

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the writer presents the data and the result which are gained through the research method that have been presented in the previous chapter.

4.1 Finding

This chapter presents finding and the discussion related to the theoretical frameworks used and previous study. The data of this research were taken from thesis abstract written by students of academics years 2009 who had collected the thesis in 2013. The writer analyzed the data by using Renkema's theory (1993) which was used to find out cohesion devices as stated in the problems of the study.

As stated in chapter two, Renkema's theory (1993) classifies cohesion devices into grammatical cohesion and lexical cohesion. Grammatical cohesion consists of reference, substitution, ellipsis, and conjunction. Reference is divided into three: personal, demonstrative, and comparative. Substitution is divided into three: nominal, verbal, and clausal. Ellipsis is also divided into three: nominal, verbal, and clausal. Conjunction can be divided into additive, clausal, temporal. The writer found 239 types of grammatical cohesion. Meanwhile, lexical cohesion consists of repetition, synonymy, hyponymy, metonymy, and antonymy. Then, the writer found 27 types of lexical cohesion.

After analyzing the data, the writer found 115 Reference (48%), 0 Substitution (0%), 0 ellipsis (0%) and 122 conjunction (52%). The total number of the type of grammatical cohesion found is 237. Meanwhile, the writer also found lexical cohesion in the students' thesis abstracts those are 17 repetition (61%), 0 synonymy (0%), 7 hyponymy (25%), 0 metonym (0%), and 4 antonymy (14%). The summary of the finding can be seen in the following table.

Table 4.1 Type of Cohesion Devices

Cohesion Devices	f (frequency)	% (percentage)
Type of Grammatical Cohesion		
Reference	115	48%
Ellipsis	0	0%
Substitution	0	0%
Conjunction	122	52%
Total	237	100%
Type of Lexical Cohesion		
Repetition	17	61%
Synonymy	0	0%
Hyponymy	7	25%
Metonymy	0	0%
Antonymy	4	14%
Total	28	100%

4.1.1 Analysis of Grammatical Cohesion

From those 12 abstracts, the writer did not find all kind of grammatical cohesion. In this table the writer found the type of grammatical cohesion that occurs

in those thesis abstracts. They are reference, and conjunction. Then, ellipsis is not found in their thesis abstract. In the analysis, the writer discusses the kind of grammatical cohesion in one example, because in some abstracts it usually occurs or use the words for many times even those words have the same meaning. The table for grammatical cohesion consists of number, code, paragraph/phrases, kinds of grammatical cohesion (reference, and conjunction) and their sub kinds. Then, the writer gives code to phrases and sentences to use the position of the type of cohesion devices in a paragraph. For example with coding A1, P2, S4, it means that A1 refers to the Abstract 1, P2 refers to the second paragraph, and S4 refers to the fourth sentence. Furthermore, every single word which has connection with the kinds of grammatical cohesion in the data is signaled differently, on the table, reference in **Bold**, and Conjunction is in Underlined. This method will make it easier for the readers to understand the way and process of analysis.

Here, the analyzed of abstracts are presented in appendixes while the descriptions in some sentences are presented in the following discussion.

4.1.1.1 Reference

There are three (3) kinds of reference found in the thesis abstract written by students of academic year 2009 of English study program of Universitas Brawijaya.

They are personal reference, demonstrative reference, and comparative reference.

a. Personal Reference

The writer found fifty nine (59) personal references which appear in eight (8) kinds, namely **Their, Them, It, They, He/ She, Herself, His, and Themselves**. The detail can be seen in table 4.2.

Table 4.2 Personal Reference

No	Code	Sentence	Reference		
			Pr	Dr	Cr
1	A1.P4.S1	This research hopefully can help the participants to know their own strength and weakness in reading and can be the additional source or teaching materials for lectures.	Their		
2	A9.P3.S1	The writer found that from 5 (five) types of speech styles (frozen styles, casual style, consultative style, casual style, and intimate style) based on Joos' theory, the writer only found 2 (two) of them .	Them		
3	A7.P1.S7-8	One kind of flouting maxim is flouting maxim of relation. It occurs when a speaker or hearer responses which is very obviously irrelevant to the topic.	It		
4	A10.P1.S5	However, some people do not fulfill those maxims to be used in the conversation for certain reasons, and when they violate the maxims to be used in the conversation for certain reasons, and when they violate the maxims it is called flouting maxims.	They		
5	A3.P1.S2	"People use a different language style when they are communicating with other because from the style they can recognize the speaker's background and the reason of using a variety of language that he/she uses" (Trudgill, 2002:2).	He/She		
6	A6.P2.S1	Therefore, the researcher used qualitative approach in this research in which the primary instrument is the researcher herself to collect the data and analyze the data.	Herself		

Table Continued...

