LEXICAL COHESION ELEMENT IN UNDERGRADUATE THESIS ABSTRACT OF ENGLISH DEPARTMENT STUDENT OF UNIVERSITAS ISLAM NEGRI MAULANA MALIK IBRAHIM MALANG

THESIS

By:
Al Inayatul M
12320148

ENGLISH LETTERS DEPARTMENT
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2017

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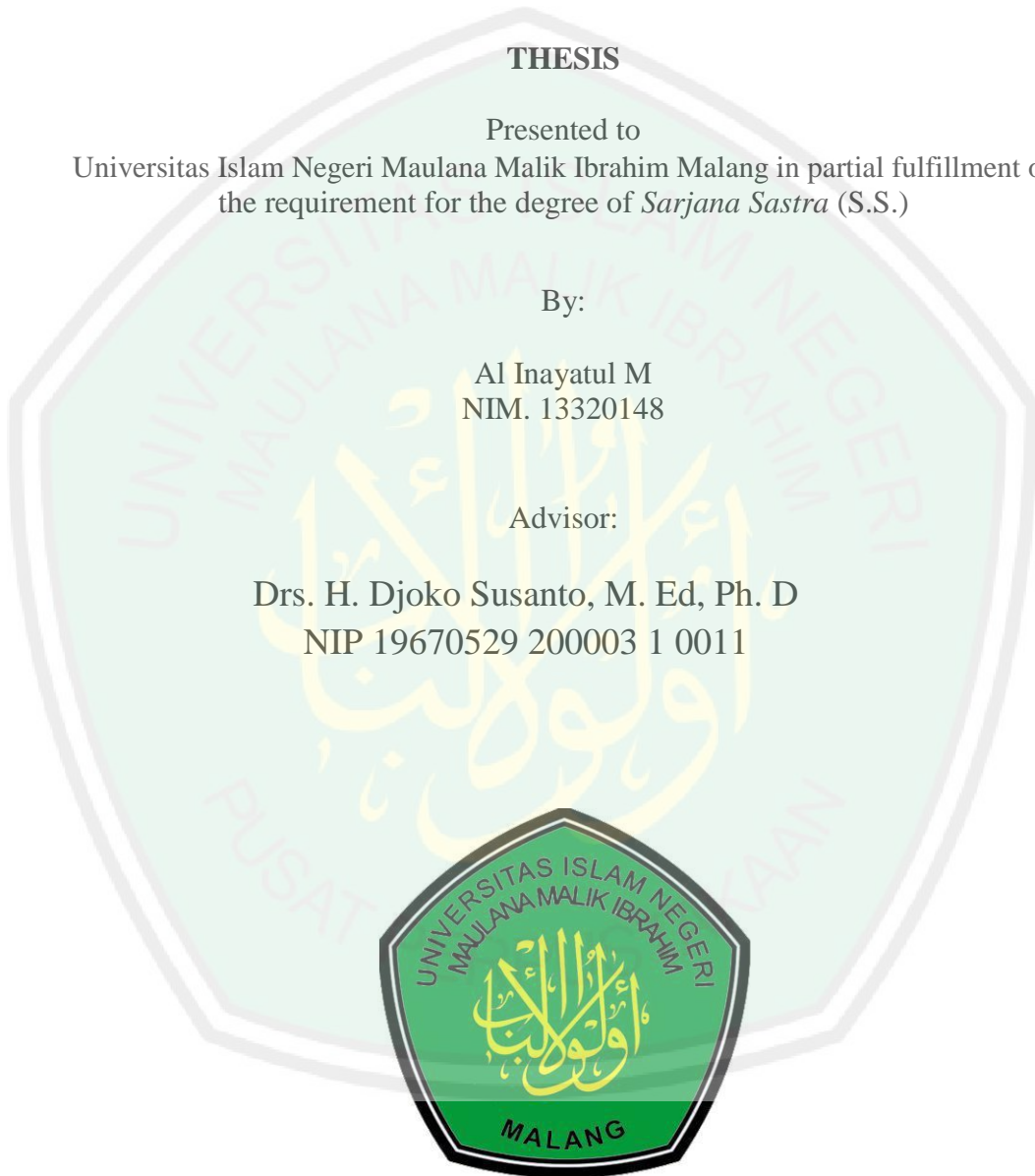
THESIS

Presented to
Universitas Islam Negeri Maulana Malik Ibrahim Malang in partial fulfillment of
the requirement for the degree of *Sarjana Sastra* (S.S.)

By:

Al Inayatul M
NIM. 13320148

Advisor:

Drs. H. Djoko Susanto, M. Ed, Ph. D
NIP 19670529 200003 1 0011

**ENGLISH LETTERS DEPARTMENT
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2017**

LEXICAL COHESION ELEMENT IN UNDERGRADUATE THESIS

ABSTRACT OF ENGLISH DEPARTMENT STUDENT OF UNIVERSITAS

ISLAM NEGRI MAULANA MALIK IBRAHIM MALANG

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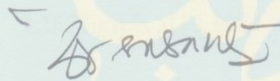## UNIVERSITAS ISLAM NEGRI MAULANA MALIK IBRAHIM MALANG

2017

APPROVAL SHEET

This is to certify that Al Inayatul Munawaroh's thesis entitled *Lexical Cohesion Element in Undergraduate Thesis Abstract of English Department Student of Universitas Islam Negeri Maulana Malik Ibrahim Malang* has been approved by the advisor for further approval by the Board of Examiners.
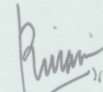
Malang, 24 May 2017

Approved by
the Advisor,
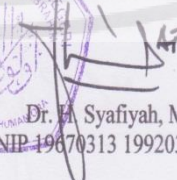
Acknowledged by
the Head of English Letters
Department,

H. Djoko Susanto,M.Ed, Ph. D
NIP 19670529 200003 1 001

Rina Sari, M. Pd
NIP 19750610 200604 2 002

The Dean of
Faculty of Humanities
Universitas Islam Negeri Maulana Malik Ibrahim Malang
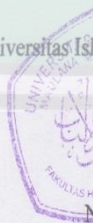
Dr. H. Syafiyah, M.A
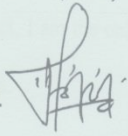NIP 19670313 199203 2 002

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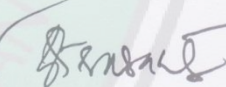
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This is to certify that Al Inayatul Munawaroh's thesis entitled *Lexical Cohesion Element in Undergraduate Thesis Abstract of English Department Student of Universitas Islam Negeri Maulana Malik Ibrahim Malang* has been approved by the Board of Examiners as the requirement for the degree of Sarjana Sastra (S.S) in English Letters Department, Faculty of Humanities at Universitas Islam Negeri Maulana Malik Ibrahim Malang.

The Board of Examiners   **Signatures**

1. Dr. H. Langgeng Budianto, M.Pd   (Examiner)   1.
   NIP 19711014 200312 1 001

2. Ulil Fitriyah, M.Pd, M.Ed   (Chair)   2.

3. Drs. H. Djoko Susanto, M.Ed, Ph.D   (Advisor)   3.
   NIP 19670529 200003 1 0011

Approved by
The Dean of Humanities Faculty
Universitas Islam Negri Maulana Malik Ibrahim Malang

Dr. H. Syafiyah, M.A
NIP 19660910 199103 2 002

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STATEMENT OF THESIS AUTHORSHIP

I declare that the thesis written to fulfill the requirement for the degree of Sarjana Sastra (S.S) in English Letters Department, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang entitled Lexical Cohesion Element In Undergraduate Thesis abstract Of English Department Student Of Universitas Islam Negeri Maulana Malik Ibrahim Malang is truly her original work. It does not contain any material previously written or published by other person, except indicated theory, quotation and bibliography. Due to this fact, I am the only person responsible for the thesis if any objection or claim from others.

Malang, May 2017

Al Inayatul Munawaroh

12320148

MOTTO

" Keep Spirit"

"Keep Istiqomah"

"Keep Smile"

DEDICATION

My thesis is dedicated to my beloved parents,

sister, brothers, big family of kholil and my sweetheart.

ACKNOWLEDGEMENT

Alhamdulillahi robbil 'aalamiin, all praise is due to Allah, the Almighty and the Merciful who blesses me with pleasure that is why I could finish this thesis entitled "Lexical Cohesion Element in Undergraduate Thesis abstract of English Department Student of Universitas Islam Negri Maulana Malik Ibrahim Malang". Likewise, *Shalawat* and *salam* are proposed to the Prophet Muhammad SAW as the perfect creature in this world.

I would like to express my sincere gratitude to my beloved parents, Mrs. Khunaenah and Mr. Jumaidin, because of their love, pray, trust and hard work always provide me the inspiration on how to be a better and success person of myself. My big thanks goes to my only lovely sister, Khoirunnisa Almukarromah, my brothers M. Ilham Bagus Sholahudin, Dedy Raihan Ashfia and also my lively litle nephew Aqsal El-Khalifi Raihan whom always motivated and refresh my spirit when I feel down and give up, I truly really love them so much. I also thank to my big Family of H. Kholil, especially, sister Khoirunnisa and aunt Khofiyah who have been always supporting me both financially and emotionally during I study this in University, Universitas Islam Negeri Maulana Malik Ibrahim Malang. I really thank you and love so much. May Allah always bless and ease for every their necessities and wish.

Foremost, I would like to acknowledge and thank to my supervisor, Drs. H. Djoko Susanto, M.Ed., Ph.D., for everything he had done and sacrificed. His ideas encouraged me during the process of conducting this thesis. My gratitude also goes to Dr. Syamsudin, M.Pd and Miftahul Huda, M.Pd. and also M. Masrokhin, M.Pd. who help and give me any solutions in academic problem. Furthermore, I thank to BAK officers in Faculty of Humanities especially for Mr. Imron and Mr. Zubairi who always helped me emphatically. I deeply very thank you so much. May Allah always ease and bless them wherever and whenever.
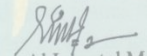
Special words of appreciation are addressed to Universitas Islam Negeri Maulana Malik Ibrahim Malang which gave me chances to learn and introduced me to the amazing people and world which are meaningful to my journey. My most beautiful thanks give to my only sweetheart for all supports, love and faith for me. Then My honorable regards goes to my spiritual parents in Griya Thafidz Krakatau 22 boarding house Ustadz Awwaludin Fitroh and Ustadzah Rifqiya Zuhriya who never weary heed, and motivated me to change my life be better. They also always guide and remind me to keep continue in memorize holy Quran. May Allah repay their favor with his greater grace and mercy.

Last but not least, I give my regard to my dear sisters Mbak Hikmah and Mbak Riska who has been there for me and helped when I need some helps during i stay in Malang. I also give thanks to all member of Griya Tahfidz Krakatau 22 sisterhood who I cannot mention one by one. All of them show and teach me how the

difference is lovely in harmony. Special thanks for my best roommates Dek Husna Maulida, Dek Ayu Atika and any others who always accompany me, keep stay, keep cool and never go far away from our beloved bedroom. Thanks for everything which we have passed together.

Finally, I truly realize that this thesis is far from being perfect. Therefore, any criticisms and suggestions are welcomed and appreciated for the sake of the improvement of this thesis.

Malang, 30 June 2017

Al Inayatul M

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ABSTRACT

M, Al Inayatul. 2017. *Lexical Cohesion Elements in Undergraduate Thesis abstract of English Department Student of Universitas Islam Negeri Maulana Malik Ibrahim Malang.* Thesis. Department of English Letters. Faculty of Humanities. Thesis. English Language and Letters Department. Faculty of Humanities. Universitas Islam Negri Maulana Malik Ibrahim Malang. Advisor: Drs. H. Djoko Susanto, M. Ed, Ph. D

Keywords: Lexical cohesion element, abstract, undergraduate thesis.

Lexical cohesion is created by repeating the same lexeme or general nouns. The role of cohesion in text is creating the unity of the text. If a text is not cohesive, it may result in lack of concentration of the listener or reader. This study focused on the use of lexical cohesion in thesis abstract. Thesis abstract is chosen because it is an essential part of a thesis, and can be huge factor influencing readers's decision to read thesis and readers's judgement about a thesis quality and importance.

This study applied qualitative-descriptive method. The primary data is ten chosen thesis abstracts, specifically by undergraduate student majoring in linguistics of the English department in Universitas Islam Negri Maulana Malik Ibrahim Malang. This research focused only on the lexical cohesion namely repitition, synonymy, antonymy, hyponymy, hypernymy, meronymy, and holonymy.

The result show that from the element of lexical cohesion are found. Repitition (82,31%), synonymy (4,19 %), antonymy (3,80%), hyponymy (6,42%), hypernymy (1,05%), meeronymy (1,57 %), and holonymy (0,65%). The type of lexical cohesion element which occur the most in the chosen abstract is repitition with the total occurrence is 82,31%. The results of this study is appropriate with Hasan and Halliday's (1976) theory of cohesion that repetition is a common phenomenon in English.

From this conclusion, it can be calculated that all categories of lexical cohesion element are used although each absract not necessarily have all categories in it.Therefore, other studies are still needed to improve the result and the finding about lexical cohesion in other genre.

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مستخلص البحث

م عناية. 2017 عناصر تماسك معجمي في مستخلص البحث لطلبة لسانس قسم لغة الانجليزية وأدبها جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الدكتور جوكو سوسنطو
.

