

**A GLANCE AT THE COHESIVE DEVICES USED IN
THESIS ABSTRACT WRITING: A GENDER PERSPECTIVE**

THESIS

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**STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGE AND LITERATURE
FACULTY OF CULTURE STUDIES
UNIVERSITAS BRAWIJAYA**

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THESIS

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2011

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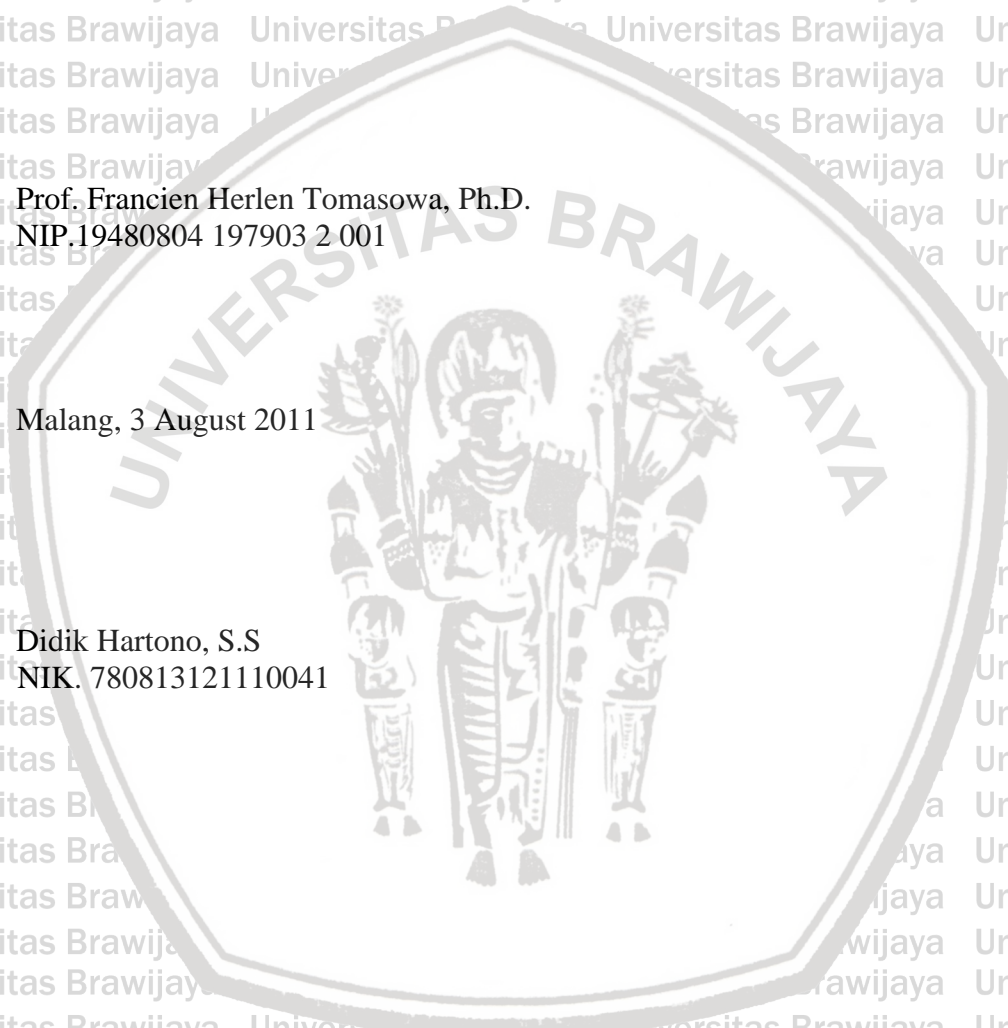
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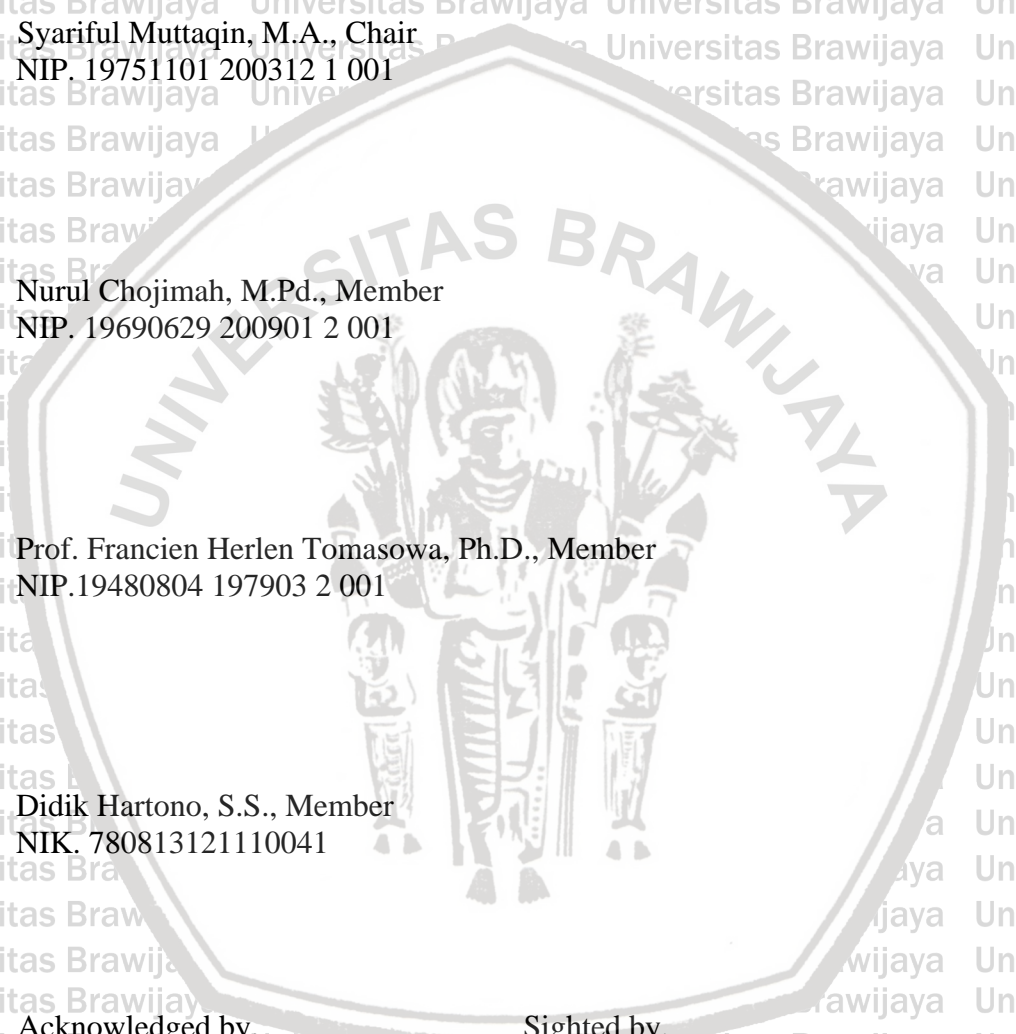
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Hopefully, this thesis can be useful for everyone especially students who want to improve their knowledge of linguistics.

Malang,

The Writer

ABSTRACT

Sari, D.P.A.K. 2011. **A Glance at the Cohesive Devices Used in Thesis Abstract Writing: A Gender Perspective.** Study Program of English, University of Brawijaya. Supervisor: Francien Herlen Tomasowa; Co-Supervisor: Didik Hartono

Keywords: cohesive devices, thesis abstract, male and female students

An abstract is the part of a thesis presenting a brief summary of the major aspects of the thesis. Therefore, students should pay attention to the cohesion of the text in writing the abstract. It is resulted if they use appropriate cohesive devices function as the glue which holds different parts of a text together (Salkie, 1995). However, some studies show that male and female have different style in using language. Thus, the writer is interested in investigating the cohesive devices used in the thesis abstracts written by male and female students. The problems of the study are (1) What types of cohesive devices are most frequently used by male and female students in their thesis abstracts? and (2) What are the differences and similarities of cohesive devices used by male and female students in their thesis abstracts?

This study uses the quantitative approach and the type of the research used is survey. The data are cohesive devices taken from 6 thesis abstracts submitted in 2010 written by S-1 students of the Study Program of English of the Faculty of Culture Studies of Brawijaya University majoring in linguistics. The abstracts analyzed are the English version.

This study reveals that male students use 51 grammatical cohesive devices (28 references, 5 ellipses, and 18 conjunctions) and 69 lexical cohesive devices (66 reiterations and 3 collocations). Meanwhile, female students use 37 grammatical cohesive devices (16 references, 2 substitutions, 3 ellipses, and 16 conjunctions) and 87 lexical cohesive devices (83 reiterations and 4 collocations). Hence, the type of cohesive devices most frequently used by both male and female students in their thesis abstracts is the lexical cohesive ones. However, there are similarities and a difference of the cohesive devices used. First, both grammatical and lexical cohesive devices are used by male and female students in their thesis abstracts. Second, reiteration as the type of lexical cohesive devices is used most frequently by both of them. Next, a difference is found in terms of the grammatical cohesive devices used. Substitution as the type of the grammatical cohesive devices is only found in a female student's thesis abstract, while no male student uses it.

In conclusion, there is no significant gender difference in using cohesive devices while writing the thesis abstracts. This can be caused by English as a Foreign Language (FL) for the writers and the rule that ties them in writing thesis abstracts as a kind of academic writing.

ABSTRAK

Sari, D.P.A.K. 2011. **Sekilas tentang Piranti Kohesif yang Digunakan pada Tulisan Abstrak Skripsi: Sebuah Perspektif Gender**. Program Studi Sastra Inggris, Universitas Brawijaya. Pembimbing: (I) Francien Herlen Tomasowa (II) Didik Hartono

Kata Kunci: piranti kohesif, abstrak skripsi, siswa laki-laki dan perempuan

Abstrak merupakan bagian dari skripsi yang memuat penjelasan singkat mengenai skripsi tersebut secara keseluruhan. Para siswa sebaiknya memperhatikan kohesi dalam teks dalam penulisannya. Hal tersebut dihasilkan apabila mereka menggunakan piranti kohesif sebagai lem yang merekatkan bagian-bagian pada sebuah teks menjadi satu kesatuan (Salkie, 1995). Namun, banyak penelitian menunjukkan bahwa laki-laki dan perempuan memiliki gaya yang berbeda dalam menggunakan bahasa. Oleh sebab itu, piranti kohesif yang digunakan pada abstrak skripsi yang ditulis oleh siswa laki-laki dan perempuan akan diteliti. Rumusan masalah dalam studi ini yaitu (1) Tipe piranti kohesif apa yang paling sering digunakan oleh siswa laki-laki dan perempuan dalam abstrak skripsinya? dan (2) Apa perbedaan dan persamaan piranti kohesif yang digunakan oleh siswa laki-laki dan perempuan dalam abstrak skripsinya?

Studi ini menggunakan pendekatan kuantitatif dan tipe penelitian yang digunakan adalah survei. Datanya berupa piranti kohesif yang diambil dari 6 abstrak skripsi yang dikumpulkan tahun 2010 oleh siswa S-1 Program Studi Sastra Inggris Fakultas Ilmu Budaya Universitas Brawijaya dengan konsentrasi linguistik. Abstrak yang diteliti adalah yang ditulis dalam Bahasa Inggris.

Hasil studi ini menunjukkan bahwa siswa laki-laki menggunakan 51 piranti kohesif gramatikal (28 referensi, 5 elipsis, and 18 konjungsi) dan 69 piranti kohesif leksikal (66 pengulangan and 3 kolokasi), sedangkan siswa perempuan menggunakan 37 piranti kohesif gramatikal (16 referensi, 2 substitusi, 3 elipsis, and 16 konjungsi) dan 87 piranti kohesif leksikal (83 pengulangan and 4 kolokasi). Oleh sebab itu, tipe piranti kohesif yang sering digunakan baik oleh siswa laki-laki maupun perempuan ketika menulis abstrak skripsi adalah piranti kohesif leksikal. Persamaannya adalah piranti kohesif gramatikal dan leksikal digunakan oleh keduanya. Selain itu, pengulangan sebagai tipe piranti kohesif leksikal adalah yang paling sering digunakan. Perbedaannya adalah substitusi sebagai salah satu tipe piranti kohesif gramatikal hanya ditemukan pada salah satu abstrak skripsi yang ditulis oleh siswa perempuan pada studi ini sedangkan tidak ada siswa laki-laki yang menggunakannya.

Penulis menyimpulkan bahwa perbedaan gender dalam penggunaan piranti kohesif pada penulisan abstrak skripsi tidak ditemukan secara signifikan. Hal ini dapat disebabkan oleh Bahasa Inggris yang merupakan Bahasa Asing bagi para penulis dan adanya aturan yang harus mereka patuhi dalam menulis abstrak skripsi sebagai salah satu tulisan akademik.

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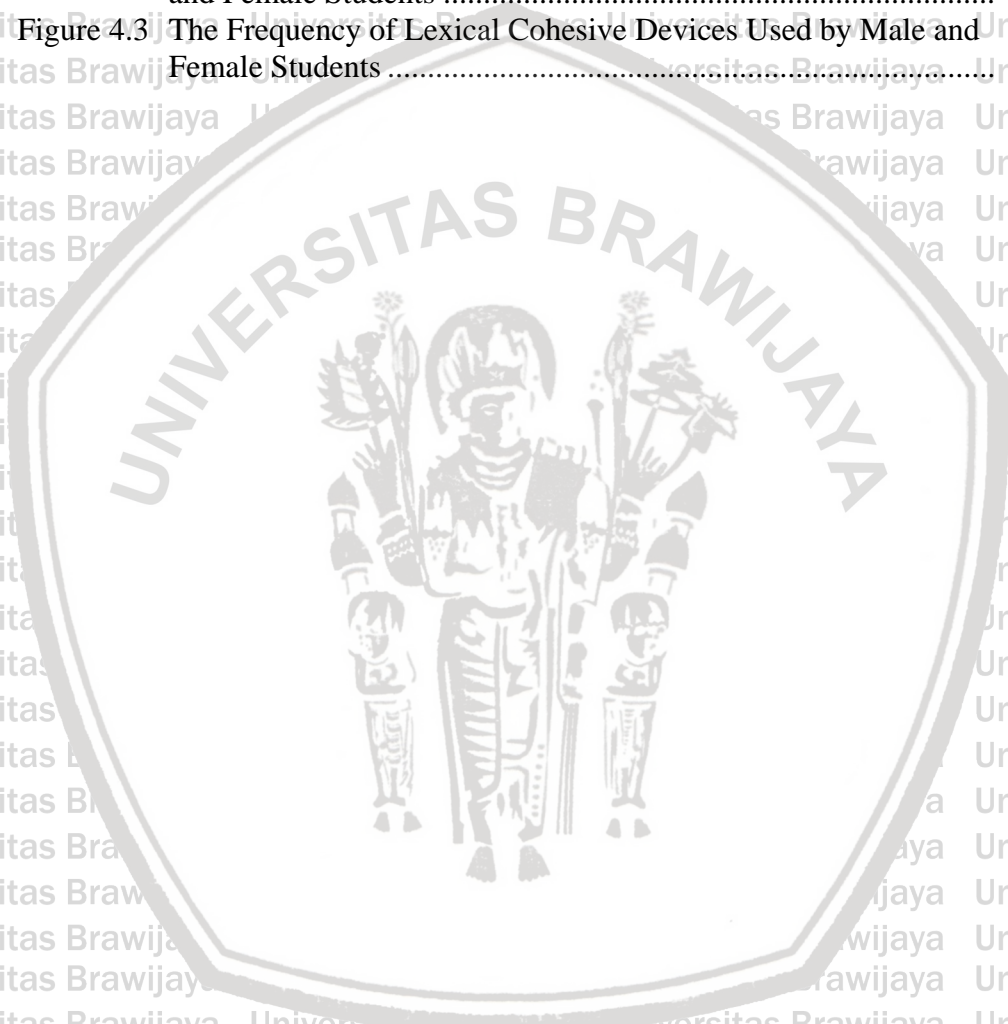
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CHAPTER I

INTRODUCTION

This chapter provides background of the study, problems of the study, objectives of the study, and definitions of key terms.

1.1 Background of Study

Writing is an important kind of verbal communication wherein information is conveyed by using verbal languages such as words and sentences.

The existence of the written word is very important in a modern society. Being literate is needed by the society to make the process of the communication successful. Moreover, there are many purposes of writing in everyday life.

Chandler (1995) proposes the aims of employing writing that include to communicate something (e.g. by memo or letter); to keep in touch (e.g. by letter); to record facts, thoughts, or feelings (e.g. as a memory aid, as an emotional release or for posterity); to clarify ideas or to plan because it is required or expected (e.g. postcards, forms); and for its own sake (e.g. calligraphy). In the society with a reasonably long tradition of literacy, the ability to write well is an important linguistic competency aspect.

Writing ability is a primary need in Higher Education. There are many kinds of academic writing such as report, essay, articles, and thesis. Thesis writing becomes the most influential one because it is a requirement to achieve a bachelor degree. A thesis consists of several sections. One of them is an abstract, i.e. "a

very brief summary of the major aspects of the qualitative inquiry such as problems, design, methods, and outcomes” (Ary, et al., 2002, p.472). The abstract represents the whole content of the thesis. Therefore, writing a good thesis abstract is very crucial.

Paying attention to the cohesion of the text in writing the thesis abstract is necessary. Halliday and Hasan (1976, p. 4) define cohesion as “the relation of meaning within the text.” This relation is resulted if the sentences in the text are connected to each other. The connection is linked by cohesive device, i.e. “the glue which holds different parts of a text together” (Salkie, 1995, p.x). The writer of an abstract should be able to produce that connection because there are many important things that should be written in it. Moreover, it has to be the reader’s eye catcher since readers usually have little time to read the whole thesis. Therefore, writers must focus on the use of the cohesive devices to produce a good thesis abstract as a form of texts.

However, each person has different style in writing. Odgers (2009) states that all writers have their own natural style. It can be heavily influenced by their early education. In this phase, they are taught various rules such as never begin a sentence with “And” or “But”; don’t split infinitives; the use of capital letter after full stop; a sentence has a verb, a subject, an object, and a predicate; and so on.

Some of them will be applied continuously and some will not. Furthermore, Odgers proposes that the writer’s social background affects the style of writing.