No	Code	Sentence	Reference		
			Pr	Dr	Cr
7	A8.P3.S3	In relation to <i>The Dictator</i> Movie, Aladeen flouted the maxim of quality with the purpose to save his life by hidding information about his identity.	His		
8	A10.P3.S3	The characters of “ The Lorax” movie script flouted the maxims because they wanted to switch the conversation into another topic, they wanted to hide their secret, or they wanted to defend themselves from danger.	Themselves		

Note: Personal Reference (Pr)

Demonstrative Reference (Dr)

Comparative Reference (Cr)

Grammatical cohesion found in the abstract is **Personal Reference**. Personal reference is reference by means of function in the speech situation, through the category of person. What is known as personal reference is dependent on the use of personal pronouns, possessive adjectives, and possessive pronouns. Personal reference that occurs in the students' abstracts are “their”, “them”, “it”, “they”, “he/she”, “herself”, “his”, and “themselves”. All those types are included to the anaphoric reference because anaphoric reference is the hearer/readers to look backward the text in order to identify what is being referred to or it is refers to the preceding text. For examples of personal reference that mostly used in the abstract is ‘their’. In data number one (A1.P4.S1), the word ‘their’ is identified as personal pronouns because ‘their’ refers to “the participant” in preceding sentence. The next is ‘them’. The word ‘them’ in the data number two (A9.P3.S1) refers to the preceding sentence, that is “5 (five) types of speech styles (frozen styles, casual style, consultative style, casual

style, and intimate style)". Another personal reference is 'it'. In data number three (A7.P1.S7-8), the word it refers to "flouting maxim" in preceding sentence. The last is 'they'. The word 'they' is identified as personal reference because it refers to the subject or third person. In the context (A7.P1.S7-8), 'they' refers to "people".

b. Demonstrative Reference

The writer found thirty (30) demonstrative references which appear in three (3) kinds, namely **this**, **that**, **those**, and **the**. The detail can be seen in table 4.3.

Table 4.3 Demonstrative Reference

No	Code	Sentence	Reference		
			Pr	Dr	Tr
1	A2.P3.S1	This study is qualitative in the form of document.		This	
2	A11.P4.S4	Another significant result was that structure of the L1 and L2 mental lexicons are organized in the same way.		That	
3	A10.P3.S2	Those flouting maxims are flouting maxim of quality, flouting maxim of quantity, and flouting maxim of relation..		Those	
4	A5.P3.S7	The font type, font color and background color used also have a role in representing the content of the novels		The	

Note: Personal Reference (Pr)

Demonstrative Reference (Dr)

Comparative Reference (Cr)

Grammatical cohesion found in the abstracts is Demonstrative Reference.

Demonstrative reference is reference by means of location, on a scale of proximity.

Demonstrative reference is dependent on the use of determiners. There are four types of demonstrative reference that occurs in the students abstracts, they are this, that, the,

and those. The first is 'this'. The word 'this' is indicates as demonstrative reference

because ‘this’ is to specify something or identity things that have already known. In the context (A2.P3.S1), ‘this’ refers to “study” and that word belongs to the cataphora reference because it refers to the following text or the latter reference is the one instructing the hearers/readers to look forward the next text in order to identify what is being referred to. The second is ‘those’. The word ‘those’ also belongs to the cataphoric reference because in data number three (A10.P3.S2) ‘those’ refers to the following text and it is to specify something or identity things that already known. In the context, ‘those’ refers to kinds of flouting maxim they are flouting maxim of quality, flouting maxim of quantity, and flouting maxim of relation. The last example is the word ‘the’. The word ‘the’ is identified as demonstrative reference. In the data number four (A5.P3.S7), the word ‘the’ is to specify something or identity things that already known and sometimes ‘the’ called as article. In the context, ‘the’ refers to the “font type”.

c. Comparative Reference

The writer found twenty nine (29) comparative references which is appear in eight (8) kinds, namely **other, another, same, similar, different, better, more, and more than**. The detail can be seen in table 4.4.

Table 4.4 Comparative Reference

No	Code	Sentence	Reference		
			Pr	Dr	Cr
1	A5.P4.S1	The researcher suggests the next researchers broaden the semiotics scope such as in the intertextuality and to analyze other objects, such as logos....			Other
2	A5.P1.S5	Sign is another way to communicate among each other.			Another
3	A5.P3.S5	The four novel covers have the same pattern in applying the signs and codes.			Same
4	A12.P2.S1	This study reveals that Aleph portrays Coelho's existential crisis and theosophical perspective and also the manifestation of the interested ideas between existentialism and theosophy by taking the similar concepts which cover the importance of self-awareness, to act, and the aim...			Similar
5	A6.P4.S1	She also has suggestion for the next researcher to use the theory of functional grammar since campaign slogans had a hidden meaning and the structures which were used in the campaign slogans had the different function in convincing the hearers and the readers.			Different
6	A8.P4.S1	The researcher hopes that this study can contribute a better and deeper understanding on how conversational maxims are used for different purpose in daily talks.			Better
7	A7.P2.S3	Furthermore, this study also reveals that the using of flouting maxim of relation makes conversation more interesting.			More
8	A4.P3.S3	The indexical signs are used morethan the symbolic one.			Morethan

