The Role of Cohesive Markers in Making Coherence in the Abstract Section of English Department Students' Thesis and Final Projects

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Abstract: Skripsi adalah sebuah karya tulis berdasarkan penelitian yang telah dilakukan dan merupakan syarat kelulusan bagi mahasiswa. Dalam skripsi, ada abstrak yang merupakan ringkasan dari keseluruhan isi skripsi. Abstrak ditulis secara singkat dan jelas untuk mempermudah pembaca mengetahui isi skripsi tanpa harus membaca keseluruhan teks. Oleh karena itu, skripsi haruslah merupakan sebuah teks yang koheren dan mudah dipahami. Dalam skripsi ini, penulis ingin melihat peran pemarkah kohesi dalam menciptakan koherensi pada abstrak yang ditulis oleh mahasiswa Sastra Inggris. Penulis juga mencari tahu kecenderungan penggunaan pemarkah kohesi pada data yang ada. Tujuan dilakukannya penelitian ini adalah untuk mengidentifikasi jenis-jenis pemarkah kohesi yang digunakan dalam abstrak yang ditulis oleh mahasiswa Sastra Inggris dan mencari tahu bagaimana peran pemarkah kohesi dalam membentuk koherensi hingga menciptakan teks yang efektif dan mudah dipahami. Pada skripsi ini penulis membatasi data hanya pada abstrak mahasiswa Sastra Inggris tahun 2010 dan 2011 yang ditulis dalam Bahasa Inggris. Dalam mengumpulkan data, penulis menggunakan Teknik Catat. Sedangkan untuk menganalisa, penulis menggunakan Metode Padan Referensial dan Inferensial. Penulis juga menggunakan Teknik Lesap, Teknik Sisip, dan Teknik Ganti dari Metode Agih. Hasil dari penelitian ini menunjukkan bahwa koherensi pada teks tidak selalu ditunjukkan oleh pemarkah kohesi yang eksplisit, tetapi juga implisit. Pemarkah kohesi implisit ini bisa ditentukan dari konteks yang ada dalam teks tersebut.

Keywords: Cohesive marker, cohesion, abstract, coherent text

Introduction

Language is a means of communication having an important role in the daily lives of humans. Without language, human being will not be able to communicate and understand each other. In using language, humans then produce a text. Text can be in the form of spoken or written text. Written text has a close relationship with academic circles. One of the writings that have to be made by the students to evaluate the lessons

that have been obtained are thesis and final project. One of the important parts in thesis and final project is abstract.

In this research, I have two purposes. First, I want to identify the kinds of cohesive markers used in abstracts that are written by the 2010 and 2011 English Department students. Second, I want to find out the role of cohesive markers in building a coherent and effective text.

Review of Literature

a. Cohesion

Halliday (1989:4), states that cohesion is the relation meaning of one word with another word to form a good sentence structure. To establish a cohesive sentence, cohesive marker is needed. According to Nunan (1993: 21), cohesive markers are "words and phrases which enable the writer or speaker to establish relationship across sentence or utterance boundaries, and which help to tie the sentences in a text together". Halliday (1989: 4) says that cohesion can be divided into two types, namely grammatical cohesion and lexical cohesion. Grammatical cohesion consists of four elements; they are reference, substitution, ellipsis, and conjunctions. Lexical cohesion consists of reiteration and collocation.

b. Abstract

Abstract is a summary of the content of thesis which is written briefly (Halifudin, 2012: 180). according to Halifudin (2012), an abstract should consist of purpose of the study, scope of the study, the methods, results, recommendation, research location (optional), conclusions, and other important information related to the paper.

The purpose of the abstract is to ease the reader in capturing the essence of a text. So the reader can save time and do not need to read the entire text to determine whether the paper is in accordance with the topic that is looked for by the reader or not. If the abstract is appropriate, the reader can continue to read the entire contents of the reading (Lannon, 1994).

Research Method

Type of Research

This is a descriptive qualitative research conducted to find out the role of cohesive markers in building coherence in a text, especially in an abstract. Beside that, I also want to see the effectiveness of the use of cohesive markers in making a text understandable. This research is a qualitative explanatory research because I will explain the data that have been analyzed. In addition, I also calculate the percentage of cohesive markers usage to see the tendency of the use of cohesive markers for English Department student.

Data, Population, Sample, and Source of Data

The data in this research were taken from the theses that were written by English Department students. I only use the abstracts of those theses. I took the abstracts published on eprints.undip.ac.id. The data are limited for the theses that are written in 2010 and 2011. In that website, there are many abstracts written by students and lecturers of English Department. However, I only choose abstracts that were written by students in English. Because there are some abstracts that were written in Indonesian Language. From these abstracts, I will analyze the words, clauses, sentences, and then identify whether the cohesive markers in those texts were used maximally or not. I will see how the English department student produces a text that the sentences are harmonic each other by seeing the usage of cohesive markers in them.

