



AN UNDERGRADUATE THESIS

AN ANALYSIS ON THE GRAMMATICAL COHESION OF THE UNDERGRADUATE THESIS ABSTRACTS IN STATE ISLAMIC COLLEGE OF JURAI SIWO METRO IN THE ACADEMIC YEAR OF 2012/2013

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BY :

MUHTAR SAFA'AT
Student Number : 0954377

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English Education Study Program

STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO
1434 H / 2013 M

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IN THE ACADEMIC YEAR OF 2012/2013**

**Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Study Program**

BY :

**MUHTAR SAFA'AT
Student Number : 0954377**

**Tarbiyah Department
English Education Study Program**

**Sponsor : Dra. Umi Yawisah, M.Hum
Co-sponsor : Johan Wibowo, M.Pd., M.M., M.Si**

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ABSTRACT

**By:
MUHTAR SAFA'AT**

Abstract must be written cohesively, so the readers are able get the message of the abstract clearly. The content of an abstract provides the relationships between or among words in a text. Therefore, the writer interests to analyze a grammatical cohesion of The Undergraduate Thesis Abstracts in State Islamic College of Jurai Siwo Metro in The Academic Year of 2012/2013. This study aims to find out the kinds of grammatical cohesion on the abstracts of student's undergraduate thesis of English Study Program in State Islamic College of Jurai Siwo Metro in the academic year 2012/2013 and find out the dominant type of the grammatical cohesion on the abstracts of student's undergraduate thesis of English Study Program in State Islamic College of Jurai Siwo Metro in the academic year 2012/2013.

This research is designed as qualitative research. Meanwhile, descriptive qualitative is applied to analyze the data. The data sources of the research are the abstract of student's undergraduate thesis of English Study Program in State Islamic College of Jurai Siwo Metro in the academic year 2012/2013. The data are analyzed based on Halliday and Hasan's theory of grammatical cohesion.

The results of this research show that the kinds of grammatical cohesion realized in the abstracts are reference, ellipsis, and conjunction. While substitution is not applied in the abstract. Then, the dominant kind of grammatical cohesion in this reseach is reference. This can be seen by considering the percentage calculation of reference used in the abstract which is the highest compared to the other types of grammatical cohesion in every analyzed abstract.

**ANALISA KOHESI GRAMATIKAL PADA ABSTRAK SKRIPSI
DI SEKOLAH TINGGI AGAMA ISLAM NEGERI JURAI SIWO METRO
TAHUN AKADEMIK 2012/2013**

ABSTRAK
Oleh:
MUHTAR SAFA'AT

Abstrak harus ditulis secara kohesif, sehingga pembaca mampu mendapatkan pesan dari abstrak tersebut dengan jelas. Isi dari sebuah abstrak menyajikan hubungan antara kata-kata diantara sebuah teks. Oleh karena itu penulis tertarik untuk menganalisis kohesi gramatikal abstrak skripsi di Sekolah Tinggi Agama Islam Negeri Jurai Siwo Metro Tahun Akademik 2012/2013. Penelitian ini bertujuan untuk mengetahui jenis-jenis kohesi gramatikal pada abstrak skripsi mahasiswa Program Studi Bahasa Inggris di Sekolah Tinggi Agama Islam Negeri Jurai Siwo Metro pada tahun akademik 2012/2013 dan mengetahui jenis dominan kohesi gramatikal pada abstrak tesis sarjana mahasiswa Program Studi Bahasa Inggris di Sekolah tinggi Agama Islam Negeri jurai Siwo Metro tahun akademik 2012/2013.

Penelitian ini dirancang sebagai penelitian kualitatif. Sementara kualitatif diskriptif digunakan untuk menganalisa data. Sumber data dari penelitian ini adalah abstrak skripsi mahasiswa Program Studi Bahasa Inggris di Universitas Negeri Islam Jurai Siwo Metro pada tahun akademik 2012/2013. Data dianalisis berdasarkan Halliday dan Hasan tentang teori kohesi gramatikal.

Hasil penelitian ini menunjukkan bahwa jenis kohesi gramatikal diwujudkan dalam abstrak adalah referensi, elipsis, dan konjungsi. Sementara substitution tidak diterapkan pada abstrak. Kemudian, jenis dominan kohesi gramatikal dalam penelitian ini adalah referensi. Hal ini dapat dilihat dengan mempertimbangkan penjumlahan dari persentasi penggunaan referensi pada abstrak yang paling tinggi perbandingannya dengan tipe-tipe kohesi gramatikal pada setiap analisis abstrak.



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN)JURAI SIWO METRO

Jln. Ki.Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp.(0725) 41507 (0725) 47296 Email : stainmetro@yahoo.com Website : www.stain.metro.ac.id

APPROVAL PAGE

The Title : AN ANALYSIS ON THE GRAMMATICAL COHESION
OF THE UDERGRADUATE THESIS ABSTRACT IN
STATE ISLAMIC COLLEGE OF JURAI SIWO METRO
IN THE ACADEMIC YEAR OF 2012/2013

Name : MUHTAR SAFA'AT

Student Number : 0954377

Study Program : English Program

Department : Tarbiyah

APPROVED BY:

To be examined (Munaqosah) in Tarbiyah Department of State Islamic College
(STAIN) of Jurai Siwo Metro.

First Sponsor,

Dra. Umi Yawisah, M.Hum.
NIP. 19620424 199903 2 001

Second Sponsor,

Johan Wibowo, M.Pd.MM.M.Si
NIP. 19760508 2003121 1 005



an. Dean,

Drs. M. Hariplish, MA.
NIP. 19661009 199703 1 002



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN)JURAI SIWO METRO

Jln.Ki.Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp.(0725) 41507 (0725) 47296 Email : stainmetro@yahoo.com Website : www.stain.metro.ac.id

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The Undergraduate Thesis Entitled : AN ANALYSIS ON THE GRAMMATICAL COHESION OF THE UNDERGRADUATE THESIS ABSTRACTS IN STATE ISLAMIC COLLEGE OF JURAI SIWO METRO IN THE ACADEMIC YEAR OF 2012/2013, written by MUHTAR SAFA'AT, Student Number : 0954377, English Education Study Program, has been examined (MUNAQSAH) in Tarbiyah Departement on Friday September 6th, 2013

BOARD OF EXAMINERS :

Chairperson : Dra. Umi Yawisah, M.Hum

Secretary : Dedi Subandowo, M.A

Examiner 1 : Widhiya Ninsiana, M.Hum

Examiner 2 : Johan Wibowo, M.Pd.MM.M.Si



The Vice Principal I

State Islamic College of Jurai Siwo Metro



Mukhtar Hadi, S.Ag, M.Si
NIP. 19730710 199803 1 003

STATEMENT OF THE RESEARCH ORIGINALITY

The undersigned :

Name : Muhtar Safa'at
Student Number : 0954377
Study Program : English Education Study Program (PBI)
Department : Tarbiyah

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, September 6, 2013



The researcher,

Muhtar Safa'at
St.N. 0954377

MOTTO

خير الناس أنفعهم للناس

The best of human beings is the most beneficial for others

(HR. Ahmad, Thabrani, Daruqutni)

DEDICATION PAGE

I dedicate this thesis to my parents and my brothers, Thanks for your pray,
endless love, support, affection, and spirit which never break.

ACKNOWLEDGMENT

First of all, I wish to thank God the Almighty who has given me the greatest love, grace and His blessing that I have finished this final project.

This research proposal entitled An Analysis on the Grammatical Cohesion of the Undergraduate Thesis Abstracts in State Islamic College of Jurai Siwo Metro in the Academic Year of 2012/2013. The research will be conducted to in State Islamic College of Jurai Siwo Metro.

On this special occasion, I would like to express my deepest gratitude and appreciation to Umi Yawisah M.Hum and Johan Wibowo MPd.,MM.,M.Si who have given me advice and guidance during the writing of this final project. I would also like to extend my gratefulness to all lecturers of the English Department and the whole staffs of English Department who have thought and guided me during the study.

I realize that this final project is far from being perfect so that I expect to get some criticism and suggestions in order to make this writing better. Hopefully, this writing will be beneficial for everyone.

Metro, June 26, 2013

The Writer,

Muhtar Safa'at
St.N 0954377

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LIST OF ABBREVIATIONS

Ref.	: Reference
Subs.	: Substitution
Ell.	: Ellipsis
Conj.	: Conjunction

CHAPTER I

INTRODUCTION

A. Background of Study

Writing is the representation of language in a textual medium through the use of a set of signs or symbols. It is an activity to express an idea or a concept from our thought to be written text. There are many writing products like books, newspaper, magazine, journals, articles, and the others. Thus, knowledge will be very easy to be transferred and developed. In writing should consider cohesion and coherence in order to be understood by the readers.