الكلمات المفتاحية: عناصر تماسك معجمي، مستخلص البحث، بحث طلبة لسانس

كون تماسك معجمي بتكرار الكلمة المتساوية **أو** الكلمة العامة. دور التماسك في النص لتكوين وحدة النص. فإذاكان النص غير **التمسك** فعدم التركيز للسامع أو القارئ. ركز هذا البحث على استخدام تمسك معجمي في مستخلص البحث. فاختار الباحث **مستخلص** البحث لأنه من المهمات في البحث ومن الأسباب قراءة القارئ إلى البحث وتكون تقييم القارئ على جودة البحث **ووزنه.**

واستخدم هذاالبحث منهج وصفي كيفية. أما البيانات الأساسية تصدر من المستخلص المختار كتبه طلبة لسانس قسم لغة الإنجليزية **متضادات،** وأدبها جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. وركز على تماسك جامعي وهو التكرار، مرادفات، holonymy).وحلونيم (meyronymy) الكلمة الخاصة، الكلمة العامة، ميرانيم (

ودلت نتائج البحث بأن المستخلص العشر كان التكرار (82,31)، مرادفات (4.19)، متضادات (3.80)، الكلمة الخاصة (6.42)، الكلمة العامة (1.05)، ميرانيم (1.57) وحلونيم (0.65). أكثر جنس التماسك المعجمي هو التكرار بـ 82.31. **وهو النتائج** المرجوة من نوع النص الواقعي وهو البحث الأكاديميكي ليدل على تكرار الموضوع القوي. ونتائج هذا البحث متساو **ببحث جارتي** (2002) وماوو (2002) من منهج حسن وهوليدي (1976) بأن التكرار هو المظاهرة العامة في اللغة الأنجليزية. **أما الخلاصة** من هذا البحث بأن كل أنواع تماسك معجمي مستخدم، ولو لم يكن مستخدم في كل مستخلص. وركز هذا البحث **على** استخدام التماسك المعجمي في هذا البحث ووظائفه من التماسك المعجمي نفسه. فلذلك يستخدم المستخلص في أنواع **البحث الأخرى.**

</div>

ABSTRAK

M, Al Inayatul. 2017. *Unsur Kohesi Leksikal dalam Abstrak Skripsi Mahasiswa Sarjana Jurusan Sastra Inggris di Universitas Islam Negeri Maulana Malik Ibrahim Malang.* Skripsi. Jurusan Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim,Malang. Pembimbing: Drs. H. Djoko Susanto, M. Ed, Ph. D

Keywords: Unsur kohesi leksikal, abstrak, skripsi mahasiswa Sarjana.

Kohesi leksikal dibuat dengan mengulangi kata yang sama atau kata yang umum. Peran kohesi dalam teks adalah menciptakan kesatuan teks. Jika sebuah teks tidak kohesif, itu mungkin berakibat pada kurangnya konsentrasi pendengar atau pembaca. Penelitian ini difokuskan pada penggunaan kohesi leksikal dalam abstrak skripsi. Abstrak skripsi dipilih karena merupakan bagian penting dari sebuah skripsi, dan dapat menjadi faktor besar yang mempengaruhi keputusan pembaca untuk membaca skripsi dan penilaian pembaca tentang kualitas dan kepentingan skripsi.

Penelitian ini menggunakan metode deskriptif kualitatif. Data primer berasal dari sepuluh abstrak skripsi terpilih yang ditulis oleh mahasiswa sarjana jurusan sastra Inggris di Universitas Islam Negri Maulana Malik Ibrahim Malang. Penelitian ini hanya berfokus pada kohesi leksikal yaitu repitisi, sinonim, antonymy, hyponymy, hypernymy, meronymy, dan holonymy.

Hasil penelitian menunjukkan bahwa elemen dari kohesi leksikal dapat ditemukan, repetisi (82.31%), sinonim (4.19%), antonim (3.80%), hiponim (6.42%), hipernim (1.05%), meronim (1.57%), and holonim (0.65%). Tipe kohesi leksikal yang muncul paling banyak adalah repetisi dengan total kemunculan 82.31%. Hasil penelitian ini sesuai dengan teori Hasan dan Halliday (1976) bahwa repetisi adalah fenomena yang umum dalam Bahasa Inggris.

Dari penelitian ini, dapat disimpulkan bahwa semua kategori leksikal kohesi digunakan, walaupun tidak setiap abstrak memiliki semua kategori. Penelitian ini hanya berfokus pada penggunaan kohesi leksikal dalam abstrak skripsi beserta fungsi dari unsur kohesi leksikal itu sendiri. Karena itu, penelitian yang lain masih diperlukan untuk meningkatkan hasil dan temuan tentang kohesi pada genre yang lain.

TABLE OF CONTENT

CHAPTER I

INTRODUCTION

This chapter covers research background, research question, research objectives, research significances, scopes and limitation, definition of key terms and research methods.

1.1 Research Background

This study examines the use of lexical cohesion on undergraduate thesis abstract of English Department Student at State Islamic University (UIN) Maulana Malik Ibrahim Malang. The unity of a text should achieve cohesion in order to make the text more understandable. Cohesion is defined as the set of linguistic means for creating texture (Haliday and Hasan, 1976). The element of language that refers to each other and relates semantically called cohesion. In other words, cohesion is the property of a text to connect sentences. With cohesion a discourse structure can be coherent.

Each text has a structure, the structure means how the information within a written text is organized. The parts that make up the text are related in a significant way to each other. Identifying the way in which a text has been organized will help us understand it better. In order to understand the text, it is necessary to understand how the sentences are related. The sentences are related each other because the use of connector which appear in a different sentence within a text. The sentences are connected by the devices called cohesive devices.

Cohesion does not come automatically, but it was created formally by language device, its called lexical cohesion elements, such as repetition, synonymy, hyponymy, meronymy, and antonymy.

The importance of studying cohesion, especially lexical cohesion is to create a good and systematic text and also to make us easily understand what information is delivered in it. By analyzing lexical cohesion element, it can improve the knowledge of lexical cohesion in producing a good writing. According to Carty (2002), typically lexical cohesion makes the most subtantive contribution to the well-formedness of a text. So with the right uses of lexical cohesion in the thesis abstracts, readers can relate the main ideas regularly.

The use of lexical cohesion element needs investigating in abstract writing of undergraduate student of english department student, where students are learning and practicing writing english in some years. This study is aimed to examine that they are really employ or not in the use of lexical cohesion element in thesis Abstract. Then this study tries to compute the use of lexical cohesive relation that has been applied frequently by english department students of UIN Maulana Malik Ibrahim Malang. This will help students who write english script can produce a natural writing and composed thesis abstract writing beautifully.

In UIN Maulana Malik Ibrahim Malang, the students who are taking English Language and Literature department (BSI) are required to learn and improve their English writing skills. Students learn to write English since they were in third semester until fifth semester by starting to write some types of paragraphs like descriptive, argumentative, explanation and etc, in theory and practice intensively.

In the sixth semester, creative writing course as an option to be taken in order to help students to improve their english writing skill. Although, some courses that have been provided to train their writing skills, but not all students can practice their writing skill by using lexical cohesion. After completing all the courses including those mentioned above, the students are assigned the last final project that is writing their own thesis as a requirement of their graduation.

As the subject of analysis, the writer employs thesis abstract of undergraduate students of English department student of Maulana Malik Ibrahim State Islamic University of Malang. According to Angermeyer (2003), the main purpose of the abstract thesis is provided a concise overview of the research.

Because thesis abstract provides a bief summary of a thesis, it is important to write a cohesive abstract. It makes the readers comprehend the essential ideas easily. The major aspect to determine the cohesiveness of the abstract is lexical cohesion. The thesis abstract is an essential part of the thesis. It can be a dominant factor influencing reader's decision to read thesis and readers judgement both the thesis quality and importance.

Some researchers have conducted similar research on the large field, such as Mubarok (2014) who analyzed the Grammatical Cohesion in Student's Writing by the sixth semester student of english department. The next is Hamida (2012) who analyzed lexical and grammatical cohesion in translated text of susilo Bambang Yudhoyono's speech of Jakarta bomb attactks. The last is Berzlnovic (2008) who analyzed the coherence structure and lexical cohesion in exposting and persuasive texts.

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Some researchers have conducted similar research on the large field, such as Mubarok (2014) who analyzed the Grammatical Cohesion in Student's Writing by the sixth semester student of english department. He concluded that reference is the most frequent type of grammatical cohesion used by the student's writing of the sixth semester of english department at Universitas Maulana Malik Ibrahim State Malang used in their writing.

The next is Hamida (2012) who analyzed lexical and grammatical cohesion in translated text of susilo Bambang Yudhoyono's speech of Jakarta bomb attactks. She concluded that the grammatical cohesion often occur and rarely accur in that text. Lexical cohesion occuring in Translated Text of Susilo Bambang Yudhoyono's Speech of Jakarta Bomb Attacks are repetition, hyponymy, metonymy, and antonymy.

The last is Berzlnovic (2008) who analyzed the coherence structure and lexical cohesion in exposting and persuasive texts. This study is really different from what the writer expected, because Berzlanovic (2008) focused more in developing an appropiate taxonomy for the analyis of texts.

From the previous studies which can be seen from the examples above, the writer finds the absence of the use of lexical cohesion element including it function. In the previous studies the conclusion that this certain text was cohesive or this certain text used the cohesive device correctly even stopped at the point that is cohesive device is mostly used.

This research is significant to be conducted as this investigation will contribute to enrich the application of lexical cohesion on this field data. Additionally, this research focuses on investigating lexical cohesion element and including the function. In this study the writer will employ elements and function of lexical cohesion in investigating lexical cohesion in thesis abstract of undergraduate student. Hopefully, by analyzing lexical cohesion element in thesis abstract, it can be improve the knowledge of lexical cohesion element applied in writing thesis abstract. Applying the use of lexical cohesion elemetns is aim to create a good and systematic text and will make the reader easily understand what information is delivered in it.

1.2 Research Problems

Based on the research background mentioned above, this research is done to answer the following questions:

a) What types of lexical cohesion element are used in undergraduate thesis abstracts writing?

b) What are the functions and proportions of the lexical cohesion used in undergraduate thesis abstracts?

1.3 Research Objectives

Based on the research questions, the aims of this study are:

a) To find out the types of lexical cohesion element that are used in undergraduate thesis abstracts.

b) To find out the functions and proportions of lexical cohesion element that are used in undergraduate thesis abstracts.

1.4 Research Significance

The result of this study is expected to give both theoritical and practically contribution. Theoritically, the result of this study is expected to be useful and meaningful to the discourse study. Practically,it is expected that is study will be useful for the english teachers, students and future researcher.

For english teachers this study serves to enrich the teaching students, this study can be used to obtain some information about the categories of lexical cohesion element used in text. The last, this study contributes to the future researcher for supporting the following studies especially in the study of lexical cohesion.

Therefore, this thesis focused only on the lexical cohesion element in undergraduate thesis abstract of English Department student. Lexical cohesion in this research mainly based on Halliday and Hasan (1976)'s theory which is subdivided into seven elements namely repetition, synonymy, antonymy, hyponymy, hypernymy, meronymy, and holonymy.

1.5 Research Scope and Limitation

This study only focused on identifying on the use of lexical cohesion element in 10 thesis abstracts of the undergraduate students these in the English Department Students of UIN Maulana Malik Ibrahim Malang, as the supporting ideas. Because of the limitedness of time and access, the investigation of this research only concerned with lexical cohesion analysis. Finally, the next important object to limit is the element of words to be analyzed content words (nouns, verbs, adjectives and adverbs) were candidate items for participating in lexical cohesion.

1.6 Definition of Key Terms

The definitions of the key terms in this research are:

a) Cohesion is the grammatical lexical relationship within a text or sentence.
   It can be defined as the links that hold a text together and give it a
   meaning.

b) Lexical cohesion element is a cover term for the cohesion, that results
   from the co-occurance of lexical items that are in some way or other
   typically associated each other. Because they tend to co-occur in similar
   environment.

c) Thesis abstract is a short piece of writing containing the mind ideas in a
   thesis.

d) Undergraduate Student: A university student who has taken a first degree.

1.7 Research Method

This part discusses the research design, research instrument, data source,
data collection, and data analysis of this research.

1.7.1 Research Design

This study is designed to investigate the use of lexical cohesion element in
thesis abstract writing of undergraduate student of English Department Student
(BSI). In this research, the descriptive qualitative method was employed for
investigating of this study. It is systematically done through some steps which will
be explained more in procedure of data analysis section. This study is a qualitative
research because, the instrument is the writer itself who does not start the study
with hypothesis but emphasize the study on the process rather than output.

For analyzing this study, descriptive qualitative method is used to describe the nature of situation. "Descriptive research is used to describe the nature of a situation" (Frankel 2008). The nature of a situation is the lexical cohesion element in this study. Such approach suits the writer's intention to do in the study that is to find out the cohesion, especially the lexical cohesion element. So, this study leads the readers to understand what the writer intended to do with the conditions that exist in the abstract studied. In this case the writer uses the frequency of the occurences of lexical cohesion element to describe the nature of a situation, namely the lexical cohesiveness of the abstracts.

1.7.2 Research Instrument

In this study the writer is the basic instrument. There is personal involvement of the researcher in collecting, analyzing and producing the data. It is caused the qualitative data cannot be collected by measuring statistical process, questionnaire, or interview.The writer take the data by downloading thesis file in pdf format in link of *e-Theses Digilib (Digital Library) The State Islamic University of Malang* on October 2016, particularly undergraduate thesis of english department student. Additionally, in qualitative, the data is collected through the experience and sufficient knowledge of the researcher.

1.7.3 Data Source

The data of this research was taken from thesis abstracts, specifically by undrgraduate students of the english department in Maulana Malik Ibrahim State Islamic University of Malang 2016. The source of the theses were taken from

electronic theses from Digital Library on Oktober 2016. The source of data was ten thesis by english department student in majoring linguistics and literature.

1.7.3.1 Data Collection

The writer collects the data through some steps. First, the writer went to the central library find out and collecting thesis abstracts by undergraduate students of the english department in Maulana Malik Ibrahim State Islamic University of Malang in year 2016 by downloading theses file in PDF format in link e-These Digital Lybrary of State Islamic University of Malang. Second, the writer chosen some theses randomly and start to read the theses abstract attentionly to find out the applying of the study that related to all lexical items that meet the criteria of lexical cohesion on the abstract. Third, find out the function of lexical cohesion that is used. Fourth, classifying each element in terms of the types of lexical cohesion. From the data which has been classified, the research began to analyzed the data.