This can be seen from setting and choice of words. If a 1000-word passage includes the words like ranch, cowboy, pinto and pickup, hood (for a car), whole

wheat (for bread), and deputy (as in Sheriff), we can recognize that the book is American. On the other hand, the British book will probably use estate, cowman or herdsman, piebald and Land Rover, bonnet, brown, and sergeant/copper. Next, someone's writing style can be influenced by gender of the writer. Damayanti (2006) in her study of gender differences in writing features reveals that men tend to write about current events while women's writing includes feeling and tear. She also identified the lexical differences used by men and women in their writing. Women use color words for different purposes while men tend to be rough and to the point in using language. Thus, the different style of writing is interesting to be studied.

Language variation according to gender has been the subject of a lot of recent studies (Yule, 1996). Gender is the division of man and woman which is constructed socially and culturally. Some claimed that languages used by man and woman are different from each other because they have different positions in social life (Wardhaugh, 1986). Woman's language tends to be better than man's even though there is a stereotype that woman has a lower position than man. Both man and woman actually use the same variants of language but they are different in quantities (Contributors, 1989). For examples, men use more English vernacular than women and women use color words more than men. Nevertheless, studying gender differences in using language is not an attempt to make a gap between man and woman, but it is used to understand the possible differences between the two in the real life.

Then, the writer conducted a brief study entitled *A Glance at the Cohesive Devices Used in Thesis Abstract Writing: A Gender Perspective*. It is a gender perspective study of the use of cohesive devices in writing thesis abstracts. The writer analyzed thesis abstracts submitted in 2010 written by S-1 male and female students of the Study Program of English of the Faculty of Culture Studies of Universitas Brawijaya who took linguistics as their major because of these following reasons. First, they are used to use this language intensively in both speaking and writing in the academic circumstance. Besides, they learned cohesive devices in the discourse analysis subject and were hoped to apply them in their writings. However, they may produce errors since English is considered as their Foreign Language (FL). The writer ignored them in this current study because the cohesive devices used are the concern. In short, this brief study is interesting to be conducted in effort to reveal the possible differences in cohesive devices used by male and female students in writing their abstracts in English that is a FL for them.

There are some benefits of the result of this study. First, this is essential for the writer to obtain a further understanding in the discourse analysis field through the analysis of cohesive devices used in texts written by male and female students.

The strengths and weaknesses of male and female students in using cohesive devices while writing thesis abstracts can be distinguished from this study.

Consequently, this can help the lecturers to find some ways to remedy the weaknesses since cohesion plays a special role in the creation of a text, especially the thesis abstract as an academic writing. Next, the result of this study can be

useful for readers to broaden their knowledge about a language phenomenon in the real life. In addition, the future researchers can use this as a reference for further related studies. All in all, this current brief study is significant to be conducted.

1.2 Problems of Study

The problems of the study are:

1. What types of cohesive devices are most frequently used by male and female students in their thesis abstracts?
2. What are the differences and similarities of cohesive devices used by male and female students in their thesis abstracts?

1.3 Objectives of Study

The objectives of the study are:

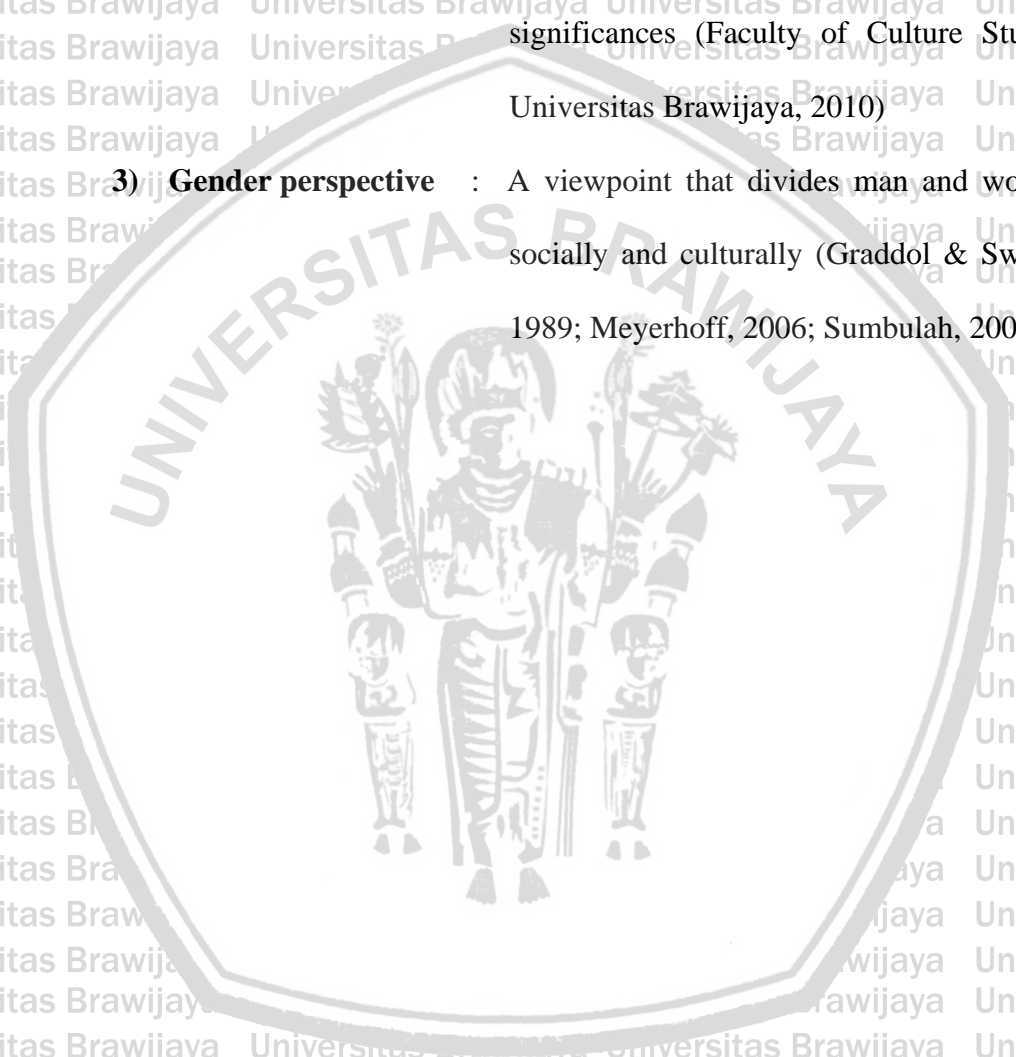
1. To find out the types of cohesive devices most frequently used by male and female students in their thesis abstracts.
2. To analyze the differences and similarities of cohesive devices used by male and female students in their thesis abstracts.

1.4 Definition of Key Terms

- 1) **Cohesive devices** : A word or a phrase that connects elements or ideas in a text together (Salkie, 1993)

2) Thesis abstract : A brief summary of the major aspects of a thesis consisting of problems of the study, objectives of the study, methodology/approaches, findings, and significances (Faculty of Culture Studies Universitas Brawijaya, 2010)

3) Gender perspective : A viewpoint that divides man and woman socially and culturally (Graddol & Swann, 1989; Meyerhoff, 2006; Sumbulah, 2008)



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents reviews of related literature of language and gender, text, cohesion, thesis abstracts, and previous studies that support this study.

2.1 Language and Gender

The terms sex and gender often interrelate with each other (Meyerhoff, 2006). In fact, sex refers to the biological or physiological differences between people; whether someone is a male or a female. Gender refers to the non-biological differences between people. It is used to relate men and women based on some aspects of human life such as education, health, economy, law, social, and politics. It is constructed socially and culturally (Graddol & Swann, 1989).

Based on the gender, Muawanah & Hidayah (2006) and Sumbulah (2008) propose that man is germane to the public sector (e.g. working outside the house to fulfill the family expenses) while woman is germane to the domestic sector (e.g. cooking, washing, and others house keepings). Furthermore, Muawanah & Hidayah (2006) state that women who want to involve in the public sector cannot entirely leave their domestic sectors. For instance, there are some aphorisms among Javanese related to this such as *kesimpret bebet ketlikung bengkung* (woman does not have freedom to move because she is tied by the domestic gender role), *konco wingking* (housewife) and doing “5 ah”: *omah-omah, momong bocah, umbah-ubah, isah-isah, olah-olah* (cleaning the house, taking

care of the children, doing the laundry, washing the dishes, cooking), and *jarit lungset ing sampiran* (having a good intelligence but it cannot be used and developed). Likewise, there is a viewpoint that man and woman fulfill different positions in social life. One of the effects is the difference of language used by man and woman in daily life. Men's and women's speech differs because boys and girls are brought up differently and men and women often fill different roles in society (Wardhaugh, 1989).

Furthermore, Argamon, et al (2003) states that most previous studies about differences between male and female language use only investigate phonological and pragmatic in speech (e.g. Trudgill, 1972; Key, 1975; Holmes, 1990; Labov, 1990; Eckert, 1997), informal writing such as student essays (e.g. Mulac et al, 1990; Mulac & Lundell, 1994), and electronic messaging (e.g. Herring, 1996).

Next, Argamon, et al (2003) studying gender differences in formal written texts find that men and women are significantly different in using pronouns and certain types of noun modifiers; females tend to use more pronouns while males use many more noun specifiers. Pronouns and specifiers both predetermine information about the "things" of the world as they are offered in nominal groups (Halliday, 1994). Pronouns show the identity of the "thing" to the reader, while specifiers give information about "things" that the writer supposes the reader does not know. Consequently, one of the main differences between men's and women's writing is the way the people, objects, collectives and institutions are shown. In particular, since women use more pronouns than men in their writings, it is concluded that men talk more about objects, while women talk more about

relationships (Aries & Johnson, 1983; Tannen, 1990). Next, it is known that females like to involve themselves in courses of the events, whereas males like to be more informational. However, some authors have asserted that no difference could be observed between the writings of men and women in more formal contexts (e.g. Berryman-Fink & Wilcox, 1983; Simkins-Bullock & Wildman, 1991).

As a result, the writer analyzes the use of cohesive devices in the thesis abstract writing by using a gender perspective. However, this was not an effort to make a gap between man and woman. The purpose was only to find out whether they use similar or different cohesive devices in writing, in this case the academic one.

2.2 Text

In linguistics, text refers to any spoken or written passage that form a unified whole (Halliday & Hasan, 1976). It is not a grammatical unit, like a clause or a sentence. It is also not defined by its size. A text is best regarded as a semantic unit, i.e. a unit not of form but of meaning.

Renkema (1993) states that there are 7 criteria of making a sequence of sentences a text. They are cohesion (i.e. the connection which exists between elements in the text), coherence (i.e. the connection which is brought about by something outside the text), intentionality (i.e. the conscious intention of achieving specific goals with the message, for instance, conveying information or arguing an opinion), acceptability (i.e. the requirement that a sequence of

sentences be acceptable to the intended audience in order to qualify as a text), informativeness (i.e. the necessity that a text should be understandable and contain new information), situationality (i.e. the situation in which a text has been produced and dealt with), and intertextuality (i.e. a sequence of sentences is related by form or meaning to other sequences of sentences) (Renkema, 1993).

This study only concern with the cohesion of text because Halliday and Hasan (1976) state that it plays a special role in the creation of a text. The speaker or writer uses cohesion to signal texture, and the listener or reader reacts to it in his interpretation of texture. Thus, it is reasonable to make use of cohesion as a criterion for the recognition of the boundaries of text analyzed in this brief study.

2.3 Cohesion

Cohesion is part of the system of a language (Halliday & Hasan, 1976, p. 4). It refers to relation of meaning that exists within the text, and that defines it as a text. It occurs when the interpretation of a textual element is dependent on another element in the text. The dependency is linked by cohesive devices, i.e. the glue which holds different parts of a text together (Salkie, 1995). However, Hoey (1991) as stated in Sanna-Kaisa Tanskanen (2006) calls the link as cohesive item.

However, the writer will use the term cohesive device in this brief study.

Cohesion is expressed partly through the grammar (i.e. grammatical cohesion) and partly through the vocabulary (i.e. lexical cohesion) (Halliday & Hasan, 1976). Nevertheless, that division is not mentioned by Renkema (1993) who explained cohesion stated by Halliday & Hasan (1976). He directly mention

5 types of cohesion, i.e. reference, substitution, ellipsis, conjunction, and lexical cohesion. In addition, Hoey (1991) as cited by Tanskanen (2006) also classifies the cohesive device into lexical and grammatical. Salkie (1995) does it differently by naming the classification as lexical cohesive device and other kinds of cohesive device. However, the latter consists of items which are the same as those in the grammatical cohesive devices stated by Halliday & Hasan (1976) and Hoey (1991).

In addition, the basic concept in analyzing the cohesion of a text is a tie. Halliday and Hasan (1976) state that the tie includes not only the cohesive device used but also that which presupposed by it. There are 3 kinds of tie. They can be seen in the following excerpt:

The last word ended in a long bleat, so like a sheep that Alice quite started
 (1). *She looked at the Queen, who seemed to have suddenly wrapped up in*
wool (2). *Alice rubbed her eyes, and looked again* (3). *She couldn't make*
out what had happened at all (4). *Was she in a shop* (5) ? *And was that*
really – was it really a sheep that was sitting on the other side of the
counter (6) ? *Rub as she would, she could make nothing more of it.* (7)

The first is immediate tie in which the presupposition relates the sentence to that which immediately precedes it such as the pronoun *she* in the sentence number (2) which refers to *Alice* in the sentence number (1). The second is mediated tie in which the target of presupposition is mediated by the same item or another form.

The cohesive devices *Alice* in the sentence number (3), *she* in the sentence number (4), (5) and (7), and *her* in the sentence number (3) have mediated tie

since they refers to the same *Alice* in the sentence number (1) and are mediated by the pronoun *she* in the sentence number (2). The last is remote tie in which there is distance between the cohesive devices and its presupposed item. For example is *Rub as she would* in the sentence number (7) which is related to *Alice rubbed her eyes* in the sentence number (3).

In this brief study, the writer used Halliday and Hasan's theory of cohesive devices (1976) because it is considered as the most complete one. Hence, all the cohesive devices found in the sources of the data could be covered to be classified and analyzed. The analysis included determining the presupposed item of the cohesive devices found and the kind of the tie.

2.3.1 Grammatical Cohesive Devices

Grammatical cohesive devices link elements in a text through the grammar. The cohesive devices which are classified into this category are:

2.3.1.1 Reference

Reference is the act of referring to a preceding or following element of a text (Halliday & Hasan in Renkema, 1993). The former is called anaphora, while the latter is called cataphora.

Halliday & Hasan (1976) propose three types of reference:

2.3.1.1.1 Personal Reference

Personal reference is reference by means of function in the speech situation, through the category of person. The category of personals includes:

1. Personal pronouns such as I, me, you, we/us, he/him, she/her, they/them, it, and one.

Examples:

*I see **John** is here. **He** hasn't changed a bit.*

***She** certainly has changed. No, behind **John**. I mean **Karin**.*

2. Possessive determiners (usually called 'possessive adjectives') such as mine, yours, ours, his, hers, theirs, and its.

Examples:

*That new house is **John's**. I did not know it was **his**.*

3. Possessive pronouns such as my, your, our, his, her, their, its, and one's.

Examples:

*John has a house. **His** house is beautiful.*

2.3.1.1.2 Demonstrative Reference

Demonstrative reference is reference by means of location, on a scale of proximity. It can be achieved by using determiner (this/these, that/those, and the) and adverb (here/there and now/then). For examples:

*A man crossed the street. **The** man was suddenly crashed by a car.*

*We grew up in the 1960's. We were idealistic **then**.*

2.3.1.1.3 Comparative Reference

Comparative reference is indirect reference by means of identity or similarity. Halliday & Hasan (1976) classify it into general and particular comparative. General comparative expresses likeness between things. The likeness may take the form of identity, where 'two things' are the same thing or of similarity where two things are like each other. The cohesive devices can be adjectives such as *same*, *identical*, *equal*, *similar*, and *additional* or adverbs such as *identically*, *similarly*, *likewise*, *so*, and *such*. However, the likeness has its negative; there is non-identity and non-similarity. The cohesive devices can be adjectives such as *other*, *different*, and *else* or adverbs such as *differently* and *otherwise*. Next is particular comparative that expresses comparability between things in respect of a particular property. The cohesive devices can be adjectives such as *better*, *more*, and *others comparative adjectives and quantifiers* or adverbs such as *so*, *more*, *less*, and *equally*.

Salkie (1995) explains the classification of comparative with different terms. He divided the comparative into general and specific comparative. In the former, two things are said to be the same or different, without going into detail. In the latter, two things are compared with respect to a specific property. One of the two things will be said to have more or less of this property.

2.3.1.2 Substitution

Substitution is the replacement of word or sentence segment by a 'dummy' word (Halliday & Hasan in Renkema, 1993). Salkie (1995) proposes the most

important ‘dummy’ words for substitution such as *one*, *do* (or one of other forms of *do*, namely *does*, *did*, *done*, and *doing*) and *so*.

There are 3 types of substitution:

1. Nominal, e.g. *These biscuits are stale. Get some fresh ones.*
2. Verbal, e.g. A: *Have you called the doctor?*

B: I haven't done it yet, but I will do it.

3. Clausal, e.g. A: *Are they still arguing in there?*

B: No, it just seems so.

2.3.1.3 Ellipsis

Ellipsis is the omission of a word or part of a sentence. It can be described as ‘substitution by zero’ (Halliday & Hasan in Renkema, 1993). There are 3 types of substitution:

1. Nominal, e.g. *These biscuits are stale. Those are fresh.*
2. Verbal, e.g. *He participated in the debate, but you didn't.*
3. Clausal, e.g. *Who wants to go shopping? You?*

2.3.1.4 Conjunction

Conjunction is a relationship which indicates how the subsequent sentence or clause should be linked to the preceding or following (parts of the) sentence (Halliday & Hasan in Renkema, 1993). Halliday and Hasan (1976) classify it into additive, adversative, causal, and temporal conjunctions. However, Renkema

(1993) quoting their theories of cohesion only mentions three frequently occurring conjunctions. They are:

1. Addition, e.g. **Besides** being a man, he is also hateful.

*He no longer goes to school **and** is planning to look for a job.*

2. Causality, e.g. *He is not going to school today **because** he is sick.*

*Marry got married to John last year **and** now she's pregnant.*

3. Temporality, e.g. ***After** the car had been repaired, we were able to continue our journey.*

Salkie (1995) uses the term connectiveness to refer to the conjunction.