Discourse analysis is the study of the relationship between the language and contexts in which it is used. A discourse message is acceptable to the community well, if it is really persuasive, interesting and suggestive. Discourse is called complete because it has the concepts, ideas, or thoughts which can be understood by the reader or listener. The highest or greatest discourse is formed of the words or phrases that meet the requirements of grammatical cohesion.

Cohesion is the existing of relationship among the elements. Thus, discourse analysis can be assessed in the terms of cohesion and coherence.

Research on discourse markers in terms of cohesion and coherence is necessary given, because discourse is one of the communication forms.

Concerning to cohesion, Halliday and Hasan divide cohesion into two types, namely grammatical cohesion and lexical cohesion. In more detailed aspects of grammatical cohesion consists of reference, substitution, ellipsis, and conjunction. While lexical cohesion includes repetitions, synonymy, collocation, hyponymy, antonym, and equivalence. Grammatical cohesion is important in the connectedness and unity both of written and spoken text. Besides, grammatical cohesion mostly exists within in both of written and spoken text. Most of the writers and speakers who produce the text do not understand about the existence of these devices and the function of these devices. So, it is very important to us in knowing the kinds and function of grammatical cohesion which is applied in written text correctly.

In this case, the writer will examine discourse especially the grammatical cohesion in the abstracts of undergraduate thesis. The writer chooses abstract as the source text for investigating the data because it is the part of scientific writing. The Students are obliged to write an abstract as an internal part of their theses.

Abstract must be written cohesively, so the readers are able get the message of the abstract clearly. The content of an abstract provides the relationships between or among words in a text. Therefore, the writer interests to analyze the grammatical cohesion in student's abstracts of undergraduate thesis of English Study Program in State Islamic College of Jurai Siwo Metro.

B. Focus of Study

The writer focuses this research on the analyzing of grammatical cohesion on the abstracts of student's undergraduate thesis of English Study Program in State Islamic College of Jurai Siwo Metro in the Academic Year of 2012/2013.

C. Limitation of Problem

There are two kinds of cohesion; they are grammatical cohesion and lexical cohesion. In this research, the writer limits the discussion in analyzing of the grammatical cohesion on the abstracts of student's undergraduate thesis of English study program in State Islamic College of Jurai Siwo Metro in the academic year of 2012/2013.

D. Research Formulation

The problems of the study are stated in the following questions:

1. What kinds of the grammatical cohesion that have been used on the abstracts of student's undergraduate thesis of English Study Program in State Islamic College of Jurai Siwo Metro in the academic year 2012/2013?
2. What is the dominant type of the grammatical cohesion on the abstracts of student's undergraduate thesis of English Study Program in State Islamic College of Jurai Siwo Metro in the academic year 2012/2013?

E. Objective and benefits of Study

1. Objectives of the Study

The primary goal of this research is:

- a. To find out the kinds of the grammatical cohesion that has been used the abstract of student's undergraduate thesis of English Study Program in State Islamic College of Jurai Siwo Metro in the academic year 2012/2013.
- b. To find out the dominant type of the grammatical cohesion on the abstract of student's undergraduate thesis of English Study Program in State Islamic College of Jurai Siwo Metro in the academic year 2012/2013.

2. Benefits of the Study

Generally, this research is expected to be beneficial both theoretically and practically. Specifically, it is expected to have the benefits as follows:

- a. Theoretically, it contributes an additional knowledge for the students about the kinds of the grammatical cohesion that is used in a text.
- b. Practically, the results of this analysis are expected to provide significant contribution in terms of learning grammatical cohesion, so this thesis can use as reference for another analysis.

F. Prior Research

In State Islamic College of Jurai Siwo Metro, there is no the students who make the research about the grammatical cohesion yet. But related to the study of cohesive devices, there are some researchers in another college who have studied about the part of cohesion, especially in grammatical cohesion.

The first researcher is Rini Susanti (2007),¹ who has studied about the kinds and dominant kinds of grammatical cohesion in the reading text of year Seven Junior High School textbook "Smart Steps" published by Ganeca exact. He also used the theory of Halliday and Hasan in analyzing grammatical cohesion. The result of her study showed the kinds of grammatical cohesion found in the texts comprises reference, ellipsis and conjunction. All of them are appropriately applied in the texts, therefore cohesive reading texts are established. And reference is the dominant kind of grammatical cohesion in the reading texts. This can be seen by considering the percentage calculation of reference used in the reading texts which is the highest compared to the other types of grammatical cohesion in every analyzed text.

¹ Rini Susanti. 2007. *The Grammatical Cohesion Of Reading Text Of Year Seven Junior High School Textbook "Smart Steps" Published By Ganeca Exact.* Undergraduate Thesis . English Department Languages and Arts Faculty Semarang State University.

The second, Rizki Amalia Retnasari (2010)² who has studied about the kinds and function of grammatical cohesion on Barack Obama's speech in Al-Azhar University. He used the theory of Halliday and Hasan in analyzing grammatical cohesion as the cohesive devices. The results of her study show that all kinds of grammatical cohesion namely reference, substitution, ellipsis, and conjunction are found in the text of Barack Obama's speech in Al-Azhar University. The function of those grammatical conjunction are; (1) to indicate reference pronoun, (2) to indicate spatial order, (3) to substitute a similar noun, (4) to omit the similar noun, (5) to indicate conclusion or summary, and (6) to indicate contrast.

The last researcher is Rudi Haryanto (2012),³ a student of Yogyakarta State University, He studied cohesion in the headlines of the *Jakarta Post* online issued in November – December, 2010. The result of his study, The findings of the research show that there were 1.630 data of ties reference (806 or 49.4%), substitution (29 or 1.8 %), ellipsis (9 or 0.6 %), conjunction (422 or 25.9 %), and lexical (364 or 22.3 %).

² Retnasari, Rizki Amalia. 2010. *A Study of Grammatical Cohesion of Barack Obama's Speech in Al-Azhar University*. Thesis, English Letters and Language Department, Faculty of Humanities and Culture, the State Islamic University Maulana Malik Ibrahim of Malang.

³ Rudi Haryanto, 2012. *Cohesion in the Headlines of The Jakarta Post Online Issued in November – December, 2010*, Thesis, Yogyakarta State University.

CHAPTER II

REVIEW OF THE LITERATURE

A. The definition of Cohesion

The term cohesion is familiar in studying language especially in Discourse Analysis. The meaning of cohesion based on Halliday and Hasan is as a semantic concept that refers to relation of meaning that exist within the text and that define it as a text.¹ Cohesion can be thought as all the grammatical and lexical links that links one part of a text to another.

Grammatical cohesion refers to the various grammatical devices that can be used to make relations among sentences more explicit. Cohesive devices are used to tie pieces of text together in a specific way. The aim is to help the reader understand the items referred to, the ones replaced and even the items omitted. Furthermore, the combinations of sentences using cohesive devices which have semantic relation need a shared linguistic environment to interpret items.

¹Sanna –Kaisa Tinkanen, *Colaborating Towards Coherence: Lexical Cohesion in English Discourse*, (The Netherlands: John Benjamins BV, 2006).p.15

Therefore Cohesion can be divided into grammatical cohesion and lexical cohesion. Grammatical cohesion includes devices such as reference, substitution, ellipsis and conjunction, while lexical cohesion is divided into reiteration repetition, synonymy and collocation.²

B. Grammatical Cohesion

Grammatical cohesion is one of cohesive devices which relate to the internal structure of the ties or devices used to connect words, sentences, and clauses in a text. This device is related to the internal structure of ties or devices which are used to relate words, clauses, and sentences in a text. Grammatical cohesion is classified into four kinds; reference, substitution, ellipsis, and conjunction.³

1. Reference

A very common cohesive device is the use of what we shall call reference words. These are words which don't have a full meaning in their own right. To work out they mean on any particular occasion, we have to refer to something else. Reference items include pronouns (e.g. he, she, it, him, they, etc.), demonstratives (this, that, these and those), and article such as the or a/an.⁴

²*Ibid.* p 15

³Taboada, Maria Teresa, *Building Coherence and cohesion*, (USA and Netherlands: John Benjamins BV, 2004) p. 160

⁴ Mia, B. Ingels, *Legal English Communication Skills*, (Netherland: Acco Uitgaverij, 2006) p. 35

The term reference is traditionally used in semantics for the relationships, which holds between a word and what it points to the real world. According to Halliday and Hassan, reference is the relation between an element of the text and something else by reference to which it is interpreted in the given instance. Reference is a potentially cohesive relation because the thing that serves as the source of the interpretation may itself be an element of text.