1.7.3.2 Data Analysis

The data analysis covers some stages. The first stage is obtaining all the data. Then, the writer analyzed them in order to answer the first and second research question. Namely to find out the lexical cohesion element and to find out which lexical cohesion element occurs the most in the chosen abstract. The next stage was find out the function of lexical cohesion is exist in the chosen absracts. The writer analyzed all the data using the theory of lexical cohesion, in order to

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find out the lexical elements and it functions in terms of lexical cohesion which occur in each thesis abstract.

The second stages was analyzing the fulfilment of lexical cohesion elements and function in the abstracts, by counting the occurence of the fullfilment of lexical cohesion in each abstracts. The writer then counted the precentages of the occurance of each elements of lexical cohesion in each abstract. The next step was the writer inputed the data to usage percentage table. Then, the writer counted the total of all data which had been inputted in the table. The result were inserted into total usage percentage table of all abstract. The last the writer explain what the function of lexical cohesion that occurred in the text.

CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter reviews several relevant theories to the issue investigated in this research. The discussion covers the overview of discourse, theory of cohesion, types of cohesion, lexical cohesion element, and previous studies related to the issue.

2.1 Discourse

There are several researchers using the terms discourse and text as two different notions. According to Nunan (1993: 6), some people argue that discourse represents language in action, while a text is the written record of interaction. These definitions imply that discourse and text are different in terms of form, namely discourse is spoken and a text is written. However, it is known that discourse and a text are products of interaction or communication. This idea is supported by Cook (1989: 6) by saying that discourse is language in use for communication.

On the other hand, Rocci (2009: 15) used the term discourse and a text interchangeably. Rocci believes that the notion of discourse has pragmatic and semantic dimensions. Pragmatically, discourse is a text or speech representing a complex action which is realized by the participation of the addressee. Semantically, discourse is a text that establishes the representation of states of affairs in some possible words. From these definitions, it is known that discourse

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can be the same as or part of a text as a result of the states of participation in communication.

Moreover, Harris as cited in Blakemore (2001: 100) agreed that the terms of discourse and a text are interchangeable by stating that discourse can be studied by analogy with sentences. As previously known, a sentence is seen as the highest unit of grammatical structure that tends to determine the way in which cohesion is expressed (Halliday & Hasan, 1976: 8). Sentences generally appear in both spoken and written form. It means that discourse can be studied in spoken form as previous definitions mentioned and one can see that the concept of discourse is also manifested in texts (Fairclough & Sunderland, as cited in Tanskanen, 2006: 3).

Later, the discussion of discourse has reached further than its interchangeable notion. It comes to what discourse actually represents. For example, discourse is related to the way how interlocutors communicate (Renkema, 2009:2). Discourse represents the manner of using language among society to exchange information in daily life. By looking at the patterns of language in discourse, one can identify the invisible convention existing in society about how to communicate properly. Thus, discourse is frequently defined as anything "beyond the sentence" (Schiffrin, et al. 2001: 1).

The form of discourse can be anything, from simple words, conversations, announcements and texts. What matter is whether discourse communicates something and is recognized by its receivers as coherence (Cook, 1989: 7). Coherence refers to the feeling that a text hangs together (McCarthy 1991: 26).

Coherence can be known by looking at discourse features. The language features of discourse include the grammar and vocabulary, and the context embedded in the language.

In English language teaching, discourse is divided into two major categories, namely the spoken and the written. Spoken discourse is considered to be less planned and orderly, and more open to intervention by the receivers. There are some kinds of spoken discourse, such as lessons, lectures, and interviews, which have significant features in common with typical written discourse. Meanwhile, written discourse is considered to be well-organized, more formal and closed. Later, discourse is divided into the four skills of speaking, listening, writing and reading (Cook, 1989: 50).

2.1.1 Analyzing Written Discourse

Discourse analysis of written texts is a means in describing ideas and their relation that are represented in the text. This can be done by analyzing the structure and the content of the text. It is because both of structure and content can influence the way readers read, comprehend, remember and learn from written texts. By having this analysis, one can construct a systematic description that provides information for comparing written texts with one another (Goldman & Wiley, 2011: 1-6).

According to Van Djik and Kintsch in Wilawan (2011: 71), discourse analysis concerns local and global processes. The local processes, or microstructures, include creating connections between the parts of the text so as to make readers understand the semantic relations within and between the sentences. The presence

of these processes can be followed by investigating the cohesion of the text. The global processes determine the whole meaning of the elements, or macrostructure, of the discourse. The meaning can be gained by creating the interpretation which derives from readers‟ prior knowledge and messagesencountered in the texts. These processes can be analyzed through the coherence of the text. Both of cohesion and coherence should be united to create a sound discourse. Otherwise, a text or discourse cannot be differed from the sequences of unrelated sentences (Paziraie, 2013: 72).

2.1.2   Comprehending Written Discourse

Comprehending written discourse, or reading comprehension, involves the process of decoding the meaning from a text, interpreting the message and understanding the author‟s intentions (Murcia & Olshtain, 2000: 119). To perform these simultaneous tasks, the readers should have discourse processing.

According to Cook (1989: 79), generally, there are two approaches in discourse processing, namely bottom-up and top-down approach. Bottom-up approach proceeds from the most detailed of discourse towards the most general. This approach is an important way to understand what language is and how it works. Meanwhile, top-down approach starts from the most general to the most detailed. The most detailed thing is about the relationship of grammar to discourse and the most general thing is the social relationship of the discourse.

Adding to this, according to Murcia & Olshtain (2000: 13-14), top-down processing is also called as knowledge-driven because the reader may collect and consider information outside the difficult article he or she reads, namely where the

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article appeared and who wrote it, to facilitate the interpretation. The top-down

processing recruits readers" background knowledge about the content and genre,

and their expectations and experiences while reading to interpret the text. This

type of processing will be easier when the readers know the topic of the passage.

Bottom-up processing, on the other hand, is called as data-driven interpretation. It

relies on the linguistic features such as spelling patterns and word choices and

reading strategies to facilitate the comprehension.

However, effective readers should be able to combine both top-down and

bottom-up processing to meet the interpretation that the writer intends to convey.

The approach that combines top-down and bottom-up processing to describe

reading process is called interactive processing. Interactive processing can be

done by bringing together the prior knowledge, discourse knowledge, and

purposes of reading, and using linguistic knowledge and individual strategies to

the reading process at the same time (Murcia & Olshtain, 2000: 121-123).

2.2 Theory of Cohesion

Cohesion is all about the relation of meaning in a text. It defines something as

a text because a text is unit of meaning, not a form. It is the source of the text that

has a range of meanings related to what is being spoken and written to its

semantic environment (Jabeen, et al., 2013: 139). It is manifestedthrough ties in

which every one of them refers to a single instance of cohesion and expressed

partly through grammar and partly through vocabulary. That is why there are

grammatical cohesion and lexical cohesion.

Cohesion is analyzed in the form of sentence. It is because a sentence is the highest grammatical structure and tends to determine how cohesion is expressed. For example, when the same entity is being referred twice, there are rules governing whether the second entity will be named again or referred by pronoun. These rules are determined by the sentence structure.

The sentence structure can also reveal the way how cohesion is expressed in the whole text. It is because a text generally consists of multiple sentences. Thus, by showing how semantic relation is established in a single sentence, it can show how structure of each independent sentence (or elements in a single sentence) can reflect the structure of higher level (text). This makes cohesion similar to discourse structure.

In fact, reference is the only type of cohesion that depends on the structure of the text. It is because reference uses other items for retrieving the information that can only be gained by looking at the structure of the text. Meanwhile, substitution, ellipsis, conjunction and lexical cohesion do not depend on the structure.

Also, in the case of texts consisting of a single sentence such as public notices, proverb, and the like, the internal cohesiveness can be explained through the function of its structure. It is the function of its structure that contributes to the meaningful and coherent sentence so that it can be regarded as a text. Here, cohesion functions as a non-structural text-forming relation that makes a single sentence as a text. In conclusion, cohesion does not only depend solely on the structural relation, but also non-structural relation.

As a result, cohesion can be found within and between sentences. Cohesion has nothing to do with sentence boundaries. It is because cohesion establishes a semantic relation among elements in a text that are crucial to the process of interpretation by means of presupposed and presupposing. Something presupposed one before, in the sense that one cannot be interpreted except by looking backward to it. Also, one will be presupposing others next, in the sense that one can be interpreted by looking forward to other. It is in a dependent way. This notion is supported by Kafes (2012: 85) by saying that cohesion is a matter of the semantic relation that establishes cohesive device and enables a passage of speaking or writing to function as a text. It can be found within and between sentences since it is a semantic relation.

Again, cohesion connects any passage or speech to function as a text form its explicit semantic relation. If it cannot be seen, it is not a text, instead the sequences of unrelated sentences. As cited in Janjua (2012: 149-151), the function of cohesion is to differentiate a text from the collection of unrelated sentence. Also, it knits the semantic pattern of a text that shapes the meanings.

The place of cohesion in linguistic system is in the textual component. The textual component is concerned with text-forming component in linguistic system. It is associated with particular rank in grammar, information unit being expressed, and meaning relation in a text (cohesion). It is also called as text forming component in linguistic system.

2.3 Types of Cohesion

Halliday and Hasan (1976) classify cohesion into grammatical and lexical cohesion. The grammatical cohesion includes reference, substitution, ellipsis, and conjunction. Meanwhile, lexical cohesion includes repetition and collocation (Halliday & Hasan, 1976; Janjua, 2012; Kafes, 2012; Li, 2013; Paziraie 2013). This is because both of them are established by two different elements. They are grammar and words. In the lexico-grammatical level, the distinction can absolutely be drawn.

1.3.1   Grammatical Cohesion

The grammatical cohesion is established by use of the grammatical elements of the text that expresses the semantic links within and between the sentences. It includes reference, substitution, ellipsis, and conjunction

1. Reference

Reference uses other signaling items (words or parts) in making meaning instead of semantic meaning of that reference. It requires referential meaning to interpret what signaling items represent. That is why reference is defined as a particular type of cohesion which has specific meaning of information that is referred to.

Reference has similar characteristics as definite articles. It carries specific meaning that can be achieved through context of situation which is found in reference. Also, the item that is being referred to should have the same or similar semantic properties, e.g. similar part of speech. Unlike reference, substitution

tends to have grammatical relation. Thus, the item that is substituted should have the same grammatical class.

From the example above, anyone who reads the text can easily understand that *he* refers to *Shepperd* without analyzing the context surrounding or outside the text. It is because of *he* is pronoun for a man. *He* perfectly exemplifies naming. However, those who do not know *Armani* before reading the text should find the information provided in the text. They may infer *Armani* as jeans instead of clothes, because the context surrounding the text clearly limits the range of possible interpretations. The word *Armani* is considered as textual reference. Meanwhile, to understand what *Cape Fear* is, the reader should find the context of situation where the text is published. It can be information about the writer, the picture along with the text, the medium of the text, and so forth. *Cape Fear* represents situational reference.

These continual analyses can be used to draw distinction of the class of reference items based on different set and phoric tendencies. Phoric tendencies refer to the ways of referring in reference. They refer to endophora (anaphora and cataphora) and exophora.

Endophora refers to the ways of making interpretation through the elements of the text. It is textual analysis. Endophora consists of two types which are anaphora and cataphora. Anaphora or pointing backward is the simplest wayof referring. It will make cohesive chain referring back to the preceding sentence. In other words, it presupposes elements in the text. It can be verbally explicit and implicit.

Meanwhile, cataphora or pointing forward is the way of referring by presupposing other elements next.

situational reference only contributes to the creation of the text instead of the integration of two passages which form a text. It is also difficult to make sure the degree of background knowledge that the readers have to build the situation in comprehending the text.

Types of reference and reference items can only be identified based on potential reference regardless whether it is endophora or exophora. A reference item is an item that has potential reference and a systemic account on the different types of reference and their place has to be based on generalized concept of reference (not particular form). In addition, there are three types of reference. They consist of personal reference, demonstrative reference, and comparative reference.

a. Personal Reference

Personal reference represents person by specifying its role in the speech situation. The term person includes impersonal meaning (human but not individualized) and non-personal (object) which are relevant to the speech situation. In general, personal reference involves personal pronouns, possessive determiners, and possessive pronouns.

b. Demonstrative Reference

Demonstrative reference is a type of reference that is identified through the scale of proximity. It can be functioned as head, modifier, and adjunct. "this" and "that" refer to singular participant, while "these" and "those" refer to plural

participant. On the other hand, "here" and "there" are related to the place, and "now" and "then" are related to time.

Recognizing that his country had to change, Gorbachev could have become cautious modernizer in the Chinese fashion, promoting economic reform and sponsoring new technology while holding firm against political change. **This** did not happen. (The Bulletin as cited in Nunan, 1993)

This in the last sentence refers to *Gorbachev could have become cautious modernizer in the Chinese fashion, promoting economic reform and sponsoring new technology while holding firm against political change.* This type of demonstrative reference is used near and singular participant.

c. Comparative Reference

Comparative reference is a type of reference based on the consideration that a thing is similar or different (in terms of likeness and unlikeness). The elements that are compared are the quantity and the quality of the thing. The comparison is expressed by certain class of adjectives and adverbs. There are called adjectives of comparison (deictic and epithet) and adverbs of comparison (adjunct).