Note: Personal Reference (Pr)

Demonstrative Reference (Dr)

Comparative Reference (Cr)

Grammatical cohesion found in the students' abstracts is Comparative Reference. Comparative reference is indirect reference by means of identity or similarity. Comparative reference that occurs in the students abstracts are "other",

“another”, “same”, “similar”, “different”, “better”, “more”, and “more than”. The first example of comparative reference that is mostly used in the abstract is ‘other’. It is because the word ‘other’ is indirect reference by means of identity or similarity. In the data number one (A5.P4.S1), the word ‘other’ is identified as unlikeness or different way of taking the object in the research analysis. The second is ‘another’. That word is identified as comparative reference and according to Renkema (1993) it is belongs to the exophora reference because the intended meaning is retrievable from situation. The word ‘another’ in the data (A5.P1.S5) is interpreted as other different option of way in communication that refers to “sign”. The third is ‘same’. The word ‘same’ is also identified as comparative reference because ‘same’ is indirect reference by means of identity or similarity. The word ‘same’ in data (A5.P3.S5) is comparison of visual characteristic in novel cover. The last is ‘more’. In data number seven (A4.P3.S3), the word ‘more’ is identified as comparative reference because in the context ‘more’ it shows the comparison of the intensity of the speaker’s feeling about their interest in doing analysis. It also can be referred as the determiner of the references used.

4.1.1.2 Substitution

Substitution is the replacement of word (group) or sentence segment by a ‘dummy’ word. The reader or listener can fill in the correct element based on the preceding sentence segment. Based on Renkema (1993), there are three types of

substitution, that of a noun, a verb, and of a clause. In the abstracts analyzed, the writer did not find any substitution.

4.1.1.3 Ellipsis

Ellipsis is the omission of a word or part of a sentence. It is closely related to substitution. Ellipsis can be described as a 'substitution by zero'. Based on Renkema (1993) there are three types of ellipsis, that of a noun, a verb, and of a clause. In the abstracts analyzed, the writer did not find any substitution.

4.1.1.4 Conjunction

There are three (3) kinds of conjunction found in the thesis abstract written by students of academic year 2009 of study program of English Universitas Brawijaya.

They are Additive Conjunction, Clausal Conjunction, and Temporal Conjunction.

a. Additive Conjunction

The writer found ninety six (96) additive conjunction which appear in nine (9) kinds, namely *and*, *or*, *like*, *also*, *such as*, *meanwhile*, *furthermore*, *that is*, and *either-or*. The detail can be seen in table 4.5.

Table 4.5 Additive Conjunction

No	Code	Sentence	Conjunction		
			Ad	Ca	Tc
1	A6.P2.S1	Therefore, the researcher used qualitative approach in this research in which the primary instrument is the researcher herself to collect the data <u>and</u> analyze the data.	And		

Table Continued...

No	Code	Sentence	Conjunction		
			Ad	Ca	Tc
2	A5.P3.S6	The signs of sitting child, man <u>or</u> woman with the same bodily codes are always applied in the novel covers.	Or		
3	A2.P3.S1	Suggestion is made for next researchers to choose the signs of the advertisement from other media sources <u>like</u> radio, newspaper, or the internet, to obtain various results.	Like		
4	A3.P3.S1	Last, the writer suggests for the future study to analyze language style that <u>occurs</u> in the slogan of indonesian advertisement not only from its lexicon and sentence structure but maybe can <u>also</u> be seen from its meaning because it will contribute deeper analysis	Also		
5	A2.P2.S2	The result of this research shows that each advertiserment contains semiotic signs <u>such as</u> symbol, icon and index.	Such as		
6	A5.P1.S6	<u>Meanwhile</u> , sign will have no meaning without codes inside it.	Meanwhile		
7	A7.P2.S3	<u>Furthermore</u> , this study also reveals that the using of flouting maxim of relation makes conversation more interesting.	Furthermore		
8	A9.P1.S5	In communication, they can use some variations of language when they talk to other people. <u>That is</u> what we call it as style.	That is		
9	A5.P1.S1	Communication can be done in some ways, using <u>either</u> (1) verbal communication <u>or</u> (1) non-verbal communication.	Either-or		

Note: Additive Conjunction (Ad)