Reference can be classified into exophora and endophora. It can be seen in figure 1

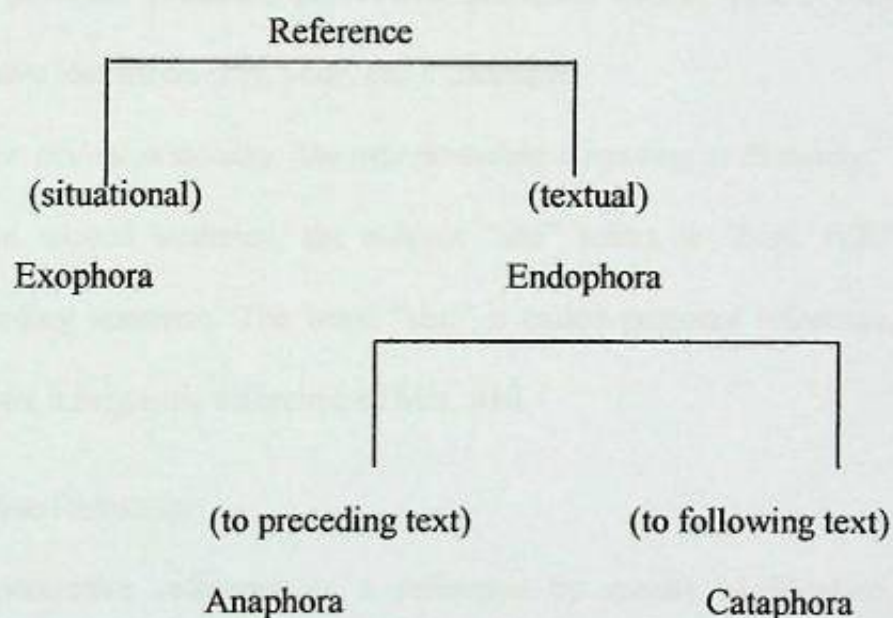


Figure 1. Classification of reference

From the figure above, as a general rule, reference items may be exophoric or endophoric and if it is endophoric, it may be anaphoric or cataphoric. Exophora, according to them is one, which does not name anything; it signals that reference must be made to the context of situation. Endophora is textual reference, that is, "referring to anything as identified

in the surrounding text". Endophora reference is further classified into anaphora (reference to preceding text) and cataphora (reference to following text).

There are three types of reference: a). Personal Reference; b). Demonstrative Reference; and c). Comparative Reference.⁵

1) Personal Reference

Personal reference is a reference by means of function in the speech, situation, through the categories of person, such as I, me, you, mine, her, them, etc. The category of personals includes the three classes of personal pronoun, possessive pronouns (mine, yours, etc.) and possessive identifiers (my, your, etc.). Example:

Mrs. Alfi was absent yesterday. She was attending a meeting in Bandung.

In the second sentence, the subject "she" refers to "Mrs. Alfi" in the preceding sentence. The word "she" is called personal reference, as she follows it linguistic reference of Mrs. Alfi.

2) Demonstrative Reference

Demonstrative reference is a reference by means of location, on a scale of proximity. In the case of demonstrative, the words; this, these, that, those, here, the, now, and then are used. Halliday and Hassan add this, these, and here imply proximity to the speaker; that, those, and there imply distance from the speaker.

⁵ David Nunan, *Introducing Discourse Analysis*, (England: Penguin Book, First published 1993) p.23

Example:

- 1) *These flowers smell nice.*
- 2) *Those books are on the table.*
- 3) *Last year we went to Jakarta for holiday. The holiday we had there was the best we've ever had.*

In second example, "the" is both cataphoric, pointing forward to we had there, and also anaphoric, referring the second occurrence of holiday back to that in the preceding sentence.

3) Comparative Reference

Comparative reference is cohesion in the form of reference that shows comparison between one thing and another. Example:

It's the same baby doll as the one we saw yesterday.

It's a similar baby doll as the one we saw yesterday. It's a different baby doll from the one we saw yesterday. The referent was the one we saw yesterday, and the comparative same, similar, and different was pointing forward to it.

2. Substitution

Substitution is the replacement of a word or sentence that refers to a word or sentence previously mentioned. Substitution is divided into three types; a). Nominal Substitution; b). Verbal Substitution; and c). Clausal Substitution.⁶

⁶*Ibid.*p.24

a. Nominal Substitution

Nominal substitution occurs on the nominal group, the replacement of a noun phrase with the substitution one and ones (plural of one).

Example:

I have many books in my bookcase. The new one is Grammar for Easy Speaking English.

b. Verbal Substitution

Verbal substitution occurs on the verbal group and it substitutes a verb or verb phrase. Verbal substitution is used as the head of verbal group in the place which is occupied by lexical verb. The kinds of verbal substitution are; do, does, and did.

Example:

Melky : Mr. Aden says you drink too much.

Arul : So do you.

c. Clausal Substitution

Clausal substitution occurs on the entire clause and the presupposed is a clause. The items which are used in this substitution are so and not. The substitution so is used in the positive form and not is used to the negative form. Example:

1). So

Rahma : Is it going to rain?

Ali : I think so.

2). Not

Hasan : Has Dessy moved to the new University?

Rina : I hope not.

3. Ellipsis

Ellipsis and substitution are essentially the same types of cohesion although they are separately. Ellipsis occurs when some essential structural element is omitted from a sentence or clause and only be recovering by referring to an element in preceding text.⁷ Ellipsis is said to be a special case of substitution because an item in ellipsis is substituted by zero (0) item. It means, ellipsis omits a word or sentence which has a similar meaning with the preceding word or sentence. There are three kinds of ellipsis; a). Nominal Ellipsis; b). Verbal Ellipsis; and d). Clausal Ellipsis.

a. Nominal Ellipsis

Nominal ellipsis operates on the nominal group; it omits a noun within a noun phrase. In this ellipsis, the sentence whose item is omitted can be understood by understanding the previous sentence. The following example tells about the use of nominal ellipsis in a sentence:

When Susan brings her dog, Sam brings his (0) too.

⁷*Ibid.*p. 25

b. Verbal Ellipsis

Verbal ellipsis also operates on the nominal group. This ellipsis is defined as the complete omission of a verb phrase. The structure of the verbal group usually expresses the systemic features such as; finiteness (finite; indicative or imperative, non finite; modal or non modal), polarity (positive or negative), voice (active or passive), and tense (past, present, or future). The structure of this ellipsis does not fully express in its systemic features, but it have to be recovered by presupposition.

Example:

Teacher : How about your home work? Did you do your home work?

Mely : Yes, I did (0)⁸

c. Clausal Ellipsis

Clausal ellipsis functions as verbal ellipsis, where the omission refers to a clause. Example:

Ariel : Why did you only set three places?

Paul's staying for dinner, isn't he?

Geisya : Is he? He didn't tell me (0).

In this example the omission is on the "Paul's staying for dinner".

⁸ Johan Wibowo, *Grammar for Easy English Speaking*, (Bandar Lampung: Aura, 2012),

4. Conjunction

Conjunction is somewhat different from the other cohesion relations. It means, in conjunction, there are a number of possible ways in which the systems allow for the parts of a text to be connected to one another in meaning. Conjunction is divided into five: ⁹ a) Additive Conjunction; b) Adversative Conjunction; c) Causal Conjunction; and d) Temporal Conjunction.

a. Additive Conjunction

Additive conjunction links the presupposing clause to a similar presupposed clause. Generally, this kind of conjunction is divided into three conjunctions; and, or, and nor.

And the other similar links are:

else	by the way	Likewise
furthermore	that is	similar
in addition	I mean	in the same way
besides	in other words	on the other hand
alternatively	for instance	by contrast
incidentally	thus	

The example of additive conjunction as follow:

- 1). *The mother in the traditional family took care of the children's physical and emotional needs just as the modern mother does.*

⁹ Lesley Jeffries, *Discovering Language: the structure of modern English*, (Palgrave Macmillan: 2006), p.186

- 2). *On the other hand, there are some great differences between the traditional family and the modern family.*¹⁰

Then, the use of *or* is also occur in the internal and external text. In internal text, *or* means an alternative interpretation, and another possible opinion or explanation. Whereas, in external text, the use of *or*, and *or else* refer to question, request, permission, and prediction.