2. Subtittion

Substitution is defined as a replacement of an item with another item. Both items should have the same grammatical class. It is different from reference in which the item that is referred to should have the same semantic property. Substitution is mainly textual. It connects a links between parts of a text anaphorically and encloses them to the text. Exophoric substitution is very rare.

a. Nominal Substitution

Nominal substitution is defined as a noun-substituting process which uses "one", "ones", and "same". It means that the item that is substituted with one or ones should be the head of nominal group, since one or ones always function as the head of nominal group. The items that are substituted should be in the same position and function. They can be different in number, but they are in the same category which is a count noun. It is because the only possible form of substitution for mass noun (uncountable noun) is substitution by zero (ellipsis).

b. Verbal Substitution

Verbal substitution operates as head of verb group and its position is always final in the group. The item that supplies the substitution area is "do". While one always substitutes for a noun which expresses typically a person, creature, object, institution, or abstraction of some kind, "do" may substitute either a verb or a verb plus certain other element in the clause which represents an action, event, or relation. It can be expressed by "do", "do so", "can do", "can", "does", "did", and "done".

The verbal substitution is always anaphoric. It may presuppose an element within the same sentence as itself, so that there is already a structural relation in linking the items. However, it frequently substitutes for an element in a preceding sentence, and therefore it is the primary source of cohesion in a text.

c. Clausal Substitution

Clausal substitution substitutes an entire clause instead of within the clause. The clausal substitution is expressed by the word "so" and "not". Three

environments that clausal substitution takes place are report, condition, andmodality. It may take either positive or negative form. The positive form is expressed by "so", and the negative form is expressed by "not".

However, there is limitation for the existence of clausal substitution. The clausal substitution exists in the declarative sentence. There is no substitution in the interrogative or imperative sentence. It also doesn"t occur in the verb such as "wonder", "order", or "ask".

3. Ellipsis

Ellipsis is a means of establishing semantic relation by using grammatical elements. Although it is the same with substitution, it has different structure and pattern. In ellipsis, something is understood without saying. In other words, it is substitution by zero.

Ellipsis is a matter of structural relation. It is established within the sentence. There is no structural relation between the sentences. Thus, there is no need to add additional idea of cohesion to make sentences hang together. Even, by explaining the structure within the sentence, it shows the relation between the sentence and it is important aspect of texture. That is why ellipsis is really important for grammatical cohesion and written discourse analysis. There are three types of ellipsis. They are nominal, verbal and clausal ellipsis. Again, the names of the types suggest the items that are omitted.

a. Nominal Ellipsis.

Nominal ellipsis is a type of ellipsis in the nominal group. The nominal ellipsis lifts a word positioning as pre modifier (deictic, numerative, epithet, or classifiers) to Head.

b. Verbal Ellipsis

Verbal ellipsis refers to ellipsis within the verbal group. The verbal group before presupposes the next verbal group which is not fully expressed in its systemic features. The interpretation is made within the verbal group system. .

c. Clausal Ellipsis

The clause in English consists of two elements which are modal and propositional elements. Modal element consists of subject and the finite element in the verbal group. The propositional element includes the remainder of theverbal group and any complement or adjunct that may be occurred. The different of complement and adjunct is the complement can become a subject if the clause was turned around in someway, whereas the adjunct could not. The clausal ellipsis includes the omission in the modal and prepositional elements.. Again, ellipsis is primarily grammatical relation. They hold the words and structures rather than relating them through their meanings. They are purely textual.

4. Conjunction

Conjunctive elements are primarily devices to create cohesion by the virtue of their specific meanings. It means that they by themselves express certain meanings and their meanings enable them to presuppose the presence of the other elements. They can relate to the preceding or following text. By specifying

the way that is the next is semantically connected to what has gone before, conjunction can establish the semantic relation.

In the point of view of cohesion, conjunction is seen from their actual sequence in the text. It is because in connecting the sentences, sentences of a text can only follow one after the other. Hence, the focus is not semantic relation, but it is their function in relating linguistic elements that occur in succession (sequence). Again, conjunction is not only a matter of connecting two sentences, but also relating two events semantically.

There are four types of conjunction. They are additive, adversative, causal, and temporal. They have different signal words and they relate sentences in different ways based on their actual meanings.

a. Additive

Additive refers to a type of cohesion that structurally appears and coordinates each other. It means that it depends on the structure of the sentence. It functions to add the existing information by the virtue of coordination. They are tied to structural coordination and express the succession of two independent elements. Under this heading, the source of cohesion can be derived from the comparison of the semantic

b. Adversative

Adversative refers to the contrary expectation. The connection in the adversative relation is gained by contrasting expectation which is derived from what is mentioned before. The expectation can come from the text or speaker-hearer configuration.

c. Causal

Causal relation represents one of cause and consequence (Nunan, 1993: 27). It means that one clause becomes the cause and the rest is the consequence. It involves the interpretation form the readers of the text to distinct them. That is why the clear-cut is difficult to be presented. In fact, causal relation includes result, reason, and purpose to form a cohesive chain.

d. Temporal

Temporal relation represents the sequence of time. It exists when the events in the text are related in terms of timing of their occurrence (Nunan, 1993: 27). The relation can be determined by the particular stage that communication process has reached. What makes temporal relation different from all types of conjunction is it occurs in correlative form. It means that it can occur with cataphoric expression in one sentence. As previously mention, cataphoric tendencies refers to the way of referring by means of pointing forward. It best represents by the words such as "first", "first of all", "to begin with", and so forth.

2.3 Lexical Cohesion

As previously mentioned, the lexical cohesion is constructed from the vocabulary. Halliday and Hasan as cited in Janjua (2012: 150-151) mention that the lexical cohesion refers to the cohesive effect by non-grammatical elements or the selections of vocabulary. The lexical cohesion appears in discourse by means of reproducibility and co-occurrence. Reproducibility relationship (reiteration) includes the original words (repetition), synonyms, superordinate and general

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words. Meanwhile co-occurrence relationship (collocation) refers to the tendency of common occurrence (Li, 2013: 1393).

Analysis of lexical cohesion is also a promising technique to bridge the gap between quantitative and qualitative anlysis of text as stated by Klebanov, Diermeier and Beigman (2008) they asserted that analysis by establising units that are both robust enough to enable comprehensive coverage and coherence enough to support direct interpretation.

The present study is an analysis of lexical cohesion in the students' abstracts a working taxonomy of lexical cohesion should be suggested first. Cohesion analysis has gained much attention in several brances of linguistics. Most descriptive studies(e.g Halliday and Hasan 1976, Hasan 1984, Halliday 1985, Hoe 1991, Martin 1992, Haliday and Matthiesen 2004, Hoe 2005, Tanskanen 2006) aim to develop an appropiate taxonomi for the analysis of all kinds of text.

In order to find a suitable catagorization and to generalize that result, a large amount of data is necessary. Lexical cohesion in this paper mainly based on Halliday and Hasan (1976), is subdivided into seven elements are repetition, ,synonymy, antonymy, hyponymy, hypernymy, meronymy, holonymy.

3.1 Repetition

Repetition is a literary device that repeats the same words or phrases a few times to make an idea clearer. There are several types of repetitions commonly used in both prose and poetry. As a rhetorical device, it could be a word, a phrase or a full sentence or a poetical line repeated to emphasize its significance in the entire text. Repetition is not distinguished solely as a figure of speech but more as

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a rhetorical device. Repetition is the re-occurance of words in the text. This is the repetition of a lexical item in the context of the reference, thet is where the two occurances have the same referent.

3.2 Antonymy

The concept of antonymy implies 'oppositeness of meaning' where the 'recognition and assertion of one implies the denial of the other'. This is illustrated in pairs of words such as, big-small; old-young; wide-narrow, etc. These words can be handled in terms of the degree of quality involved. The comparative forms of the adjectives are graded : wide-wider; happy-happier; old-older. They are also made by adding more. To use Sapir's term, these are explicitly graded.

3.3 Synonymy

refers to similarity or 'sameness of meaning'. This is a handy concept for the dictionary makers, who need words for one word which have greater degree of similarity. To an extent this is acceptable, it is a working concept. However, one cannot disagree with Dr. Johnson's statement that 'words are seldom exactly synonymous'. In actual use where contextual nuances and situational subtleties influence meanings the degree of similarity among words reduces considerably to signify much, each word acts as a potential token of sense. Form the great literary scholars to the semanticists all agree that it is almost a truism that total synonymy is an extremely tale occurrence'.

It is clear that in considering synonymy 'emotive or cognitive import' has critical role. In the words of Ullmann, to qualify as synonyms they must be capable of replacing' 'each other in any given context without the slightest change either in cognitive or emotive import'. John Lyon also stresses equivalence of cognitive and emotive sense.

3.4 Hyponymy and hypernymy

Hyponym and hypernym are lexical cohesive relation between an item and more general item. In the case of hypernym the general item creates a cohesive link with the preceding more specific item, whereas in the case of hyponymy the more specific item creates the link with the preceding general item.

hypernym is a broad, superordinate label that applies to many members of a set, while the members themselves are the hyponyms. "Hyponymy is a hierarchical relationship, and it may consist of a number of levels. For example, dog is a hyponym of animal, but it is also the hypernym of poodle, alsatian, chihuahua, terrier, beagle and so on." (Jan McAllister and James E. Miller, Introductory Linguistics for Speech and Language Therapy Practice. Wiley-Blackwell, 2013)

A hypernym is a word with a general meaning that has basically the same meaning of a more specific word. For example, dog is a hypernym, while collie and chihuahua are more specific subordinate terms. The hypernym tends to be a basic-level category that is used by speakers with high frequency, speakers usually refer to collies and chihuahuas as dogs, rather than using the subordinate terms, which are consequently of relatively low frequency." (Laurie Beth

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Feldman, Morphological Aspects of Language Processing. Lawrence Erlbaum,
1995)

3.5 Meronymy and Holonymy

Meronymy and holonymy are lexical cohesive relation between two items.
One items being part or member of the other item. For meronymy the item
expressing part of member build a cohesive link with the first item expressing
whole conversely. For meronymy the whole item creates a cohesive relation
linking back to the part of member or item.

In semantics, a meronym is a word that denotes a constituent part or a member
of something. For example, apple is a meronym of apple tree (sometimes written
as apple<apple tree). This part to whole relationship is called meronymy.
Adjective: meronymous. Meronymy is not just a single relation but a bundle of
different part-to-whole relationships. The opposite of a meronym is a holonym.
The name of the whole of which the meronym is a part. Apple tree is a holonym
of apple (apple tree>apple). The whole to part relationship is called holonymy.
Adjective: holonymous.

2.5 Previous Studies

There are several studies which are analyzed cohesion (e.g Berzlanovich 2008,
Liediawat 2008, Hidayat 2002, Hamida 2012, Mubarok 2014, Runtuwene 2002).
Mubarok (2014) analyzed the Grammatical Cohesion in Student's Writing by the
sixth semester student of english department. She concluded that the most
frequent type of grammatical cohesion used by the student's writing of the sixth

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semester of english department at Maulana Malik Ibrahim State University of Malang used in their writing.

The next is Hamida (2012) analyzed lexical and grammatical cohesion in translated text of susilo Bambang Yudhoyono's speech of Jakarta bomb attactks. She concluded that the data presented as follow based on the rank from grammatical cohesion often occur and rarely accur in taht text. Lexical cohesion occuring in Translated Text of Susilo Bambang Yudhoyono's Speech of Jakarta Bomb Attacks are repetition, hyponymy, metonymy, and antonymy.

Other research conducted by Berzlnovic (2008) analyzed the coherence structure and lexical cohesion in exposting and persuasive texts. This study is really different from what the writer expected, because Berzlanovic (2008) focused more in developing an appropiate taxonomy for the analyis of texts. Besides that Hidayat (2002) analyzed the cohesion in Asian Soups. He examined the quality of either its text or its sentences. In this study he applied the theory of cohesion by Halliday and Hasan. He used the same steps as Liediawati (2000) in the end, he stated that the total average of cohesive found in an recipes is 63,2 %. Therefore, it is assumed that Asian Soups is cohesive.

Other relevant research conducted by Liedawati (2000) analyzed the cohesion in "National news "which was taken from the Jakarta post. She analyzed the fulfillment of the data in terms of grammatical and lexical cohesion. She also used the same procedure for the violations. She concluced thet the text of four "Nation News" in the Jakarta post was cohesive. In addition Runtuwene (2002) analyzed the cohesiveness of the e-mails written by the sixth semester student of english

department. As the main theory she applied Halliday and Hasan's theory of cohesion.In analyzing data she summarized all of the types of cohesive devices that occur in e-mails and the violation of them. She concluded that the e-mails of the sixth semester of english department at Petra cristian University fulfil the criteria of cohesiveness. All those facts, which can be seen from the examples above,give more encouragement to the writer conduct a further study of how the lexical cohesive devices are used.

However the previous studies above were different from the writer's atention. Here the writer focused on the used of lexical cohesion elemnent in thesis abstract including it function. there are not many studies whose main focus is particulary on lexical cohesion including the function.

CHAPTER III

FINDING AND DISCUSSION

This chapter reports the finding of the analysis based on the research questions and theoritical framework, then discusses further about the findings.

1. **Findings**

The following data shows the writer finding about lexical cohesion elements namely repetition, synonymy, antonymy, hyponymy, hypernymy, meronymy, and holonymy. Each type of lexical cohesion was represented by several finding samples.

1. **Repetition**

In a paragraph, repetition could appear several times to specify and point up the object of reserch.

<u>Datum 1 (Abstract 9, paragraph 2)</u>

Linguistic devices in advertisement slogans
Advertisement is a very interesting genre; its purpose is to make impacts on people's mind. Moreover, advertisements are short, sometimes fun or aesthetically pleasant, and their analysis always works as a good mind-opener for receivers. Since printed advertisements relatively play with words, the slogans conveying the message of the advertisements are being the focus of analysis. Slogans as an obvious means to attract people's attention and persuade people's mind employ sorts of language play which can be identified and analyzed linguistically. The slogans come up beautifully through the catchy words on purpose to be memorable and persuasive for the receivers of advertisements.