Clausal Conjunction (Cc)

Temporal Conjunction (Tc)

Grammatical cohesion found in the abstract is additive conjunction. They are “and”, “or”, “like”, “also”, “such us”, “meanwhile”, “furthermore”, “that is”, and “either-or”. The first example of additive conjunction that is mostly used in the abstract is ‘and’. That word is identified as additive conjunction because it links a

clause or word to a similar clause or word. In the data number one (A6.P2.S1), the word ‘and’ makes a link between the clauses “collect the data” and “analyze the data”. The second example is ‘or’. The word ‘or’ is also identified as additive conjunction because it links a clause or word to another word or another clause. In the data number two (A5.P3.S6), the word ‘or’ makes a link between the words man and woman. The third example is ‘such as’. The word ‘such as’ is identified as additive conjunction because it links a clause or word to a similar clause or word. In the data number fifth (A2.P2.S2), ‘such as’ makes a link between the clause “semiotic signs” and “symbol, icon and index”. Then the fourth example is ‘meanwhile’. That word is identified as additive conjunction because it links a sentence, clause or word to another sentence, clause or word. In the data number (A5.P1.S6), the word ‘meanwhile’ makes a link between the sentence “sign will have no meaning without codes inside it” with the previous sentence in that abstract. The last is ‘either-or’. ‘Either...or’ which is classified into additive conjunction because it makes succession of two independent elements in the text or sentence. It means that a correlation between two independent words or elements which actually do not have a relation each other in true meaning. In the data number nine (A5.P1.S1), ‘either...or’ correlates the phrase verbal communication and non-verbal communication.

b. Clausal Conjunction

The writer found eighteen (18) clausal conjunctions which appear in four (4) kinds, namely **because, so, therefore, and that is way**. The detail can be seen in table 4.6.

Table 4.6 Clausal Conjunction

No	Code	Sentence	Conjunction		
			Ac	Cc	Tc
1	A3.P1.S2	“People use a different language style when they are communicating with others <u>because</u> from the style they can recognize the speaker’s background <u>and</u> the reason of using a variety of language that he/she uses” (Trudgill, 2002:2).		Because	
2	A5.P1.S7	<u>So</u> , codes bring signs into the meaningful system in order to create the message to be sent to the readers.		So	
3	A6.P2.S1	<u>Therefore</u> , the researcher used qualitative approach in this research in which the primary instrument is the researcher herself to collect the data and analyze the data.		Therefore	
4	A10.P1.S3	<u>That is why</u> , Grice offers to use theory of cooperative principle to...		That is why	

Note: Additive Conjunction (Ac)
 Clausal Conjunction (Cc)
 Temporal Conjunction (Tc)

Grammatical cohesion found in the abstracts is Clausal Conjunction, they are “because”, “so”, “therefore”, and “that is way”. The first is ‘because’. The word ‘because’ indicates a clausal conjunction because it shows the explanation of the way of language style is used by different people. In this context (A3.P1.S2), the sentence indicates the reason of using a variety of language to the people. The second causal conjunction is ‘so’. The word ‘so’ indicates a causal conjunction because it shows the result of the explanation from the previous sentence that code is important through sign. In this context (A5.P1.S7), ‘so’ explain the result of codes that brings sign to the meaningful system. The third is ‘therefore’. It indicates a causal conjunction because it shows the related explanation in the previous paragraph. In the context (A6.P2.S1)

it is used to show how the researcher decides to use qualitative approach regarding of his/her research data. The fourth is ‘that is way’. From the previous sentence that is used, it is identified as causal conjunction because it is used to show the result of theory of cooperative principle in the conversation. In the context (A10.P1.S3), it is used to show how the theory of cooperative principle used in the conversation correctly.

c. Temporal Conjunction

The writer found eight (8) temporal conjunction, which appear in five (5) kinds, namely **first**, **next**, **last**, **then**, **finally**, and **after**. The detail can be seen in table 4.7.

Table 4.7 Temporal Conjunction

No	Code	Sentence	Conjunction		
			Ac	Cc	Tc
1	A2.P3.S2	<u>Next</u> the researchers can also conduct further studies by seeing people’s interpretation on certain advertisement.			Next
2	A3.P3.S1	<u>Last</u> , the writer suggests for the future study to analyze language style that occurs in the slogan of indonesian advertisement not only from its lexicon and sentence structure but maybe can also be seen from its meaning because it will contribute deeper analysis.			Last
3	A4.P1.S5	<u>Then</u> , in order to get meaning of the posters, the researcher analyses them by using semiotic study.			Then
4	A9.P4.S1	<u>Finally</u> , the writer suggests the next researchers to investigate the other kinds of speech styles which are influenced by social status, occasion, personal aim, and etc.			Finally
5	A10.P2.S2	<u>After</u> the data are collected, they are classified and analyzed based on Grice’s Cooperative theory.			After