They are some words and phrases used to indicate a specific connection between different parts of a text. There are 4 basic types of connectiveness. They are addition connectives (AC) (example: *and*), opposition connectives (OC) (example: *yet*), cause connectives (CC) (example: *therefore*), and time connectives (TC) (example: *then*).

2.3.2 Lexical Cohesive Devices

Lexical cohesive devices link elements in a text through the vocabularies.

Based on Hoey (1991) in Tanskanen (2006), lexical cohesive devices are categorized into simple lexical repetition (*a bear – bears*), complex lexical repetition (*a drug – drugging*), simple paraphrase (*to sedate – to drug*), complex paraphrase (*heat – cold*), substitution (*a drug – it*), co-reference (*Mrs. Thatcher –*

the Prime Minister), ellipsis (*a work of art – the work*), and deixis (*the works of Plato and Aristotle – these writers*).

Furthermore, based on Halliday & Hasan (1976), the lexical cohesive devices are classified into reiteration and collocation explained in the following sub chapters.

2.3.2.1 Reiteration

Reiteration is a form of lexical cohesion which involves the repetition of a lexical item, the use of a general word to refer back to a lexical item, and the use of a synonym, near-synonym, or superordinate (Halliday & Hasan, 1976). Then, they explained that any instance of reiteration may be:

1. The same word, e.g. *There's a boy climbing that tree. The boy's going to fall if he doesn't take care.*
2. A synonym or near-synonym, e.g. *There's a boy climbing that tree. The lad's going to fall if he doesn't take care.*
3. A superordinate, e.g. *There's a boy climbing that tree. The child's going to fall if he doesn't take care.*
4. A general word, e.g. *There's a boy climbing that tree. The idiot's going to fall if he doesn't take care.*

Next, Halliday and Hasan (1976) state that lexical cohesive device cohere with a preceding occurrence of the same item if the two have the same referent, or if there is any referential relationship between them. The second occurrence may be

(a) identical, (b) inclusive, (c) exclusive, or (d) simply unrelated as in the examples below:

First sentence: *There's a boy climbing a tree.*

Second sentence: a. *The boy's going to fall if he doesn't take care.*

b. *Those boys are always getting into mischief.*

c. *And there's another boy standing underneath.*

d. *Most boys love climbing trees.*

In (a), *the boy* has the same referent as a boy has. In (b), *those boys* includes the boy referred to previously. In (c), *another boy* excludes the boy referred to the first sentence. In (d), *most boys* bears no referential relation at all to the boy previously mentioned.

Although Renkema (1993) quotes Halliday and Hasan theory of cohesion, he adds items of cohesive devices as reiteration. He divides reiteration into the following types:

1. Repetition, e.g. *A **conference** will be held on national environmental policy. At this **conference** the issue of salination will play an important role.*

2. Synonymy is two or more forms with very closely related meanings

(Yule, 1996), e.g. *A **conference** will be held on national environmental policy. This environmental **symposium** will be primarily a conference dealing with water.*

3. Hyponymy is the meaning of one form that is included in the meaning of other (Yule, 1996), e.g. *We were in town today shopping for furniture. We saw a lovely table.*

4. Metonymy is the relationship between words based on a close connection in everyday experience (Yule, 1996), e.g. *At its six-month checkup, the brakes had to be repaired. In general, however, the car was in good condition.*

5. Antonymy is the relationship of two forms with opposite meanings (Yule, 1996), e.g. *The old movies just don't do it anymore. The new ones are more appealing.*

Salkie (1995) also states this kind of cohesive device. However, he prefers to use the term opposite. Then he divided it into:

- a. Binary opposites: if there are only two possibilities and no other alternative, e.g. *male* and *female*
- b. Binary absolute opposites/incompatible: if the distinction is clear-cut: normally someone can't be partly male or a bit female – you are either 100 per cent male or 100 per cent female. Other examples are *alive – dead, even – odd, and digital – analog.*
- c. Multiple opposites: if there are more than two alternatives. For example is *mattock – shovel – axe – crowbar – long-handled branch cutter.*

- d. Converseness which are used to express the same thing in a different way. For examples are *teacher – student*, *above – below*, and *buy – sell*.

2.3.2.2 Collocation

Collocation is the relationship between words on the basis of the fact that these often occur in the same surroundings (Halliday & Hasan in Renkema, 1993).

All the various lexical relations that are not covered by 'reiteration' are treated under the general heading of collocation. Some examples are *sheep* and *wool*, *congress* and *politician*, *college* and *study*.

Examples:

Red Cross helicopters were in the air continuously. The *blood bank* will soon be desperately in need of *donors*.

The *hedgehog scurried* across the road. Its *speed* surprised me.

2.4 Thesis Abstract

Abstract is a very brief summary of the major aspects of the qualitative inquiry such as problems, design, methods, and outcomes (Ary, et al., 2002). In

the *Pedoman Penulisan Skripsi* (2010) for the linguistics students in Universitas

Brawijaya who are the subjects of this study, the thesis abstract should be

provided in two languages which are Bahasa Indonesia and English. Both have the

same criteria, i.e. they should include problems of the study, objectives of the

study, methodology/approaches, findings, and significances.

2.5 Previous Studies

The study of gender has been conducted by Damayanti (2006) in the study entitled "A Study of the Differences between Men's and Women's Writing Style in The Features of Reader's Digest". From this study, it is known that men had more awareness on the currents events than women. They also like to discuss something in a scientific way (experiment and opinion). Besides, women's writing includes feeling and tear. In addition, it also reveals the lexical differences used by men and women. Women use color words for different purposes while men tend to be rough and to the point in using language.

Next is "Lexical Cohesion Patterns in NS and NNS Dissertation Abstracts in Applied Linguistics: A Comparative Study" by Kai (2008). Her study attempted to examine the similarities and differences in lexical cohesion patterns between a native speaker of English (NS) and a non-native speaker of English (NNS) dissertation abstracts and to account for their similarities and especially for their differences. She used Halliday & Hasan's (1976) theory of text cohesion and coherence as the back-up and Hoey's (1991) model for her analysis. She selected fifteen abstracts randomly as NS samples and NNS samples respectively. It is found that NS abstracts tend to use more complex repetitions than NNS ones, which have a high rate of using simple repetitions. Another finding was that the patterning of lexical repetition in the sample texts could take a central place in the organization and understanding of dissertation abstracts.

In addition, Vali and Kianiparsa (2010) conduct a study entitled "Gender Differences in Using Cohesive Devices while Writing". The participants of this

study were 24 (15 females and 9 males) M.A. students of Payam Noor University (PNU) who were studying English language teaching. The instrument used for eliciting their writing behavior in using cohesive devices was a writing composition test about 'Transportation in Cities'. After collecting the subjects' papers, the data was analyzed using two chi squares to determine the amount of the frequency of the occurrence of cohesive devices. The cohesive devices selected for the investigation were references and conjunctions. The results of the study suggest that there is no gender difference in using cohesive devices while the participants tried to write a composition in English. Findings also indicate that Persian EFL students use references and conjunctions at the same level in their writings.

In line with Damayanti, this brief study is about gender in producing writing. Both male and female students who are the subjects of this brief study are non native speakers of English. However, the kind of writing analyzed is the academic one, i.e. thesis abstract like what Kai used. Besides, the writer makes a further analysis of the cohesive devices used in the writings. The writer does not only analyze the lexical cohesive devices, but also the grammatical cohesive ones. Moreover, this current study is the same as Vali and Kianiparsa's study in terms of gender differences in using cohesive devices while writing. However, their study only focuses on the use of reference and conjunction as parts of grammatical cohesive device. Meanwhile, this study analyzes both grammatical and lexical cohesive devices. The former consists of reference, substitution, ellipsis, and conjunction. The latter consists of reiteration and collocation.

CHAPTER III

RESEARCH METHOD

This chapter elaborates research design, data sources, data collection, and data analysis as the researcher strategies in conducting this study.

3.1 Research Design

The writer uses quantitative approach in conducting this study. Ary et al (2002, p. 22) state “quantitative research uses objective measurement and statistical analysis of numeric data to understand and explain phenomena”. This approach is applied in this study since the amount of cohesive devices used by male and female students in their thesis abstract writings are counted and compared to know the differences and similarities between them.

Next, the type of research used is survey. Cohen and Manion (1992) propose that one of the intentions of conducting a survey is to gather data at a particular point in time to describe the nature of existing conditions. In this brief study, thesis abstracts as a form of documents are analyzed in terms of the cohesive devices existing in it. Thus, this type of research is considered to be the most appropriate to be applied in this present study.

3.2 Data Sources

The data of this brief study are cohesive devices in thesis abstracts submitted in 2010 written by S-1 male and female students of the Study Program

of English of the Faculty of Culture Studies of Universitas Brawijaya who took linguistics as their major. The thesis abstract is provided in two languages, i.e. English and Bahasa Indonesia. Thesis abstracts analyzed in this brief study are in the English version. They are chosen because of these following reasons. First, an abstract is the gist of the thesis content thus very useful for readers, especially those with little spare time to read the whole thesis in detail. Second, the theses are the newest ones available at the Self Access Center of the Faculty of Culture Studies and the Central Library of Universitas Brawijaya where students usually look for references. Second, the writers are students who are used to applying English intensively both in speaking and writing in the academic situation even though this language is a Foreign Language (FL) to them. Moreover, cohesion of a text is discussed in the discourse analysis subject offered in the linguistics major. Thus, the writers of the abstracts under investigation are assumed to have used cohesion of their choice in the abstracts.

3.3 Data Collection

There are 43 thesis abstracts, 36 of which are written by female students and 7 by male students. With reference to Arikunto (1998) who states that the subject of a research can be taken randomly from the 10 – 15% or 20 – 25% of the population for estimation by considering: (a) the researcher's capability in terms of the time, fund, and energy, (b) the range of the observational area, and (c) the risks for the researcher, 10-15% of the total number of abstracts, in this case 6 abstracts, are randomly taken to be analyzed in this brief study; three are written

by male students and the remaining by female students. These abstracts are then labeled by number for male and by letter for female. Each sentence in the sources of data is given an index number. After thoroughly reading the data, cohesive devices are finally highlighted.

3.4 Data Analysis

In this brief study, the processes of data analysis are:

- 1) Classifying cohesive devices found in the abstracts into grammatical cohesive devices consisting of reference, substitution, ellipsis, and conjunction, and lexical cohesive devices consisting of reiteration and collocation as stated by Halliday and Hasan (1976). Those used by male and female students are put separately into tables 3.1 and 3.2 as shown on the following page;
- 2) Counting the cohesive devices found based on their classification. Ary, et al (2002, p. 410) state “surveys typically do not require complex statistical analysis”. Thus, the writer uses descriptive statistics as a method of organizing, summarizing, and presenting data in an informative way (Lind, et al, 2000). Some graphs are presented to describe the frequency of cohesive devices used by male and female students in their thesis abstracts.
- 3) Examining the data. The basic concept in analyzing the cohesion of text is a tie. It includes not only the cohesive device used but also that which presupposed by it (Halliday and Hasan, 1976). Hence, the cohesive

device and its presupposed item, and the name of the tie between them are examined and put into the table as the following:

Table 3.3 Table of the Data Analysis

No.	Abstract	Type	Sentence Number	Cohesive Devices	Presupposed Item	Sentence Number	Name of the Tie

- 4) Comparing cohesive devices used by male and female students found in the abstracts; and
- 5) Drawing conclusions.

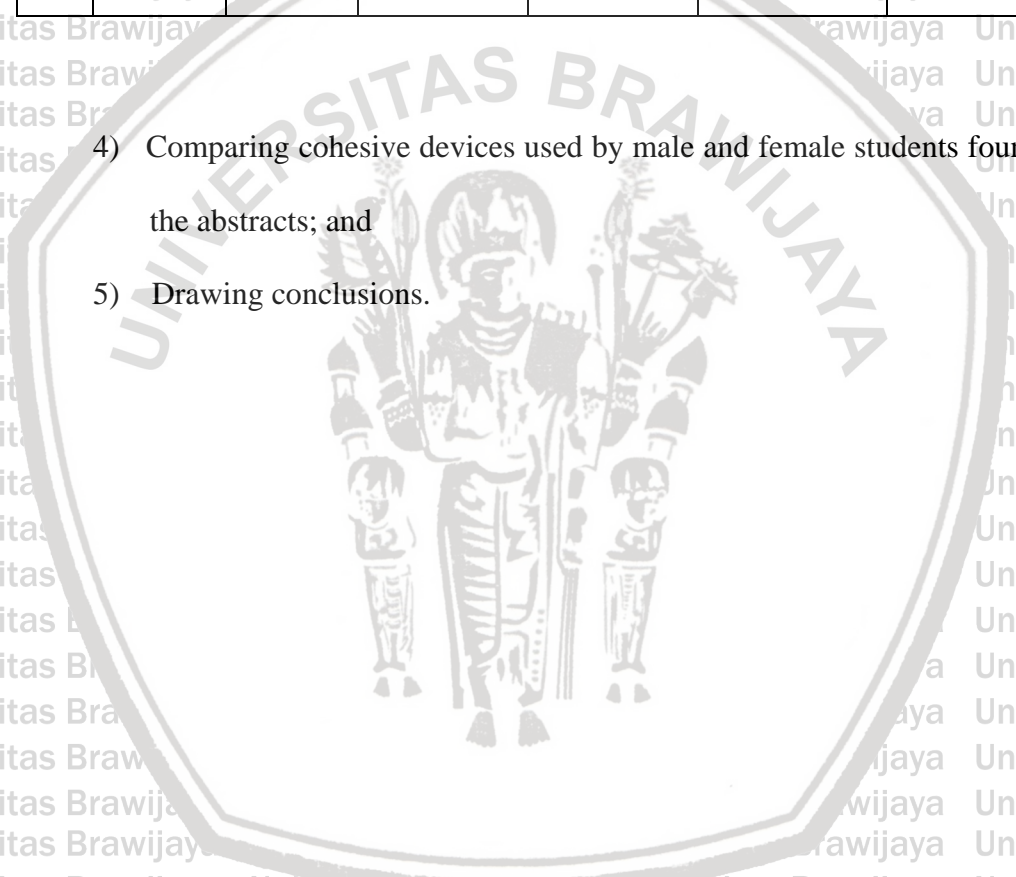


Table 3.1 Cohesive Devices Used by Male Students

Cohesive Devices	Grammatical Cohesive Devices				Lexical Cohesive Devices	
	Reference	Substitution	Ellipsis	Conjunction	Reiteration	Collocation
Total						

Table 3.2 Cohesive Devices Used by Female Students

Cohesive Devices	Grammatical Cohesive Devices				Lexical Cohesive Devices	
	Reference	Substitution	Ellipsis	Conjunction	Reiteration	Collocation
Total						

CHAPTER IV

FINDING AND DISCUSSION

This chapter elaborates the finding and discussion of this brief study.

4.1 Finding

In this brief study, the data of cohesive devices are obtained from 6 thesis abstracts submitted in 2010 written by male and female students of the Study Program of English of the Faculty of Culture Studies of Universitas Brawijaya majoring in linguistics. Three of them (1, 2, and 3) are written by male students and the others (A, B, and C) are written by female students. The cohesive devices found are classified into grammatical and lexical cohesive devices as stated by Halliday and Hasan (1976). Grammatical cohesive devices consist of reference, substitution, ellipsis, and conjunction, while lexical cohesive devices consist of reiteration and collocation.

There are 120 cohesive devices used by male students and 124 cohesive devices used by female students in their abstracts. They are put into separate tables in the Appendix 1 and 2 respectively. The cohesive devices used by male students consist of 51 grammatical cohesive devices and 69 lexical cohesive devices. Therefore, the type of cohesive devices most frequently used by male students is the lexical cohesive ones. Next, the cohesive devices used by female students consist of 37 grammatical cohesive devices and 87 lexical cohesive devices. Thus, the type of cohesive devices most frequently used by female

students is the lexical cohesive ones. Moreover, it is also known that male students use more grammatical cohesive devices than female students do. Meanwhile, female students use more lexical cohesive devices than male students do. The summary of the frequency of cohesive devices used by male and female students can be seen in the Figure 4.1.

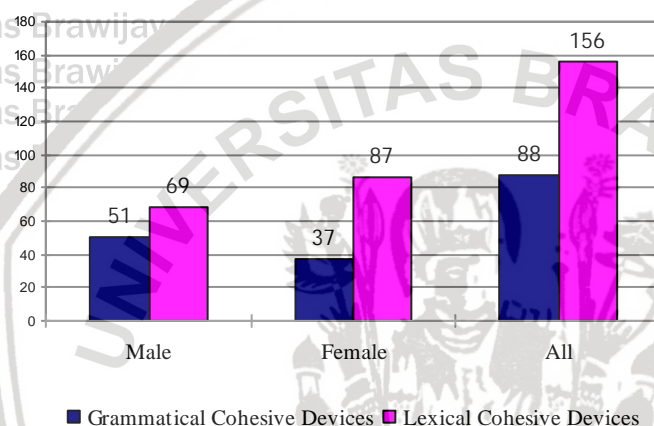


Figure 4.1 The Frequency of Cohesive Devices Used by Male and Female Students

4.1.1 Grammatical Cohesive Devices Used by Male and Female Students

The frequency of grammatical cohesive devices used by male and female students can be seen in the Figure 4.2. There are 44 references, 2 substitutions, 8 ellipses, and 34 conjunctions. They will be discussed in detail in the following sub chapters.