The examples both of internal and external text of conjunction as in:

- 1). *Do you want me to accompany you to go to market? Or should I stay here?*
2). *Perhaps he missed his bus, or else he changes his mind to not coming.*

And, the use *nor* is to negate the presupposed item. The other links which similar with *nor*; *and...not*, *not...either*, *neither*. The use of this link as in: She did not reply the letter, *nor* answer the phone call. The item "*nor*" is used to negate the presupposed she who does not reply the letter and answer the phone call.

b. Adversative Conjunction

Adversative conjunction links the presupposing clause that is contrary to the expectation set by the presupposed clause. The expectation may be derived from the content of what is being said, or from the communication process, the speaker and hearer situation. Generally, adversative conjunction is signaled by these links:

¹⁰Yusti Arini, *Modul Writing 3*, 2010,p.36

yet	Actually	I mean
though	as a matter of fact	in either case
only	at the same time	at any rate
but	instead	however it is
however	rather	at least
nevertheless	on the contrary	in fact

The example of this link as in:

Rudi has prepared for mid test. He has studied hard all the night.

Yet, his teacher does not give the mid test.

c. Causal Conjunction

Halliday and Hasan state causal conjunction involves the primary reason, result, and purpose relation between sentences. It means, causal conjunction expresses relation the presupposing clause which results from some other action in the presupposed clause. This kind of conjunction is commonly signaled by the devices:

so	for this purpose	that being so
then	with this in mind	under the circumstances
hence	for	otherwise
therefore	because	under other circumstances
consequently	it follows	in this respect

because of this	on this basis	in this regard
for this reason	arising out of this	with reference to this
on account of this	to this end	in the other respect
as a result	in that case	aside from this
in consequence	is such an event	

Then, the kinds of causal conjunction which commonly used are;

So	Consequently
thus	as a result (of that)
hence	because of that
therefore	in consequence (of that)

The example of this link as in:

Lisa studied hard for final test last month. And as the result, she got the best mark.

d. Temporal Conjunction

The use of temporal conjunction indicates the sequence of time such as;

Indication	Example
Immediately	at once,thereupon, on which
after an interval	soon, presently,later, after a time
Repetition	next time, on other occasion
a specific time interval	next day, five minutes later.

Generally, temporal conjunction is signaled by some links;

Then	before that	in the end	on the occasion
after that	finally	at once	next day
just then	at last	thereupon	an hour later
at the same time	first...	soon	meanwhile
previously	then	after a time	until then
up to now	at first...	next time	at this moment

The following example illustrates the use of temporal conjunction:

*Thereupon a time, there was a beautiful princess namely Snow white.
Her stepmother usually hurt her. After a time, she met a handsome prince.
And finally she married with him.*

In example above, the use of temporal conjunction “thereupon a time”, “after a time”, and “finally” illustrate the sequence of time in the sentence.

C. Undergraduate Thesis

Undergraduate thesis is a scientific writing that has benefit to develop a knowledge and society. And it is one of requirements to achieve Degree of Sarjana in each study program.¹¹ Academically, the purpose of undergraduate thesis is to make the students are able to write a scientific writing according to their study. The students who able to write scientific writing, it means that they are able

¹¹ Pusat Penelitian dan Pengabdian Kepada Masyarakat (P3M). *Pedoman Penulisan Karya Ilmiah*. STAIN Jurai Siwo Metro.2010.

to combine knowledge and skill to comprehend, analyze, and describe the problems based on their knowledge.

Furthermore, the characteristics of undergraduate thesis are a scientific writing, so it should be done through a process of scientific method and It is the report of the research result ¹²

A good writing should completely contain its elements, include the scientific writing. The elements of the scientific research paper are title, abstract, methods, results, discussion, works cited, an appendices. ¹³

Because of this research is aimed to analyze the abstract of undergraduate, the writer will only explains more about abstract.

D. Abstract

One of the definitions of abstract in Oxford Advanced Learner's Dictionary is short account of the chief points of writing, a book, speech, etc. ¹⁴ In other words, abstract is the main content of writing that being a very important part of writing products, like articles, papers, reports and so on. It has a general meaning the contents of writing.

An abstract may be defined differently, depending on what kind of academic writing the abstracts is written for. According to the American Psychological

¹² www.wikipedia.com/skripsi. accessed on march 12, 2013

¹³ <http://umech.mit.edu/freeman/6.021J/2000/writing.pdf>. March 15, 2013

¹⁴ AS Hornby. Oxford Advanced Learner's Dictionary of Current English. Oxford University Press. 1974. p. 4

Association (2003), an abstract is a brief, comprehensive summary of the contents of the article.¹⁵ It means that an abstract should be accurate, brief and specific.

An abstract should clearly describe the question which is contained in the paper, the methods used to answer this question the results obtained, and the conclusions. It also can make the readers easy to determine the major points of a paper by reading the abstract.¹⁶

By statement above, it can be stated that abstract is the summary of writing that should be accurate, brief and specific and should not miss objective, method, result and conclusion of the research.

A good abstract has anatomy as below:¹⁷

a. Introduction

This section is the beginning of an abstract and usually consists of one or two sentences. This opening section to answer the question: why is it important?

b. Problems and objectives

This section is always present in an abstract, and usually uses the first or second sentence of the abstract. In this section, the research hypothesis is also often included.

¹⁵ Jennifer Peat .2002.*Scientific Writing Easy When You Know How*.Sydney: BMJbooks. P. 99

¹⁶ <http://www.sci.sdsu.edu/~smaloy/MicrobialGenetics/topics/scientific-writing.pdf>*Guidelines for Writing a Scientific Paper pdf*. February 10,2013

¹⁷ <https://sites.google.com/site/tulisanilmiah/rangka-tulisan-ilmiah/abstrak>



d. Materials and Methods

The following section issues, goals, and the research hypothesis. This section answers the questions: how research is done?, What methods are used?, and analysis of what is applied?

e. Results

This section lists the results of the research, including statistical significance of these findings. Abstract does not contain a discussion (discussion) which is the interpretation of the results of the study authors.

f. Conclusion

This is the last part of an abstract. Here the authors convey conclusions in relation to answer research questions.

According to Gengshen and Yungzhen an abstract should show at least four linguistics features:¹⁸

1. Limited length

An abstract is miniature of the paper with strictly limited number of words. It is about 200-450 words and typed in one space.

2. Category

Abstract can be classified into three categories, namely descriptive, informational and informational-indicative. Descriptive abstract usually states

¹⁸ Writing in English Group. *Writing in English A Practical Handbook for Scientific and Technical Writers*. Leonardo da Vinci Program. 2000 p.104-106

the general subject matter of the document that follows. Informational abstract highlights the findings and briefly but quantitatively. Informational-indicative abstract is combined from that specific information about the principal findings and results and general information about the rest of a document.

3. Complete content

Together with the title, the abstract must be adequate as an index to all the topics treated in the paper. A formal abstract should at least contain a statement of the problem, a statement of the approach to solve the problem, and the principal result.

4. Formalized Structure

A comparatively complete abstract usually consist of the three major parts:

1) Topic sentence

Some sentences frequently used as topic sentence:

- a. The purpose of this paper is...
- b. The primary goal of this paper is...
- c. In this paper, we aim to...
- d. The chief aim of the present work is to investigate the features of...
- e. The problem we have outlined deals largely with the study of...

2) Supporting sentence

Useful sentence patterns used in supporting sentence include:

- a. The method used in our study is known as...
- b. The technique we applied is referred to as...
- f. The theory is characterized by...
- g. Detailed information has been required by the authors using...
- h. This formula is verified by...

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is designed as qualitative research. Qualitative is a research that explores a phenomenon by describing it with non-numeric language in the context and scientific paradigm.¹

Moreover, Cresswell (1994) state that qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher build a complex, a holistic picture analyzes words, reports detailed views of informants and conducts of study in a natural setting.²

By these statements above we can conclude that qualitative is qualitative research is research that aims to understand the phenomenon of what is experienced by the research subjects holistically, such as behavior, perception, motivation, action. And by the description in the form of words and language, in a particular context naturally by using various natural methods. This research design also described

¹ Pusat Penelitian dan Pengabdian Kepada Masyarakat (P3M). *Pedoman Penulisan Karya Ilmiah*. STAIN Jurai Siwo Metro.2010. p 20

² Karin Klenke, *Qualitative Research in the Study of Leadership*. (USA: Emeral Group Publishing, 2008), p. 7

the phenomena of language especially the kinds and the dominant of grammatical cohesion on the abstracts of undergraduate thesis.