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In that excerpt, the word "advertisiment" was repeated four times. The repetition of the word "advertisiment" in this abstract was used to emphasize about the object of the research, which was advertisement slogans.

In the findings, repetition not only occurred word category but also occured in the use of compound word and proper name to highlight the subject of the study.

Datum 2 (Abstract 5, paragraph 1)

> *Code Switching Used by the Video Jockeys of "Breakout"*
> *This study aims at investigating the code switching used by the video jockeys of "Breakout" in television. "Breakout" is the musical program on television which the video jockeys always do code switching in each episode as their style. There are two problems that are presented in this study, namely: what are the types of code switching used by the video jockeys of "Breakout" and what are the probable reasons for the use of code switching by the video jockeys of "Breakout".*

From the excerpt above, the lexical repetition occurred six times. The words "video jockeys" as a compound noun were repeated three times, while the words "Breakout" as a proper noun were repeated three times.

From the data analysis, repetition also occurred many times in the words that become the key words of the abstracts or in the common words of the field of the study.

Datum 3 (Abstract 3, paragraph 2)

Linguistic Analysis on the Heroic and Villainous Character's Depiction of Salman Rushdie's Haroun and the Sea of Stories.

The results of this study show that different lexical items have different degrees of significance in depicting characters. The choice of particular verbs (reporting verbs and verbs of perception) does not contribute strongly to the depiction of characters since there is only small evidence which prove that. For the adverbs of manner, its use does contribute more to the character's depiction than for the verbs

In this excerpt, the repetition of the word "depiction" occurred twice. The word "depiction" as one of the keywords, was repeated to show the significant of "depiction" towards the study.

Datum 4 (Abstract 1 paragraph 1)

Error Analysis of facebook Status Update de by the Tenth Grades of MAN 3 Malang

As a means of communication, language plays important roles in human life. People use language to communicate with others and to share ideas, thought, feeling, and information. Nowadays, social life is not only in real life but also via social networking sites, like Facebook, Twitter, Friendster, etc. Students, who in this study are SMA students, are getting involved in social life, especially through the internet. They frequently update their status in Facebook, make tweets in Twitter, and shout outs in Friendster to share what is on their mind. From the polling that researcher took before taking the data, it can be seen than students frequently use English because of several reasons, but mostly, they want to look sophisticated, cool,

and smart. They try to be part of not only Indonesian community but also global world. They want to be accepted not only in naive country but also other part of the universe. From the result of this polling, it represents that English, as an international language, becomes widely used throughout the world, included Indonesian SMA students.

The word "language" was repeated three times in the excerpt above. The repetiton of the word "language" was predictable because it is a common word in the linguistics area and the study was related to linguistics.

2. Synonymy

In the abstracts synonym occurred for describing lexical elements whose sense in the same or nearly the same in paragraph or even in the same sentence.

Datum 5 (Abstract 2, paragraph 3)

> *Reality Construction in Political News of The Jakarta Post, A Semiotic Analysis*
>
> *The result of this study showed that The Jakarta Post constructed the reality of political situation in Indonesia General Election 2014 by using attractive headline, dictions, sentences arrangement, spaces distribution, comparison of several parties, and presenting several different point of views or opinions. Using those several ways, The Jakarta Post tended to confirm the positive image and Democratic Party toward the readers. However, the further studies in relation to reality construction, semiotic analysis or other studies in terms of language use are needed to be done to give a deeper comprehension, leading to a better application that will enrich the language study.*

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In that excerpt the synonyms occurred in the use of words "views" and "opinion". Here the synonym occurred in one sentence. Both of these were used to describe the same essence.

Datum 6 (Abstract 3, paragraph 1)

Linguistic Analysis on the Heroic and Villainous Character's Depiction of Salman Rushdie's Haroun and the Sea of Stories

The study of language is important, for it can reveal or conceal people's personal identity, character and background whether consciously or unconsciously (Chaika, 1982:2). Based on the notion above, the writer is interested in conducting a study towards one of attention grabbing novels—Rushdie's Haroun and the Sea of Stories—to investigate whether or not the use of lexical items contribute to the depiction of the heroic and villainous characters. On this basis, the writer will further analyze the author's style in depicting the characters. Another reason for strengthening the conduction of this study is the little attention paid towards the linguistic aspect of the novel. This is descriptive study and employs textual analysis using library research as data collection technique. From the checklist of linguistic and stylistic categories provided by Leech and Short (1984:75), the writer limits this study on the investigation on the use of lexical categories, particularly, the use of reporting verbs, verbs of perception, adverbs of manner and adjectives which are attributed to Haroun as the hero and Khattam Shud as the villain.

From that excerpt, synonym could be seen in the different sentences. The synonym was obtained from the use of verbs "investigate" and "analyzed". The word "investigate" means to examine something in details, in order to discover

more about it. So basically, those two words contain the same sense. The occurrances of the synonym also happened to avoid the excessive use of particular words in abstract.

Datum 7 (Abstract 4, paragraph 3)

> *Polemics Through Discourse: News Report about Anti-PornBillDraft Presented on The Jakarta Post.*
>
> *By the use of the vocabulary and grammatical features the media potentially keep their ideological interest. First, the employment of metaphor, euphemism, and wordings which are semantically have negative and positive evaluation potentially create different acceptance in the audience perception which potentially affect their behavior in acting upon the issue of porn bill draft. Second is the grammatical features such as nominalization and passive sentences potentially hiding the doer of the action being presented and the use of conjunctions potentially leading the audiences' mind from one point to another in order to put a given boundary idea for the audiences which potentially not allowing them to break it. This kind of presentation of the issue declares the management of the media which is considered manipulative. Further, this manipulative management potentially has a tendency to create polemic for the issue which is intended for the media's economic benefit.*

In the excerpt above the word "use" as a noun is replace by the word "employment" in the sentence afterward. In this abstract, those two nouns were used interchangeably because they admit the same meaning.

3. Antonymy

In the chosen abstracts, antonymy occurred in immediate setting. In the findings the antonymy was written in the same sentence, and in some cases, a sentence could have several antonymy in it.

Datum 8 (Absract 3, paragraph 1)

> *Linguistic Analysis on the Heroic and Villainous Character's Depiction of Salman Rushdie's Haroun and the Sea of Stories*
>
> *The study of language is important, for it can reveal or conceal people's personal identity, character and background whether consciously or unconsciously (Chaika, 1982:2). Based on the notion above, the writer is interested in conducting a study towards one of attention grabbing novels—Rushdie's Haroun and the Sea of Stories—to investigate whether or not the use of lexical items contribute to the depiction of the heroic and villainous characters. On this basis, the writer will further analyze the author's style in depicting the characters. Another reason for strengthening the conduction of this study is the little attention paid towards the linguistic aspect of the novel. This is descriptive study and employs textual analysis using library research as data collection technique. From the checklist of linguistic and stylistic categories provided by Leech and Short (1984:75), the writer limits this study on the investigation on the use of lexical categories, particularly, the use of reporting verbs, verbs of perception, adverbs of manner and adjectives which are attributed to Haroun as the hero and Khattam Shud as the villain.*

In that excerpt, the antonymy occurred twice in a sentence. The first antonymy occurred in the use of words "reveal and "conceal". The second

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antonymy occurred in the employment of words "consciously" and "unconsciously".

Datum 9 (Abstract 2, paragraph 1)

Reality Construction in Political News of The Jakarta Post, A Semiotic Analysis

Newspaper has a significant role in delivering information among society. At the same time, newspaper is a medium which intensively constructs reality in building public opinion. The press freedom makes newspaper capable of constructing a certain reality in society. However, the press policy and journalistic ethics directly or indirectly force the newspaper to apply an implicit or implied way in presenting the news. As the consequence, several news crime, education, entertainment, life style, and politics presented in newspapers frequently tend to construct the reality implicitly.

In this excerpt, the antonymy occurred in the use of words "directly" and its antonym "indirectly".

Datum 10 (Abstract 7, paragraph 1)

Indirectness in Women's Language seen in Dir. Albert Maysles's Utterances in "Iris" Movie

The main part in communication is delivering a meaning from speaker to the hearer. In communication, people not concern only on the speaker's meaning but also on the hearer's interpretation. A mismatch can occur between the expressed meaning and the implied meaning, whereas indirectness appeared. Thus, this study is concerned on the indirectness that is carried out by Dir. Albert Maysles in "Iris" movie. Dir. Albert Maysles, in her utterances, brings up a phenomenon that is called as women's language. The

aim of this study is answering the statement of problem on indirectness in women's language that is used by Dir. Albert MayslesMary. Therefore, the research design of this study is descriptive qualitative and it also deals with content analysis. The reason is that the primary data of this study is the written form of Dir. Albert Maysles's utterances in the script and in the movie itself. In analyzing the data, the researcher used the theory of women's language by Lakoff.

In the excerpt above, the antonymy occurred in the usage of the word "expressed" and its opposite meaning word "implied".

4. **Hyponymy**

Hyponymy could occur as succeding ideas for a superordinate word that occur beforehand in the same sentence.

Datum 11 (Abstract 9, paragraph 1)

Linguistic devices in advertisement slogans

The product of the advertising, which is advertisements, is always related to the participants involved in this certain discourse. The participants may refer to the sender of the message which is the advertising agency, and the receiver which is readers or viewers of the advertisements. When advertisements defined as selling the products alone, then we might wonder what if the products are no longer available. We will lose certain unimpressive characteristics or some details about the features of the products themselves. That is the reason why the features of advertisements namely verbal play, compressed story-telling, style in acting, photography, cartoons, puns, and rhythm are often made memorable, enjoyable, and amusing. Words and details of advertisements come to our

mind more readily than those of novels, poems, and plays, and that we are often recalled with more laughter and enthusiasm. Since this presentstudy only dealt with the printed advertisements, words arranged in the slogans of advertisement were being the most concern, regardless of the visual aspects of the advertisements in the printed media.

In the excerpt above, the hyponymy relation can be seen in the use of words "readers" and "viewers" which followed their superordinate word "receiver".

Datum 12 (Abstract 4, paragraph 1)

Polemics Through Discourse: News Report about Anti-Porn Bill Draft Presented on The Jakarta Post.

Media have very important role in the dissemination of information to the society since they are one and only medium to access information. Because of this, by degrees, the society is getting more dependent on them; moreover, every minute and every hour the media exposure is various and interesting which attracts audiences to see. Yet, without being conscious by the audiences, language in written news report is arranged in such a manner in which the ideological interest of the media is covered. The case of Anti-porn bill draft is one example in which the media have a significant involvement in maintaining the existence of this issue by using its language offered in the form of written news report.

In this excerpt, the hyponymy occurred in the use of words "society" and "audiensces". The words "audiences" has narrower sense than the word "society".

The employment of hyponymy could also occur in the consecutive use of words in several sentences.

Datum 13 (Abstract 2, paragraph 1)

Reality Construction in Political News of The Jakarta Post, A Semiotic Analysis

Newspaper has a significant role in delivering information among society. At the same time, newspaper is a medium which intensively constructs reality in building public opinion. The press freedom makes newspaper capable of constructing a certain reality in society. However, the press policy and journalistic ethics directly or indirectly force the newspaper to apply an implicit or implied way in presenting the news. As the consequence, several news crime, education, entertainment, life style, and politics presented in newspapers frequently tend to construct the reality implicitly.

In that excerpt, the hyponymy occured twice. The first hyponymy occurred in the use of words "medium" and its synonym word "press". The second hyponymy took place in the employment of the word categories or types from the general term.

Datum 14 (Abstract 8, paragraph 3)

Phrases employed in chip's advertisement headlines

The study obtained following findings. Among all of advertisement which use phrases as their headlines, 22 are in the form of verb phrase (54.38%), 19 are in the form of noun phrase (45.24%), and only one is in form of adjective phrase (2.38%). No adverbial and prepositional phrase is used as headline. Verb phrases used as

In that excerpt, the hyponymy took place in the use of hyponymys of the words "phrases". The writer mentioned several catagerories of "phrases", which are verb phrase, noun phrases, adjective phrases, adverbial phrases and prepositional phrases.

5. Hypernymy

The superordinate word in hypernymy could occur right after the narrower sense word.

Datum 15 (Abstract 8, paragraph 1)

Phrases employed in chip's advertisement headlines

In the world of advertisement, the success of an advertisement is mostly decided by its headlines, and there seems to be no denial of this fact (Alderen, 2008). Advertisement with no headline attached will lose one major point of selling prospect, because the headline of advertisement is the first thing which can attract the reader's interest. To reach a great success in publicity, an advertiser needs a certain type of medium. Magazine as one of written communication media has a special characteristic especially in presenting its advertisement. Advertisements in a magazine are created creatively. The writer decides to choose computer

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magazine CHIP as the object in this thesis. It is one of the best-selling computer magazines in the world. The popularity of this magazine warrants its reputation and credibility. Phrase is used as the level of analyses since advertisement headline rarely involves sentence structure (Rouse, 1957). The pattern which is used as a basis of the study is the syntactic structures as stated in Francis (1958).

The hypernymy in the excerpt of the abstract above occurred in the use of word "magazine" and "media" hypernymy, like its opposite, hyponymy, could also occur in the use of words in different sentence.

Datum 16 (Abstract 7, paraggraph 1)

Indirectness in Women's Language seen in Dir. Albert Maysles's Utterances in "Iris" Movie

The main part in communication is delivering a meaning from speaker to the hearer. In communication, people not concern only on the speaker's meaning but also on the hearer's interpretation. A mismatch can occur between the expressed meaning and the implied meaning, whereas indirectness appeared. Thus, this study is concerned on the indirectness that is carried out by Dir. Albert Maysles in "Iris" movie. Dir. Albert Maysles, in her utterances, brings up a phenomenon that is called as women's language. The aim of this study is answering the statement of problem on indirectness in women's language that is used by Dir. Albert Maysles. Therefore, the research design of this study is descriptive qualitative and it also deals with content analysis. The reason is that the primary data of this study is the written form of Dir. Albert Maysles's utterances in the script and in the movie itself. In

analyzing the data, the researcher used the theory of women's language by Lakoff.

