

## ABSTRACT

Fitrya, Renny. 2014. **The Cohesion Devices of Thesis Abstracts Written by Students of Academic Year 2009 of Study Program of English Universitas Brawijaya**. Study Program of English, Department of Language and Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Ismarita Ida R; Co-supervisor; Emy Sudarwati.

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Every scientific work, whether it is in the form of article, thesis or dissertation, must be initiated with an abstract. An abstract is a short summary written by a writer or researcher at the beginning page of his or her thesis or research report. Since an abstract is a significant part of an academic writing that will be read by educational people, it becomes extremely important then for researchers to make their abstracts as clear as possible which is characterized by well structured sentences and united text. The unity in the sentence or text can be formed by the the use of cohesion devices. Therefore, the writer conducts the study in analyzing thesis abstract written by students of academic year 2009 of English Study Program of Universitas Brawijaya. There are two problems in this study. (1) What are the cohesion devices found in the thesis abstracts written by student of academic years 2009 of English study program of Universitas Brawijaya? (2) What is the dominant type of cohesion devices that occurs in the thesis abstracts written by student of academic year 2009 of English study program of Universitas Brawijaya?

This research is designed by using descriptive qualitative approach and document analysis to answer the problems of the study. The data were collected from 12 abstract papers written by students of academic year 2009 who took linguistic and the writer selected them randomly. The writer analyzed the data by using theory from Renkema's (1993).

The results of this research showed that there were grammatical cohesion and lexical cohesion in the students' thesis abstract. In the grammatical cohesion, there are two types that occurred in the students' thesis abstract. They are conjunction and reference. The biggest part is conjunction (52%), followed by reference (48%). For lexical cohesion, there are three types that occurred in the students' abstract. The biggest part is repetition (61%), then followed by hyponymy (25%), and the last is antonymy (14%).

The writer suggests the next researchers who want to conduct the similar research uses the different object and also analyze about coherent with other theories. Another suggestion for the lecturers, hopefully this research could be used to enrich their teaching materials.