B. Data Source

a. Primary source

The writer got the data from the author directly, he borrowed the abstracts of undergraduate thesis then copy it as the primary source.

b. Secondary source

The the secondary source was the abstract of undergraduate thesis who has been made by the student of English Study program, and it was been taken from library of State Islamic College of Jurai Siwo Metro.

C. Research Instrument Technique

The research design of this study was descriptive qualitative, so the writer becomed the key instrument who played an important role in obtaining the result of the study.³ In collecting data sources, he directly involved in selecting and reducing the data sources of his study by reading the text of abstracts.

D. Data Collection Method

In this study, the researcher collected the data from the abstract of undergraduate theses. Therefore, the data collecting method were as follows :

³ Mudji Raharjo, *Desain dan Contoh Proses Penelitian Kualitatif* <http://mudjiarahardjo.com/materi-kuliah/208-desain-dan-contoh-proses-penelitian-kualitatif.html>, accessed on January 28, 2013

a. Observation

The researcher took field notes on the behavior and activities of individuals at the research site. In these field notes, the writer recorded. The qualitative observer might also engage in roles varying from a non-participant to a complete participant.⁴ In this case, the writer directly did observation in the library and took twenty English written abstracts in State Islamic College.

b. Documentation

During the process of creating the research, the writer collected documents. This data source was relatively scientific data and easy to get. It was not reactive so that the subject can not hide something from the research.⁵ These might be public documents (like newspaper, magazines, minutes of meetings, official reports) or private documents (like journals, diaries, letters and e-mails).

Based on the statement above, the writer gathered the data from undergraduate thesis in State Islamic College Jurai Siwo Metro academic year 2012/2013.

⁴ John W. Creswell. *Research Design*. (USA: Sage Publication, Inc. 2003). The second edition. p. 15 185

⁵ Ibid, p.188

E. Data Analysis Procedures

The research design of this study was descriptive qualitative, so the writer became the key instrument who played an important role in obtaining the result of the study.⁶

The data was analyzed through the following steps:

1. Organizing and preparing the data for analysis. In this step, the writer borrowed undergraduate theses in library then copied it to prepare data sources.
2. Read all the data, the writer read them to get information as much as possible about the main point.
3. Dividing and numbering the sentences in the paragraph. The text were been divided into the sentences.
4. Identifying the grammatical cohesion within the sentences. The writer underlined every cohesive items of grammatical cohesion that has been found.
5. Putting the number of cohesive items into table based on the type of grammatical cohesion.
6. Counting the number of grammatical cohesion into percentage form.

The simple formula as followed:

$$X = \frac{N}{\Sigma N} \times 100\%$$

X : The percentage of the grammatical cohesion types

⁶ Mudji Raharjo, *Desain dan Contoh Proses Penelitian Kualitatif* <http://mudjiarahardjo.com/materi-kuliah/208-desain-dan-contoh-proses-penelitian-kualitatif.html>, accessed on January 28, 2013

N : The number of each types of grammatical cohesion

ΣN : The total number of grammatical cohesion items

7. A final step in data analysis was making interpretation or meaning of the data.

The writer would interpret the result of his research after all steps are finished.

F. Data Validity Procedures

Quantitative researchers have statistics media that was often used to gain the validity aspect of the data. In qualitative research, there was also method usually used to approve that what the researcher found was real and suitable with the fact. The method usually used was triangulation. In triangulation, the same pattern or example of behavior was sought in different source.⁷

Triangulation could be defined as combination of two or more methods to collect the data. The use of triangulation was to enrich data and make a more accurate conclusion. Triangulation was also used when the researcher was doubt of the data he has got. There were some kinds of triangulation offered by Denzin (1970), namely:⁸

1. Time triangulation

Time triangulation could be in *cross-sectional* to collect the data from different sources in the same time. And could be in *longitudinal* to collect the data from the same sources in different time.

⁷ Seliger H.W and E Shohamy. *Second Language Research Methods*. (Oxford: Oxford University Press 1989), p.123

⁸ Louis Cohen, et.al, *Research Methods in Education*, (USA and Canada: Routledge, 2007), p.142

2. Space triangulation

By this triangulation, collecting data was conducted and used different place for one kind of data. In this case the writer took data of abstracts not only in one undergraduate thesis, but twenty undergraduate theses.

3. Theoretical triangulation

Here, the researcher collected the data based on different theory or analyzed the same data by using the different theory.

4. Methodological triangulation

The researcher used different methods for collecting one kind of data. The writer used documentation and observation method to collect a data, namely about abstract.

5. Investigator triangulation

Collecting the same data can be done by some researchers. In this research, the writer did not use this triangulation, because he worked alone.

G. Approach

The writer applied Case study as the method in this research. Because the writer was going to explore the kinds and the dominant of on the abstract of undergraduate thesis created by the students in State Islamic College Jurai Siwo Metro. Through this research, the writer invited all the readers to know deeply about the grammatical cohesion in the abstract of undergraduate thesis.

CHAPTER IV

THE RESULT OF ANALYSIS

After analyzing the data the writer found out how the grammatical cohesion in the abstract. The writer presented the result of grammatical cohesion analysis in the table. Beside, the dominant kind of the grammatical cohesion can be identified as well, there were also percentage of realization of each kind of the grammatical cohesion in the abstract.

A. The Grammatical Cohesion of Abstract 1

Grammatical cohesion consisted of reference, substitution, ellipsis and conjunction. The result of analysis was shown in the following table:

Number Of Sentence	Reference	Substitution	Ellipsis	Conjunction
1	The,	-	Sentences	or, or
2	-	-	-	or, or, and
3	The, this, there	-	-	or, and
4	The, the, the, the, us, we, we	-	-	and, with
5	The, the, the	-	-	but, because, and, so
6	This,	-	-	-
7	The, a, this,	-	-	And, and
8	The, this, the,	-	-	And
9	-	-	-	-
10	This	-	-	-

11	A, this, the	-	-	-
12	The,	-	-	And
13	The, the	-	-	-
14	The	-	-	And
15	The	-	-	-
16	The, the, the, the	-	-	Next, and
17	It,	-	-	Thus
18	There, the, the	-	-	And, and
Σ	38	0	1	23

Table 1.2 the number of grammatical cohesion of abstract 2.

From the table above, reference, ellipsis and conjunction were applied in the abstract; whereas substitution was not realized in the text. There were two types of reference used in the text, personal and demonstrative reference.

The category of Personal reference that has been used in the table was personal pronoun (we, it) and possessive pronoun (us). Here was the example of the actualization of personal reference:

- ⁴ Conjunction is very important for us, when we are development about composition we need conjunction to make the composition well, with conjunction the composition more understand and the reader can get the point about message of composition.

The word *we* referred to the person mentioned *the writer* and *the reader*. And possessive identifier *us* was also referred to the person mentioned *the writer* and *the reader*.

The next type of reference in the text was demonstrative reference. The demonstrative items in this text was *the, this, there* and *a*. Example :

- ³ Conjunction is consciously or unconsciously done and needed by everyone in the world, even by writing narrative story for example story of Cinderella in this story there are words sentences that is connected each other by conjunction.

- ¹¹ A sample of this researches are all of students in class D that consist of 30 students was established through the cluster random sampling.

The word *the* in the sentence pointed to specific thing, that was *world* mentioned in the previous clause. While the word *this* and *there* implied distance from the speaker which may or may not involved proximity. And *A* referred to specific entity.

Ellipsis was also applied in this abstract. The occurrence of ellipsis could be seen in the example below:

- ¹ Conjunction is the words used for links two (sentences) or more sentences together or two words in identical sentences.

word *sentences* was omitted and replaced by nothing. The next grammatical cohesion that has been used in the text was conjunction.

Example :

- ¹ Conjunction is the words used for links two or more sentences together or two words in identical sentences.
- ⁵ But the fact, the most of students are not able to use conjunction in writing because the students do not know the kinds and functions of conjunction so, Most of students fell hard to arrange of sentences by conjunction
- ¹⁶ The result of the data illustrates that "r" observed is 0.792. next, "r" observed confirmed to "r" table of the significant level (5%)=0.361 and 1%= 0.463 finally the data confirms "r" observed is higher than "r" table.
- ¹⁷ Thus, it can be inferred that (Ha) is accepted.

The word *or, and, thus*, were the kind of additive conjunction. The function was to give additional information to the sentence related. Then, *but* involved the type of adversative conjunction, this conjunction was been used to state the contrary. While the word *because* and *so* were causal conjunction. Causal conjunction involved the primary reason, result, and purpose relation between sentences.