In that excerpt, the hypernymy occurred in the use of word "speaker", "hearer", and their hypernym word "people".

6. Meronymy

In the abstract, meronymy could occur in different sentences, even in the different paragraphs.

Datum 17 (Abstract 5, paragraph 3)

> *Code Switching Used by the Video Jockeys of "Breakout"*
>
> *The results show that there are three types which are used by the video jockeys of "Breakout". They are: intra-sentential switching, inter-sentential switching, and emblematic switching. Intra-sentential switching is the highest frequency of the occurrence from the data. This type of code switching occurs in the form of a phrase, insertion a single lexical item, and a clause. The video jockeys of "Breakout" like to do this type of code switching because they are familiar with the words from their second language, which is English. There are twelve probable reasons for the use of code switching by the video jockeys of "Breakout". They are: interjection or inserting sentence fillers or sentence connectors, talking about particular topics, intention of clarifying the speech content for the interlocutor, expressing group identity, softening or strengthening request or command, quoting somebody else, repetition used for clarification, real lexical need, showing empathy about something. The probable reason of interjection or inserting sentence fillers or sentence connector is in the highest*

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frequency of the occurrence from the data. The video jockeys of "Breakout" as a bilingual tend to use the sentence fillers "okay" or "anyway" while presenting the program. In this study there are three probable reasons as the new findings. They are: showing greeting, showing parting, and expressing felicitation.

In this abstracts excerpt, the meronymy is shown through the use of the word "utterances" and it's part which are "phrase" "lexical item", and clause. Meronymy could also occur in the abstracts to describe parts of the object of the study.

Datum 18 (Abstract 8, paragraph 4)

Phrases employed in chip's advertisement headlines

Based on the pattern, verb phrase occurs in three type, that is: 1) VP (V + NP; 2) VP (V + PP; 3) VP (V + NP + PP). First pattern is used by 9 headlines (40.1%), second pattern used by two headlines (9.9%), while the last pattern is used by 11 (50%) advertisement headlines. Pattern of noun phrase are: 1) Modifier – Head, 2) Modifier – Head - Modifier, 3) Head – Modifier. There are eight headlines (42.15%) using the first pattern, nine headlines using the second pattern (47.37%), and two headlines using the last pattern (10.52%). The only adjective phrase uses Modifier – Head pattern

In that excerpt, the meronymy was used when the writer mentioned the pattern of "noun phrase" those patterns are basically formed by the parts of the "noun phrase" which are "modifier" and "noun".

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7. Holonymy

In the findings, holonymy was mostly used in a close distance in a sentence.

<u>**Datum 20 (Abstract 7, paragraph 1)**</u>

Indirectness in Women's Language seen in Dir. Albert Maysles's Utterances in "Iris" Movie

The main part in communication is delivering a meaning from speaker to the hearer. In communication, people not concern only on the speaker's meaning but also on the hearer's interpretation. A mismatch can occur between the expressed meaning and the implied meaning, whereas indirectness appeared. Thus, this study is concerned on the indirectness that is carried out by Dir. Albert Maysles in "Iris" movie. Dir. Albert Maysles, in her utterances, brings up a phenomenon that is called as women's language. The aim of this study is answering the statement of problem on indirectness in women's language that is used by Dir. Albert Maysles. Therefore, the research design of this study is descriptive qualitative and it also deals with content analysis. The reason is that the primary data of this study is the written form of Dir. Albert Maysles's utterances in the script and in the movie itself. In analyzing the data, the researcher used the theory of women's language by Lakoff.

In that excerpt, the use of holonymy could be seen in the use of words "script" and "movie" is part of a "movie".

Datum 19 (Abstract 4, paragraph 1)

Polemics Through Discourse: News Report about Anti-Porn Bill Draft Presented on The Jakarta Post.

Media have very important role in the dissemination of information to the society since they are one and only medium to access information. Because of this, by degrees, the society is getting more dependent on them; moreover, every minute and every hour the media exposure is various and interesting which attracts audiences to see. Yet, without being conscious by the audiences, language in written news report is arranged in such a manner in which the ideological interest of the media is covered. The case of Anti-porn bill draft is one example in which the media have a significant involvement in maintaining the existence of this issue by using its language offered in the form of written news report.

In the excerpt above, the employment of holonymy could be percerved through the use of word "minute" and its holonymy "hour". During the analysis, holonymy not only in the same sentence but it also took place in a different sentence.

Datum 21 (Abstract 8, paragraph 7)

Phrases employed in chip's advertisement headline

Some suggestions are offered related to the study. Advertisers can put specific terms which possibly invite readers' interest. However, too advanced technical terms should be avoided since it will lead audiences into confusion. Future researchers may use this study as the reference; however, they hopefully include advertisements'

> *illustration, body copy and other elements as the parts of analysis*
> *and carry out thorough analysis about advertisement.*

Advertisers can put specific terms which possibly invite readers interest. However, too advanced technical terms should be avoided since it will lead audiences into confusion. In that abstract's excerpt, the employment of holonymy could be seen in the use of words "readers" and "audiences".

3.2 Discussions

This section presents the discussion about the use of lexical cohesions element used in the teen thesis abstracts. The discussion relates to the elements of lexical cohesion used in the abstracts and the function of lexical cohesion element used in the abstracts.

3.2.1 The proportion of lexical cohesion elements's categories used in abstracts

Repetition hold the first place in the usage percentage of lexical cohesion in the ten chosen thesis abstracts. Through all of the ten chosen abstracts, repetition always show a big gap with the other lexical cohesion's categories. This does not come as a total surprise. Text from factual genre, in this case academic writing, are expected to exhibit a strong topic continuity. Repetition has the strongest bond for a continuity in a writing. This findings is in accordance with Carthy (2002) and Miao (2002)'s finding that repetition is a common phenomenon in english.

Hyponymy is placed on the second rank in the usage percentage of lexical cohesion in ten chosen abstract, although the difference with all of the lexical

cohesion's categories, except repetition, is not exceeding big, the use of

hyponymy, in the abstracts holds a significant sense. In the ten chosen

abstract, the biggest contributor to hyponymy category is the employment of

hyponymy to mention the types of categories of the subject or object of the

studies. In the academic writing, in this particular case is thesis abstract

hyponymy can help the flow of the scheme, because according to Carty (2002)

hyponym holds subtantial aspect on formal writings to secure the sequence.

Synonymy holds the third place in the usage percentage of lexical

cohesion. This is quite unexpected, because from the previous studies which

focused on academic writings (Runtuwene, 2002 and Miao, 2002), synonymy

occurrances are much higher than hyponymy, although still lower than the

occurrances of repetition. In the ten chosen abstract, the employment of

repetition is mostly to avoid the excessive of repetition. With the use of

synonym, the writer could reduce the redundancy of repetition.

Antonymy is placed on the fourth position in the usage percentage. The

usage percentage of antonymy is quite low, this finding is in accordance with

Miao (2002)'s finding that antonymy is rarely in academic writings. The use

of antonymy in the abstracts is mostly to strengthen the statement before of

after the antonymy is written.

Meronymy is on the fifth place in the usage percentage of lexical cohesion

in the ten chosen thesis abstracts. The use of meronymy is quite infrequent in

the ten chosen thesis abstracts. Its quite predictable because the writer of

formal writing usually use hyponymy to go intomore detailed explanation,

while meronymy which concern about the parts of something, does not quite suitable for explaining the more detailed count. This finding is in accordance with Charty (2002)'s finding that meronymy is seemly in explaining in depth explanation. The use of hypernymy and holonymy hold the last place in the usage percentage. These findings are already expected from the academic writings. Because the writer tend to secure the flow of the scheme. As supported by (Carthy, 2002). These two categories basically go to the reverse direction of explanation, so the use of these categories in formal writing is usually very low.

Table Total Usage Percentage of lexical cohesion

No	1	2	3	4	5	6	7	
Lexical Cohesion	Repetition	Synonymy	Antonymy	Hyponymy	Holonymy	Meronymy	Holonymy	Total
Occurrences	30	15	18	20	8	12	5	103
Percentage	82,31 %	4,19 %	3,80 %	6,42 %	1,05 %	1,57 %	0,65 %	100 %

From the table above it can be seen that repetition hold the first place with a very significant difference with the other lexical cohesion's catagories. The total occurance of repetition is 83,31 %. There was no constracting diversity in the use of repetition in an abstract.

The second place is positioned by hyponymy with 6,42 %. Synynymy is placed in third position with 4,19 %. The next category is antonymy. From the calculation of the occurance of all lexical cohesion's categories in all abstracts, antonymy is placed in forth rank with 3,80 %. Meronymy is placed

in the fifth rank with total occurances 1,57 %. In the lowest frequencies of

occurances, there are hypernymy with 1,05 % and holonymy with 0,65 %.

3.2.2   The Functions of lexical cohesion elements's categories used in abstracts

1. Repetition

Among the different types of lexical cohesion, the most frequent type

employed through all the abstracts were repetition which over 70 % for each

abstract. Repetition is used to specify and point up the object of the research, it

can be seen in the use of word "advertisement" in appendix 1, paragraph 2. In

the first sentences, the word "advertisement" become the main focus. In the

second sentences, the repetition occurred to add a further piece of information

that supports the previous statement. In the next sentences the writer began to

be more specific about the object of the research. In the end of the paragraph,

she repeated the word "advertisement" so importantly it investigated about

advertisiment slogan.

Repetition also occurred in the use of compound word and proper name to

highlight the subject of the study. For example the use of words "video

jockey" and "MTV AMPUH" in appendix 4, paragraph 2. Both repetition of

the compound noun and the proper noun were employed by the researcher to

key emphasis on the subject of the study. In this case the "video jockey" of

"MTV AMPUH" are repeated several times since the first sentence to describe

what would be investigated from the subject of the study.

Repetition also occurred in the words which are used as the keywords of the abstracts or in the common words of the field of the study. The example of repetition to emphasize the key words can be seen in appendix 7 paragraph 2 in the use of words "depiction". For example of repetition to mention the common words of the field of the study can be seen in appendix 8 paragraph 2 in the use of "language". The writer used the word "language" as an introductory part before revealing the main objective of the study.

2. Synonymy

From the finding in the previous section synonymy occurred for several reason. First is for describing lexical elements whose sense in the same or nearly the same in the same paragraph or even in the same sentence. The example can be seen in appendix 3 paragraph 3 in the use of words "views" and "opinion". It could be seen from the meaning of these words, the word "views" refers to an interpretation of a particular subject and the word "opinion" refers to a thought or idea about a particular subject. These words were used because they could represent the sense which was wanted to be conveyed by the writer about the different point of ideas.

Second reason is to avoid the excessive use of particular words in an abstract. The example can be seen in appendix 6, paragraph 3 in the use of word "use" and "employment". The writer's decision to replace the word "use" and the word "employment" was reasonable because in the paragraph the writer already use the word "use" so many times. The writer evaded the

use of excessive repetition by using another word that possesses the same sense.

3. Antonymy

From the findings, antonymy was written in the same sentence, and in some cases. A sentence could have several antonymy in it. The example can be seen in apendix 7, paragraph 1, in the use of words "reveal" and "conceal". Conciously and unconciously. Both antonymy have the same characteristic, which is the antonymy was taken place right after the word that has the opposite meaning. Both antonymy also occurred to help giving a more precise description about the preceding statement.

Another example is the use of two words with opposite meanings which ascribed journalistic in appendix 3, paragraph 1. Here the word "directly" and its antonym "indirecty" are used to add up the strength of the subsequent word "expressed" and its opposite meaning word "implied". The two words with the reverse sense in the sentence above are utilized to reinforce the statement in their sentence about the occurrence of the mismatch.

4. Hyponymy

In the process of analyzing the lexical cohesive elements which take part in the ten chosen abstract, hyponymy have its own important place in some abstracts. Hyponymy could occur as succeding ideas for a superordinate word that occur beforehand in the same sentence. The example can be seen in appendix 1, paragraph 1 in the use of words "readers" and "viewers" which followed their superordinate word. "receiver". The word "receiver" has a more

general meaning. So the writer went to narrower sense words to give a detailed explanation.

The employment of hyponymy could also occur in the consecutive use of words in several sentences. For example the use of words "medium" and its hyponymy words "press", and also the employment of the word "press" and its hyponymy word "newspaper" in appendix 3, paragraph 1. The subordination in the paragraph did not occur in the same sentence, but the words that were included in this category are written in sequence to facilitate a better understanding towards the subject of the research. Hyponymy also occurred in several abstracts to point out the categories or types from the general term. The example can be seen in appendix 10, paragraph 3 in that paragraph, the hyponymy took place in the use of hyponyms of the word "phrase". The writer mentioned several categories of "phrase" which are "verb phrase", "noun phrase", "adjective phrase", and "prepositional phrase" to describe the result of the study.

5. Hypernymy

Hypernymy was rarely used in the chosen abstract. Although its occurance is scarce. Hypernymy still shows its importance in several abstract. The superordinate word in this lexical cohesion category could occur right after the narrower sense word. For example in appendix 1 paragraph 6 hypernymy took place in the use of words "speaks" and its hypernymy word "interacts". Here the writer placed these two words to explain about the character shaping, and strengthen the fact that it was not just about the way she" speaks" (narrower

sense) but also about the way she "interact" (wider sense). From the research, the hypernymy words not necessarily took place right after the narrower sense words in the same sentence. Hypernymy, like its opposite hyponymy could also occur in the use of words in different sentence. From appendix 5, paragraph 1 hypernymy occurred in the use of the words "speaker, ""hearer" and their hypernymy word "people". The hypernymy took place in consecutive sentences, so the reader could associate the writer's explanation through the sentence.

