of information which taken from various sources such as books, website, magazines, newspapers, interviews etc. Based on that statement, it can be concluded that academic writing is not a free writing. The writer needs some effort in writing with the support of reliable source.

Abstract in Academic Writing

Abstract is a part of the thesis where the researcher put after the cover and written last by researchers after finishing the research. Wallwork (2011:179) explains that there are four main types of abstracts as the following:

- a. Unstructured abstract, it is a single paragraph between 100–250 words containing a brief summary on each sections of the paper.
- b. Structured abstract, same as unstructured abstract but divided into several sections such as background, methods, findings, and conclusion.
- c. Extended abstract, a mini paper organized in the same way as a full paper (introduction, methods, and discussion), but shorter (two to four pages).
- d. Conference abstract, usually a stand-alone abstract (sometimes up to 500 words) designed to help conference organizers in deciding whether the participants should perform a presentation at the conference or not.

Cohesion in Academic Writing

The concept of cohesion was initially created by Halliday and Hasan (1976). Cohesion occurs where the discourse's interpretation of particular element depends on another, the one presupposes the other (Halliday and Hasan, 1976:4). As noted in Introduction, Haliday and Hasan (1976) divides cohesive device into two named grammatical cohesion and lexical cohesion. Tanskanen (2006:7) also clarifies about cohesion which is refer to the grammatical and lexical items on the text which can form connections from a sentence to another

one. In grammatical cohesion there are reference (personal, demonstrative, and comparative), substitution (nominal, verbal, and causal), ellipsis (nominal, verbal, and causal), and conjunction (additive, adversative, causal, and temporal). Meanwhile, lexical cohesion consists of reiteration (repetition, synonym, superordinate, and general word) and collocation.

METHOD

The research used qualitative as the method, to explain which type of cohesive device that the students used in writing their abstract. This was because qualitative focused on process and product which were undergraduate theses abstracts. According to Ary et al (2010:29) qualitative research seek to understand a phenomenon by focusing on the overall picture rather than clasifying it to variable. The researcher also used content analysis because at the end of the result, each of cohesive devices would be counted in number then the researcher determined the cohesive device that students used dominantly in writing their abstracts. In addition, Ary et al (2010: 29-30) stated that content analysis focused on analyzing and interpreting recorded material to learn about individual behavior. In short, this research aimed to analyze cohesive device in the abstract written by ELESP students.

Source of Data

According to the background of the research, the source of data conducted in this research were abstracts from undergraduate thesis written by ELESP students batch 2014 year graduation 2018-2019.

Instrument

In this research, the researcher used the researcher itself, analysis guidance and documentation as the instrument. It was based on the method where the abstracts needed to be analyzed by the researcher since the researcher was the only one who understood what was going to be analyzed on the abstract. Analysis guidance was used to find out the cohesive device that the students' used in writing their abstract, and it was arranged based on Haliday and Hasan (1976) theory of cohesion. Meanwhile, documentation was taken from photos and screenshots of the abstract and provided into word form.

Data Collection

In this research, the data obtained by using documentation as the data collection technique. This techniques used as a way to collect and study data including notes, transcripts, books, newspapers, magazines, inscriptions, minutes of agenda meetings, and other documents.

Data Analysis

The data for analysis in this research was taken from undergraduate theses abstract written by ELESP students. The researcher analyzed the cohesive device which used by ELESP students in writing the abstract. The result of this research was collected from several stages:

a.First, the researcher presented the students' abstract and read all 36 abstracts in the whole sentence. The following table was data coding for abstract.

Table 1.Code system abstract for data analysis

No	Contents	Code
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1.	Abstract 1	A1
2.	Abstract 2	A2
3.	Abstract 3	A3

b. Second, the words or phrases that matched the criteria of cohesive device of grammatical cohesion and lexical cohesion were underlined or made it bold on the text.

c. Third, researcher used the content analysis on cohesive device. The researcher used documents analysis or usually called contents analysis. Contents analysis aimed to get data analysis from the data source. The result of cohesive device that the students used in the abstract displayed in the form of table in order to know what types of cohesive device that the students' used in their abstract and calculated the entire cohesive device to get the number of every cohesive device that student used then it showed the dominant cohesive device that students used in writing their abstract.

d. Last, the researcher made discussion on grammatical cohesion and lexical cohesion analysis in students abstract.

