

PROBING LEXICAL COHESION IN ABSTRACT OF THESIS WRITTEN BY UNDERGRADUATE STUDENTS

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Abstract: The objectives of this research are to find out types of lexical cohesion used by undergraduate students in their abstracts and to figure out types of lexical cohesion which is dominantly in their abstracts. The researcher used descriptive qualitative method in which the data would be analyzed descriptively because the data of this research is in the form of words and sentences that represent in the twenty-five abstracts of thesis written by Undergraduate Students of Universitas Katolik Indonesia Santu Paulus Ruteng. The instrument in this research was the writer herself. The results of this research showed that the twenty-five abstracts written by Undergraduate Students used six types of lexical cohesion, they are repetition, synonym, antonym, hyponym, metonym, and collocation and the types which is dominantly used in their abstracts thesis is repetition with percentage 87,23%

Keywords: writing, lexical cohesion, abstract of thesis

INTRODUCTION

Writing is one of the four language abilities that are regarded as fundamental which students should acquire it. In other words, writing is a crucial language skill since it is an effective way to assess a student's proficiency with the language and identify areas of talent. In addition, writing is related to the extent to which students can express their ideas or thoughts on paper. Thus, teaching writing is primarily concerned with helping students learn how to write well.

According to Nunan (2003:106) writing is a skill that can be taught and learnt, and teachers may play a crucial part in making this skill enjoyable. Furthermore, Stott and Avery (2001:235) state that writing is one way to make meaning from experiences for ourselves and others. Good writing begins with understanding how to construct and use effective sentences and paragraphs. Then, according to Harmer (2004:33), writing is often useful as preparation for some other activities, especially when students write sentences as an opening for discussion activities. However, some EFL students may find it challenging to write in a foreign language. Due to the differences in regulations between Bahasa Indonesia and English, as well as the lack of knowledge and linguistic structures in English, many students encounter difficulties while transferring concepts from L1 to L2 (Ariyanti, 2016; Rahmatunisa, 2014). Richard and Renandya (2002, p.303) state that for second- and foreign-language learners, writing is the most challenging skill to master. In addition, they assert that writing involves not just coming up with and arranging ideas, but also turning those ideas into a language that is understandable.

Dealing with arranging ideas into paragraphs, there is a scientific writing subject that the students have to take before finishing their studies. In scientific writing, the EFL students are demanded to complete a certain obligation, such as writing books,

dissertations, and thesis. Therefore, students are required to be able to write well and correctly. Regarding to Irvin in (Poudel 2018) that scientific writing is always a kind of evaluation that calls for the evidence of knowledge and the illustration of expertise, being particularly disciplined talent on thinking, interpreting, and presenting.

Graduating from a university is the desire of most undergraduate students because those who have graduated show that they have been able to overcome the most difficult challenge, namely scientific writing called a thesis. Thesis is a scientific writing that should be finished by every student, but in fact completing a thesis is not easy because a thesis consists of several parts namely: abstract, introduction, method, findings and discussion.

However, from the several parts, one of the most important part in a thesis is the abstract because the abstract is the main components of research results report, it means that abstract has a function as one of the components that must be present at the beginning of the research report. Other than that, the function of the abstract is to describe the contents of the research report and last one is consideration for reader of research report it means that, before read the entire content, the reader of the research report can read the abstract first to find out whether the content or discussion of words is in accordance with what the reader is looking for.

Apart from the abstract function, on the other hand, writing a good abstract is not easy as writing a diary, because all students should be aware to write a brief abstract description of their research topic and findings as clearly and accuracy as the reader can understand. Accuracy in abstract is usually very important to get readers' attention whether they want to read the research or not so. Therefore, the use of cohesion in an abstract is very important. Cohesion is a set of possibilities in language to make a text has a

unity. It occurs where the interpretation of some elements in the discourse is dependent on another. Cohesion will show how the text well connected built up around the sentence, make a paragraph and ideally deliver the meaning well and make sense.