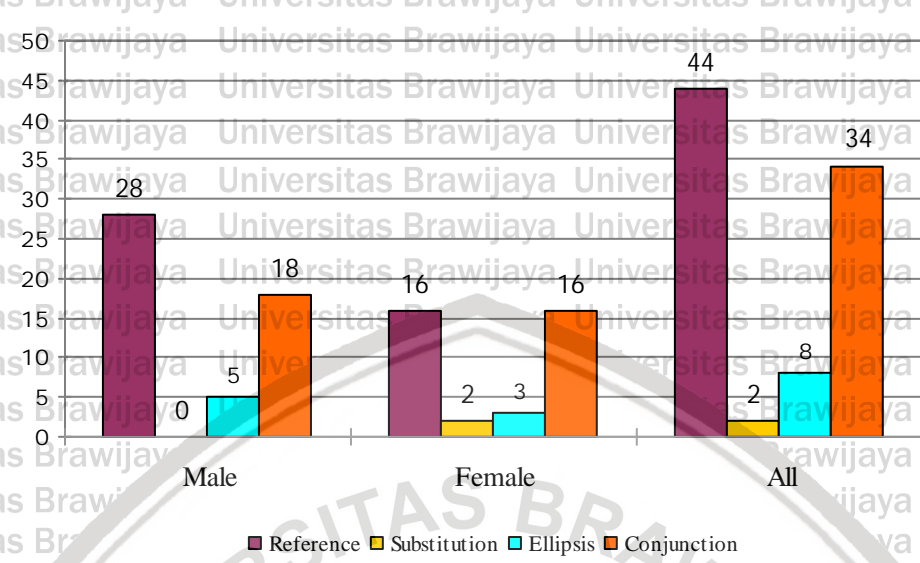


Figure 4.2 The Frequency of Grammatical Cohesive Devices Used by Male and Female Students

4.1.1.1 Grammatical Cohesive Devices Used by Male Students

The 51 grammatical cohesive devices found in 3 thesis abstracts written by male students consist of 28 references (15 personal pronouns, 3 possessive pronouns, 8 demonstrative pronouns, and 2 particular comparative pronoun), 5 ellipses (4 nominal and 1 verbal ellipsis), and 18 conjunctions (4 additive, 4 adversative, 9 temporal, and 1 causal conjunctions). None uses substitution as the cohesive device. Some of the grammatical cohesive devices found are presented in the following sub chapters. The complete analysis can be seen in the Appendices.

4.1.1.1.1 Reference

The 28 references in the thesis abstracts, written by male students are from 15 found in 1, 11 found in 2, and 2 found in 3. All of them are anaphoric, i.e. refer to the preceding part of the text.

First, the 15 references used as cohesive devices in 1 consist of 11 personal references, 3 demonstrative references, and 1 comparative reference. The 11 personal references consist of 10 personal pronouns and 1 possessive pronoun.

The personal pronouns are used as an alternative instead of repeating the same word in the same sentence (such as 'it' in the sentence number 12 that refers to 'Google Translate' in the same sentence) or across sentences (such as 'it' in the sentences number 13, 14, and 15 that refers to 'Google Translate' in the sentence number 12).

First, **Google Translate** can find equal word and arranged **it** in Indonesian structure.¹² Second, **it** can translate specific terms in some fields.¹³ Third, **it** can keep some language styles.¹⁴ The last, **it** does not make spelling mistakes.¹⁵

In addition, a possessive pronoun 'its' is found in the sentence number 5. It refers to 'Google Translate' in the preceding sentence that is the sentence number 4.

There is a new generation of machine translation provided by Google called **Google Translate**.⁴ This research tries to help Google Translate users to understand more about **its** characteristics, strengths, and weaknesses in translating articles from English into Indonesian.⁵

Next, 3 demonstrative references are found the 'in' in the sentences number 2, 6, and 17. In the sentence number 2, the determiner 'these' shows near proximity since the presupposed item 'information in many languages' is in the sentence number 1 which immediately precedes it.

Since the development of information technology, especially the internet, **information in many languages** have been easy to access.¹

These information should be translated quickly.²

Meanwhile, 'the' in the sentence number 6 shows neutral proximity as the following.

This research tries to help Google Translate users to understand more about **its characteristics, strengths, and weaknesses** in translating articles from English into Indonesian.⁵

This research used qualitative approach in order to investigate **the characteristics, strengths, and weaknesses** of the translation result of Google Translate.⁶

The last is a comparative reference in the sentence number 5. It is classified into particular comparative because the cohesive device 'more' is used to compare the quality of understanding the Google Translate.

There is a new generation of machine translation provided by Google called **Google Translate**.⁴ This research tries to help Google Translate users to understand **more** about its characteristics, strengths, and weaknesses in translating articles from English into Indonesian.⁵

Second, 11 references used in 2 are divided into 6 personal references and 5 demonstrative references. The personal references consist of 5 personal pronouns and 1 possessive pronoun. The example of the personal pronoun can be seen in the following excerpt.

In writing expressive sentences, **some of the writers of** do not follow the rule of expressive sentence.¹¹ **They** do not use "I" as the subject but **they** use "we".¹²

Furhermore, the example of the possessive pronoun can be seen in the following excerpt.

..., which provides column for **the readers** in showing **their** feeling.²

Additionally, 5 demonstrative references found in this abstract consist of 4 'the' and 1 'those'. The reference 'those' in this abstract shows far proximity because 'those' is used to point what has been found in the first problem of the study in the thesis.

In this research, there are three problems that have to be answered (1) which **sentences categorized into expressive sentence** in the column in Jawa Pos are; (2) what real intention expressed on **those sentences** are,...

Third, there are 2 references used in 3. The first is a personal reference in the form of possessive pronoun.

Precious uses endoglossia to **her** friends and mother who are African American.

The second is a comparative reference in the form of particular comparative.

This is a suggestion for English Department students to not only learn "diglossia in "Precious" Movie".

The writer conducted the study about **diglossia in "Precious" Movie** which shows language varieties which are exoglossia and endoglossia.⁴...

The writer suggests that English department students learn **more** about diglossia situation...¹²

4.1.1.1.2 Ellipsis

The 5 ellipses in the thesis abstracts written by male students are from 1 found in 1, 3 found in 2, and 1 found in 3. First, an ellipsis and its presupposed items is found in the abstract 1. The item which is omitted in the sentence number 12 is a noun phrase 'Google Translate' which can be stated before the verb 'arranged'. Therefore, it is classified into nominal ellipsis.

First, **Google Translate** can find equal word and arranged it in Indonesian structure.¹²

Second, there are 3 ellipses used as the cohesive devices in male's writing labeled with 2. They are classified into nominal ellipsis. However, the item which is omitted in the sentence number 12 is the adverbial phrase 'as the subject' which has a nominal aspect 'the subject'. It can be stated after the object 'we'.

They do not use "I" as the subject but they use "we".¹² Third, an ellipsis used in 3 is classified into verbal ellipsis. The item which is omitted is the adverbial phrase 'to maintain the relationship' which has a verbal aspect 'maintain'. It can be stated after the phrase 'between patient and doctor'.

Precious uses exoglossia to the educated and respected persons like teacher and doctor **to maintain the relationship** between student and teacher and doctor and patient and doctor.⁹

4.1.1.1.3 Conjunction

The 18 conjunctions used by male students in their thesis abstracts are from 13 found in 1, 4 found in 2, and 1 found in 3.

First, the 13 conjunctions used in 1 consist of 2 additive conjunctions, 2 adversative conjunctions, and 9 temporal conjunctions. The example of the additive conjunction found is 'while' that is usually used to show an adversative relation. However, it is used to show an additive relation in the sentence number 7 where the writer states the type of research after explaining the research approach in the preceding sentence.

This research used qualitative approach in order to investigate the characteristics, strengths, and weaknesses of the translation result of Google Translate.⁶ **While**, the type of research used was document analysis.⁷

The other additive conjunction is 'and' in the sentence number 12 that is used to explain what Google Translate do after finding the equal word in the process of the translation.

First, Google Translate can find equal word **and** arranged it in Indonesian structure.¹²

Next, there are 2 conjunctions 'meanwhile' applied to show an adversative relation. For example is between the sentence number 11 which explains strengths of Google Translate and the sentence number 16 which explains weaknesses of Google Translate.

This research also found some strengths of the translation result of Google Translate.¹¹ ... **Meanwhile**, there are some weaknesses of translation result of Google Translate found in this research.¹⁶

Furthermore, there are 9 temporal conjunctions showing temporal relations in explaining sequence of items in time. However, there are additional components in the meaning. For example:

Meanwhile, there are some weaknesses of translation result of Google Translate found in this research.¹⁶ **First**, the translation result of Google Translate sometimes is not natural.¹⁷ **Second**, it cannot adjust the choice of words to the context.¹⁸ **Third**, it fails to keep some language styles.¹⁹ **The last**, it is inconsistent and makes mistakes in translating some words.²⁰

Second, 4 conjunctions used in 2 consist of 1 additive conjunction, 2 adversative conjunctions, and 1 causal conjunction. The additive conjunction found is 'moreover'. It is used when the writer gives additional statement about how the writers of *Pembaca Menulis* column write expressive sentences stated in the preceding sentences.

In writing expressive sentences, some of the writers of do not follow the rule of expressive sentence.¹¹ They do not use "I" as the subject

but they use “we”.¹² **Moreover**, they only satirize the person or organization in saying what they feel.¹³

Next, 2 adversative conjunctions is used to show an adversative relation to the preceding part of the text. For example:

Almost all of the data have intention to complain to a person or a company.⁹ **Only** one of them expresses gratitude.¹⁰

Additionally, there is a causal conjunction showing a causal relationship in terms of the effect of choosing content analysis for his study.

Content analysis is chosen to get deep analysis **so that** the problems can be answered clearly.⁶

Third, there is a conjunction used in 3 which is classified into the additive conjunction. ‘Moreover’ is used to add the finding of the study written in this abstract.

This study reveals that the language used by the main character of Precious movie is Standard American English and African American Vernacular English.⁸ ... **Moreover**, the varieties of language have the different aspect such as variety learned, prestige, use in the community and distinct or same language which belong to attitudes towards diglossia.¹¹

4.1.1.2 Grammatical Cohesive Devices Used by Female Students

The 37 grammatical cohesive devices found in 3 thesis abstracts written by female students consist of 16 references (6 personal pronouns, 3 possessive pronouns, 4 demonstrative pronouns, 1 general comparative pronoun, and 2 particular comparative pronouns), 2 nominal substitutions, 3 nominal ellipses, and 16 conjunctions (3 additive, 6 adversative, 4 causal, and 3 temporal

conjunctions). Some of them are discussed in the following sub chapters. The complete analysis can be seen in the appendices.

4.1.2.2.1 Reference

The 16 references used by female students in their thesis abstracts are from 6 found in A, 5 found in B, and 5 found in C. All of them are anaphoric, i.e. refer to the preceding part of the text.

First, the 6 references used in A consist of 5 personal references and 1 comparative reference. The personal references are divided into 3 personal pronouns and 2 possessive pronouns. The personal pronoun 'them' in the sentence number 2 functions as the object and 'they' in the sentence number 12 function as the subject of the sentence in the text. In addition, the possessive pronouns are 2 'their' in the sentences number 9 and 12.

There are some studies in this topic in which many of **them** discuss about lexical storage difference in L1 and L2 learners or adult vs children.²...

... The participants in this study are determined based on **their** TOEFL equivalent scores of 453-503.⁹...

... However, **they** show some differences in the way **they** store words in **their** mind.¹²

Next, a comparative reference 'similar' is found in the abstract A. It gives the meaning that the male and female students' pattern of word association is 'similar to each other'.

This study reveals that male and female students of English Study Program have **similar** pattern of word association in general.¹¹

Second, there are 5 references found in B. They are 3 personal references, 1 demonstrative pronoun, and 1 comparative pronoun. The example of the

personal reference is the pronoun 'it' in the sentence number 13 that is used instead of repeating the same word 'the study' in the sentence number 11 as the other writers do.

This study used qualitative approach.¹¹ **It** used content or document analysis as the type of research with the purpose to identify specified characteristics of the materials.¹³

Next, a demonstrative reference is used to show neutral proximity between the cohesive device and its presupposed item.

The problems of the study are (1) how are **field, tenor, and mode** applied in the register used in Jonathan Harker's journals? (2) how is the character of Count Dracula built based on **the field, tenor, and mode** of the register used in Jonathan Harker's journals?¹⁰

Additionally, a comparative reference found is classified into particular comparative. This is used to compare the future study that should result in 'more detailed and complete' findings than those obtained in the present study as mentioned in the 5th paragraph of the text.

Third, there are 6 references found in C. They are divided into 1 personal reference, 3 demonstrative references, and 1 comparative reference. The personal pronoun found takes the form of a possessive pronoun. The pronoun 'their' refers to 'people' in the same sentence of the text.

Advertisement is a way to deliver a message to **people** with the purpose to influence **their** minds to buy products.¹

Next is 3 'the' as demonstrative references found in C. All of them show neutral proximity. For example:

The data are the pictures and slogans of **five Coca Cola online commercials**.⁷ **The online commercials** are those which are related to the celebration days in America.⁸

In addition, there is a comparative reference as the cohesive device found in C. It is called a particular comparative in which ‘the relationship between the slogans and the pictures of the online commercials’ in the sentence number 13 is compared with ‘the relationship among representamens, objects, and interpretants’ which is important in the sentence number 12.

In addition **the relationship among representamens, objects, and interpretants** are essential.¹² However, the relationship between the slogans and the pictures of the online commercials is not **less important**.

4.1.2.2.2 Substitution

There are 2 substitutions used by female students in their abstracts. They are found in B. They are called nominal substitution because the dummy words ‘one’ in the sentence number 2 are used to substitute the noun ‘type’ in the preceding sentence.

There are two main **types of variation in language**.¹ **One** is based on the user of language, while **the other one** is based on the use of language.²

4.1.2.2.3 Ellipsis

There are 3 ellipses used by female students in their abstracts. First, 2 ellipses are found in B. In the sentence number 12, the writer omits the noun ‘Dracula’ that modifies ‘the novel’ in the sentence number 7. Next, the item which is omitted in the sentence number 15 is the noun phrase ‘the other eight’ that can be stated before ‘did not expose’. Therefore, they are called nominal ellipsis.

This study analyzed the register of **the novel *Dracula*** written Bram Stoker.⁷...

...There were nineteen journals taken from the first four chapters of **the novel**.¹²...

The finding showed that the character of Count Dracula was built in eleven data.¹⁴ **The other eight only** narrated events and activities but **did not expose** the character of the Count.¹

Second, there is an ellipsis in C. In the sentence number 10, the writer does not mention 'days in America' that modifies 'the celebration' like in the sentence number 8. This is called nominal ellipsis.

The online commercials are those which are related to the celebration **days in America**.⁸

... The interpretants of each advertisement always have relationship with the theme of **celebration**.¹⁰

4.1.2.2.4 Conjunction

There are 16 conjunctions used by female students in the thesis abstracts analyzed. They are from 5 found in A, 7 found in B, and 4 found in C.

First, the 5 conjunctions found in A are divided into 1 additive conjunction, 3 adversative conjunctions, and 1 causal conjunction. The additive conjunction is used to add another purpose of the study in the sentence number 6 after stating one in the sentence number 5.

This study aims at discovering the type of word association which emerges in male and female students of English Study Program.⁵ **In addition**, this study investigates how words are stored or organized in mind of male and female students of English Study Program.⁶

Next, 3 adversative conjunctions are used to show adversative relation to the preceding part of the text. For example:

This is reflected on female students' responses which tend to store words based on the semantic fields, **whereas** male students'

responses tend to store words based on phonological or orthographical similarities.¹³

Furthermore, 1 causal conjunction is used to connect the sentence number 4 with the reason why the writer conducts the study stated previously.

However, study of lexical storage dealing with gender has not much been covered yet.³ Thus, the writer is interested in investigating lexical storage in men and women especially in male and female students of English Study Program.⁴

Second, there are 7 conjunctions found in B. They consist of 1 additive conjunction, 2 adversative conjunctions, 1 causal conjunction, and 3 temporal conjunctions. The additive conjunction is in the sentence number 18. It is used when the writer restates the conclusion of the finding of the study that has been written in the preceding sentence of the text.

In conclusion, the mode and tenor were the determining elements of the register variables which built the character of Count Dracula.¹⁷ **In other words**, the narration and description written and the interaction built among the characters determined the character building of Count Dracula.¹⁸

Next, the adversative conjunctions show adversative relation towards the presupposed item that is in the same sentence. For example:

One is based on the user of language, **while** the other one is based on the use of language.²

Moreover, a causal conjunction is found to show the effect of applying other theories that is stated in the following part of the sentence.

The second is that when considering the analysis of character building, they can apply other theories **so that** the result can be more detailed and complete.²¹

The last, 3 temporal conjunctions are found. 'In conclusion' is used before stating a conclusion from what have been explained in the sentences number 14 – 17. In addition, 'the first' in the sentence number 20 and 'the second' in the sentence number 21 are used to show temporal relations in explaining sequence of suggestions in the text. However, there are additional components in the meaning.

Third, there are 4 conjunctions found in C. They consist of 1 additive conjunction, 1 adversative conjunction, and 2 causal conjunctions. The additive conjunction 'in addition' is used when the writer adds another result of the study.

Next, an adversative conjunction 'however' is found to show that the important relationship in the online commercials is not only among representamens, objects, and interpretants as stated in the sentence number 12, but also between the slogans and the pictures as stated in the following sentence of the text.

The results reveal that each slogan and picture has different representamens, objects and interpretants.⁹ ... **In addition** the relationship among representamens, objects, and interpretants are essential.¹² **However**, the relationship between the slogans and the pictures of the online commercials is not less important.¹³

Moreover, 2 causal conjunctions are found in the abstract C. First, the conjunction 'since' is used to give reason in the following part of the sentence number 4.

Additionally, the conjunction 'so that' is used to show the effect of the presupposed item stated in the preceding part of the sentence number 15.

Semiotic approach is employed in interpreting the sign in the advertisement **since** the elements of advertisement are in the form of signs.⁴ ...

Suggestion is made for next researchers to choose the sign of the advertisements not only from the internet but also from other media, **so that** varied result can be produced.¹⁵

4.1.2 Lexical Cohesive Devices Used by Male and Female Students

The frequency of lexical cohesive devices used by male and female students can be seen in the Figure 4.3. There are 149 reiterations and 7 collocations. They will be discussed in detail in the following sub chapters.