Note: Additive Conjunction (Ac)
 Clausal Conjunction (Cc)
 Temporal Conjunction (Tc)

Grammatical cohesion found in the abstracts is **Temporal Conjunction**. They are “first”, “second”, “next”, “last”, “then”, “finally”, and “after”. The first temporal conjunction is ‘next’ because it indicates the sequence of time. In the data (A2.P3.S2), the word ‘next’ indicates the continuous time which refers to the next time when the researcher wants to conduct further studies by seeing people interpretation. The second is ‘last’. In data (A3.P3.S1), the word ‘last’ indicates the sequence of time regarding to the researcher suggestion after he/she is giving the previous suggestion. The third is ‘then’. The word ‘then’ is also included as temporal conjunction because it indicates the sequence of time. In data (A4.P1.S5), the word ‘then’ shows the time how the researcher does the process of her/his analysis by using the theory of semiotic study. The last kind of temporal conjunction is ‘after’. In the data (A10.P2.S2), the word ‘after’ shows the sequence of time when the researcher doing analysis of the data.

4.1.2 Analysis of Lexical Cohesion

In this research, not all kind of lexical cohesion was found in the students’ abstract. In the reiteration, there are repetitions, hyponymy, and antonymy was found in the students’ abstracts. Then, for collocation was not found in the students’ thesis abstract. In the analysis the writer only gives some examples to be discussed since there are many kinds of lexical cohesion which have similar meaning. Therefore, the

abstracts are presented in appendix while the description some sentences/phrases that contain many types of lexical cohesion are presented in the following explanation.

4.1.2.1 Reiteration

There are four (3) kinds of reiteration found in the thesis abstract written by students of academic year 2009 of English study program of Universitas Brawijaya.

They are repetition, hyponymy, and antonymy. Each of them is discussed in the following explanation.

a. Repetition

One of lexical cohesion devices found in the thesis abstract written by students of academic year 2009 of English study program of Universitas Brawijaya is repetition. The writer found sixteen (17) repetitions, which appears in the student's abstract. The following are the examples data of this type.

Example 1: **Reading** is one of language skills that is important to be mastered. **Reading** can help the reader to get new information and...

Data 1: A1.P1.S1-2

Example 2: **Style** can occur in written spoken discourse. **The style** that occurs in spoken discourse is called speech style.

Data 19: A9.P1.S7-8

For example in data number one (A1.P1.S1-2), the lexical cohesion device found is signaled by the repetition of the word "reading" in the first sentence, which belongs to class of reiteration and refers back to "reading" mentioned before. Based on Renkema (1993), repetition is one of many ways that can be used by the writers to

make their sentence become cohesive. As it is shown in data number one (A1.P1.S1-2) in the table above, the writer of the abstract tries to link the first sentence with the second one by repeating one of the elements in his sentence, that is the word “reading”. As the result, the writer of the abstract can cohesively develop and link the controlling idea of his topic sentence (reading) in the first sentence with the next supporting sentences without going out of the main topic discussed. In addition, repetition is the act of repeating exactly the same words as has been mentioned before. It usually involves reference as the second occurrences that will be matched with define articles. For example, the word “style” and “the style” in the data number ten (A9.P1.S7-8).

b. Hyponymy

Another lexical cohesion devices found in the thesis abstracts written by students of academic year 2009 of English study program of Universitas Brawijaya is hyponymy. The writer found six (7) hyponymies, which appears in the student’s abstract. The following are the examples data of this type.

Example 1: The result of this research shows that each advertisement contains *semiotic signs* such as *symbol*, *icon* and *index*.

Data 4: (A2.P3.S2)

Example 2: Suggestion is made for next researchers to choose the signs of the advertisement from other *media sources* like *radio*, *newspaper*, or *the internet*, to obtain various results.

Data 5: (A2.P4.S1)

Based on data number four (A2.P3.S2), hyponymy is signaled by the word “symbol, icon and index” which is included into “semiotic signs” mentioned before.

Actually the sub ordinate is “symbol, icon and index”, while the super ordinate from these words is “semiotics signs”. It is because the word “symbol, icon and index” in the word class of “semiotics signs”, then it is classified into hyponymy. Then, in data number five (A2.P4.S1), it is also classified into hyponym. The sub ordinate is *radio*, *newspaper*, or *internet*, while the super ordinate from these words is *media source*.

Since the words *radio*, *newspaper*, or *the internet* are included in the words class of *media source*. Those related words can make the text cohesive because of their related meaning between the super ordinate word and the sub ordinate words.

c. Antonymy

Besides repetition and hyponymy, there is another type of reiteration found that is antonymy, it is found in the thesis abstract written by students of academic year 2009 of study program of English Universitas Brawijaya. The writer found three (3) antonymys which appear in the student’s abstract. The following is the example data of this type.