Basically, a well-written abstract is quite difficult to write for three reasons. First, the abstract is usually written at the end of the thesis writing process. Second, the abstract is a summary of the entire thesis. Meanwhile, students need to write down each element that must be written in the abstract. However, they have limited space because of that. In this case, choosing the best sentence to include in the abstract is quite difficult. Finally, because the abstract is a summary of the entire thesis, it must include part of the thesis and must be written in limited sentences. Therefore, in the abstract it is not enough just to understand the meaning of words. However, it must be equipped with supporting knowledge, such as knowledge of the compactness and harmony of the text form. For this reason, studying cohesion related to lexical cohesion in an abstract will provide benefits for the standard of writing by seeing how much cohesion the form of the text conveys by the writer is so that later the lexical cohesion of each sentence in the abstract will be created and recognized by the reader.

Therefore, through this study, the writer wants to analyze more deeply about cohesion and the writer focus on lexical cohesion. In this study, the writer analyzed thesis abstracts written by undergraduate students. The main objectives are to find out what types of lexical cohesion used by undergraduate students and what types of lexical cohesion which is dominantly used by undergraduate students in their abstracts thesis.

METHOD

In this research, the researcher used descriptive qualitative method to investigate the use of lexical cohesion types in the abstract thesis written by undergraduate students of Universitas Katolik Indonesia Santu Paulus Ruteng. Bogdan and Taylor (1990) explains that qualitative research is procedures descriptive data of written words or utterances from people and actions that be observed holistically. In addition, Gay et al (2006) defined a qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon.

The object of the research was about an analysis of lexical cohesion in twenty-five abstracts thesis written by undergraduate students of Universitas Katolik Indonesia Santu Paulus Ruteng in academic year 2015 to 2016. Meanwhile the subject of the research was taken from twenty-five students' abstracts thesis written by undergraduate students.

In process of collecting data, the writer did several steps. First, the writer went to Universitas Katolik Indonesia Santu Paulus Ruteng library to find and collect twenty-five thesis abstracts written by undergraduate students in academic year 2015 to 2016. Second, the writer selected several thesis at random and began to read the thesis abstracts carefully to find out all the lexical cohesion items in the abstracts. Third, found out the types of lexical cohesion which was dominantly used. Fourth, the writer classified the data based on type of lexical cohesion. From the data that has been classified, the researcher started to analyze data. In the research, the main instrument was the writer herself. Furthermore, the writer read typed twenty-five abstract. After that, the writer read the twenty-five abstracts and underlined each word related to types of lexical cohesion.

RESULT

Based on the problem of the study, the results related to types of lexical cohesion and types of lexical cohesion which is dominantly used are as follows.

Table 1. The Lexical Cohesion Types.

Number of Abstract	Types of Lexical Cohesion						
	R	S	A	H	M	C	F
Abstract 1	75	8	3	1	1	4	92
Abstract 2	84	3	0	2	1	7	97
Abstract 3	73	3	1	2	1	5	85
Abstract 4	73	1	0	1	1	4	80
Abstract 5	68	1	4	1	0	5	88
Abstract 6	52	3	2	1	0	0	58
Abstract 7	83	1	3	1	1	8	97
Abstract 8	87	7	1	1	0	7	10
Abstract 9	66	2	0	0	1	5	74
Abstract 10	81	0	0	1	0	0	82
Abstract 11	57	2	0	1	1	5	66
Abstract 12	85	0	0	1	3	7	96
Abstract 13	66	2	2	1	1	6	78
Abstract 14	55	1	2	1	1	3	63
Abstract 15	31	3	0	1	1	0	36
Abstract 16	33	2	0	1	1	5	42
Abstract 17	63	2	0	1	0	0	66
Abstract 18	87	1	1	1	1	4	95
Abstract 19	68	1	0	1	0	0	70
Abstract 20	54	3	4	0	1	2	63
Abstract 21	60	4	1	1	1	2	69
Abstract 22	65	1	0	1	1	4	72
Abstract 23	49	7	2	1	0	6	65
Abstract 24	53	1	3	1	1	4	63
Abstract 25	86	1	1	2	1	5	96
Total	1,7	69	30	26	20	98	1,9

Note;

R= Repetition

S= Synonym

A=Antonym

H=Hyponym

M= Metonym

C=Collocation

F=Frequency

Based on the table 1, there are six types of lexical cohesion related to repetition, synonym, antonym, hyponym, metonym, and collocation found by the researcher in the twenty-five abstracts. It can be seen that, there are 1,896 totals lexical cohesion used in twenty-five abstracts.