6. Meronymy

Meronymy did not occur quite often in the chosen ten abstract. But meronymy hold a significant place in the abstract once it was used. In the abstracts, meronymy could occur in different sentences, even in the different paragraphs. The example can be seen in appendix 4, paragraph 2 and 3. In these paragraphs, the meronymy is shown through the use of the word "utterances" and its part which are "phrase", "lexical item", and "clause". Although they are placed in the different paragraphs, the use of meronymy could link up these two paragraphs and strengthen the setting of the subject of the study.

Meronymy could also occur in the abstracts to describe parts of the object of the study. For example in appendix 10, paragraph 4. The meronymy was used when the writer mentioned the pattern of "noun phrase". Those patterns are basically formed by the parts of the "noun phrase" which are "modifier"

and "noun". So, the use of meronymy in that abstract holds an important place in facilitating the input of the research findings.

7. Holonymy

Holonymy is the most infrequent lexical cohesion types through this research. Despite that fact, holonymy could secure its importance once it used in the abstract. For example in appendix 5 paragraph 1 the use of holonymy could be seen in the use of words "script" and "movie". A "script" is part of a "movie". So by putting them in reverse order, the writer could give a detailed explanation about the subject of the study.

Another example can be seen in appendix 6, paragraph 1. The employment of holonymy could be perceived through the use of word "minute" and its holonymy "hour". By using the word "hour" and its part "minute" in the reverse order, the writer could dramatized the introduction of the board outlines of the study's subject.

During the analysis, holonymy not only occurred in the same sentence but it also took place in a different sentence. For example in appendix 10, paragraph 7, the employment of holonymy could be seen in the use of words "readers" and "audiences". Although these two words were placed in different sentences, but because those sentences were placed consecutively the holonymy could be seen clearly. The writer put those two words to strengthen the fact that "readers" as a part of "audiences".

CHAPTER IV

CONCLUSION AND RECOMMENDATION

.   This chapter provides conclusion and suggestion of this study. Conclusion is the statement based on the result of this study, while suggestion is a recommendation for the next researcher, English Department students, and readers. All of these sections are discussed as follows:

4.1 Conclusion

The finding of lexical cohesion element in the thesis abstracts could provide a better understanding how to write a good abstract. In this study, there are two conclusions that are proposed by the researcher.

The first conclusion is aimed to answer the first research problem about the elements of lexical cohesion used in teen choosen abstracts from the lexical cohesion element catagories that were proposed in the chapter one, the writer found that the ten chosen abstracts used seven elements of lexical cohesion. From ten abstract, all the types are used. Although each abstract not necessarily have all catagories in it. All of the lexical cohesion catagories which were used are: repetition (82,31 %), synonymy (4,19 %), antonymy (3,80 %), hyponymy(6,42 %), hypernymy (1,05 %), meronymy (1,57%), and holonymy (4,19 %).

The second conclusion is porposed to answer the second research question about the functions and element of lexical cohesion which occurs the most in the ten chosen abstract. From the ten abstracts that were analyzed, the most frequent element of lexical cohesion that appear from all elements of lexical cohesion in

the abstracts is repetition with 82,31 % from all elements of lexical cohesion that were used in the abstracts. Then the function of repetition as the element of lexical cohesion that used in thesis abstract are to add a further piece of information that supports the previous statement, to describe what would be investigated from the subject of the study, and to mention the common words of the field of the study. In any elements of lexical cohesion, the closest occurrence of the proceding element that forms a relation with the second element is repetition.

4.2 Suggestion

The suggestion of this study is directed to people who are related to this research. First suggestion is for the teacher of english. The teacher may use this study as a reference to teach their students and to give the view of how actually lexical cohesion is used in academic writing and in certain function of texts especially in abstracts of thesis.

The second suggestion is for the future researches. The writer recommend that there should be another research focused mainly about lexical cohesion element in abstracts or other writing discourse, using automatic procedures. Actually, detailed manual analysis of small sample of text (Hoey, 1991) can bring out same tendencies of how lexical cohesion element is accomplished, but to get the generalization, large amounts of data are needed.

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APPENDIX

ABSTRACT 1

Error Analysis of facebook Status Update de by the Tenth Grades of MAN 3 Malang

As a means of communication, language plays important roles in human life. People use language to communicate with others and to share ideas, thought, feeling, and information. Nowadays, social life is not only in real life but also via social networking sites, like Facebook, Twitter, Friendster, etc. Students, who in this study are SMA students, are getting involved in social life, especially through the internet. They frequently update their status in Facebook, make tweets in Twitter, and shout outs in Friendster to share what is on their mind. From the polling that researcher took before taking the data, it can be seen than students frequently use English because of several reasons, but mostly, they want to look sophisticated, cool, and smart. They try to be part of not only Indonesian community but also global world. They want to be accepted not only in naive country but also other part of the universe. From the result of this polling, it represents that English, as an international language, becomes widely used throughout the world, included Indonesian SMA students.

This study is intended to find out students' grammatical errors in updating Facebook status. It was conducted at SMAN 8 Malang, Jl.Veteran 37 Malang. The subjects were the tenth graders, that is in X.5 and X.7 class 2014/2015 academic year. The design of this study descriptive since this study was designed to describe errors the students made in updating their Facebook status. The data source was the documentation of their Facebook status updates. The errors found were then classified based on the linguistic category of errors. The study reveals the following findings: in general the students committed two categories of errors, syntactical and semantic errors. In the area of syntactical errors, errors in the use of articles, errors the use of plural form, ellipsis, subject- verb agreement, sentence structures, the use of preposition, the use of tenses, Part of Speech, the use of pronouns, and the use of noun modifiers are found. While in semantic errors, diction and spelling come as the only error found. In syntactical error, Ellipsis errors are the most error occurred. It reaches 26.24% of the whole errors. While in semantic errors, diction errors are the most errors occurred. It reaches 12.73% of the 43 cases of errors in this category.

Based on findings, some suggestions are given to the teachers, the students, and also to the next researchers. The English teachers are expected to give more exercises and drillings dealing with the students' problems. For the students, they are hoped to learn and familiarize themselves with English structure and linguistic system and also pay more attention to the use of English grammar in order to improve their English ability. And the last, for the next researchers, it is expected to conduct a research in more specific aspect of English structures and rules.

ABSTRACT 2

Reality Construction in Political News of The Jakarta Post,A Semiotic Analysis

Newspaper has a significant role in delivering information among society. At the same time, newspaper is a medium which intensively constructs reality in building public opinion. The press freedom makes newspaper capable of constructing a certain reality in society. However, the press policy and journalistic ethics directly or indirectly force the newspaper to apply an implicit or implied way in presenting the news. As the consequence, several news crime, education, entertainment, life style, and politics presented in newspapers frequently tend to construct the reality implicitly.

Accordingly, this study aims to know how political news in The Jakarta Post constructs a particular reality toward the readers. The data of this study were taken from seven articles of The Jakarta Post political news, especially the Indonesia Election 2014 news from March 31st to April 5th 2014. These seven articles were considered to be important because these articles were published in the election pages (additional pages during the campaign period) of The Jakarta Post, published in the last seven days of campaign period that was considered as the peak season of campaign period, occupied the large spaces of the pages, and considered to be the headline of the pages. Then, the data were analyzed by using Triangle Meaning of Pierce and Two-Order of Significations of Barthes.

The result of this study showed that The Jakarta Post constructed the reality of political situation in Indonesia General Election 2014 by using attractive headline, dictions, sentences arrangement, spaces distribution, comparison of several parties, and presenting several different point of views or opinions. Using those several ways, The Jakarta Post tended to confirm the positive image and Democratic Party toward the readers. However, the further studies in relation to reality construction, semiotic analysis or other studies in terms of language use are needed to be done to give a deeper comprehension, leading to a better application that will enrich the language studi.

ABSTRACT 3

Linguistic Analysis on the Heroic and Villainous Character's Depiction of Salman Rushdie's Haroun and the Sea of Stories

The study of language is important, for it can reveal or conceal people's personal identity, character and background whether consciously or unconsciously (Chaika, 1982:2). Based on the notion above, the writer is interested in conducting a study towards one of attention grabbing novels—Rushdie's Haroun and the Sea of Stories—to investigate whether or not the use of lexical items contribute to the depiction of the heroic and villainous characters. On this basis, the writer will further analyze the author's style in depicting the characters. Another reason for strengthening the conduction of this study is the little attention paid towards the linguistic aspect of the novel. This is descriptive study and employs textual analysis using library research as data collection technique. From the checklist of linguistic and stylistic categories provided by Leech and Short (1984:75), the writer limits this study on the investigation on the use of lexical categories, particularly, the use of reporting verbs, verbs of perception, adverbs of manner and adjectives which are attributed to Haroun as the hero and Khattam Shud as the villain.

The results of this study show that different lexical items have different degrees of significance in depicting characters. The choice of particular verbs (reporting verbs and verbs of perception) does not contribute strongly to the depiction of characters since there is only small evidence which prove that. For the adverbs of manner, its use does contribute more to the character's depiction than for the verbs. However, all of those require context consideration. Whereas, the choice of adjectives attributed to the characters contributes strongly to the depiction of Haroun and Khattam Shud. Moreover, by identifying those lexical items' use, the writer draws some points related to author's style in depicting the characters. First, context plays important role in depicting characters by diction. Secondly, Haroun's childish nature is emphasized by the use of various positive and negative lexical items which implies character inconsistency. Thirdly, there is an exaggeration of how dreadful and terrifying Khattam Shud is, by the frequent and repetitious use of adjectives. The last one, by the use of limited number of adjectives, the hero is depicted to be as ordinary as possible, avoiding heroism exaggeration.

ABSTRACT 4

Polemics Through Discourse: News Report about Anti-Porn Bill Draft Presented on The Jakarta Post.

Media have very important role in the dissemination of information to the society since they are one and only medium to access information. Because of this, by degrees, the society is getting more dependent on them; moreover, every minute and every hour the media exposure is various and interesting which attracts audiences to see. Yet, without being conscious by the audiences, language in written news report is arranged in such a manner in which the ideological interest of the media is covered. The case of Anti-porn bill draft is one example in which the media have a significant involvement in maintaining the existence of this issue by using its language offered in the form of written news report.

By using Critical Discourse Analysis, this study is primarily to answer how media by using language ideologically cover their values and interest about the issue of the draft of anti porn bill and its controversy by describing and interpreting the language used by the media. By selecting three news reports from the Jakarta Post, I acted upon the news by using the framework of CDA suggested by Fairclough (1989) but with somemodification. The analysis in this study was limited to the micro analysis (textual analysis). First, the data were selected based on the researchers' assumption that they keep the ideological interest of media. The next was data presentation which was followed by data verification and also revision. The last was conclusion drawing.

The findings of this study are as follows. First, the vocabulary features which are used by the media to hide their interest are metaphors (23.80%), euphemism (7.14%) and some words which semantically have positive evaluation (26%), negative evaluation (64%) and neutral evaluation (10%). Second, grammatical features which are employed by the media are nominalization (4.76%), active sentence (90.91%), passive sentence (9.09%), positive sentence (95.45%), negative sentence (4.54%), declarative sentence (88.88%), imperative sentence (5.56%), question sentence (5.56%) and conjunction.

By the use of the vocabulary and grammatical features the media potentially keep their ideological interest. First, the employment of metaphor, euphemism, and wordings which are semantically have negative and positive evaluation potentially create different acceptance in the audience perception which potentially affect their behavior in acting upon the issue of porn bill draft. Second is the grammatical features such as nominalization and passive sentences potentially hiding the doer of the action being presented and the use of conjunctions potentially leading the audiences' mind from one point to another in order to put a given boundary idea for the audiences which potentially not allowing them to break it. This kind of presentation of the issue declares the management of the media which is considered manipulative. Further, this manipulative management potentially has a tendency to create polemic for the issue which is intended for the media's economic benefit.

ABSTRACT 5

Code Switching Used by the Video Jockeys of "Breakout"

This study aims at investigating the code switching used by the video jockeys of "Breakout" in television. " Breakout" is the musical program on television which the video jockeys always do code switching in each episode as their style. There are two problems that are presented in this study, namely: what are the types of code switching used by the video jockeys of "Breakout" and what are the probable reasons for the use of code switching by the video jockeys of "Breakout".

The design of this study is descriptive qualitative and the subjects of this study are the video jockeys of "Breakout". The data of the study is the form of written recording utterances when the video jockeys are presenting the programs from October 15 to November 11, 2015.

The results show that there are three types which are used by the video jockeys of "Breakout". They are: intra-sentential switching, inter-sentential switching, and emblematic switching. Intra-sentential switching is the highest frequency of the occurrence from the data. This type of code switching occurs in the form of a phrase, insertion a single lexical item, and a clause. The video jockeys of "Breakout" like to do this type of code switching because they are familiar with the words from their second language, which is English. There are twelve probable reasons for the use of code switching by the video jockeys of "Breakout". They are: interjection or inserting sentence fillers or sentence connectors, talking about particular topics, intention of clarifying the speech content for the interlocutor, expressing group identity, softening or strengthening request or command, quoting somebody else, repetition used for clarification, real lexical need, showing empathy about something. The probable reason of interjection or inserting sentence fillers or sentence connector is in the highest frequency of the occurrence from the data. The video jockeys of "Breakout" as a bilingual tend to use the sentence fillers "okay" or "anyway" while presenting the program. In this study there are three probable reasons as the new findings. They are: showing greeting, showing parting, and expressing felicitation.