Example 1: This research hopefully can help the participants to know their own ***strength*** and ***weakness*** in reading...

Data: 2 (A1.P4.S1)

Example 2: The writer also found that ***male*** and ***female*** judges’ speech styles were not different because the writer found that both ***male*** and ***female*** judges mostly used...

Data 21: (A9.P3.S4)

Based on the example in data number two (A1.P4.S1), the word “strength” and “weakness” is categorized into antonym based on the theoretical of framework in the previous study. These words are related in term of meaning. It can see the relation from the word “strength” and “weakness” they have opposite meaning. Therefore, because they have opposite meaning but they occur and are expressed in the same sentence, these words create the unity in that sentence. Then, another example of antonymy is found in the data number twenty one (A9.P3.S4), is signaled by the word “male” which has an opposite meaning with “female”. The antonym used in the sentence is to make a comparison between the two words in the sentence.

4.1.3 Tabulation of Cohesion Devices

After presenting the data and identifying the cohesion devices in the thesis abstract written by students of academic year 2009 of English study program of Universitas Brawijaya, the writer would present the result of the percentage of cohesion devices.

a. Grammatical Cohesion

There are two (2) types of grammatical cohesion that can be found in this study, conjunction is the biggest part (52%), and followed by reference (48%).

Table 4.8 Percentage of Occurrences of Grammatical Cohesion

Type of Grammatical	f (frequency)	% (percentage)
Conjunction	122	52%
Reference	115	48%
Total	237	100%

Table 4.9 Percentage of Occurrences of Each Type of Grammatical Cohesion

Type of Grammatical	f (frequency)	% (percentage)
Conjunction		
Additive Conjunction (Ac)	96	78%
Clausal Conjunction (Cc)	18	15%
Temporal Conjunction (Tc)	8	7%
Total	122	100%
Reference		
Personal Reference (Pr)	59	51%
Demonstrative Reference (Dr)	30	26%
Comparative Reference (Cr)	26	23%
Total	115	100%

b. Lexical Cohesion

There are four (3) types of lexical cohesion that can be found in this study, repetition is the biggest part (61%) followed by hyponymy (25%), then the fewest one is antonymy (14%).

Table 4.10 Percentage of Occurrences of Each Type of Lexical Cohesion

Types of Lexical Cohesion	f(frequency)	%(percentage)
Repetition	17	61%
Hyponymy	7	25%
Antonymy	4	14%
Total	28	100%

4.2 Discussion

After analyzing the cohesion devices of the thesis abstracts written by students of academic year 2009 of study program of English Universitas Brawijaya, discussion is provided to make the interpretation of the analysis. The results of the analysis above show that the kinds of grammatical and lexical cohesion exist in the students' abstract. Not all type of grammatical cohesion used in the students' abstract.

They are only reference, and conjunction which is found in the students' abstract.

Substitution and ellipsis are not used in the students' abstract. In fact, substitution and ellipsis mostly have the similar definition in terms of meaning. It can be checked on the Renkema's theory (1993) which says that ellipsis is the omission of a word or part of a sentence which is closely related to substitution. Ellipsis can be described as a 'substitution by zero'. The writer thinks that the causes that substitution and ellipsis

do not appear because the students commonly like repeating their phrases or words rather than simplifying them. This is also what makes the students' writing becomes wordy. While, for lexical cohesion, only repetition, hyponymy, and antonymy found in the students' abstract, and there is no synonymy, metonymy and collocation found.

This happens because students do not like to use comparison and similarity in their writing.

In term of percentage, the biggest part of grammatical cohesion which is found is conjunction. The writer found 122 or 52% (table 4.8) conjunction in the students' abstract. Based on Renkema (1993), conjunction is a relationship which indicates how the subsequent sentence or clause should be linked to the preceding or

the following (part of) sentence. All of those kinds of conjunctions are found in the students' abstract, they are additive, clausal, and temporal conjunction.

The most frequently used conjunction in the students' abstract is additive conjunction with the occurrences 96 or 78% (table 4.9) that is shown by the words

either...or, and, also, furthermore, thus, that is, or, such as, and like. For example

additive conjunction is to join words, phrases or sentences. It is also used to connect

ideas between two clauses or sentences, such as the use of "or" and "and" in

(A6.P2.S1). The word "and" is identified as additive conjunction because it makes a

link between the clauses "collect the data" and "analyze the data". The function of

using these pronouns is to indicate an addition of a fact or idea. The next type of

conjunction is clausal conjunction with the percentage 15% (table 4.9), that is shown

by the words "because", "so", "therefore", and "that is way". The examples of clausal

conjunction that is mostly used in the students' abstract is "because" and "therefore".