FINDINGS AND DISCUSSION

Table 2.Total Cohesive device in students' abstract

No.	Grammatical Cohesion				Lexical Cohesion		Total
	Reference	Substitution	Ellipsis	Conjunction	Reiteration	Collocation	
A1	29	-	-	11	17	-	57
A2	35	-	-	7	11	-	53
A3	32	-	-	13	13	-	58
A4	32	-	-	10	18	2	62
A5	32	-	1	6	17	3	59
A6	34	-	1	8	19	2	64
A7	43	-	-	9	21	1	74
A8	35	-	1	12	18	1	67
A9	34	-	1	10	14	1	60
A10	47	-	-	9	23	-	79
A11	32	-	-	13	14	-	59
A12	29	-	-	9	18	1	57
A13	42	-	-	19	16	-	77
A14	73	-	1	14	22	2	112
A15	32	-	-	7	14	-	53
A16	34	-	-	18	23	1	76
A17	36	-	1	16	19	2	74
A18	24	-	-	10	21	3	58
A19	54	-	4	6	24	2	90
A20	56	-	-	10	17	1	84
A21	31	-	-	13	17	2	63
A22	27	-	-	9	20	5	61
A23	21	-	-	11	14	1	47

A24	52	-	-	20	27	2	101
A25	37	-	-	13	18	2	70
A26	25	-	-	4	11	-	40
A27	39	-	-	11	16	3	69
A28	28	-	-	13	12	3	56
A29	29	-	-	9	15	-	53
A30	23	-	-	6	15	-	44
A31	31	-	-	10	17	1	59
A32	23	-	-	7	14	1	45
A33	41	-	-	15	16	2	74
A34	29	-	-	10	20	1	60
A35	52	-	-	15	14	2	83
A36	36	-	-	11	20	2	69
Total	1289	-	10	394	625	49	2367

The result of the analysis show that reference (1289 occurrences) was dominantly used in abstracts followed by reiteration (625 occurrences), conjunction (394 occurrences), collocation (49 occurrences), and ellipsis (10 occurrences).

The result of the analysis confirms the theory from Halliday and Hasan about the existence of cohesive devices on cohesion. In accordance to Halliday and Hasan (1976:4) cohesion occurs where the discourse's interpretation of some element depends on another, the one presupposes the other. It is in line with the ELESP students' abstracts that been analyzed. The cohesion provided strong evidence that it contributes to a readable abstract. The cohesive devices that students used in writing their abstracts were reference, ellipsis, conjunction, reiteration, and collocation. The cohesive device that does not appear in the abstracts was substitution, because it usually found in a conversation or verbal language. Although substitution was not found in the abstracts, the cohesiveness of the abstracts still achieved with the contribution of the other cohesive devices. However, each of the cohesive devices has its functions in the students' abstracts cohesiveness.

Reference contributed to keep track of the participants of the text and help readers to point to something within or between the sentence. As stated by Cutting (2002:9) reference is the act of using referring expression to refer to referents in the context. Referring expression is another term of reference. The cohesive device reference divided into three: personal reference, demonstrative reference, and comparative reference.

Personal reference is a reference by function in the situation of speech, through individual categories. The function of personal reference is to refer something in the preceding sentence or following sentence to avoid repetition. The example of personal reference found in students' abstracts were **they, their, them, it, its,** and **she**.

Demonstrative reference is the description of the distance as the scale of the location of the object addressed. Verbal pointing is the function of demonstrative reference. The researcher determines the referent by finding it on a proximity scale. The example of demonstrative reference found in students' abstracts were **the, this, these, that, those, there,** and **here**. The cohesive device **the** more frequently appeared compared to other devices, as the functions not only as a cohesive device connecting sentences, but also as an article. Therefore,

due to the two functions of **the**, it became the most frequently cohesive device used in undergraduate theses abstracts written by the ELESP students.