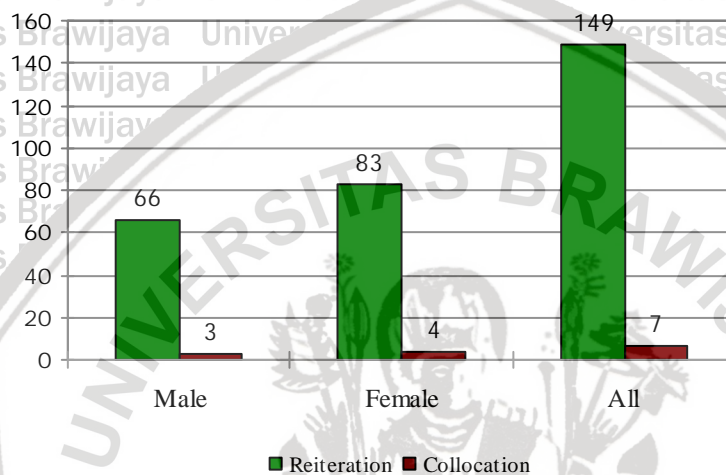


Figure 4.3 The Frequency of Lexical Cohesive Devices Used by Male and Female Students

4.1.2.1 Lexical Cohesive Devices Used by Male Students

There are 69 lexical cohesive devices used by male students. They consist of 66 reiterations (56 same words, 5 synonyms, 3 superordinates, and 2 general words) and 3 collocations.

4.1.2.1.1 Reiteration

The 66 reiterations in the thesis abstracts written by male students are from 21 found in 1, 22 found in 2, and 23 found in 3.

First, the 21 reiterations found in 1 consist of 20 same words and 1 superordinate. In this abstract, phrases which are repeated more than once are Google Translate (3 times), this research (5 times), and the translation result of Google Translate (3 times). Those play important roles in the text. By looking at them, the reader knows that the text is about a research of Google Translate in terms of its translation result. The repetition of the same word also gives contribution in making the overall sense of the text. Next, the occurrence of 'the strength' in the sentence number 22 and 'the weakness' in the sentence number 23 is called inclusive. They are parts of 'strengths' and 'weaknesses' stated previously.

This research also found some **strengths** of the translation result of Google Translate.¹¹ ... Meanwhile, there are some **weaknesses** of translation result of Google Translate found in this research.¹⁶ ... **The strength** of Google Translate is that the translation result is understandable.²² Meanwhile, **the weakness** of Google Translate is that it produces unnatural translation.²³

Next, the cohesive device 'the main characteristics' refers to the superordinate 'the characteristics' that comes first in the text. It is used when the writer writes the conclusion of the study in the last paragraph.

This research used qualitative approach in order to investigate **the characteristics**, strengths, and weaknesses of the translation result of Google Translate.⁶ ... In conclusion, **the main characteristic** of Google Translate is that it produces literal translation.²¹

Second, there are 22 lexical cohesive devices that are classified as reiteration used in 2. They consist of 18 same words, 2 synonyms, 1 superordinate, and 1 general word. All of the 18 words and phrases as the cohesive devices except the phrase 'this study' are repeated once. There are 6 phrases consisting of

the phrase ‘column’ in the sentences number 2, 4, 7, 11, 14, and 15. Besides, the phrase ‘expressive sentences’ is used 7 times in the sentences number 1, 2, 3, 4, 7, 11, and 14. Moreover, the phrase ‘Jawa Pos’ is used three times in the sentences number 2 and 4. Those phrases can guide the readers that the abstract must be about a research regarding to them. In addition, the cohesive devices in the sentences number 2, 4, 7, and 14 have inclusive reference. The cohesive device ‘expressive sentences’ in the sentences number 2, 4, and 7 includes the expressive sentence referred to previously. Additionally, ‘expressive sentence’ in the sentence number 14 is the part of ‘expressive sentences’ stated previously in the sentence number 7.

Furthermore, there are 2 synonyms found in 2. The writer uses the word ‘study’ as the synonym of the word ‘research’ which comes first.

In **this research**, there are three problems that have to be answered

...

This study uses qualitative approach in relation to the use of clear and systematic description about the phenomenon being studied.⁵

Besides, ‘saying what they feel’ is used in the 4th paragraph where the finding of the study about expressive sentence is stated. The presupposed item ‘showing their feeling’ is in the 1st paragraph where the writer states what he is going to analyze in the study. Next, a superordinate as the cohesive device is also found.

The word ‘organization’ is the superordinate of the word ‘company’ which comes first in the abstract.

Almost all of the data have intention to complain to a person or a **company**.⁹ ...

... Moreover, they only satirize the person or **organization** in saying what they feel.¹³

Lastly, a general word 'the phenomenon' is used as the cohesive device instead of repeating the phrase about what will be analyzed in the research.

This application of expressive sentences in a newspaper is the reason in conducting this research.³ ...

This study uses qualitative approach in relation to the use of clear and systematic description about **the phenomenon** being studied.⁵

Third, there are 23 lexical cohesive devices that are classified as reiteration used in 3. They consist of 18 same words, 3 synonyms, 1 superordinate, and 1 general word. In terms of the same words, the word and phrase that are used more than once are diglossia, study, exoglossia and endoglossia, main character, Precious, and Precious Movie. Those are important words in the text and they can be used by the readers to recognize what the abstract is about. Next is about the occurrence of 'diglossia situations' in the sentence number 5 that is called inclusive. This phrase includes the diglossia situation referred to previously

Diglossia situation occurs on conversation for a certain community and situation by using different varieties of language.³ ... There are two problems to be solved in the study, namely: (1) What are the **diglossia situations** in which exoglossia and endoglossia are used...⁵

Next, the example of synonym used as the cohesive device in 2 includes the movement of the phrase's components that are 'language' and 'varieties'.

Diglossia situation occurs on conversation for a certain community and situation by using different **varieties of language**.³ The writer conducted the study about diglossia in "Precious" Movie which shows **language varieties** which are exoglossia and endoglossia.⁴

Moreover, a superordinate as the cohesive device found is the word 'diglossia' in the sentence 11 that is used to answer the problem of the study about 'the attitudes for endoglossia and exoglossia' in the sentence number 5.

(2) What are the attitudes for **endoglossia and exoglossia** used by the main character of Precious movie.⁵

Moreover, the varieties of language have the different aspect such as variety learned, prestige, use in the community and distinct or same language which belong to attitudes towards **diglossia**.¹¹

The last is the general word 'the phenomena' used instead of repeating the phrase about what will be analyzed in the research.

The writer conducted the study about **diglossia in "Precious" Movie** which shows language varieties which are exoglossia and endoglossia.⁴ ...

This study uses qualitative approach in relation to the use of clear and systematic description about **the phenomena** being studied.⁶

4.1.2.1.2 Collocation

The 3 collocations used in the thesis abstracts written by male students consist of 2 found in 1 and 1 found in 3. There is no collocation found in 2.

First, there is a change in the word class of the cohesive device used in 1.

A verb phrase consisting of a verb 'translated' and an adverb 'quickly' in the sentence number 2 are changed into a noun phrase consisting of a determiner 'a', an adjective 'quick', and a noun 'translation' in the sentence number 3.

These information should be **translated quickly**.² **A quick translation** is possible since the development of machine translation.³

Next, there is a relation between the word 'development' and the phrase 'new generation'. If there is a 'development', there must be 'something new' coming up.

A quick translation is possible since **the development of machine translation**.³ There is **a new generation of machine translation** provided by Google called Google Translate.⁴

Second, a collocation used in 3 includes a change of the word class 'communicate' which is a verb into 'communication' which is a noun.

Human beings as a part of a big society **communicate** with each other through conversation for social interaction.¹ Language is the main tool in delivering the idea of **communication**.²

4.1.2.2 Lexical Cohesive Devices Used by Female Students

The 87 lexical cohesive devices found in 3 thesis abstracts written by female students consist of 83 reiterations (66 same words, 4 synonyms, 12 superordinates, and 1 general word) and 4 collocations. They are discussed in detail in the following sub chapters.

4.1.2.2.1 Reiteration

The 83 reiterations used in the thesis abstracts written by female students are from 31 found in A, 25 found in B, and 27 found in C.

First, the 31 reiterations found in A consist of 26 same words, 2 synonyms, and 3 superordinates. All of the same words as the cohesive devices play important roles in the text. By looking at them, the reader knows that the text is about a study in lexical storage by using a gender perspective. The repetition of the same word also gives contribution in making the overall sense of the text. In addition, the occurrence of the word 'study' in the sentence number 3 is called inclusive. It is a part of 'some studies' stated previously.

There are some **studies** in this topic in which many of them discuss about lexical storage difference in L1 and L2 learners or adult vs children.² However, **study** of lexical storage dealing with gender has not much been covered yet.³

Next is the adjectives 'male and female' modifying students as the synonym used by the writer in attempt to avoid repeating the noun phrase 'men and women' in the same sentence.

Thus, the writer is interested in investigating lexical storage in **men and women** especially in **male and female** students of English Study Program.⁴

Moreover, 3 superordinates are found in the abstract A. For example is the cohesive device 'men and women' is the hyponym of the superordinate 'gender' as the presupposed item.

However, study of lexical storage dealing with **gender** has not much been covered yet.³ Thus, the writer is interested in investigating lexical storage in **men and women** especially in male and female students of English Study Program.⁴

Second, reiterations used in B consist of 20 same words, 1 synonym, and 4 superordinates. The 20 same words play important roles in the text. By looking at them, the reader can know what the text is about. The word 'register' is most frequently used in this text. Therefore, the readers can know that the text is about a study in register. Next, the use of 'journals' as a cohesive device in the sentence number 9 is called inclusive. 'Journals' includes the 'journal' referred to previously.

Dracula is a novel mainly composed of **journal** entries and letters written by the main protagonists.⁸ The writer of the study chose to investigate the register of Jonathan Harker's **journals**.⁹

In addition, 'language variation' as the synonym of 'variation in language' is used as the cohesive device. They have difference in the arrangement of the elements of the phrase.

There are two main types of **variation in language**.¹ ... In this field, the term register refers to **language variation** according to the use of language.³

Next, all of the cohesive devices used in this abstract are the superordinates of their presupposed items that occur in the preceding part of the text. For example:

This study analyzed the register of the **novel *Dracula*** written Bram Stoker.⁷

...The first is that they apply Hallidayan theory in real environment or character building on another **fiction** in analyzing the application of the three register.²⁰

Third, reiterations used in C consist of 20 same words, 1 superordinates, 5 synonyms, and 1 general word. The same words play important roles in the text.

By looking at them, the reader knows that the text is about a study of the sign in an advertisement. Additionally, there are 3 occurrences of the cohesive devices called inclusive. First, 'signs' in the sentence number 4 includes 'the sign' referred to previously. Next, 'Coca Cola online commercials' in the sentence number 5 also includes the 'Coca Cola online commercial' in the sentence number 3. The last, 'slogan and picture' in the sentence number 9 is the part of 'the slogans and pictures' in the sentence number 5.

In this study **Coca Cola online commercial** is chosen as the object of analysis.³ Semiotic approach is employed in interpreting **the sign** in the advertisement since the elements of advertisement are in the form of **signs**.⁴

This study aims to identify: (1) the meaning potentials carried by the slogans and pictures on **Coca Cola online commercials** based on triadic relation theory by Peirce and (2) the possible reasons of the advertisements makers in designing the **slogans and pictures** for the advertisements.⁵

... The results reveal that each **slogan and picture** has different representamens, objects and interpretants.⁹

Next, a synonym as the cohesive device is found in abstract C. The cohesive device and its presupposed item use different preposition before modifying 'the sign'. The former uses 'of' while the latter uses 'in'.

Semiotic approach is employed in interpreting **the sign in the advertisement** since the elements of advertisement are in the form of signs.⁴

Suggestion is made for next researchers to choose **the sign of the advertisements** not only from the internet but also from other media, so that varied result can be produced.¹⁵

Furthermore, there are 5 superordinates used as the cohesive device. For example is the superordinate 'the advertisements' referring to 'Coca Cola online commercial'.

This study aims to identify: (1) the meaning potentials carried by the slogans and pictures on **Coca Cola online commercials** based on triadic relation theory by Peirce and (2) the possible reasons of the advertisements makers in designing the slogans and pictures for **the advertisements**.⁵

Lastly, a general word 'people' functioned as the presupposed item of the cohesive device 'the target audience' is found in the text.

Advertisement is a way to deliver a message to **people** with the purpose to influence their minds to buy products.¹ One of strategies in making an advertisement is by creating certain pictures and slogans to make **the target audience** interested in purchasing the products.²

4.1.2.2.2 Collocation

There are 4 collocations used in thesis abstracts written by female students.

They are from 2 found in A, 1 found in B, and 1 found in C.

First, there are 2 collocations found in A. There are relations between the cohesive devices and the presupposed items. First, there is a world class change in which 'similar' is an adjective, while 'differences' is a noun. Next, 'male' and 'female' is a pair of opposite of complementary that often co-occurs.

This study reveals that male and female students of English Study Program have **similar** pattern of word association in general.¹¹ However, they show some **differences** in the way they store words in their mind.¹² This is reflected on **female** students' responses which tend to store words based on the semantic fields, whereas **male** students' responses tend to store words based on phonological or orthographical similarities.¹³

In addition, there is a collocation used in B. There is a change of the form of the cohesive device 'the character building of Count Dracula' and its presupposed item 'built the character of Count Dracula'. The former is a noun phrase, while the latter is a verb phrase.

In conclusion, the mode and tenor were the determining elements of the register variables which **built the character of Count Dracula**.¹⁷ In other words, the narration and description written and the interaction built among the characters determined **the character building of Count Dracula**.¹⁸

Next, there is a collocation used in C. The word 'internet' and 'online' is classified into collocation because these words often co-occur.

In this study Coca Cola **online** commercial is chosen as the object of analysis.³...

Suggestion is made for next researchers to choose the sign of the advertisements not only from the **internet** but also from other media...¹⁵

4.1.3 The Differences and Similarities of Cohesive Devices Used by Male and Female Students in Their Thesis Abstracts

There are similarities of cohesive devices used by male and female students in their thesis abstract. First, they use both grammatical and lexical cohesive devices to create the cohesion of the abstracts. Second, lexical cohesive devices especially reiteration that includes the repetition of same word or phrases are most frequently used among the other types of cohesive devices found. In addition, most of the tie created between the cohesive devices and the presupposed items are immediate one. Remote tie is often used to relate problems and findings of the study written in the abstracts.

However, it is also found the differences of cohesive devices used by male and female students in their thesis abstract. They can be seen in the following table.

Table 4.1 The Differences of Cohesive Devices Used by Male and Female Students in Their Thesis Abstracts

Males	Females
<ul style="list-style-type: none"> reference is used most frequently among the other types of grammatical cohesive devices 	<ul style="list-style-type: none"> reference and conjunction are used most frequently among the other types of grammatical cohesive devices
<ul style="list-style-type: none"> no substitution is used 	<ul style="list-style-type: none"> 2 substitutions are used by a female
<ul style="list-style-type: none"> a conjunctive 'and' is used 	<ul style="list-style-type: none"> no conjunctive 'and' is used
<ul style="list-style-type: none"> use a conjunction 'while' inappropriately 	<ul style="list-style-type: none"> use a conjunction 'while' appropriately

4.2 Discussion

This brief study finds that the type of cohesive devices most frequently used by both male and female students in their thesis abstracts is the lexical

cohesive ones. There are 69 lexical cohesive devices (56 same words, 5 synonyms, 3 superordinates, and 2 general words) out of the 120 cohesive devices found in thesis abstracts written by male students. Additionally, there are 87 lexical cohesive devices (66 same words, 4 synonyms, 12 superordinates, and 1 general word) out of the 124 cohesive devices found in thesis abstracts written by female students. This finding is almost similar with the text analyses at the back of Halliday and Hasan's book entitled "Cohesion in English" (1976) in which lexical cohesion covers almost half of the cohesive devices analyzed.

Moreover, they stated that however luxuriant the grammatical cohesion displayed by any piece of discourse, it will not form a text unless this is matched by cohesive patterning of lexical kind. Therefore, lexical cohesive device is used frequently by male and female students as the most important aspect to create texture of the thesis abstracts.

In terms of the grammatical cohesive devices, there are 51 consisting of 28 references, 5 ellipses, and 18 conjunctions used by male students in this study.

Meanwhile, there are 37 grammatical cohesive devices consisting of 16 references, 2 substitutions, 3 ellipses, and 16 conjunctions used by female students. Therefore, it can be concluded that the type of grammatical cohesive device most frequently used by male students is reference, while female students use conjunction and reference most frequently among the other types of the grammatical cohesive device used. This supports Kai's study (2008) analyzing dissertation abstracts that found few instances of substitution and ellipsis in such a genre as formal writing.

In this brief study, it is found the use of comparative reference 'similar' whose presupposed item is not explicitly stated in the thesis abstract written by a female student labeled with A as the following.

This study reveals that male and female students of English Study Program have **similar** pattern of word association in general.

Halliday and Hasan (1976) propose that the cohesive device 'similar' does not necessarily imply referent of any kind: the comparative may be purely internal where two things are compared with each other. Thus, 'similar' in that sentence gives the meaning that the male and female students' pattern of word association is 'similar to each other'. Moreover, all reference found in the thesis abstracts in this brief study is anaphoric. Halliday and Hasan (1976) explain that every sentence contains at least one anaphoric tie connecting it to what has gone before or cataphoric tie connecting up to what follows. The latter is very much rarer; therefore, it does not occur in the thesis abstracts analyzed in this brief study.

Additionally, the substitution as the grammatical cohesive device is not found in abstracts written by male students. It is only found in one of the female students' thesis abstracts. This can be caused by the writers who want to make the thesis abstracts as clear as possible for the readers since the substitution includes the use of 'dummy word'. Next, it is found that a male student use the conjunction 'while' inappropriately. 'While' is actually used to show an adversative relation, but it is used to show an additive relation in the abstract labeled with 1.

This research used qualitative approach in order to investigate the characteristics, strengths, and weaknesses of the translation result of Google Translate. **While**, the type of research used was document analysis.

Meanwhile, a female student in this brief study can use the conjunction 'while' appropriately in the abstract labeled with B.

One is based on the user of language, **while** the other one is based on the use of language.

Next, in terms of the lexical cohesive device, both male and female students use reiteration most frequently. The same word or phrase is often repeated in the thesis abstracts. The word which is repeated and influenced the cohesion of the text is content words. They play an important role in the thesis abstracts. Salkie (1995) states that by looking at the repeated words, the readers can make a summary of what a text is about. Therefore, some of them are put in the keywords of the abstracts. This also strengthens Kai's (2008) study found that non-native speakers of English tend to make use of simple lexical repetitions to compensate for their limitedness of vocabulary and thinking in English. Besides, the major lexical strings in an abstract reflect the essential messages of the abstract and some of them may also appear in the title of the thesis.