They are categorized into causal conjunction because they show the related

explanation in the previous paragraph, such as in (A6.P2.S1). It is used to show how

the researcher decides to use qualitative approach regarding of his/her research data.

So, the function of those words is to tell the readers about why the researchers

conducted her/his study or why the descriptive qualitative design is chosen. The last

type of conjunction which is found in the students' abstract is temporal conjunction.

The percentage of this type is 7% (table 4.9) that is shown by the words "next",

"last", "then", "finally", and "after". All those words indicated the sequence of time.

For example in data (A2.P3.S2), the word 'next' indicates the continuous time which

refers to the next time when the researcher wants to conduct further studies by seeing people's interpretation. The function of temporal conjunction is to explain the steps done by the students in collecting or analyzing the data. Therefore, all these conjunction are used by the students to connect the meaning relationship within and among sentence in their paragraphs, so their paragraphs become cohesive.

After conjunction, another kind of grammatical cohesion which is found in the students' abstract is reference. The writer found 115 references or 48% (table 4.8) references in the students' abstract. Based on Renkema (1993), there are three kinds of references namely personal, demonstrative, and comparative reference. In this case, the writer found all the kinds of reference in the students' abstract. The most frequently used reference in the students' abstract is personal reference with the occurrences 59 or 51% (table 4.9) that is shown by the words "it", "they", "them", "their", "he/she", "herself", "his", and "themselves". The students mostly use personal references "it" and "they". It refers to a thing or person with the number category of single or plural. For example in data (A7.P1.S7-8), the word "they" is identified as personal reference because it refers to the subject or third person. In the context "they" refers to "people". Another example is the word "it" in data (A7.P1.S7-8), the word "it" refers to "flouting maxim" in preceding sentence.

Another kind of reference namely demonstrative is found in the students' abstract. Demonstrative reference is expressed by the word "this", "that", "those", and "the" which occurrences 30 or 26% (table 4.9). In the abstract, all those words are kinds of textual reference (endaphoric) since it is used by presuppose something

which is stated in the previous line in the text (abstract). Demonstrative reference that mostly used by the students in their abstract is the word “this”. For example in data (A2.P3.S1), ‘this’ refers to “study” and that word belongs to the cataphora reference because it refers to the following text. Besides using the word “this”, using “the” in the texts is to repeat the pronoun which is mentioned before in the text. The pronoun “the” is commonly called as an article, but it is also called as the demonstrative pronoun which functions as modifier in the noun phrase. Then, the use of demonstrative pronoun “that” and “those”, do not have any difference in text. They are to point out something which is mentioned before in text, whether it is a word or a phrase and it belongs to the anaphoric reference. The last type of reference is comparative reference. The percentage of comparative reference is 26 or 23% (table 4.9). The students use comparative references such as ‘other’, ‘more than’, ‘more’, ‘same’, ‘another’, ‘different’, ‘similar’, and ‘better’ to refer the comparison of general, comparison of quality, and comparison of difference. The writer found that in this analysis, the students are likely to use comparative reference of ‘another’ on their thesis abstract. That word is identified as comparative reference and according to Renkema (1993), it belongs to the exophora reference because the intended meaning is retrievable from situation. The word ‘another’ in the data (A5.P1.S5) is interpreted as other different option of way in communication that refers to “sign”.

So, these various types of reference are proofs that the students of academic year 2009 of study program of English understand and are able to apply references

variously. Not only that, it also shows that references has many functions such as to refer to person, thing, fact, and phenomena.

The second type of cohesion devices is lexical cohesion, the writer only find reiteration and for collocation is not found in the students' abstract. Based on the analysis, not all the types of reiteration are found in the abstracts. There are only repetition, hyponymy, and antonymy.

The first type of reiteration which is interesting to be discussed is repetition. The writer found numerous repetitions in the students' abstract and it is the biggest part of lexical cohesion which is found in the students' abstract. The writer found 17 or 61% (table 4.10) repetition in the students' abstract. Based on Renkema (1993), repetition is the act of repeating exactly the same words as has been mentioned before. It usually involves repetition as second occurrence that will be matched with definite articles. For example like the word "style" in the data (A9.P1.S7-8). The writer identifies that the students commonly use repetition to make the meaning relation become clear. The second is hyponymy which occurrences 7 or 25% (table 4.10). Hyponymy is an inclusion or class membership. It usually consists of super ordinate, such as in the data (A2.P3.L2), "symbol, icon and index" which are included as "semiotic signs" mentioned before. Actually, the students used hyponymy is to tell their readers about the background of the topic chosen. They usually start with a very general discussion and term and then continue with a more specific and detail talk.