Population in this research is all abstracts written by students of English Department in any years. Samples in this research are 22 abstracts that were taken as the data. In the discussion, I will provide some of the data with the highest and the lowest percentage of cohesive markers usage.

Method of Collecting Data

In collecting the data, I use observation, reading and note-taking methods. I read abstracts published on eprints.undip.ac.id in 2010 and 2011. I only chose abstracts that were written by students in English. I do not take the abstracts written by the lecturers of English Department. After choosing the abstracts, I download them. Therefore, the data were taken from the website.

Method of Analyzing Data

In this research, I will use *metode padan* or identity method and *metode agih* or distributional method by Sudaryanto(1993). Identity method requires the equivalence of the non-linguistics aspect studied. This method is using the aspects or parts that are out of the language studied to show the equivalence of the aspect studied. There are several types of identity method; they are referential identity method, articulatory phonetic identity method, translational identity method, orthographic identity method, pragmatic identity method, inferential identity method, and reflective introspective identity method. From those kinds of methods, I will only use two methods; they are referential identity method and inferential identity method. Referential identity method will be used to analyze the cohesion devices in the text, while inferential identity method will be used to see whether the texts are coherent or not.

Distributional method is a method that uses elements of a language as a parameter in the analysis process. In this method, the research is conducted to the elements of a language (Sudaryanto, 1993:15). Distributional method consists of seven techniques, including deletion technique, substitution technique, forward expansion technique, interruption technique, permutation technique, bound paraphrase technique, repetition technique. In this study, I use deletion technique, interruption technique, and substitution technique from distributional method. From the result of this research, I will be able to see whether the text has fulfilled the appropriate use of cohesive markers or not.

Findings and Discussion

The Use of Reference

The first cohesive marker used by the students is reference. Reference is a word used to refer to the words, phrases or sentences, which are used to replace those words, phrases or sentences. From twenty-two analyzed data, four data do not use reference as a connector among sentences. The remaining eighteen abstracts use reference.

From eighteen data that used reference, the number of reference found in those abstracts is different. It is influenced by two factors. The first factor is the different number of sentences in each abstract, so the usage number of cohesive markers also has

variation. The second factor is the use of other cohesion markers considered more precise so that the reference is not very widely used.

The use of reference is mostly found in datum 17, which is about 36.1%. On the other hand, the least appearance is found in datum 14, which is about 3.1%.

The Use of Conjunction

The second cohesive marker found in twenty-two abstracts that was analyzed is conjunction. Conjunction has a function as a connector between sentences so that a sentence will be associated with the other sentences. From twenty-two abstracts that were used as the data, cohesive marker conjunction was found in 17 abstracts. In those abstracts, the numbers of discovered conjunction are different. Conjunction is a cohesive marker that is used rarely in these abstracts.

The use of conjunction is mostly found in datum 12, it is about 15,4%. Whereas, the lowest percentage of the use of conjunction was found in datum 14, it is about 3,2%.

The Use of Synonym

Synonym is a similarity of words meaning. In a text, usually a writer will use words that have the same meaning for interchangeable with each other, so that the text will not look monotonous.

From twenty-two data in this research, I found that only eight abstracts contain synonyms in the data. Synonym is one of the cohesive markers that are rarely used in the data of this research. The highest use of synonyms was found on the datum 16, which is about 20%. On the other seven abstracts, the use of synonyms is less than 10%. The lowest use of synonyms was found in datum 11, which is about 3.3%.

The Use of Repetition

Repetition is included in lexical cohesion. Repetition is the use of a similar word, phrase or clause in some parts of the text to build a coherence relationship among sentences. In this study, all of the data uses repetition as a cohesive marker in building coherence in the text. Repetition has the highest level of use compared to other cohesive markers.

The highest level of the use of repetition was found in datum 4, it is 87,5%. On the contrary, datum 17 contains the lowest level of use of the repetition, which is about 47.2%.

The Use of Superordinate

Superordinate is a word which has the highest level within a classification arrangement of words in which it has a general nature while the words were classified under it has more specific meaning. Superordinate has an opposite meaning with hyponymy because hyponymy is a word with a specific meaning. In this study, I only managed to find one superordinate of the overall data. This superordinate was found on the datum 14 with very little percentage, which is only 3.2%.

The Use of Collocation

Collocation is the use of paired words in a text. These words are usually already known by many people and are a natural thing when they appear together. Halliday (1989: 285) provided an example of collocation in word pair *boy* and *girl*. *Boy* and *girl* have an oppositeness semantic relationship called complementarity.