Tabel 2. The Dominant Lexical Cohesion Types Usage

No	Types of Lexical Cohesion	Frequency	Percentage
1	Repetition	1.654	87.23%
2	Synonym	69	3.63%
3	Antonym	30	1.58%
4	Hyponym	26	1.37%
5	Metonym	20	1.05%
6	Collocation	98	5.16%

Based on the Table 2, the researcher found 1,654 (87,23%) lexical cohesion with the category of repetition. It can be seen that in twenty-five abstracts contain lexical cohesion namely repetition. That causes most of the Undergraduate students explain something in their abstract repeatedly using the same word or phrase in each one sentence cluster. The purpose of writing an abstract in applying repetition is to emphasize something or explains information in detail.

Below are detailed explanations of the results from the two tables (Table 1 and Table 2) related to types of lexical cohesion found in abstracts. The types of lexical cohesion related to Repetition, Synonym, Antonym, Hyponym, Metonym and Collocation.

Repetition

In a paragraph, repetition could appear several times to specify and point up object of research. It can be shown from the underline words below.

Abstract 1

Writing is a process of expressing ideas and thoughts into words. The words which are combined into a group of sentences serve to carry the writers' message. The specific goal of teaching learning writing is the students must be able to write some kinds of text. One kind of text is descriptive text. Descriptive text is a text which describes someone or persons, animals, place and situation. From the preliminary study result there were many students lack of vocabulary, errors in producing sentences and the students did not understand clearly about descriptive text. Therefore, the writer applies the think share technique pair (TPS) in teaching learning process. It is purposed to improve the students' ability in writing descriptive text and to solve the student problem in learning writing descriptive text.

This research was classroom action research (CAR) that consisted of one cycle cosisting four steps: planning, acting, observing and reflecting. The subject of the study was the eight grade B at SMPN 1 Welak Students. they were 26 students. the instruments were observation checklist test.

Based on the result of findings, TPS Technique could improve the students' ability in writing descriptive text. It could

be proved by the result of test which was made by the writer. The students score improved significantly in preliminary study where from 26 students, there were 73% who failed, while 27% who achieved the criterion of success, and the score rate was 48,26. In the result of post test showed that all of students (26 students) passed the test (100%) and 0 student failed the test. There were 4 students got scores 95(15.13%), 2 students got score 90 (7,69%), 3 students got scores 85 (11,53%), 6 students got scores 80 (23,07%), 7 students got scores 75 (5,13%), and 4 students got scores 70 (15,38%) with the average score become 80,76.

On the basis of the result of research, the researcher concluded that the use of TPS Technique was effective for students in learning writing descriptive text on the eight grade B at SMPN 1 Welak in academic year 2014/2015.

Based on the data above, there are seventy-six (76) repetitions of the same words. Repetition of word *writing* 7 times, the word *words* 2 times, *sentences* 2 times, *writer* 3 times, *teaching* 2 times, *learning* 4 times, *students* 19 times, *descriptive text* 7 times, *preliminary* 2 times, *study* 3 times, *result* 5 times, *TPS Technique* 3 times, *research* 2 times, *ability* 2 times, *score* 8 times, *improve* 3 times, consisted 2 times.

Synonym

In abstracts, synonyms occur to describe lexical elements whose meanings are: the same or almost the same in one paragraph or even in the same sentence. It can be shown from the underline words below.

Abstract 1, paragraph 1

Writing is a process of expressing ideas and thoughts into words. The words which are combined into a group of sentences serve to carry the writers' message. The specific goal of teaching learning writing is the students must be able to write some kinds of text. One kind of text is descriptive text. Descriptive text is a text which describes someone or persons, animals, place and situation. From the preliminary study result there were many students lack of vocabulary, errors in producing sentences and the students did not understand clearly about descriptive text. Therefore, the writer applies the think pair share technique (TPS) in teaching learning process. It is purposed to improve the students' ability in writing descriptive text and to solve the student problem in learning writing descriptive text.