B. The Grammatical Cohesion of Abstract 2

The result of grammatical cohesion analysis of abstract 2 was been shown in the table below:

Number Of Sentence	Reference	Substitution	Ellipsis	Conjunction
1	This, a, the, their there	-	-	And
2	This, the,	-	-	-
3	The, this	-	-	-
4	This	-	-	-
5	The, the	-	-	And
6	The, the	-	-	Moreover
7	The, the	-	-	-
8	The, the	-	-	Furthermore
9	The, the, the	-	-	or
10	It, their, the, the, the	-	-	and, and
Σ	26	0	0	7

Table 1.2 the number of grammatical cohesion of abstract 2.

The table showed that reference and conjunction were been realized in this abstract. Meanwhile, substitution and ellipsis were not been found. Reference that has been realized in this abstract was personal reference (*their* and *it*) and demonstrative reference (*there*, *this*, *the* and *a*). Example:

- ¹ This research was aimed at finding out there was a correlation between the students' attitude in English leaning and their achievement at SMK Kartikatama I Metro.

The word *their* in the sentence 1 was possessive adjective that referred to the students. Then, the word *a*, *the* referred to specific object or person. *This* implied distance from the speaker which may or may not involved proximity.

Conjunction was also applied in this abstract, especially additive conjunction. For example:

- ⁵The writer used questionnaire and documentation for the data collection method.
- ⁶ Moreover, the writer used mid semester score to measure both of the variables.

The word *and* in the sentence 5 and *Moreover* in the sentence 6 signaled that they gave additional conjunction.

C. The Grammatical Cohesion of Abstract 3

The result of grammatical cohesion analysis of abstract 3 was been shown in the table below:

Number Of Sentence	Reference	Substitution	Ellipsis	Conjunction
1	A, a, it, a	-	-	And
2	The	-	-	Because
3	This, the, a, the	-	-	-
4	The, the, the	-	-	-
5	The, their, a	-	-	Because
6	It, the, the, they,	-	-	And
7	It, the,	-	-	-
8	The, this,	-	-	Because
9	The, this, the, the, a	-	-	And,
10	The, this, the,	-	-	-
11	The, this, the	-	-	-
12	This	-	-	and
13	This, they,	-	-	And
14	This, the,	-	-	After, and, and
15	The, it, the, the, the	-	-	

16	It, there	-	-	After,
17	The, the,	-	-	And
18	It, the, the	-	-	-
19	It, it, a, the			And
20	The			
Σ	56	0	0	14

Table 1.3 the number of grammatical cohesion of abstract 3.

The table showed that reference and conjunction were applied in the abstract. While, substitution and ellipsis were not found in this abstract. This abstract presented personal and demonstrative reference.

Example:

- ¹³ This research consists of four step, they are planning, acting, observing, and reflecting.

The occurrence of Personal reference could be seen in the example above.

The word *they* referred to the four steps of research.

- ³ This case makes the researcher do a research to the students of SMK Ma'arif NU 04 Darurrohmah.

The word *this*, *the* and *a* were demonstrative reference. The word *this* implied distance from the speaker which may or may not involved proximity. While, Demonstrative reference *the* and *a* in the sentence pointed to specific thing, that was mentioned in the previous clause.

The other grammatical cohesion used in this abstract was conjunction.

Example :

- ⁸ The researcher chooses this method, because the method emphasize in speaking skill.

- ⁹ And the researcher believe that with this method, the students will be easier to build up the communication with a good conversation.
- ¹⁶ It means that there are some progresses after giving treatment by using Audio-lingual Method.

In the sentence 8, the word *because* involved causal conjunction, it was the reason for the statement in clause before. The word *and* in the sentence 9 was additive conjunction. This item gave the additional information to the clause related.

D. The Grammatical Cohesion of Abstract 4

The result of grammatical cohesion analysis of abstract 4 was been shown in the table below:

Number Of Sentence	Reference	Substitution	Ellipsis	Conjunction
1	The, the,	-	-	-
2	The, herself, it	-	-	And
3	-	-	-	But
4	The, the,	-	-	Because,
5	The, this, the, the	-	-	And
6	This	-	it	And
7	The, the,	-	-	And
8	The, the	-	-	-
9	The, the	-	-	Furthermore
10	The	-	-	And, and
11	The, it,	-	-	-
12	It, the, the,	-	-	And
13	It,	-	-	So, and
14	It, there, the	-	-	Therefore, and, and,
15	The, the	-	-	Furthermore, and
Σ	30	0	1	17

Table 1.4 the number of grammatical cohesion of abstract 4.

From the table above, it could be seen the occurrence of personal reference. They were personal pronoun (*it*), possessive pronoun (*herself*). For example:

- ² The primary purpose of writing to writer is to give information, by expressing herself, though, feeling, and experiences to let it known by others

The word *herself* referred to the *writer*. And *it* referred to *writing*.

Demonstrative reference was also occurred in this abstract, involved *the*, *this*, *there*. Example:

- ⁵ The objective of this research is to know the correlation between simple sentence and descriptive writing ability at the eighth graders of MTS Muhammadiyah Way Bungur.

The word *the* in the sentence pointed to specific thing. While the word *this* implied distance from the speaker which may or may not involved proximity.

There was not substitution occurred in the abstract 4, but there was one ellipsis (it). Example :

- ⁶ This research is quantitative research and (0) was conducted at eighth graders of Mts Muhammadiyah Way Bungur consist of 30 students.

There was something omitted in this sentence and replaced by nothing, it was occurred after the word *and* (signaled by 0).

The next grammatical cohesion found in this abstract was conjunction, there were three kinds of conjunction, they were additive conjunction (*furthermore, and,*), adversative conjunction (*but*) and causal conjunction (*so, therefore, because*).

Example :

- ³ But, English is common problem for MTS Muhammadiyah Way Bungur.

The word *but* involved the type of adversative conjunction, this conjunction has been used to state the contrary.

- ⁴ Because the students' ability in writing still far from the aspect of writing (grammar and vocabulary).

Because in the sentence above was causal conjunction that was involved the primary reason, result, and purpose relation between sentences.

- ⁹ Furthermore, to measure the level of writing ability, the writer used descriptive writing ability test.

Additive conjunction (*furthermore*) in this sentence gave the additional information to the clause related.

E. The Grammatical Cohesion of Abstract 5

The result of grammatical cohesion analysis of abstract 5 was been shown in the table below:

Number Of Sentence	Reference	Substitution	Ellipsis	Conjunction
1	The,	-	-	-
2	The, the	-	-	-
3	The, their,	-	-	-
4	It, they, their	-	-	-
5	They, their, their, the	-	-	Therefore
6	This, a, the, the	-	-	In addition, and
7	The, this, the	-	-	Next,
8	The,	-	-	And,
9	The, them, the	-	-	-
10	The, the	-	-	While
11	The, the,	-	-	As the result
12	There, the, the	-	-	On other words, or, and
Σ	30	0	0	10

Table 1.5 the number of grammatical cohesion of abstract 5.

The table showed that reference and conjunction were applied in the abstract 5, whereas substitution and ellipsis were not realized. Reference that has been realized in this abstract was personal reference (*they their, them*) and demonstrative reference (*the, this, there*). Here was the example of actualization of personal reference:

- ³ In English lesson the students' get difficulties in their English sound.
- ⁴ It is caused that they transfer their Javanese mother tongue directly.

The word *it* referred to the previous clause. Then, the word *they* was personal pronoun and *there* was possessive adjective that referred to *students*.

The second type of reference found in this abstract was demonstrative reference. It was a form of verbal pointing which includes item in this abstract such as: *the, this, there*. The use of this type is in the following example:

- ⁷ Next, the sample of this research is 42 students of 160 students; the sample was got by applying cluster sampling technique.

The word *the* in the sentence pointed to specific thing, that was *sample*. Then, the word *this* implied distance from the speaker which may or may not involved proximity.

- ¹² On order words, Hi is received or there is positive and significant influence of the Javanese Students' Mother Tongue toward Students' English Sound in the Eight Grade of MTs Poncowati Terbanggi Besar, Middle Lampung.

In the sentence above, the word *there* implied distance from the speaker which may or may not involved proximity.

The next grammatical cohesion found in this abstract was conjunction, there were four kinds of conjunction, they were additive conjunction (*in addition, on other words, and, or*), adversative conjunction (*while*), causal conjunction (*therefore, as the result*), and temporal conjunction (*next*).