The last is antonym which occurrences 4 or 15% (table 4.10). Antonymy is the opposite of synonym, such as in the data (A9.P3.S4), is signaled by the word

“male” which has an opposite meaning with “female”. The antonym used in the sentence is to make a comparison between the two words in the sentence. In this case, the writer thinks that the use of reiteration such as antonymy has many functions which the function does not only to make a connection between an element of language in the discourse but also to make their writing (abstract) become more attractive. In addition, by using these lexical cohesion devices, the student has many variations in the word option in writing their abstract.

Finally, the total number of grammatical cohesion is 237. The first grammatical cohesion that the writer found in the student’s abstract are conjunction 122 or (52%), and the last is followed by reference with 115 or (48%). Meanwhile, for lexical cohesion the writer found three types of reiteration. They are repetition with 61%, followed by hyponymy 24%, and the last is antonymy with 15%.

The result of this research was different from the previous research conducted by Alarcon and Morales (2011) entitled *Grammatical Cohesion in Student’s argumentative essay* in the highest number of grammatical cohesion. In term of types of grammatical cohesions, reference was the biggest part in his research. He conducted the grammatical cohesion analysis research in the students’ argumentative essay by using Halliday and Hasan’s theory. In this research, the writer wants to find out the type of cohesion devices, the most frequent types in the cohesive devices, and also the relationship between the number of cohesive devices and the quality of writing. The finding of this study revealed that reference had the highest frequency with 90.67%, and followed by conjunction with 09,8%, and the last was substitution

with 0,25%. Another difference in this study with the previous study by Alarcon and Morales (2011) is on the problem of analysis. In this research, the researcher analyzes the object in a more specific way that is only by using the grammatical cohesion.

The result of this research was also different from the previous research conducted by Lestari, (2009) entitled *Lexical Cohesion Found in the Lyrics of Avenged Sevenfold's Songs*. She investigated the Lexical Cohesion in the song's lyric. In this research the writer only identifies the types of Lexical Cohesion used in the lyrics of *Avenged Sevenfold's* songs by using Halliday and Hasan's theory. The finding is that there are several types of lexical cohesion found in the lyrics of *Avenged Seven fold's* Songs. Those are repetition, synonymy, hyponymy, and antonymy. The biggest part of lexical cohesion found in the lyric is repetition, then followed by synonymy, the next was hyponymy, and the last was antonymy.

On the other hand, the similarity between the previous research and this research is the most frequency in the use of reference. This pervious study conducted by Alarcon and Morales (2011) reveals that the most frequent grammatical cohesion device which is used by students' argumentative essay is personal reference which takes the biggest part of 59%, then it is followed by demonstrative reference with 30% and the last is comparative reference with 26%. The same result with this study is the result on the biggest part of personal reference but it has differences in the way of expressing the interpretation. The differences of using personal reference in the argumentative essay is to reveal and express personal feeling of the writer, but in this study the use of personal reference is to show the third person's point of view. Then,

the similarity also found in the second previous study, the previous study is conducted by Lestari, (2009). In her research, she found that the biggest part of lexical cohesion is repetition. The reason why the most frequent is repetition instead of other is because neither the speaker nor the composer wants to emphasize a particular word so that it strengthens the theme either in lyric or speech.

In short, this study is different from the previous studies in the cohesion devices that used. Those two previous studies only concern in one of cohesion devices. In the first previous study, the researcher only focused on the grammatical cohesion. Meanwhile in the second previous study, the researcher only focused in the lexical cohesion. In this presents study, the biggest part of grammatical cohesion is conjunction. However, the first previous study conducted by Alarcon and Morales (2011) concluded that the biggest part of grammatical cohesion was reference. In this study, the object of the study was the thesis abstract written by students of academic year 2009 of Study Program of English. In the first previous study, the object of the study was in students' argumentative essay and the second previous study was on the lyrics of *Avenged Seven fold's* Songs. Then, another difference is in the theory used. From those two previous studies, the research uses theory by Halliday and Hasan (1976) but in this study uses the theory by Renkema (1993). It is because the writer wants to enrich the previous study by using different theory and object.

From the explanation above, it leads us to the idea that to connect the meaning of the sentence in the thesis abstract we need some features of language which are called cohesion devices. Because abstract is a part of writing the thesis that must be

arrange well, the cohesion device in the abstract is used to create a well-pattern language and to relate sentences and paragraph to become a united text. In other words, the existence of the cohesion device also gives serious readers who want to read the full report a quick mental picture of the report which makes reading the report easier and clearly. Besides, the explanation above also reveals that the use of lexical cohesion device namely hyponymy, and antonym function is to make the abstract becomes more colorful while repetition is used to emphasize particular word.