From that excerpt, the synonym occurred five times in a sentence. The first synonym occurred in the use of words "ideas" and "thoughts". The second, "some" and "one" third "some" and "specific" four "many and some" and the last word "goal" and "purposed".

Word idea is a noun and related to what a thing ought to be. While word thoughts as a verb is the past and past participle of "think" and also word thoughts refer to conscious cognitive processes that can happen independently of sensory stimulation. So basically, those two words contain the same sense.

Word "some" is a quantifier to express countable nouns and uncountable nouns. "Some" is used in positive sentences. While word "one" is to make a singular noun. In other words, "one" only can be used as a substitute for single nouns or nouns that are sold only one. From the two words above, they are very different in terms of function, but on the other hand, one of the synonyms for the word some is one.

Word "some" and "specific". Specific is a adjective that are described as peculiar or uncommon. Based on the form and

function of two words above, they are different but still related to each other.

"Some and many". Word *many* means a large number of things, and is always used with countable nouns. A word that is similar to or related to word *many* is word *some*.

"Goal and Purposed", these two words are indeed different in terms of form but in terms of function these two words have the same meaning.

Antonym

Antonyms are parts of the semantic meaning which gives the opposite meaning, reversed, contradictory and not the same in meaning. It can be shown from the underline words below.

Abstract 1, paragraph 3

*Based on the result of findings, TPS Technique could improve the students' ability in writing descriptive text. It could be proved by the result of test which was made by the writer. The students score improved significantly in preliminary study where from 26 students, there were 73% who **failed**, while 27% who **achieved** the criterion of success, and the score rate was 48,26. In the result of post test showed that all of students (26 students) **passed** the test (100%) and 0 student failed the test. There were 4 students got scores 95(15.13%), 2 students got score 90 (7,69%), 3 students got scores 85 (11,53%), 6 students got scores 80 (23,07%), 7 students got scores 75 (5,13%), and 4 students got scores 70 (15,38%) with the average score become 80,76.*

From the sentence above, there are 2 times words that have the opposite meaning. The first words that have the opposite meaning are ***failed*** and ***passed***. The word ***failed*** is included in an adjective that describes the state of a person who has failed in doing something. While ***passed*** means success. Passed belongs to

the verb class. Pass is the past tense (V2) and past participle (V3) of pass. In terms of form, function and meaning the two words above are opposite to each other. And second one is word *failed* and *achieved*

Abstract 3, paragraph 1

*Poem is a literary work. As literary work, a poem represents human's experience, ideas and feelings. There are two elements of a poem, namely; **intrinsic and extrinsic elements**. The intrinsic elements related to the elements which built a poem itself. However, the extrinsic elements are revelations of why the poet writes the poem. In line with this, the researcher analyzes one of the intrinsic elements that is sound devices. Sound devices are the resources used by the poet in reinforcing meaning in a poem. So, the researcher analyzes and describes how sound devices in a poem Annabel Lee reinforce meaning to the poem itself.*

From the sentence above, there is one times words that have the opposite meaning. The words that have the opposite meaning are *intrinsic* and *extrinsic*. Intrinsic elements are related to plot, setting, characterization and theme, while extrinsic elements are related to social aspect, cultural aspect, and esthetical aspect.

Hyponym

Hyponym is part of the type of reiteration that based on the relationship between the specific meaning and the generic meaning. Element of language that have a specific meaning are called hyponym and the element with the generic meaning is called the superordinate. According to Al-Shemmery & Alshemmery (2017) states that, hyponym has a form of meaning that is related to each other that forms a sequence based on the arranged meaning.

Abstract, paragraph 1

The specific goal of teaching learning writing is the students must be able to write some kinds of text. One kind of text is descriptive text. Descriptive text is a text which describes someone or persons, animals, place and situation. From the preliminary study result there were many students lack of vocabulary, errors in producing sentences and the students did not understand clearly about descriptive text. Therefore, the writer applies the think share technique pair (TPS) in teaching learning process. It is purposed to improve the students' ability in writing descriptive text and to solve the student problem in learning writing descriptive text.