Comparative reference is an indirect reference by some comparative forms. The function of comparative reference is to show a comparison between one thing to another. Comparative reference divided into two, that is general comparison and particular comparison. General comparison that found in students' abstracts were **same, such, and other different**. While particular comparison is comparison that is relating to quantity or quality. It is expressed with ordinary adjectives or adverbs in some comparative form. Particular comparison that found in students' abstracts were **more, less, higher, highest, and lowest**.

Ellipsis is the process of minimizing an unnecessary item and replacing it with nothing. As stated by Halliday and Hasan (1976:317) ellipsis is substitution by zero. By ellipsis, the writers do not need to provide a substitute for a word or phrase which has already been mentioned. In other word, the function of ellipsis is to avoid repetition. Ellipsis that found in students' abstracts were **both and above**.

Conjunction contributes to connect the previous sentence with the next one systematically. As stated by Jan Rankema (1993:26) conjunction is a relationship that indicates about how the sentence or clause should be linked to the previous or the next sentence. However, conjunction divided into additive conjunction, adversative conjunction, causal conjunction, and temporal conjunction.

Additive conjunction contributes to give additional information in the previous phrase or clause without changing the information of the text. Additive conjunction can be within the sentence or between the sentences. Additive conjunction within the sentence that found in students' abstracts were **and, or, and either**. While additive conjunction between the sentences that found in students' abstracts were **furthermore, besides that, in addition, moreover, and that is**.

Adversative conjunction marks the difference between parts of a text. As stated by Halliday and Hasan (1976:250) the basic meaning of adversative conjunction is "contrary to expectation". The expectation may be drawn from the content of what is being mentioned. From the analysis, adversative conjunction in students' abstract is contrary to the previous sentence. Adversative conjunction that found in students' abstracts are **however, but, and only**.

Causal conjunction marks the relationship between reason, result, and purpose. The marker of causation can be within a sentence or between the sentences. In the students' abstracts, **so** was an example of causal conjunction in an informal marker of causation within a sentence. Meanwhile, **thus** and **therefore** was formal marker of causation to the between two sentences.

Temporal conjunction specifies the time sequence relationship that occurs within or between sentences. In other word, temporal conjunctions express the time order of events. Temporal conjunction is either within a sentence or between the sentences. In the students' abstracts, **finally** was temporal conjunction within a sentence. Meanwhile, the examples of temporal conjunction between the sentences were **then, meanwhile, next, afterwards, and after that**.

Reiteration is simply two items that share the same referent, either repeated or have similar meanings to keep track of the cohesion of the text. As mentioned by Halliday and Hasan (1976:278), repetition is part of lexical cohesion, which includes the repetition of a lexical object, the use of the general word to refer back to a

lexical item, and several things to use a synonym or superordinate. Based on the analysis, all of the students' abstracts include reiteration in the abstract, whether it is repetition, synonym, superordinate, or general word. However, only some abstracts that have all types of reiteration and also some abstracts only have a few types of reiteration.

In collocation, the researcher used Halliday and Hasan (1976) theory of collocation in analyzing the data. From Halliday and Hasan's theory, the researcher found the relationship between words that often occur in a similar environment. The researcher found 3 out of 4 examples of collocation that given by Halliday and Hasan which were examples of a pair of words that have the opposite meaning, a pair of words drawn from the same series, and part to part.

CONCLUSIONS AND SUGGESTION

Conclusion

Based on the results of the cohesion analysis of ELESP students' abstract it can be concluded that the cohesive devices of grammatical cohesion used in the students' abstract were references, ellipsis, and conjunction. The cohesive devices of lexical cohesion used in the students' abstract was reiteration (includes repetition, synonym, superordinate and general word) and collocation. However, there was no substitution found in ELESP students' abstract because it usually found in a conversation or verbal language. The cohesive device that dominantly used was reference followed by reiteration, conjunction and collocation by the ELESP students to achieve the cohesion in writing their abstract and ellipsis rarely be used by the students in writing their abstract.

Suggestion

Based on the above conclusions are suggested as follows:

- a. It is suggested for the students to build awareness of the language aspect which the use of grammatical cohesion and lexical cohesion to achieve cohesiveness in their writing.
- b. It is suggested for the further researchers to conduct study about grammatical cohesion and lexical cohesion to analyze the cohesion of the text in other type of writing specifically academic writing.

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