It is suggested that the sociolinguistics students should apply the correct form code switching to avoid ungrammatical code switching. The linguist can use code switching as the solution for the lacking of equivalent meaning in Bahasa Indonesia for some terms in musical environment. It is also suggested that the results of this study can be used as the reference for the future researchers in exploring and expanding the investigation of some other phenomena of code switching in television show.

ABSTRACT 6

Twisting linguistic ambiguity in written verbal humor in Reader's Digest.

This study aims at investigating twisting linguistic ambiguity in written verbal humor in Reader's Digest. The general research problem is the nature of twisting linguistic ambiguity in the written verbal humor in Reader's Digest, while the spesific research problems are (1) the factors that creates linguistic ambiguity, (2) the locations of ambiguity, and (3) the structural levels of twisting linguistic ambiguity.

The research design of this study is descriptive qualitative and the source of data of this study are the jokes taken from eleven editions of Asian Reader's Digest, that is March, April, May, July, August, September, October, November, December 2014 editions and January and February 2015 editions. There were three major steps for analyzing the data, they were: (1) data reduction, (2) data display, and (3) conclusion drawing.

The results show that 13 factors creates linguistic ambiguity in the humor in Reader's Digest. These factors are (1) the same pronunciation, (2) the pauses in reading and the same pronunciation, (3) the manipulation of the elements of the word structure, (4) the reference of a substitute word, (5) the combination of words, (6) the intentional shift of referent, (7) the different meanings of a word, (8) the different meanings of a phrase, (9) the different meanings of a phrase and a word, (10) the different meanings of an abbreviation, (11) the different meanings of a clause, (12) the different meanings of a sentence, and (13) the speaker's intended meaning.

The results also find locations of ambiguity in the one-line jokes, two line jokes, and short text jokes. 3 locations of ambiguity are found in the one-line joke, that is at the beginning of a joke, at the end of a joke, and along a sentence. Then, ambiguity can lie either in the build-up or in the punch line of a short text joke.

Finally, it is shown from the results that the linguistic ambiguity in the humor in Reader's Digest can belong to 5 structural levels of twisting linguistic ambiguity. They are twisting phonological ambiguity, twisting morphological ambiguity, twisting lexical ambiguity, twisting syntactic ambiguity, and twisting pragmatic ambiguity. In addition, other findings, which consist of nonlinguistics humor, psycholinguistics humor, accidental and intentional humor, are also found in this research.

The nature of twisting linguistic ambiguity in the written verbal humor in Reader's Digest is dominated by twisting lexical ambiguity (44 %). This is followed by twisting syntactic ambiguity (28 %) and then twisting phonological ambiguity (18 %). Finally, twisting morphological and pragmatic ambiguity are in the last place which each has 2 % from the overall data.

This can be seen that twisting lexical ambiguity, which manipulates the different meanings of a word, has the biggest occurrence in the humor in Reader's Digest. It is because almost all words have a big opportunity to produce ambiguity since a word can have more than one meaning.

ABSTRACT 7

Indirectness in Women's Language seen in " Dir. Albert Maysles's Utterances in "Iris" Movie

The main part in communication is delivering a meaning from speaker to the hearer. In communication, people not concern only on the speaker's meaning but also on the hearer's interpretation. A mismatch can occur between the expressed meaning and the implied meaning, whereas indirectness appeared. Thus, this study is concerned on the indirectness that is carried out by Dir. Albert Maysles in "Iris" movie. Mary Boleyn, in her utterances, brings up a phenomenon that is called as women's language. The aim of this study is answering the statement of problem on indirectness in women's language that is used by Dir. Albert Maysles. Therefore, the research design of this study is descriptive qualitative and it also deals with content analysis. The reason is that the primary data of this study is the written form of Dir. Albert Maysles's utterances in the script and in the movie itself. In analyzing the data, the researcher used the theory of women's language by Lakoff.

The results showed that Dir. Albert Maysles applied indirectness in her women's language in the movie. She used her indirectness in the application of: (a) question intonation of women's language; (b) hedges of women's language; (c) intensive "so" of women's language; (d) hypercorrect grammar of women's language; (e) in the application of super polite form of women's language; and (f) strengthened utterance of women's language. Mary also applied the indirectness in women's language as a strategy to gain her purposes. Hence, other study is still needed to give additional information about the use of indirectness in women's language in other era or other setting of place.

ABSTRACT 8

Phrases employed in chip's advertisement headlines

In the world of advertisement, the success of an advertisement is mostly decided by its headlines, and there seems to be no denial of this fact (Alderen, 2008). Advertisement with no headline attached will lose one major point of selling prospect, because the headline of advertisement is the first thing which can attract the reader's interest. To reach a great success in publicity, an advertiser needs a certain type of medium. Magazine as one of written communication media has a special characteristic especially in presenting its advertisement. Advertisements in a magazine are created creatively. The writer decides to choose computer magazine CHIP as the object in this thesis. It is one of the best-selling computer magazines in the world. The popularity of this magazine warrants its reputation and credibility. Phrase is used as the level of analyses since advertisement headline rarely involves sentence structure (Rouse, 1957). The pattern which is used as a basis of the study is the syntactic structures as stated in Francis (1958).

The purpose of this study is to identify the types of phrases and determine the frequency of each type used as headlines in CHIP. The usages of the headlines are expected to be identified from the types of patterns and their occurrences. The design of the study was descriptive-quantitative. The population of this study is all of advertisements found in CHIP published from July to December 2014. The sampling technique applied here was simple random sampling. In acquiring the data, the basic procedures suggested by Berelson (1954) were used. The study obtained following findings. Among all of advertisement which use phrases as their headlines, 22 are in the form of verb phrase (54.38%), 19 are in the form of noun phrase (45.24%), and only one is in form of adjective phrase (2.38%). No adverbial and prepositional phrase is used as headline. Verb phrases used as headlines mostly comes in the structure of complementation (90.9%). Structure of modification and coordination is also used, but they are only used once each (4.55%). Different from verb phrase which employs numerous types of structure, all of noun phrases are in the form of structure of modification. The only adjective phrase appears in structure of modification.

Based on the pattern, verb phrase occurs in three type, that is: 1) VP(V + NP; 2) VP (V + PP; 3) VP (V + NP + PP). First pattern is used by 9 headlines (40.1%), second pattern used by two headlines (9.9%), while the last pattern is used by 11 (50%) advertisement headlines. Pattern of noun phrase are: 1) Modifier – Head, 2) Modifier – Head - Modifier, 3) Head – Modifier. There are eight headlines (42.15%) using the first pattern, nine headlines using the second pattern (47.37%), and two headlines using the last pattern (10.52%). The only adjective phrase uses Modifier – Head pattern.

The verb phrases also rarely state the kinds of product being advertised. Among the entire verb phrase, 19 of them (86.36) did not mention the name of product nor the kinds of product. Only two advertisements (9.09%) state the name of product in their headline and one (4.55%) advertisement tells the reader what kind of product they are advertised in the headline. Noun phrase is used by the advertiser to clarify the thing being advertised, to give an emphasis about a special feature in a certain product, and to give a certain character to the product. Similar to verb phrase used as headline, the noun phrase headline does not frequently mention the kind or the name of product; only seven (36.84%) of them mention the kind of product, while the other 12 (63.16%) phrases do not mention the name of the product nor do the kinds of product being advertised. The only adjective also does not mention the kind or the name of the product. It is used to attribute characteristic to the advertised product.

Although verb phrases appear in various syntactic structures, the usage is only to ask readers to gain certain advantage from the advertised product. Noun phrases, in other hand, can be used to attribute a character and clarify the advertised product. However, similar to verb phrases, noun phrases are also can be used to state the certain advantage in using the product. Concerning about unspecified kinds of products and their brand, the advertiser depend on other elements of advertisement and the intelligence of the readers.

Some suggestions are offered related to the study. Advertisers can put specific terms which possibly invite readers' interest. However, too advanced technical terms should be avoided since it will lead audiences into confusion. Future researchers may use this study as the reference; however, they hopefully include advertisements' illustration, body copy and other elements as the parts of analysis and carry out thorough analysis about advertiseme

Linguistic devices in advertisement slogans

The product of the advertising, which is advertisements, is always related to the participants involved in this certain discourse. The participants may refer to the sender of the message which is the advertising agency, and the receiver which is readers or viewers of the advertisements. When advertisements defined as selling the products alone, then we might wonder what if the products are no longer available. We will lose certain unimpressive characteristics or some details about the features of the products themselves. That is the reason why the features of advertisements namely verbal play, compressed story-telling, style in acting, photography,cartoons, puns, and rhythm are often made memorable, enjoyable, and amusing. Words and details of advertisements come to our mind more readily than those of novels, poems, and plays, and that we are often recalled with more laughter and enthusiasm. Since this presentstudy only dealt with the printed advertisements, words arranged in the slogans of advertisement were being the most concern, regardless of the visual aspects of the advertisements in the printed media.

Advertisement is a very interesting genre; its purpose is to make impacts on people's mind. Moreover, advertisements are short, sometimes fun or aesthetically pleasant, and their analysis always works as a good mind-opener for receivers. Since printed advertisements relatively play with words, the slogans conveying the message of the advertisements are being the focus of analysis. Slogans as an obvious means to attract people's attention and persuade people's mind employ sorts of language play which can be identified and analyzed linguistically. The slogans come up beautifully through the catchy words on purpose to be memorable and persuasive for the receivers of advertisements.

The present study investigated the linguistic devices found in printed advertisements, considering some aspects of analysis, namely phonological, lexical and morphological, syntactic, and semantic level of language. The concern of the analysis was the slogans of advertisement found in a magazine. This study was aimed at giving knowledge about what kinds of linguistic devices usually occur in advertisements in printed media and as well knowing how the devices work purposively by which readers are attracted and persuaded.

This study applied a descriptive qualitative research design and the source of the data was the slogans found in ELLE magazine No. 265, 2015. The researcher collected 25 slogans from all the advertisements in the magazine. The 25 slogans were then analyzed regarding some aspects of language namely phonological, lexical and morphological, syntactic, and semantic level of language.

As shown from the result, many linguistic devices were employed purposively in the slogans found in the advertisements in ELLE magazine. The slogans carried various devices as observed from different aspects of language. The researcher has found the pattern of similarities of the slogans in ELLE magazine as the representative for all the devices commonly occur in other advertisements. The result showed that each of the 25 slogans found in advertisements in ELLE magazine employed more than one linguistic device, such as rhyme, alliteration, personification, and etc. In short, every single slogan in the advertisements can be analyzed linguistically based on each language aspect, namely phonology, lexis and morphology, syntax, and semantics.

Based on the result shown in the present study, it is then suggested to people who are interested in language field, whether students or teachers of English language, to be more critical in looking at certain linguistic phenomena; seeing them not only as isolated objects, but also as a media in which we go further beyond the knowledge of the phenomena thems

Politeness strategies used by Ellen Degeneres in "Ellen Show" TV Talkshow

The research focuses on the concepts of pragmatics and politeness. The main objective of this study is to investigate the use of politeness strategies in TV talkshow Ellen show. Specifically, this study is designed to find out the kind(s) of politeness strategies used by Ellen Degeneres in the conversation and to find out the reasons why these politeness strategies are used by Ellen Degeneres. Ellen is the main character since she is the one who fulfill the criteria of a polite person as defined by Holmes.

The research design of this study is descriptive-qualitative since the data are collected, analyzed, and described in the form of words rather than numerical scores or statistics. The study is descriptive because it tries to describe the way politeness strategies are used by a native female adult.The data of the research are the utterances, which contain politeness strategies employed by Bree Ellen Degeneres. This study has one primary data source which is in "Ellen Show" TV Talkshow from the first season taken from the internet. The research result shows that Ellen Degeneres uses four kinds of politeness strategies as proposed by Brown and Levinson (1987), namely: Positive Politeness(40%), Negative Politeness (31%), Bald on Record (18%) and, Off Record (8%). In using Bald on Record, the most common situation that occur are Task-oriented, she want to satisfy his face is small, and urgent. In Positive Politeness Ellen Degeneres,uses Group identity marker more often than avoid disagreement and give gifts to her. In Negative Politeness, Hedge is in the top use followed by be indirect and give deference. In Off Record. Ellen Degeneres uses give association clues, Irony and Overstatement.

The possible reason why Bald on Record is chosen is the distance between Ellen Degeneres is close or the rate of imposition is small. Therefore, this strategy can be used in different circumstances depending on Ellen Degeneres's motives in doing the FTA. Meanwhile, the reason of using Off Record strategy is mainly influenced by the social factor, which is the rate of imposition. The use of this strategy becomes one sign of her character as a wise person.

Positive Politeness is used by Ellen Degeneres she and her addressee know each other fairly well. The dominant social factor which influences the use of Positive Politenessis is distance. Besides, Ellen Degeneres shows herself as a caring, affectionate, and understanding person. In line with this reason, by choosing Negative Politeness, Ellen Degeneres can be marked as a pleasant person who respects others. Towards her husband and her close friends, the rate of imposition of a particular topic becomes the dominant social factor which influences the use of Negative Politeness. In contrast, towards her acquaintances and unfamiliar addressees distance becomes a dominant social factor which determines the use of Negative Politeness.

In conclusion, all of these strategies are proposed to minimize the FTA done by Ellen Degeneres. Her reason of choosing a certain strategy of politeness is determined by her motives to do an FTA and factor of distance, power, and rate of imposition. In addition, the author is successful in shaping the character of Bree as a polite person through her language, and the way she speaks and interacts with other characters. For pragmatics students, they still have to be aware of social factors which influence the use of a specified strategy of politeness. The pragmatics lecturers need to give more examples of politeness strategies from various contexts to their students. Future researchers are expected to conduct research of politeness not only in real life, but also in created discourses. A comparative study on the use of politeness strategies between English and Indonesian in daily lives, or between English and Indonesian's fictions can become challenging issues for the study of politeness