The repeated phrases that are found in all thesis abstracts in this brief study are 'this study' and/or 'this research'. These phrases are never substituted with pronoun or any other kind of the cohesive devices. In addition, the phrase 'the writer' that refers to the writer of the thesis abstract is always repeated. It is never substituted by the pronoun 'I' in order to make the writing objective.

The cohesive device and its presupposed item can occur within the same sentence or across sentence boundaries (Halliday and Hasan, 1976). This affects the type of tie between them. The tie most frequently occur in this study is immediate in which both male and female writers of the abstracts relate the

sentences to that immediately precede them. The remote tie often occurs when the same words or phrases used as the cohesive device to relate the problems and the findings of the study which are written in different paragraph.

A challenging part of conducting a study of cohesive device is when deciding whether a word or a phrase is classified into the cohesive device of the text or not. In terms of reference, for example, a personal pronoun 'we' in the sentence number (2) in the male writing labeled with 2 is not classified into cohesive device. It does not have any presupposed item within the text. It is called exophoric in which 'we' refers to the writer and the reader of the thesis abstract.

Halliday and Hasan (1976, p.37) propose the following:

Exophoric reference contributes to the creation of the text, in that it links the language with the context of situation; but it does not contribute to the integration of one passage with another so that the two together form part of the same text. Hence it does not contribute directly to cohesion as we have defined it.

Next, the conjunction 'and' does not always become a cohesive device. 'And' can give conjunctive relation and coordinate relation (Halliday and Hasan, 1976). If the 'and' gives conjunctive relation, it can be classified into the cohesive device.

Here the relation is between sentences, and sentences follow one another one at a time as text unfolds; they cannot be rearranged, as a coordinate structure can, in different sequences. In this brief study, there is only one 'and' as the cohesive device that is found in the male writing labeled with 1 as the following:

First, Google Translate can find equal word **and** arranged it in Indonesian structure.

Some other 'and' found in the abstracts gives coordinate relation and are not classified into the cohesive device. For examples:

This research tries to help Google Translate users to understand more about its characteristics, strengths, **and** weaknesses in translating articles from English into Indonesian.

This study uses qualitative approach in relation to the use of clear **and** systematic description about the phenomenon being studied.

In general, there is no significant difference between male and female in this brief study in using cohesive devices in their thesis abstracts. On the other hand, they are similar in some ways. This supports Berryman-Fink & Wilcox (1983); Simkins-Bullock & Wildman (1991) in Argamon, et al (2003) that no difference could be observed between the writings of men and women in more formal contexts. Moreover, the finding of this study strengthens Vali and Kianiparsa's study (2010) found that although males used more references and females used more conjunctions as their connectors in their writings, there is no significant difference between the writings of men and women in Iran as the non native speakers of English at least in using cohesive devices. Nevertheless, the finding of this study contradicts Damayanti's study (2006) found that male and female have different style while writing. This can be caused by the type of the text analyzed in this study that is an academic writing. Thus, the writers must follow the same rules in writing.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides conclusion and suggestion of this brief study.

5.1 Conclusion

From 6 thesis abstracts submitted in 2010 written by male and female students of the Study Program of English of the Faculty of Culture Studies of Universitas Brawijaya majoring in linguistics, the writer does not find any significant gender differences in terms of the use of cohesive devices in English as the Foreign Language (FL). Both male and female students in this study use almost the same number of cohesive devices in their thesis abstract writing.

There are 120 cohesive devices in abstracts written by male students consisting of 51 grammatical cohesive devices and 69 lexical cohesive devices.

The grammatical cohesive devices consist of 28 references, 5 ellipses, and 18 conjunctions and the lexical cohesive devices consist of 66 reiterations and 3 collocations. Therefore, the type of cohesive devices most frequently used by male students in their thesis abstracts is lexical cohesive device especially reiteration. Additionally, substitution as a kind of grammatical cohesive devices is not found in abstracts written by male students in this study.

Next, it is found that female students use 124 cohesive devices consisting of 37 grammatical cohesive devices and 87 lexical cohesive devices. The grammatical cohesive devices consist of 16 references, 2 substitutions, 3 ellipses,

and 16 conjunctions and the lexical cohesive devices consist of 83 reiterations and 4 collocations. Thus, the type of cohesive devices most frequently used by female students in their thesis abstracts is lexical cohesive device especially reiteration.

Hence, it can be concluded that there are similarities and a difference of cohesive devices used by male and female students in writing thesis abstracts.

First, both grammatical and lexical cohesive devices are used by male and female students in their thesis abstracts. Second, the most frequently used cohesive devices are the lexical cohesive ones, especially reiteration. Next, a difference is found in terms of the grammatical cohesive devices used. Substitution as the type of the grammatical cohesive devices is only found in a female student's thesis abstract, while no male student uses it.

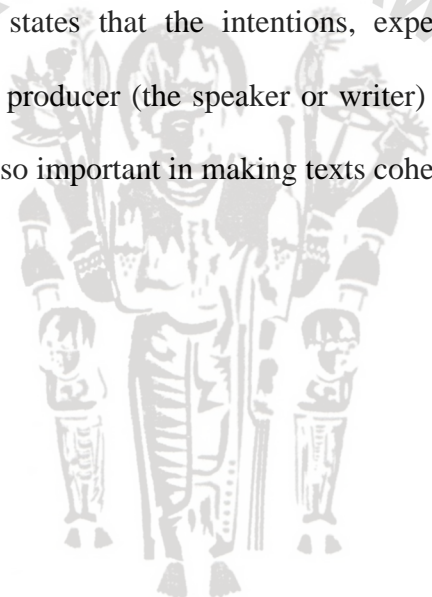
All in all, both male and female students in this brief study use the same variants of cohesive devices in writing their thesis abstract. The difference is found only in a small number. This can be caused by English as the FL for them and the rule that ties them in writing thesis abstracts as a kind of academic writings.

5.2 Suggestion

The result of this present study cannot be representative in showing gender differences in using cohesive devices while writing in general because the scope is only thesis abstracts submitted in 2010 written by students of the Faculty of Culture Studies of Universitas Brawijaya majoring in linguistics and the language analyzed is English which is a FL for the writers. Consequently, the writer would

like to give suggestions for future researchers especially students of Language and Literature Department of Universitas Brawijaya who take linguistics as their major. Firstly, they can conduct a similar study by applying a broader scope in the study. Secondly, the next researchers can use other kinds of text such as spoken text and literary works to be analyzed in terms of the cohesive devices used.

Thirdly, they can analyze coherence of the text which is created by the use of cohesive devices. However, they should apply other theories because cohesive device is only one of the factors in making the coherence of the text. Salkie (1995), for example, states that the intentions, expectations and background knowledge of the text producer (the speaker or writer) and the text receiver (the hearer or reader) are also important in making texts coherent.



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APPENDICES



Cohesive Devices Used by Male Students

	Grammatical Cohesive Devices				Lexical Cohesive Devices	
	Reference	Substitution	Ellipsis	Conjunction	Reiteration	Collocation
Cohesive Devices	1. these (1x)	-	1. arranged it in Indonesian structure (1x)	1. while (1x)	1. these information (1x)	1. a quick translation (1x)
	2. more (2x)		2. "we" (1x)	2. and (1x)	2. Google Translate (3x)	2. a new generation of machine translation (1x)
	3. its (1x)		3. declarative and interrogative (1x)	3. first (2x)	3. this research (6x)	3. communication (1x)
	4. the (6x)		4. similar (1x)	4. second (2x)	4. the characteristics, strengths, and weaknesses (1x)	
	5. it (10x)		5. between patient and doctor (1x)	5. third (2x)	5. the translation result of Google Translate (3x)	
	6. their (1x)			6. the last (2x)	6. articles (1x)	
	7. those (1x)			7. meanwhile (2x)	7. some strengths (1x)	
	8. they (5x)			8. in conclusion (1x)	8. some weaknesses (1x)	
	9. her (1x)			9. so that (1x)	9. translation result of Google Translate (1x)	
				10. only (1x)	10. the main characteristics (1x)	
				11. but (1x)	11. literal translation (1x)	
				12. moreover (2x)	12. the strength (1x)	
					13. the weakness (1x)	
					14. the sentence (1x)	
					15. expressive sentence — expressive sentences (2x)	
					16. feeling (1x)	

Table Continuation

	Grammatical Cohesive Devices				Lexical Cohesive Devices	
	Reference	Substitution	Ellipsis	Conjunction	Reiteration	Collocation
Cohesive Devices					17. expressive sentences in a newspaper (1x)	
					18. <i>Jawa Pos</i> (1x)	
					19. the <i>Pembaca Menulis</i> column (1x)	
					20. the <i>Pembaca Menulis</i> column in <i>Jawa Pos</i> (1x)	
					21. those sentences (1x)	
					22. the problems (1x)	
					23. this study (5x)	
					24. expressive sentences in <i>Pembaca Menulis</i> Column (1x)	
					25. the phenomenon (1x)	
					26. expressive sentences (1x)	
					27. the person (1x)	
				28. expressive sentence in <i>Pembaca Menulis</i> Column (1x)		
				29. organization (1x)		
				30. saying what they feel (1x)		
				31. declarative (1x)		

Table Continuation

	Grammatical Cohesive Devices				Lexical Cohesive Devices	
	Reference	Substitution	Ellipsis	Conjunction	Reiteration	Collocation
Cohesive Devices					32. the writers of <i>Pembaca Menulis</i> column (1x)	
					33. conversation (1x)	
					34. community (1x)	
					35. diglossia (2x)	
					36. language varieties (1x)	
					37. the study (1x)	
					38. diglossia situations (1x)	
					39. exoglossia and endoglossia (1x)	
					40. endoglossia and exoglossia (1x)	
					41. the main character of Precious Movie (1x)	
					42. the phenomena (1x)	
					43. the main character (1x)	
					44. Precious Movie (1x)	
					45. the main character of Precious Movie (1x)	
					46. Precious (2x)	

Table Continuation

Cohesive Devices	Grammatical Cohesive Devices				Lexical Cohesive Devices	
	Reference	Substitution	Ellipsis	Conjunction	Reiteration	Collocation
					47. the varieties of language (1x) 48. attitudes (1x) 49. diglossia situation (2x)	
Total	28	0	5	18	66	3
	51				69	
	120					

Cohesive Devices Used by Female Students

	Grammatical Cohesive Devices				Lexical Cohesive Devices	
	Reference	Substitution	Ellipsis	Conjunction	Reiteration	Collocation
Cohesive Devices	1. them (1x)	1. one (2x)	1. the novel (1x)	1. however (3x)	1. study (1x)	1. similar (1x)
	2. their (3x)		2. did not expose (1x)	2. thus (1x)	2. this topic (1x)	2. male students' responses (1x)
	3. similar (1x)		3. celebration (1x)	3. in addition (2x)	3. lexical storage (5x)	3. the character building of Count Dracula (1x)
	4. they (4x)			4. whereas (1x)	4. men and women (1x)	
	5. the (4x)			5. while (1x)	5. male and female (1x)	
	6. it (1x)			6. but (1x)	6. male and female students of English Study Program (2x)	4. internet (1x)
	7. more (1x)			7. in conclusion (1x)	7. this study (12x)	
	8. less (1x)			8. in other words (1x)	8. discovering (1x)	
				9. the first (1x)	9. students (2x)	
				10. the second (1x)	10. the participants (1x)	
				11. so that (2x)	11. a test (1x)	
				12. since (1x)	12. the writer (2x)	
					13. word association (1x)	
					14. store words (2x)	
					15. gender (1x)	
					16. language variation (1x)	
					17. register (1x)	
					18. discourse (1x)	
					19. a novel (2x)	
					20. the register (3x)	
					21. journals (1x)	
					22. the novel (1x)	
					23. the study (2x)	
					24. Jonathan Harker's journals (1x)	

Table Continuation

	Grammatical Cohesive Devices				Lexical Cohesive Devices	
	Reference	Substitution	Ellipsis	Conjunction	Reiteration	Collocation
Cohesive Devices					25. the register used in Jonathan Harker's journals (1x)	
					26. the field, tenor, and mode (1x)	
					27. journals (1x)	
					28. the materials (1x)	
					29. the character of Count Dracula (1x)	
					30. the Count (1x)	
					31. Count Dracula (1x)	
					32. character building (2x)	
					33. three registers (1x)	
					34. fiction (1x)	
					35. an advertisement (1x)	
					36. the target audience (1x)	
					37. the products (1x)	
					38. signs (1x)	
					39. the elements (1x)	
					40. the advertisement (2x)	
					41. the slogans and pictures (1x)	

Table Continuation

	Grammatical Cohesive Devices				Lexical Cohesive Devices	
	Reference	Substitution	Ellipsis	Conjunction	Reiteration	Collocation
Cohesive Devices					42. Coca Cola online commercials (2x)	
					43. slogan and picture (1x)	
					44. the advertisements (2x)	
					45. the pictures and slogans (1x)	
					46. representamens, objects and interpretants (2x)	
					47. the interpretants (1x)	
					48. the picture (1x)	
					49. the slogan (1x)	
					50. the slogans and the pictures (1x)	
					51. the online commercials (1x)	
					52. each element (1x)	
					53. the sign of the advertisements (1x)	
					54. next researchers (1x)	
					55. advertisements (1x)	
	Total	16	2	3	16	83
	37				87	
	124					

Appendix 3. References as the Cohesive Devices Used by Male Students

No.	Abstract	Type	Sentence Number	Cohesive Devices	Presupposed Item	Sentence Number	Name of the Tie
1.	1	personal pronoun	10	it	literal translation	9	immediate
2.	1	personal pronoun	12	it	equal word	12	immediate
3.	1	personal pronoun	13	it	Google Translate	12	mediated
4.	1	personal pronoun	14	it	Google Translate	12	mediated
5.	1	personal pronoun	15	it	Google Translate	12	mediated
6.	1	personal pronoun	18	it	Google Translate	17	immediate
7.	1	personal pronoun	19	it	Google Translate	17	mediated
8.	1	personal pronoun	20	it	Google Translate	17	mediated
9.	1	personal pronoun	21	it	Google Translate	21	immediate
10.	1	personal pronoun	23	it	Google Translate	23	immediate
11.	1	possessive pronoun	5	its	Google Translate	4	immediate
12.	1	demonstrative pronoun	2	these information	information in many languages	1	immediate
13.	1	demonstrative pronoun	6	the characteristics, strengths, and weaknesses	its characteristics, strengths, and weaknesses	5	immediate
14.	1	demonstrative pronoun	17	the translation result of Google Translate	translation result of Google Translate	16	immediate
15.	1	particular comparative pronoun	5	more	Google Translate	4	immediate
16.	2	personal pronoun	8	they	two kinds of expressive sentences	7	immediate
17.	2	personal pronoun	12	they	some of the writers of <i>Pembaca Menulis</i>	11	immediate
18.	2	personal pronoun	12	they	some of the writers of <i>Pembaca Menulis</i>	11	mediated
19.	2	personal pronoun	13	they (1 st)	some of the writers of <i>Pembaca Menulis</i>	11	mediated
20.	2	personal pronoun	13	they (2 nd)	some of the writers of <i>Pembaca Menulis</i>	11	mediated
21.	2	possessive pronoun	2	their feeling	the readers	2	immediate
22.	2	demonstrative pronoun	1	the sentence	a sentence	1	immediate
23.	2	demonstrative pronoun	4	the <i>Pembaca Menulis</i> column in <i>Jawa Pos</i>	<i>Pembaca Menulis</i> column	2	remote
24.	2	demonstrative pronoun	4	those sentences	sentences categorized into expressive sentence	4	immediate

Table Continuation

No.	Abstract	Type	Sentence Number	Cohesive Devices	Presupposed Item	Sentence Number	Name of the Tie
25.	2	demonstrative pronoun	6	the problems	three problems	4	remote
26.	2	demonstrative pronoun	13	the person	a person	9	remote
27.	3	possessive pronoun	10	her friends and mother	Precious	10	immediate
28.	3	particular comparative pronoun	12	more	diglossia in "Precious" Movie	4	remote



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Appendix 4. Ellipses as the Cohesive Devices Used by Male Students

No.	Abstract	Type	Sentence Number	Cohesive Devices	Presupposed Item	Sentence Number	Name of the Tie
1.	1	nominal	12	arranged it in Indonesian structure	Google translate	12	immediate
2.	2	nominal	12	“we”	as the subject	12	immediate
3.	2	nominal	14	declarative and interrogative	sentences	14	immediate
4.	2	nominal	16	similar	research	16	immediate
5.	3	verbal	9	between patient and doctor	to maintain the relationship	9	immediate



Appendix 5. Conjunctions as the Cohesive Devices Used by Male Students

No.	Abstract	Type	Sentence Number	Cohesive Devices	Presupposed Item	Sentence Number	Name of the Tie
1.	1	additive conjunction	7	while	This research used qualitative approach in order to investigate the characteristics, strengths, and weaknesses of the translation result of Google Translate.	6	immediate
2.	1	additive conjunction	12	and	Google Translate can find equal word	12	immediate
3.	1	adversative conjunction	16	meanwhile	This research also found some strengths of the translation result of Google Translate.	11	remote
4.	1	adversative conjunction	23	meanwhile	The strength of Google Translate is that the translation result is understandable.	22	immediate
5.	1	temporal conjunction	12	first	some strengths of the translation result of Google Translate	11	immediate
6.	1	temporal conjunction	13	second	some strengths of the translation result of Google Translate	11	mediated
7.	1	temporal conjunction	14	third	some strengths of the translation result of Google Translate	11	mediated
8.	1	temporal conjunction	15	the last	some strengths of the translation result of Google Translate	11	mediated
9.	1	temporal conjunction	17	first	some weaknesses of translation result of Google Translate	16	immediate
10.	1	temporal conjunction	18	second	some weaknesses of translation result of Google Translate	16	mediated
11.	1	temporal conjunction	19	third	some weaknesses of translation result of Google Translate	16	mediated
12.	1	temporal conjunction	20	the last	some weaknesses of translation result of Google Translate	16	mediated
13.	1	temporal conjunction	21	in conclusion	3 rd paragraph	9 – 20	immediate
14.	2	additive conjunction	13	moreover	4 th paragraph	11 – 12	immediate
15.	2	adversative conjunction	10	only	Almost all of the data have intention to complain to a person or a company.	9	immediate
16.	2	adversative conjunction	12	but	They do not use "I" as the subject	12	immediate