In this study, nineteen data used collocation as cohesive marker. On average, the use of collocation on this research data is not more than 10%. The highest percentage of collocation was found in datum 16, which is 20%. The lowest percentage of it was found in the datum 17, that is 2,5%.

Substitution, Ellipsis, and General Word

From nine cohesive markers mentioned by Halliday, there are three of them that I cannot find in the overall data available, namely substitution, ellipsis, and general word. Substitution is a replacement of a word, phrase or clause with other words to avoid repetition of the word. In addition, the replacement of the word usually happened on sentence patterns that are already known by people. Therefore, the replacement of word can make a sentence sound more effectively.

I tried to analyze some of the data to determine how effective the sentences that exist in the data if cohesion substitution is added in it.

For the example, I tried to replace some of elements of the sentence through substitution process in data 1. The first substitution was added in sentence 6 to the word *patriarchy*. In sentence 6, there are two clauses. The word patriarchy in clause 2 can be substituted with *the same* so that it becomes:

> (6.a) This research aims to explain patriarchy concept in Keely and Du and Keely's efforts in **the same** circumstances.

The word *patriarchy* was repeated 2 times in that sentence. Since it was mentioned in the first clause, this word can be replaced with *the same* that indicates that the word talked in that sentence is *patriarchy*. *Patriarchy* that is substituted with *the same* is nominal substitution, because *patriarchy* is noun.

The second element of cohesion that was not found in this study is ellipsis. Ellipsis is a deletion or removal of an element of a sentence without causing a change in the meaning of the sentence. The omission of the sentence element is intended to make the sentence to be more effective and straightforward.

After analyzing some of the data, I found that it is possible to do an ellipsis in datum 3. I tried to do an ellipsis in some parts of the text. For example, it was in sentence 8. In the previous sentences, it has been mentioned that Erin Gruwell is antiracism. In sentence 8, I tried to omitted *Erin* that was mentioned before *antiracism* because I assume that the reader will understand whose anti-racist ideology that appear in this sentence. So that, sentence 8 would become:

> (8.a) The result shows that (0) anti racism can be seen from conflicts happened to her.

The third element of cohesion that was not found in the data is general word. General word is a word that can represent other words because it has a very general meaning. This word does not refer to a particular thing so that it can be used to replace many words. The meaning of the general word can vary according to the concept of the sentence in which it is used. I tried to add the general word concept into the existing data, but the result is that the abstracts have been a good text and do not need to add general word.

I tried to change some elements of the sentences into general word. The example is *Javanese smell terms* on sentence 9. I changed it into *those terms*. However, this

changes make the sentence becomes inefficient although the use of the cohesive marker will become more diverse. Here is sentence 9 that contains general word.

> (9.a) Meanwhile, the researcher uses total / jenuh sampling (Sugiyono, 1999) to be able to show differences among each words of **those terms** clearly.

It can be seen from some analyses above; almost all of the data contain high percentage of repetition in building relationships between the sentences. That is why the use of substitution, ellipsis, and general word cannot be found in all of the data. The writers more focused to do repetition of words instead of using other markers cohesion. However, too many repetitions make a text look monotonous and unattractive. As in datum 7 that contains 72.7% repetition, 18.2% reference, and 9,1% conjunction. After conducting an analysis of the datum, I found that the datum could use the synonym and substitution in composing the sentences. It will look more attractive if a text contains more than one cohesive marker. Therefore, various connectors can form the relations between the sentences.

Conclusion

In this chapter, I take some conclusion after conducting the research. In addition, I also give suggestion related to the use of cohesion markers. From the 22 existing abstracts, cohesion marker that mostly found is repetition. Repetition is found in all abstracts because repetition is easy to use. The words are just repeated and the reader will immediately understand if there is repetition of the word.

Cohesive markers have not been used optimally in several texts. Some texts use only a few elements of cohesion markers in composing the sentences, while the texts could be better if they were added another cohesion markers. I has tested it by trying to add or replace the elements of cohesion markers in some abstracts. The result is that the abstracts received additional cohesive markers become more varied with the diversity of cohesive markers diverse and the abstracts become easier to be read. Some abstracts already use the cohesion markers appropriately. This is proved by a test on some of the data where I tried to replace or add other elements of cohesion markers into the texts. The result is that the texts become ineffective to be read or even the sentences become incomplete. Here, I conclude that the abstracts are more interesting to be read without

additional cohesion markers added by me. It means that the cohesion markers have been used appropriately

From the result above, I conlude that some English Department students have been able to write cohesive and coherent abstracts. Although some of the abstract did not contain explicit cohesive markers, the abstracts can still be categorized as coherent texts. So, it can be concluded that coherence in a text can be built not only by explicit cohesive markers, but also by implicit cohesive markers or the context of the texts.

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