Example :

- ⁶ In addition, this research formulates " is there a positive and significant influence of the Javanese Students' Mother Tongue toward Students' English Sound in the Eight Grade of MTs Poncowati Terbanggi Besar, Middle Lampung?"

The word *in addition* was additive conjunction that was to give the additional information to the sentence related.

- ¹⁰ While, the writer used speaking test to find out the level of students English sound.

The word *While* was included adversative conjunction, this conjunction was been used to state the contrary.

- ⁵ Therefore, they need to less their bound of their Javanese mother tongue in the English language instruction.

The causal conjunction (*therefore*) was to state the reason in the previous clause.

- ⁷ Next, the sample of this research is 42 students of 160 students.

The word *next* was temporal conjunction, it indicated the sequence of time.

F. The Grammatical Cohesion of Abstract 6

The result of grammatical cohesion analysis of abstract 6 was been shown in the table below:

Number Of Sentence	Reference	Substitution	Ellipsis	Conjunction
1	-	-	-	-
2	They,	-	-	In big line, and
3	A,the, a, the, this	-	-	-
4	The, the, this, the, a	-	-	-
5	The, this, the, the,	-	-	And
6	A, the	-	-	-
7	The, the, the	-	-	-
8	The	-	-	And
9	The, the, the,the,the the, the, the, a, the, the	-	-	And,then,and, and
10	The, the, them, their	-	-	After that, and
11	The, those	-	-	And
12	There, the, that, the, the, they,the their,	-	-	In conclusion, and
Σ	46	0	0	13

Table 1.6 the number of grammatical cohesion of abstract 6.

As shown in the table, there were two kinds of grammatical cohesion found in the text, reference and conjunction. Reference appeared the most. The occurrence was realized by two types of reference, personal and demonstrative reference. Personal reference includes: I, he, she, they, his, her, it, etc. The following Sentence was the example of personal reference usage:

- ² In a big line, tense can be divided by three form, they are : past form, present form and future form.

The words *they* in the sentence above referred to *tense*. Then, The items involve demonstrative in this abstract were *the, this, those, and a*.

Example :

- ³ Past tense is a tense which used to indicate about the past time in writing a text, like narrative, the writer must use past tense to make this text.

The word *the* and *a* in the sentence pointed to specific thing, While the word *this* implied distance from the speaker which may or may not involved proximity.

In this abstract, there were not found substitution and ellipsis. But conjunction was existing in this abstract. They were additive conjunction (*and, in conclusion*) and temporal conjunction (*after that, then*). Example :

- ⁹ Regarding to the process of researching, the writer, firstly, observed the Mts N Raman Utara And The E Class of The Eighth Graders Then, the writer entered on The E Class of The Eighth Graders to take a data From The Assignment in Narrative text, and also interviewed the student IN written and spoken language.

The word *and* in the sentence above was additive conjunction, the functions was to give additional information to the sentence related. Meanwhile, the word *then* was temporal conjunction, the function was to indicate the sequence of time.

G. The Grammatical Cohesion of Abstract 7

The result of grammatical cohesion analysis of abstract 6 was been shown in the table below:

Number Of Sentence	Reference	Substitution	Ellipsis	Conjunction
1	An,	-	-	-
2	A, the,	-	Our	And
3	This	-	-	And
4	It, a, it	-	-	So that,
5	-	-	-	-
6	The, this, the, the, the	-	-	-
7	The, this, there, the, there	-	-	And
8	The, the, the	-	-	And
9	The, this, the, the, the, the, the	-	-	With, and,
10	The, the, the,	-	-	Finally,
11	The,	-	-	And
12	It,	-	-	-
13	It, there, the, the	-	-	And,
Σ	37	0	1	11

Table 1.7 the number of grammatical cohesion of abstract 7.

The table showed that reference, conjunction, and ellipsis were applied in the reading text; whereas substitution was not realized in the text. There were two types of reference used in the text, personal and demonstrative reference. Here was the example of the actualization of personal reference:

- ⁴ So that, it needs a suitable strategy to teach or learn it.

The word *it* in the sentence above, referred to *writing* in the previous clauses.

The the category of demonstrative reference that has been used in the abstract 7 was *a/an, the, this* and *there*. Example :

- ¹ Writing is one of an important aspect in language learning.

The word *the* and *a/an* in the sentence pointed to specific thing. In the sentence above the article *an* was to make specific the clause *important aspect in language learning*.

- ³ This is involving ability of grammar, vocabulary and spelling.

The word *this* implied distance from the speaker which may or may not involved proximity.

Considering the table above, there is only one ellipsis in this abstract. The occurrence of elliptical item could be seen in the example below:

- ² Writing is transferring a message from our thought and (0) idea using language in the written form.

The word *our* in the previous *idea* was omitted, but the item was replaced by nothing.

Conjunction items found in the text were *and, with, so that, finally*. There were three types of conjunction in this abstract, additive, causal and temporal conjunction. For example:

- ³ This is involving ability of grammar, vocabulary and spelling.
- ⁴ So that, it needs a suitable strategy to teach or learn it.

The word *and* in the sentence 3 was the category of additive conjunction that was to give additional information in the clause related. While, the sentence 4, the word *so that* was the causal conjunction.

- ¹⁰ Finally, the result of data analysis illustrated that the average of experimental class was higher (71.83) than the average of control class (65.66).

The word *Finally* was included the category of temporal conjunction, the function was to give the sequence of time in the sentence.

H. The Grammatical Cohesion of Abstract 8

The result of grammatical cohesion analysis could be seen in the table below:

Number Of Sentence	Reference	Substitution	Ellipsis	Conjunction
1	Them, the, the	-	-	-
2	It, the	-	-	-
3	It	-	-	In addition, or
4	-	-	-	with
5	That, their	-	-	-
6	Their, the	-	-	-
7	Their, the	-	-	Thus
8	The	-	-	So,
9	The, this, there	-	-	And, and
10	This, there	-	-	and, and
11	This,	-	-	next,
12	The, this, a,	-	-	and,
13	The	-	-	-
14	The, the, this,	-	-	Or
	the	-	-	-
15	The, it, that	-	-	And
16	It, that, there, a	-	-	-
17	The, the, the,	-	-	-
	that	-	-	-
18	it	-	-	13
Σ	39	0	0	

Table 1.8 the number of grammatical cohesion of abstract 8

As it was shown in the table, the grammatical cohesion that dominated this abstract was reference. This was realized by personal reference and demonstrative reference. Personal reference in the text included: *them, their* and *it*. This was example of the occurrence of personal reference :

- ¹ Students' speaking ability is very influenced by some factors, one of them is the interaction among the students.
- ² It is important to point out that English cannot only be learned in the class.

The word *them* in the sentence 1 referred to the previous clause, *some factors*. Then the word *it* in the sentence 2 referred to *the interaction among the students*.

The second type of reference found in the text was demonstrative reference. It was a form of verbal pointing which includes item such as: *this, that, those, these, the, there* etc. The use of this type was in the following example:

- ⁹ The problem formulation in this research is " is there any positive and significant difference between members of KEC and non-members of KEC of students' speaking ability."

Demonstrative reference *the* in this sentence pointed to specific thing. While, The word *this* and *there* implied distance from the speaker which may or may not involved proximity.

Based on the table above, substitution and ellipsis were not applied in the abstract 8. But, conjunction was used in this abstract. There were three types of conjunction that has been used in this abstract. They were additive conjunction (*in addition, or, with, and*), causal conjunction (*thus, so*) and temporal conjunction (*next*). Example :

- ³ In addition, it can be learned in extracurricular activity of English or English club.

The word *in addition* and *or* were the additive conjunction that had the function to give additional information the related clause.

- ⁸ So, the members of KEC have better speaking ability than non-members of KEC.

The word *so* was included the causal conjunction. This type signaled that the information in the preceding clause refers to the clause, which followed the conjunction.

The next grammatical cohesion in this text was temporal conjunction. The item used in this text was next. For example:

- ¹¹ Next, this research was conducted in Kartikatama Vocational High School of Metro.

The word *next* in the sentence above showed the sequential time.