Table Continuation

No.	Abstract	Type	Sentence Number	Cohesive Devices	Presupposed Item	Sentence Number	Name of the Tie
17.	2	causal conjunction	6	so that	content analysis is chosen to get deep analysis	6	immediate
18.	3	additive conjunction	11	moreover	3 rd paragraph	8 – 10	immediate



Appendix 6. Reiterations as the Cohesive Devices Used by Male Students

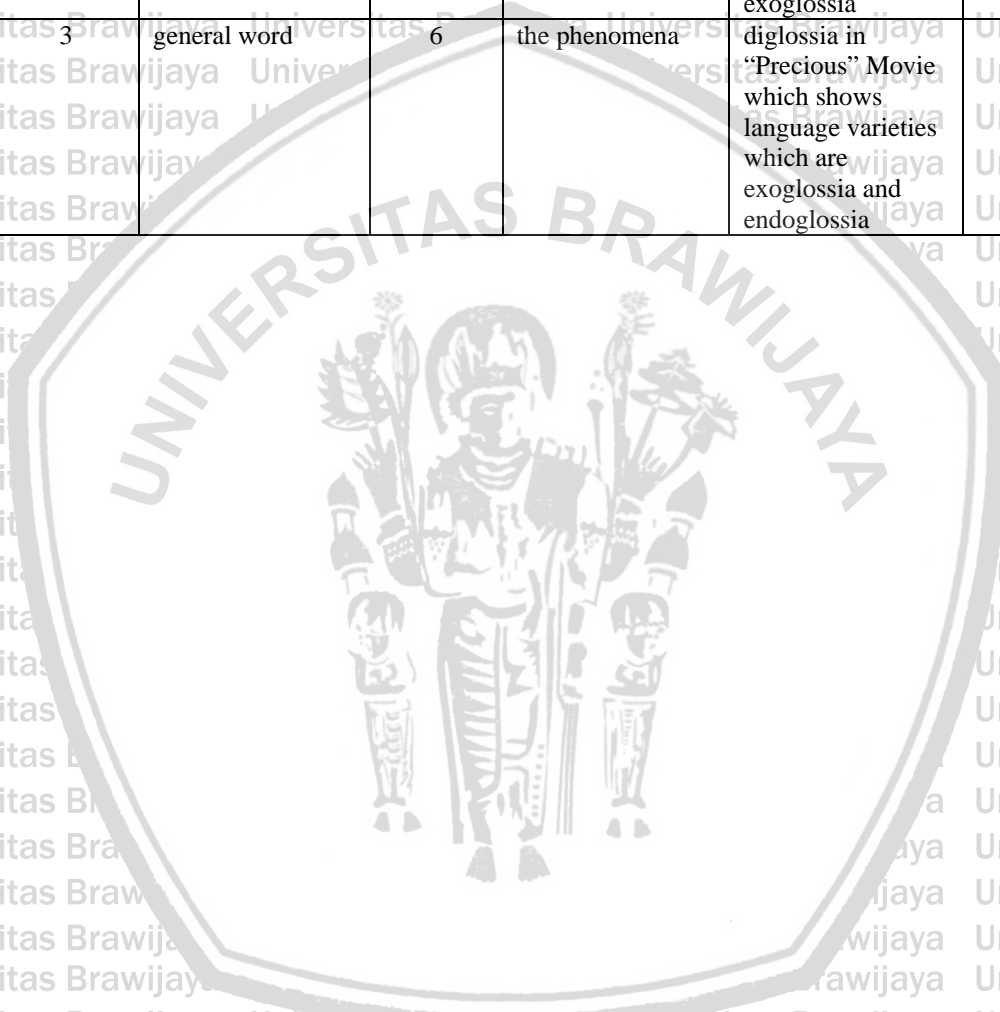
No.	Abstract	Type	Sentence Number	Cohesive Devices	Presupposed Item	Sentence Number	Name of the Tie
1.	1	same words	2	these information	information	1	immediate
2.	1	same words	5	Google Translate	Google Translate	4	immediate
3.	1	same words	6	this research	this research	5	immediate
4.	1	same words	8	this research	this research	5	mediated
5.	1	same words	6	the characteristics, strengths, and weaknesses	its characteristics, strengths, and weaknesses	5	immediate
6.	1	same words	8	the translation result of Google Translate	the translation result of Google Translate	6	remote
7.	1	same words	8	articles	articles	5	remote
8.	1	same words	9	this research	this research	5	mediated
9.	1	same words	9	Google Translate	Google Translate	4	remote
10.	1	same words	11	this research	this research	5	mediated
11.	1	same words	11	some strengths	strengths	6	remote
12.	1	same words	11	the translation result of Google Translate	the translation result of Google Translate	6	remote
13.	1	same words	12	Google Translate	Google Translate	4	remote
14.	1	same words	16	some weaknesses	weaknesses	6	remote
15.	1	same words	16	this research	this research	5	mediated
16.	1	same words	16	translation result of Google Translate	the translation result of Google Translate	8	remote
17.	1	same words	17	the translation result of Google Translate	translation result of Google Translate	16	immediate
18.	1	same words	21	literal translation	literal translation	9	remote
19.	1	same words	22	the strength	strengths	11	remote
20.	1	same words	23	the weakness	weaknesses	16	remote
21.	1	superordinate	21	the main characteristic	the characteristics	6	remote
22.	2	same words	1	the sentence	a sentence	1	immediate
23.	2	same words	2	expressive sentences	expressive sentence	1	immediate
24.	2	same words	2	feeling	feeling	1	immediate
25.	2	same words	3	expressive sentences in a newspaper	expressive sentences in a newspaper	2	immediate
26.	2	same words	4	expressive sentences	expressive sentence	4	immediate
27.	2	same words	4	the <i>Pembaca Menulis</i> column	<i>Pembaca Menulis</i> column	2	remote
28.	2	same words	4	<i>Jawa Pos</i>	<i>Jawa Pos</i>	2	remote
29.	2	same words	4	the <i>Pembaca Menulis</i> column in <i>Jawa Pos</i>	the <i>Pembaca Menulis</i> column in <i>Jawa Pos</i>	4	immediate
30.	2	same words	4	this research	this research	3	immediate
31.	2	same words	4	those sentences	sentences	4	immediate

Table Continuation

No.	Abstract	Type	Sentence Number	Cohesive Devices	Presupposed Item	Sentence Number	Name of the Tie
32.	2	same words	6	the problems	three problems	4	remote
33.	2	same words	7	this study	this study	5	mediated
34.	2	same words	7	expressive sentences in <i>Pembaca Menulis</i> Column	expressive sentence in <i>Pembaca Menulis</i> Column	4	remote
35.	2	same words	11	expressive sentences	expressive sentences	7	remote
36.	2	same words	13	the person	a person	9	remote
37.	2	same words	14	expressive sentence in <i>Pembaca Menulis</i> Column	expressive sentences in <i>Pembaca Menulis</i> Column	7	remote
38.	2	same words	15	declarative	declarative	14	immediate
39.	2	same words	15	the writers of <i>Pembaca Menulis</i>	the writers of <i>Pembaca Menulis</i>	11	remote
40.	2	synonym	5	this study	this research	4	immediate
41.	2	synonym	13	saying what they feel	showing their feeling	2	remote
42.	2	superordinate	13	organization	company	9	remote
43.	2	general word	5	the phenomenon	this application of expressive sentences in a newspaper	3	remote
44.	3	same words	3	conversation	conversation	1	remote
45.	3	same words	4	diglossia	diglossia	3	immediate
46.	3	same words	5	the study	the study	4	immediate
47.	3	same words	5	diglossia situations	diglossia situation	3	remote
48.	3	same words	5	exoglossia and endoglossia	exoglossia and endoglossia	4	immediate
49.	3	same words	5	endoglossia and exoglossia	exoglossia and endoglossia	5	immediate
50.	3	same words	5	the main character of <i>Precious Movie</i>	the main character of <i>Precious Movie</i>	4	immediate
51.	3	same words	6	this study	the study	4	mediated
52.	3	same words	7	this study	this study	6	mediated
53.	3	same words	7	the main character	the main character	5	remote
54.	3	same words	7	<i>Precious Movie</i>	<i>Precious Movie</i>	4	remote
55.	3	same words	8	this study	this study	6	mediated
56.	3	same words	8	the main character of <i>Precious Movie</i>	the main character of <i>Precious Movie</i>	5	remote
57.	3	same words	10	<i>Precious</i>	<i>Precious</i>	9	immediate
58.	3	same words	11	the varieties of language	varieties of language	3	remote
59.	3	same words	11	attitudes	attitudes	5	remote
60.	3	same words	12	diglossia situation	diglossia situation	3	remote
61.	3	same words	12	diglossia situation	diglossia situation	12	immediate
62.	3	synonym	3	community	society	1	remote

Table Continuation

No.	Abstract	Type	Sentence Number	Cohesive Devices	Presupposed Item	Sentence Number	Name of the Tie
63.	3	synonym	4	language varieties	varieties of language	3	immediate
64.	3	synonym	9	Precious	the main character of Precious Movie	8	immediate
65.	3	superordinate	11	diglossia	endoglossia and exoglossia	5	remote
66.	3	general word	6	the phenomena	diglossia in "Precious" Movie which shows language varieties which are exoglossia and endoglossia	4	remote



Appendix 7. Collocations as the Cohesive Devices Used by Male Students

No.	Abstract	Sentence Number	Cohesive Devices	Presupposed Item	Sentence Number	Name of the Tie
1.	1	3	a quick translation	translated quickly	2	immediate
2.	1	4	a new generation of machine translation	the development of machine translation	3	immediate
3.	3	2	communication	communicate	1	immediate



Appendix 8. References as the Cohesive Devices Used by Female Students

No.	Abstract	Type	Sentence Number	Cohesive Devices	Presupposed Item	Sentence Number	Name of the Tie
1.	A	personal pronoun	2	them	some studies	2	immediate
2.	A	personal pronoun	12 (1 st)	they	male and female students of English Study Program	11	immediate
3.	A	personal pronoun	12 (2 nd)	they	male and female students of English Study Program	11	mediated
4.	A	possessive pronoun	9	their TOEFL equivalent scores	the participants	9	immediate
5.	A	possessive pronoun	12	their mind	male and female students of English Study Program	11	mediated
6.	A	general comparative pronoun	11	similar	-	-	immediate
7.	B	personal pronoun	13	it	this study	11	remote
8.	B	personal pronoun	20	they	the students of English Study Program Language and Literature Department of University of Brawijaya	19	immediate
9.	B	personal pronoun	21	they	the students of English Study Program Language and Literature Department of University of Brawijaya	19	mediated
10.	B	demonstrative pronoun	10	the field, tenor, and mode	field, tenor, and mode	10	immediate
11.	B	particular comparative pronoun	21	more detailed and complete	5 th paragraph	14 – 18	remote
12.	C	possessive pronoun	1	their minds	people	1	immediate
13.	C	demonstrative pronoun	2	the products	products	1	immediate
14.	C	demonstrative pronoun	8	the online commercials	five Coca Cola online commercials	7	immediate
15.	C	demonstrative pronoun	10	the interpretants	interpretants	9	immediate
16.	C	particular comparative pronoun	13	less important	the relationship among representamens, objects, and interpretants	12	immediate

Appendix 9. Substitutions as the Cohesive Devices Used by Female Students

No.	Abstract	Type	Sentence Number	Cohesive Devices	Presupposed Item	Sentence Number	Name of the Tie
1.	B	nominal	2	one	types of variation in language	1	immediate
2.	B	nominal	2	the other one	types of variation in language	1	mediated



Appendix 10. Ellipses as the Cohesive Devices Used by Female Students

No.	Abstract	Type	Sentence Number	Cohesive Devices	Presupposed Item	Sentence Number	Name of the Tie
1.	B	nominal	12	the novel	the novel Dracula	7	remote
2.	B	nominal	15	did not expose	the other eight	15	immediate
3.	C	nominal	10	celebration	days in America	8	remote

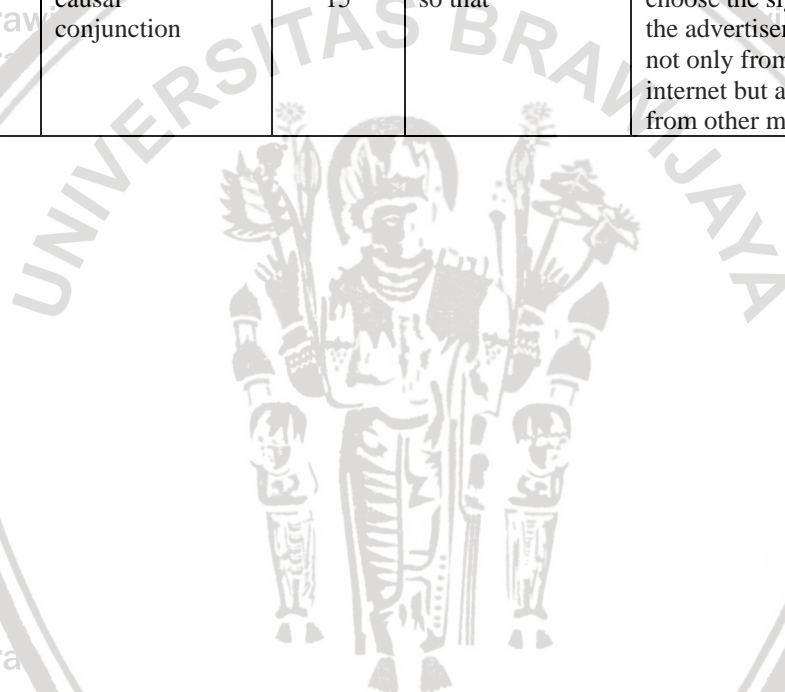


Appendix 11. Conjunctions as the Cohesive Devices Used by Female Students

No.	Abstract	Type	Sentence Number	Cohesive Devices	Presupposed Item	Sentence Number	Name of the Tie
1.	A	additive conjunction	6	in addition	This study aims at discovering the type of word association which emerges in male and female students of English Study Program.	5	immediate
2.	A	adversative conjunction	3	however	There are some studies in this topic in which many of them discuss about lexical storage difference in L1 and L2 learners or adult vs children.	2	immediate
3.	A	adversative conjunction	12	however	This study reveals that male and female students of English Study Program have similar pattern of word association in general.	11	immediate
4.	A	adversative conjunction	13	whereas	This is reflected on female students' responses which tend to store words based on the semantic fields	13	immediate
5.	A	causal conjunction	4	thus	study of lexical storage dealing with gender has not much been covered yet	3	immediate
6.	B	additive conjunction	18	in other words	the mode and tenor were the determining elements of the register variables which built the character of Count Dracula	17	immediate
7.	B	adversative conjunction	2	while	one is based on the user of language	2	immediate
8.	B	adversative conjunction	15	but	the other eight only narrated events and activities	15	immediate
9.	B	causal conjunction	21	so that	apply other theories	21	immediate
10.	B	temporal conjunction	18	in conclusion	4 th paragraph	14 – 17	immediate
11.	B	temporal conjunction	20	the first	the suggestions	19	immediate
12.	B	temporal conjunction	21	the second	the suggestions	19	mediated
13.	C	additive conjunction	12	in addition	The results reveal that each slogan and picture has different representamens, objects and interpretants.	9	remote

Table Continuation

No.	Abstract	Type	Sentence Number	Cohesive Devices	Presupposed Item	Sentence Number	Name of the Tie
14.	C	adversative conjunction	13	however	the relationship among representamens, objects, and interpretants are essential	12	immediate
15.	C	causal conjunction	4	since	semiotic approach is employed in interpreting the sign in the advertisement	4	immediate
16.	C	causal conjunction	15	so that	choose the sign of the advertisements not only from the internet but also from other media	15	immediate



Appendix 12. Reiterations as the Cohesive Devices Used by Female Students

No.	Abstract	Type	Sentence Number	Cohesive Devices	Presupposed Item	Sentence Number	Name of the Tie
1.	A	same words	3	study	studies	2	immediate
2.	A	same words	3	lexical storage	lexical storage	1	immediate
3.	A	same words	4	lexical storage	lexical storage	1	mediated
4.	A	same words	5	male and female students of English Study Program	male and female students of English Study Program	4	immediate
5.	A	same words	6	this study	this study	5	immediate
6.	A	same words	7	this study	this study	5	mediated
7.	A	same words	8	this study	this study	5	mediated
8.	A	same words	8	Students	students	8	immediate
9.	A	same words	9	the participants	the participants	8	immediate
10.	A	same words	9	this study	this study	5	mediated
11.	A	same words	10	this study	this study	5	mediated
12.	A	same words	10	a test	test	10	immediate
13.	A	same words	10	the writer	the writer	4	remote
14.	A	same words	11	this study	this study	5	remote
15.	A	same words	11	male and female students of English Study Program	male and female students of English Study Program	4	remote
16.	A	same words	11	word association	word association	5	remote
17.	A	same words	13	store words	store words	12	immediate
18.	A	same words	13	store words	store words	12	mediated
19.	A	same words	14	this study	this study	5	remote
20.	A	same words	14	gender	gender	3	remote
21.	A	same words	14	lexical storage	lexical storage	1	mediated
22.	A	same words	15	this study	this study	5	mediated
23.	A	same words	15	Students	students	15	immediate
24.	A	same words	16	the writer	the writer	4	remote
25.	A	same words	16	lexical storage	lexical storage	1	mediated
26.	A	same words	16	this study	this study	5	mediated
27.	A	synonym	4	male and female	men and women	4	immediate
28.	A	synonym	6	discovering	investigates	5	immediate
29.	A	superordinate	2	this topic	lexical storage	2	immediate
30.	A	superordinate	2	lexical storage	this topic	2	immediate
31.	A	superordinate	4	men and women	gender	3	immediate
32.	B	same words	4	register	register	3	immediate
33.	B	same words	5	discourse	discourse	4	immediate
34.	B	same words	6	a novel	novel	5	immediate
35.	B	same words	7	the register	register	3	remote
36.	B	same words	7	the novel	novel	5	remote
37.	B	same words	8	a novel	novel	5	remote
38.	B	same words	9	the study	this study	7	remote
39.	B	same words	9	the register	register	3	mediated
40.	B	same words	9	journals	journal	8	immediate
41.	B	same words	10	the study	this study	7	mediated
42.	B	same words	10	the register	register	3	mediated