From the sentence above, descriptive text is a hyponym of one kind of the text.

Abstract 2, paragraph 1 and 2

This study mainly aimed at describing and analyzing the metaphorical language used in the novel "New Moon" written by Stephenie Meyer. The objective of this study is to describe and analyze the types of metaphor especially about conceptual metaphor, mixed metaphor and poetic metaphor, and also about meaning as well as function of those metaphors that used in the "New Moon" novel.

Regarding to it, in this study the researcher used descriptive qualitative research. Here, the instrument was the researcher himself. In this case, the researcher collected data from "New Moon" novel written by Stephenie Meyer. The data is related to metaphor used in that novel. Then, the researcher used three procedures to collect the data, they were selecting novel, reading novel, displaying the data and analyzing the data were procedures in analyzing the data of this study. In analyzing the data especially metaphors used in the novel "New Moon" written by Stephenie Meyer, the researcher used the three terms proposed by Knowles and Moon (2005), they are vehicle

(metaphorical word), topic (metaphorical meaning) and ground (the connection between metaphorical word and metaphorical meaning).

From the first paragraph above, we can see that word metaphor is hyponym. Have several subtypes found in the data above, they are conceptual metaphor, mixed metaphor and poetic metaphors are (hyponym). It can be said that several words have relationship with metaphor. And from the second paragraph of the data above, it can be seen word research is hyponym have relationship with word descriptive qualitative.

Metonym

Metonym is relationship of part and whole. Bloomsbury (1999:1990) defines metonym is a figure of speech in which an attribute of something is used to stand for the thing itself.

Abstract 1, paragraph 3

This research was classroom action research (CAR) that consisted of one cycle consisting four steps: planning, acting, observing and reflecting. The subject of the study was the eighth grade B at SMPN 1Welak Students. They were 26 students. the instruments were observation checklist test.

From the data above, the writer found that SMPN 1 Welak is a metonym of place because SMPN 1 Welak is a name or expression used to replace the mention of something related to a place or location.

Abstract 2 paragraph 2

Regarding to it, in this study the researcher used descriptive qualitative research. Here, the instrument was the researcher himself. In this case, the researcher collected data from ‘ ‘ New Moon ’ ’ novel written by Stephenie Meyer. The data is related to metaphor used in that novel. Then, the researcher used three procedures to collect the data, they were

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From the data above, word *himself* is metonym because the word *himself* used to replace the mention of the writer in the study.

Collocation

Another type of lexical cohesion is collocation. Collocation also known as wording. The word collocation is association in using the choice of words that are used and tend to have the same meaning. It can be shown from the underline words below.

Abstract 1 paragraph 1

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Based on the data above, it found the collocation phrases they are teaching learning writing, teaching learning process, preliminary study, descriptive text.

Abstract 2 paragraph 1 and 4

This study mainly aimed at describing and analyzing the metaphorical language used in the novel "New Moon" written by Stephenie Meyer. The objective of this study is to describe and analyze the types of metaphor especially about conceptual metaphor, mixed metaphor and poetic metaphor, and also about meaning as well as function of those metaphors that used in the "New Moon" novel.

The researcher concludes that, the use of metaphor in the novel "New Moon" written by Stephenie Meyer refers to the three types of metaphor, they are conceptual metaphor, mixed metaphor and poetic metaphor. Those metaphors contain stylistic meaning and affective meaning. Besides, those metaphors also convey informative function and emotive function.

From the data above, it found the collocation phrases they are conceptual metaphor, mixed metaphor, poetic metaphor, stylistic meaning, affective meaning, informative function and emotive function

Abstract 3, paragraph 1

Poem is a literary work. As literary work, a poem represents human's experience, ideas and feelings. There are two elements of a poem, namely; intrinsic and extrinsic elements. The intrinsic elements related to the elements which built a poem itself. However, the extrinsic elements are revelations of why the poet writes the poem. In line with this, the researcher analyzes one of the intrinsic elements that is sound devices. sound devices are the resources used by the poet in reinforcing meaning in a poem. So, the researcher analyzes and describes how sound devices in a poem Annabel Lee reinforce meaning to the poem itself.