I. The Grammatical Cohesion of Abstract 9

The result of grammatical cohesion analysis could be seen in the table below :

Number Of Sentence	Reference	Substitution	Ellipsis	Conjunction
1	The, the, it, the, the	-	-	Because
2	The	-	-	Often
3	This, the, an	-	-	Because
4	The	-	-	-
5	The, they	-	-	So, and
6	The,	-	-	And
7	It, this, the	-	-	With
8	The, the, this	-	-	And
9	The, there	-	score	And
10	The, it	-	score	And
11	The	-	-	Then,
12	it	-	-	-
13	The, the, the	-	-	While, and, then
14	It	-	-	-
15	This, the, the	-	They are	And
16	They, the, it them, the	-	-	So that, and
Σ	41	0	3	17

Table 1.9 the number of grammatical cohesion of abstract 9

As it was shown in the table, the writer found that there were three types of grammatical cohesion in the text. The first was reference. It consisted of personal reference and demonstrative reference. Example:

⁵ Where is the students hope can interest so that they feel challenge and can stimulating in mastering simple present tense.

- ⁶ The research was aimed to know whether board game media can increase the students' ability in learning simple present tense dan to know whether board game can increase learning process to interest.
- ⁷ It was Classroom Action Research (CAR) with the subject of this research are the students of VIII.C graders in MTSN 1 Metro.

The word *the* in the sentence pointed to specific thing and included the demonstrative reference. While *they* referred to the students and *it* referred to *the research*, this was kind of personal reference.

In this abstract, substitution was not found, but ellipsis and conjunction were still found. There were three ellipses that was found in the abstract 9, they were *score*, *score* and *they are*. Example:

- ⁹ The average result score of pre-test and (0) post-test shows that there is progressing score.
- ¹⁰ The average score of pre-test is 48,1 and in (0) post-test I is 73,1, it was increase 25 point

Ellipsis occurred in the sentence 9 and 10 , the word *score* was omitted and replaced by nothing. It was the kind of nominal ellipsis.

The next grammatical cohesion in this abstract was conjunction. There were four types of conjunction in this abstract, additive, adversative, causal and temporal conjunction.

For example:

- ⁸ And the researcher asked Mrs. Novi Diana Mandawasa S.Ag. as the collaborator in this research.

The word *and* in the sentence above was included additive conjunction, it was to give additional information in the related clause.

- ¹³ While, the percentages of the student's pass at pre-test is 16,7 % total students, and at post-test I is 83.3 %, and then, at post-test II is 100 % students who are able passed the exam.

The word *While* in the sentence above was included the category of adversative conjunction. It stated about the contrary from the previous clause. The use *And then* was incorrect , because *and* was included additive conjunction, while then was temporal conjunction. The correct usage was using one of them.

- ³ This matter may be happened because the teacher does not use an interesting media

The word *because* was included causal conjunction, the function was to state the reason the previous clause.

J. The Grammatical Cohesion of Abstract 10

The result of grammatical cohesion analysis could be seen in the table below :

Number Of Sentence	Reference	Substitution	Ellipsis	Conjunction
1	-	-	-	-
2	It, its	-	-	-
3	Them, the, the	-	-	And
4	This, the, the,	-	-	-
5	The	-	-	And
6	The, the	-	-	-
7	There, there,	-	-	-
8	The, the, the	-	-	-
9	The, there	-	-	And
10	The, this,	-	-	And, and
11	A, the	-	-	-
12	The, the,	-	-	-
13	The, the	-	-	And, and
14	The, the, the,	-	-	And
	the, the,			
15	The, them,	-	-	Then
16	The, them, the,	-	-	In addition, and,
	the, her			after that
17	The, the,	-	-	And
18	There,	-	-	In conclusion,
19	The,	-	-	-
20	The, the, the, the	-	-	and
Σ	46	0	0	16

Table 1.10 the number of grammatical cohesion of abstract 10

From the table above, reference and conjunction were applied in the abstract; whereas ellipsis substitution was not realized in the text. There were two types of reference used in the text, personal and demonstrative reference.

The category of Personal reference that has been used in the table was personal pronoun (*it, them*) and possessive adjective (*her, its*). Here was the example of the actualization of personal reference:

- ¹ Writing is one of the skills that should master in English. ² It needs some elements that influence its quality.

The word *it* referred to *writing* in the previous sentence. And *its* was possessive adjective that referred to *writing*.

The occurrence of demonstrative reference could be seen in the example below :

- ⁴ In this part is the use of the types of personal pronouns.

The word *this* implied distance from the speaker which may or may not involved proximity. While, The word *the* in the sentence pointed to specific thing. The last grammatical cohesion in the text was conjunction. There were three types of conjunction in this abstract, additive, causal and temporal conjunction. Example:

- ¹⁶ In addition, the errors were reduced by classifying them into certain question features in personal pronoun, namely *Subjective Pronoun*, *Objective Pronoun*, and *Possessive Adjective*. After that, the writer displayed all the result of her findings.
- ¹⁸ In conclusion, there are still many errors made by students on using personal pronoun in narrative writing.
-

The word *in addition* in the sentence 16 was additive conjunction. That gave the additional information about the related clause. Then, the word *after that* was included in temporal conjunction. It indicated the sequence of time. While, *in conclusion* in the the sentence 18 was clausal conjunction and it was the reason for the statement in the previous sentence.

K. The Percentages of Grammatical Cohesion

From the table below, the kind of grammatical cohesion which appeared most would be obvious. The table was as followed :

Number Of Abstract	Reference	Substitution	Ellipsis	Conjunction
1	61.29 %	-	1.61 %	37.09 %
2	78.12%	-	-	21.87%
3	80%	-	-	20%
4	62.5%	-	2.08%	35,42%
5	75 %	-	-	25%
6	77,97 %	-	-	22.03 %
7	75.51 %	-	2.04%	22.45%
8	75%	-	-	25%
9	70.69%	-	5.17%	29.31%
10	74.19%	-	-	25.80%

Table 1. 11 The percentage of grammatical cohesion

As it was shown in the table, the kinds of grammatical cohesion realized in the abstracts were reference, ellipsis, and conjunction. All of the abstracts applied reference. Moreover, the occurrence of reference appeared to be the most in the abstract. The next kind of grammatical cohesion applied in the text was ellipsis. Only four abstracts used ellipsis. The percentages of ellipsis were the lowest.

The last kind of grammatical cohesion found in the abstract was conjunction. All abstracts have conjunctions. Nevertheless, the percentages of conjunction in each abstract were lower than the percentages of reference.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Considering the result of the study in chapter four, the writer concludes that:

1. the kinds of grammatical cohesion found in the abstract comprises reference, ellipsis and conjunction. All of them are appropriately applied in the texts, therefore cohesiveness grammatically are established. All abstracts applied reference. There are four abstracts, in abstract 1, 4, 7 and 9 are used ellipsis. And all abstracts have conjunctions.
2. reference is the dominant kind of grammatical cohesion in abstracts. This can be seen by considering the percentage calculation of reference used in the abstract which is the highest compared to the other types of grammatical cohesion in every analyzed abstract.

B. Suggestion

From the study writer has done, he can put the following suggestions:

1. As it is stated above that cohesion improves in abstract, then it is hoped that the abstract writers use of the various cohesive devices in presenting abstract for their undergraduate thesis.

2. The writer suggests that further research can use the other kinds of texts, there are still types of texts for object of research.
3. Last but not least, the writer hopes that this research can describe how the grammatical cohesion applied in the abstract.

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CURRICULUM VITAE

Name : Muhtar Safa'at
Date of Birth : Raman Endra, 26 Juni 1990
Address : Pc. 12 Raman Endra, Raman Utara
East Lampung
Contact Person
a. Phone : 085658755953 atau 085279402769
b. E-mail / fb : aatnda.m2m@gmail.com
Gender : Male
Belief : Islam
Citizenship : Indonesia
Hobbies : Graphic Design and Singing



Education Background:

- a. SD N 1 Raman Endra (1999-2004)
- b. MTs N Raman Utara (2004-2006)
- c. MAN 2 Metro (2007- 2009)
- d. STAIN Jurai Siwo Metro

Internship Experience

- a. The participant of PPMT (Pemilihan pelajar Muslim Teladan) lampung 2008
- b. The participant of PSR (Perkemahan Songsong Ramadhan) 2007 and 2008
- c. The participant of PGM (Perkemahan Gema Muharam) 2007 and 2008
- d. The participant of Diskusi Panel gerakan pramuka di STAIN Jurai Siwo Metro 2008
- e. RAIMUNA CABANG Kota Metro 2008
- f. RAIMUNA NASIONAL IX tahun 2008 in Cibubur, East Jakarta
- g. The participant of National Seminar and Pra-Kongres BEM PTAI Se-Indonesia, Kediri 2011
- h. The participant of National Symposium and Kongres BEM PTAI se-Indonesia, East Jakarta, 2011