Table Continuation

No.	Abstract	Type	Sentence Number	Cohesive Devices	Presupposed Item	Sentence Number	Name of the Tie
43.	B	same words	10	Jonathan Harker's journals	Jonathan Harker's journals	9	immediate
44.	B	same words	10	the register used in Jonathan Harker's journals	the register used in Jonathan Harker's journals	10	immediate
45.	B	same words	10	the field, tenor, and mode	field, tenor, and mode	10	immediate
46.	B	same words	11	this study	this study	7	mediated
47.	B	same words	12	Journals	journals	9	remote
48.	B	same words	14	the character of Count Dracula	the character of Count Dracula	10	remote
49.	B	same words	16	Count Dracula	Count Dracula	14	remote
50.	B	same words	20	character building	the character building	18	remote
51.	B	same words	21	character building	character building	20	immediate
52.	B	synonym	3	language variation	variation in language	1	remote
53.	B	superordinate	13	the materials	nineteen journals taken from the first four chapters of the novel	12	immediate
54.	B	superordinate	15	the Count	Count Dracula	14	immediate
55.	B	superordinate	20	three registers	field, tenor, and mode	4	remote
56.	B	superordinate	20	fiction	novel	7	remote
57.	C	same words	2	an advertisement	advertisement	1	immediate
58.	C	same words	2	the products	products	1	immediate
59.	C	same words	4	signs	the sign	4	immediate
60.	C	same words	5	this study	this study	3	remote
61.	C	same words	5	the slogans and pictures	pictures and slogans	2	remote
62.	C	same words	5	Coca Cola online commercials	Coca Cola online commercial	3	immediate
63.	C	same words	5	the advertisements	the advertisements	5	immediate
64.	C	same words	6	this study	this study	3	mediated
65.	C	same words	7	the pictures and slogans	the slogans and pictures	5	remote
66.	C	same words	7	Coca Cola online commercials	Coca Cola online commercials	5	remote
67.	C	same words	9	slogan and picture	the slogans and pictures	5	remote
68.	C	same words	10	the interpretants	interpretants	9	immediate
69.	C	same words	11	the picture	picture	9	remote

Table Continuation

No.	Abstract	Type	Sentence Number	Cohesive Devices	Presupposed Item	Sentence Number	Name of the Tie
70.	C	same words	11	the advertisement	advertisement	10	immediate
71.	C	same words	11	the slogan	slogan	9	remote
72.	C	same words	12	representamens, objects and interpretants	representamens, objects and interpretants	9	remote
73.	C	same words	13	the slogans and the pictures	the pictures and slogans	7	remote
74.	C	same words	13	the online commercials	the online commercials	8	remote
75.	C	same words	16	next researchers	next researchers	15	immediate
76.	C	same words	17	advertisements	the advertisements	16	immediate
77.	C	synonym	15	the sign of the advertisements	the sign in the advertisement	4	remote
78.	C	superordinate	4	the elements	certain pictures and slogans	2	remote
79.	C	superordinate	4	the advertisement	Coca Cola online commercial	3	immediate
80.	C	superordinate	5	the advertisements	Coca Cola online commercials	5	immediate
81.	C	superordinate	9	representamens, objects and interpretants	triadic relation theory by Peirce	5	remote
82.	C	superordinate	14	each element	the slogans and the pictures	13	immediate
83.	C	general word	2	the target audience	people	1	immediate

Appendix 13. Collocations as the Cohesive Devices Used by Male Students

No.	Abstract	Sentence Number	Cohesive Devices	Presupposed Item	Sentence Number	Name of the Tie
1.	A	12	similar	differences	11	immediate
2.	A	13	male students' responses	female students' responses	13	immediate
3.	B	18	the character building of Count Dracula	built the character of Count Dracula	17	immediate
4.	C	15	internet	online	3	remote



ABSTRACT

Robby, Muchamad. 2010. **“Google Translate” Translation Result in Translating Articles from English into Indonesian.** English Study Program, Language and literature Department, Faculty of Culture Studies, University of Brawijaya.

Supervisor: Esti Junining; Co-Supervisor: Wuliatmi Sri Handayani

Keywords: translation, Machine Translation, Google Translate, characteristics, strengths, weaknesses.

Since the development of information technology, especially the internet, information in many languages have been easy to access.¹ These information should be translated quickly.² A quick translation is possible since the development of machine translation.³ There is a new generation of machine translation provided by Google called Google Translate.⁴ This research tries to help Google Translate users to understand more about its characteristics, strengths, and weaknesses in translating articles from English into Indonesian.⁵

This research used qualitative approach in order to investigate the characteristics, strengths, and weaknesses of the translation result of Google Translate.⁶ While, the type of research used was document analysis.⁷ The data analyzed in this research are words, idiom, noun phrases, and sentences taken from articles and the translation result of Google Translate.⁸

This research found out that Google Translate tends to use literal translation.⁹ It influences the three out of four criteria used in this research: meaning reproduction accuracy, naturalness of expression, and terminology.¹⁰ This research also found some strengths of the translation result of Google Translate.¹¹ First, Google Translate can find equal word and arranged it in Indonesian structure.¹² Second, it can translate specific terms in some fields.¹³ Third, it can keep some language styles.¹⁴ The last, it does not make spelling mistakes.¹⁵ Meanwhile, there are some weaknesses of translation result of Google Translate found in this research.¹⁶ First, the translation result of Google Translate sometimes is not natural.¹⁷ Second, it cannot adjust the choice of words to the context.¹⁸ Third, it fails to keep some language styles.¹⁹ The last, it is inconsistent and makes mistakes in translating some words.²⁰

In conclusion, the main characteristic of Google Translate is that it produces literal translation.²¹ The strength of Google Translate is that the translation result is understandable.²² Meanwhile, the weakness of Google Translate is that it produces unnatural translation.²³

ABSTRACT

Subiyanto, Rachmad. 2010. **Content Analysis of Expressive Sentences in *Pembaca Menulis* Column in *Jawa Pos* Newspaper.** English Study Program, Language and Literature Department, University of Brawijaya.
Supervisor: Hamamah; Co-Supervisor: Agus Gozali

Keywords: content analysis, expressive sentence, *Pembaca Menulis* column, article of *Pembaca Menulis* column, *Jawa Pos* newspaper

Expressive sentence is a sentence which shows the feeling of the speaker or the writer of the sentence.¹ We can find examples of expressive sentences in a newspaper, in this case *Jawa Pos*, which provides *Pembaca Menulis* column for the readers in showing their feeling.² This application of expressive sentences in a newspaper is the reason in conducting this research.³ In this research, there are three problems that have to be answered (1) which sentences categorized into expressive sentence in the *Pembaca Menulis* column in *Jawa Pos* are; (2) what real intention expressed on those sentences are, and; (3) what patterns of expressive sentences mostly used in the *Pembaca Menulis* column in *Jawa Pos* are.⁴

This study uses qualitative approach in relation to the use of clear and systematic description about the phenomenon being studied.⁵ Content analysis is chosen to get deep analysis so that the problems can be answered clearly.⁶

This study reveals that there are two kinds of expressive sentences in *Pembaca Menulis* column.⁷ They are explicit performative verb of expressive and implicit performative verb of expressive.⁸ Almost all of the data have intention to complain to a person or a company.⁹ Only one of them expresses gratitude.¹⁰

In writing expressive sentences, some of the writers of *Pembaca Menulis* do not follow the rule of expressive sentence.¹¹ They do not use "I" as the subject but they use "we".¹² Moreover, they only satirize the person or organization in saying what they feel.¹³

There are two kinds of sentences in expressive sentence in *Pembaca Menulis* column, declarative and interrogative.¹⁴ Declarative is the kind of sentence that is mostly used by the writers of *Pembaca Menulis* column.¹⁵

The writer suggests the students of English Study Program of Language and Literature Department of University of Brawijaya to conduct similar by using daily conversation to get perfect results.¹⁶

ABSTRACT

Syukra, Ridho. 2010., **A Study of the Use of Diglossia by the Main Character of *Precious* Movie**. Study Program of English, University of Brawijaya. Supervisor: Endang Sasanti; Co-Supervisor: Eni Maharsi

Keywords: diglossia situation, exoglossia, endoglossia, attitudes

Human beings as a part of a big society communicate with each other through conversation for social interaction.¹ Language is the main tool in delivering the idea of communication.² Diglossia situation occurs on conversation for a certain community and situation by using different varieties of language.³ The writer conducted the study about diglossia in “*Precious*” Movie which shows language varieties which are exoglossia and endoglossia.⁴ There are two problems to be solved in the study, namely: (1) What are the diglossia situations in which exoglossia and endoglossia are used by the main character of *Precious* movie and (2) What are the attitudes for endoglossia and exoglossia used by the main character of *Precious* movie.⁵

This study uses qualitative approach in relation to the use of clear and systematic description about the phenomena being studied.⁶ Descriptive study in textual analysis is applied in this study to analyze dialogues of the main character through the script of *Precious* movie.⁷

This study reveals that the language used by the main character of *Precious* movie is Standard American English and African American Vernacular English.⁸ *Precious* uses exoglossia to the educated and respected persons like teacher and doctor to maintain the relationship between student and teacher and between patient and doctor.⁹ *Precious* uses endoglossia to her friends and mother who are African American.¹⁰ Moreover, the varieties of language have the different aspect such as variety learned, prestige, use in the community and distinct or same language which belong to attitudes towards diglossia.¹¹

The writer suggests that English department students learn more about diglossia situation and the writer also suggests the next researcher to investigate the using of diglossia situation used by the students of Brawijaya university.¹²

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ABSTRACT

Wardani, A.K. (2010). **Lexical Storage through Word Association Test in Male and Female Students of English Study Program of University of Brawijaya**. Supervisor: Fatimah; Co-Supervisor: Sahirrudin

Keywords: lexical storage, word association test, word association types, male and female students

Lexical storage is one of psycholinguistics discussions which explain how words are stored in mind.¹ There are some studies in this topic in which many of them discuss about lexical storage difference in L1 and L2 learners or adult vs children.² However, study of lexical storage dealing with gender has not much been covered yet.³ Thus, the writer is interested in investigating lexical storage in men and women especially in male and female students of English Study Program.⁴ This study aims at discovering the type of word association which emerges in male and female students of English Study Program.⁵ In addition, this study investigates how words are stored or organized in mind of male and female students of English Study Program.⁶

The research design employed in this study is case study.⁷ The participants of this study are 42 students of English Study Program with 21 male and 21 female students.⁸ The participants in this study are determined based on their TOEFL equivalent scores of 453-503.⁹ The data of this study was collected through word association test in which the writer made a test based on McCarthy's (1990) work construction.¹⁰

This study reveals that male and female students of English Study Program have similar pattern of word association in general.¹¹ However, they show some differences in the way they store words in their mind.¹² This is reflected on female students' responses which tend to store words based on the semantic fields, whereas male students' responses tend to store words based on phonological or orthographical similarities.¹³

The conclusion of this study shows that gender plays role in lexical storage.¹⁴ This study is expected to give contribution in the form of an alternative for lecturers and students in creating appropriate word association so that students are able to remember and understand new vocabulary well.¹⁵ The writer suggests that further researchers investigate other aspects of lexical storage which are slightly discussed in this study such as the influence of Indonesian words in the lexical storage of English words.¹⁶

ABSTRACT

Putri, Adhea OP. (2010). *Register Analysis on Jonathan Harker's Journals in Bram Stoker's Dracula*. English Study Program, Language and Literature Department, University of Brawijaya. Supervisor: Hamamah; Co-Supervisor: Istiqomah Wulandari

Keywords: register analysis, journal, Jonathan Harker, Bram Stoker's Dracula

There are two main types of variation in language.¹ One is based on the user of language, while the other one is based on the use of language.² In this field, the term register refers to language variation according to the use of language.³ The purpose of register analysis is to find out situational factors, characterized by field, mode, and tenor of discourse.⁴ One of types of discourse is novel.⁵ The plot of a novel includes exposition, conflict, rising action, and climax, followed by a falling action and resolution.⁶

This study analyzed the register of the novel *Dracula* written Bram Stoker.⁷ *Dracula* is a novel mainly composed of journal entries and letters written by the main protagonists.⁸ The writer of the study chose to investigate the register of Jonathan Harker's journals.⁹ The problems of the study are (1) how are field, tenor, and mode applied in the register used in Jonathan Harker's journals? (2) how is the character of Count Dracula built based on the field, tenor, and mode of the register used in Jonathan Harker's journals?¹⁰

This study used qualitative approach.¹¹ There were nineteen journals taken from the first four chapters of the novel.¹² It used content or document analysis as the type of research with the purpose to identify specified characteristics of the materials.¹³

The finding showed that the character of Count Dracula was built in eleven data.¹⁴ The other eight only narrated events and activities but did not expose the character of the Count.¹⁵ Count Dracula was best described as a blood-sucking, heartless creature.¹⁶ In conclusion, the mode and tenor were the determining elements of the register variables which built the character of Count Dracula.¹⁷ In other words, the narration and description written and the interaction built among the characters determined the character building of Count Dracula.¹⁸

The suggestions go to the students of English Study Program Language and Literature Department of University of Brawijaya.¹⁹ The first is that they apply Hallidayan theory in real environment or character building on another fiction in analyzing the application of the three register.²⁰ The second is that when considering the analysis of character building, they can apply other theories so that the result can be more detailed and complete.²¹



ABSTRACT

Hazrina, M. Cintya. 2010. **A Semiotic Study on Relationship between the Slogans and the Pictures of Coca Cola Online Commercials**. English Study Program, Language and literature Department, Faculty of Culture Studies, University of Brawijaya. Supervisor: Iis Nur Rodliyah; Co-Supervisor: Eni Maharsi

Keywords: semiotics, triadic relation, online commercial.

Advertisement is a way to deliver a message to people with the purpose to influence their minds to buy products.¹ One of strategies in making an advertisement is by creating certain pictures and slogans to make the target audience interested in purchasing the products.² In this study Coca Cola online commercial is chosen as the object of analysis.³ Semiotic approach is employed in interpreting the sign in the advertisement since the elements of advertisement are in the form of signs.⁴

This study aims to identify: (1) the meaning potentials carried by the slogans and pictures on Coca Cola online commercials based on triadic relation theory by Peirce and (2) the possible reasons of the advertisements makers in designing the slogans and pictures for the advertisements.⁵

This study is qualitative in the form of document analysis.⁶ The data are the pictures and slogans of five Coca Cola online commercials.⁷ The online commercials are those which are related to the celebration days in America.⁸

The results reveal that each slogan and picture has different representamens, objects and interpretants.⁹ The interpretants of each advertisement always have relationship with the theme of celebration.¹⁰ The picture has more dominant aspect in the advertisement than the slogan.¹¹ In addition the relationship among representamens, objects, and interpretants are essential.¹² However, the relationship between the slogans and the pictures of the online commercials is not less important.¹³ Each element describes and supports each other.¹⁴

Suggestion is made for next researchers to choose the sign of the advertisements not only from the internet but also from other media, so that varied result can be produced.¹⁵ To support the result, next researchers can also ask about people's perception on certain advertisements.¹⁶

Appendix 20. Berita Acara Bimbingan Skripsi



KEMENTERIAN PENDIDIKAN NASIONAL
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3. Program Studi : Sastra Inggris
4. Judul Skripsi : A Glance at the Cohesive Devices Used in Thesis Abstract Writing: A Gender Perspective
5. Tanggal Mengajukan : 29 Desember 2010
6. Tanggal Selesai Revisi : 17 Agustus 2011
7. Nama Pembimbing : I. Prof. Francien Herlen Tomasowa, Ph.D.
II. Didik Hartono, S.S.
8. Keterangan Konsultasi

No.	Tanggal	Materi	Pembimbing	Paraf
1.	29 Desember 2010	Pengajuan judul	Pembimbing I	
2.	29 Desember 2010	Pengajuan judul	Pembimbing II	
3.	11 Maret 2011	Persetujuan judul	Pembimbing I	
4.	18 Maret 2011	Proposal: Konsultasi I	Pembimbing I	
5.	25 Maret 2011	Persetujuan proposal: Konsultasi II	Pembimbing I	
6.	28 Maret 2011	Konsultasi III	Pembimbing I	
7.	29 April 2011	Penyerahan revisi BAB I, II, & III setelah seminar proposal	Pembimbing II	
8.	27 Mei 2011	Penyerahan BAB I, III, & IV	Pembimbing I	
9.	7 Juni 2011	Konsultasi revisi BAB I, II, & III	Pembimbing II	
10.	14 Juni 2011	Penyerahan BAB I, II, III, & IV	Pembimbing II	
11.	16 Juni 2011	Konsultasi BAB I, II, III, & IV	Pembimbing II	
12.	17 Juni 2011	Penyerahan BAB I, II, III, IV, & V	Pembimbing II	
13.	22 Juni 2011	Konsultasi BAB I, II, III, IV, & V	Pembimbing II	

Lanjutan Tabel

No.	Tanggal	Materi	Pembimbing	Paraf
14.	27 Juni 2011	Konsultasi abstrak	Pembimbing I	
15.	21 Juli 2011	Konsultasi revisi setelah seminar hasil	Penguji I	
16.	22 Juli 2011	Konsultasi revisi setelah seminar hasil	Penguji II	
17.	2 Agustus 2011	Konsultasi revisi setelah seminar hasil	Penguji I	
18.	3 Agustus 2011	Konsultasi revisi setelah seminar hasil	Penguji II	
19.	8 Agustus 2011	Konsultasi revisi setelah ujian	Penguji II	
20.	10 Agustus 2011	Penyerahan revisi setelah ujian	Penguji I	
21.	11 Agustus 2011	ACC	Penguji I	
22.	15 Agustus 2011	ACC	Penguji II	
23.	16 Agustus 2011	ACC	Pembimbing II	
24.	17 Agustus 2011	ACC	Pembimbing I	

9. Telah dievaluasi dan diuji dengan nilai :

Dosen Pembimbing I

Prof. Francien Herlen Tomasowa, Ph.D.
NIP. 19480804 197903 2 001

Malang, 19 Agustus 2011
Dosen Pembimbing II

Didik Hartono, S.S.
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Mengetahui,
Ketua Jurusan Bahasa dan Sastra

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