Based on the abstract three, paragraph one it found the collocation phrases, they are intrinsic elements, extrinsic elements, literary work, reinforcing meaning, sound devices.

DISCUSSION

This research aimed to find out types of lexical cohesion used by undergraduate students and the dominant types of lexical cohesion used by in writing their abstracts thesis. It will explain what types of lexical cohesion in abstracts of thesis using Halliday and Hasan's theory and supporting theory by Rankema.

Based on the results of the analysis data, the researcher found that there are six types of lexical cohesion used by undergraduate in the twenty-five abstracts thesis, they are repetition, synonym, antonym, hyponym, metonym, and collocation.

The first types of lexical cohesion used by undergraduate students in abstract of thesis is repetition that used to explained topic repeatedly until the explanation clear and understood by the reader. It helped the writer to explain the point in abstracts thesis clearly.

The second type of lexical cohesion used by undergraduate students in abstract of thesis is synonym. Synonym used to explain topic by using similar words or phrases so that the text to be more coherence and has variation of writing. It is also important in scientific writing especially in writing abstracts thesis. The author's changed several words or phrase with another similar words or phrase with purpose it doesn't look monotonous and to make the abstracts thesis look good when it read by the reader.

The third types of lexical cohesion used by undergraduate students in abstracts thesis is Antonym. Antonym used by the abstract thesis writer to make the contrastive explanation about the

topic. It has the function to make the text has variation and explore the contrast meaning in order to make the text coherence.

Fourth, types of lexical cohesion used by undergraduate students in abstracts thesis is hyponym. Hyponym used by the abstract thesis writer to explained the types or classes and subtypes or subclasses of some topic in their abstract thesis. Hyponym is a sub types or parts of the components of something. The hyponym more concisely explains the smaller portion of hyponym.

Fifth, a type of lexical cohesion used by undergraduate students in abstract thesis is metonym. Metonym refers to a figure of speech in which the word for one thing is used to refer to something related to that thing. Metonym gives writers the ability to make single words or phrases more powerful. Metonym helps writer be more concise.

Sixth, a type of lexical cohesion used by undergraduate students in abstract thesis is collocation. Collocation used by the abstract thesis writers to explained something with the supporting words or phrases so that the explanation is clear and the reader understand it easily.

The result of this research relevant with finding of research that has done by Rika Septiani (2020) that says, lexical cohesion are divided into six parts for repetition, synonym, hyponym, metonym antonym and collocation. Furthermore, the dominant lexical cohesion types used by undergraduate Students in the twenty-five abstracts thesis they wrote was the type of lexical cohesion repetition with percentage 85,31%. It can be seen that all abstracts thesis used for the object in this research contained lexical cohesion " repetition". It caused that most of the abstracts thesis writers explained something in their abstracts thesis repeatedly by using same word or phrase in each paragraph. The writers purpose in applying repetition is to stressed something or explained the information detailed and repeatedly.

The result of this research is relevant with finding of research that has done by Habibah & Sulistiyo (2018) which revealed that the using of lexical cohesion as follows: 107 of repetition, 48 of synonymy, 13 of antonyms, 50 of hyponymy and 30 of hyponymy and another finding was the dominant type of lexical cohesion in national column is repetition.

CONCLUSION

The researcher found that there are six types of lexical cohesion related to repetition, synonym, antonym, hyponym, metonym, and collocation used in the twenty-five abstracts written by Undergraduate students and the types of lexical cohesion which is dominantly used is repetition with percentage 87,23%. It can be concluded that all types of lexical cohesion are appeared in the abstracts and undergraduate students of Universitas Katolik Indonesia Santu Paulus Ruteng use more repetition in the abstracts they write with the aim of repeating the same words can make sentences in one paragraph intertwine with sentences in other paragraphs, so that it is easy for readers to understand the contents of an abstracts.

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