

**COHESION AND COHERENCE ANALYSIS ON THESIS ABSTRACT OF
STUDENTS' ENGLISH LETTERS DEPARTMENT**

THESIS

By:

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DEPARTMENT OF ENGLISH LETTERS

FACULTY OF HUMANITIES

**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
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**COHESION AND COHERENCE ANALYSIS ON THESIS ABSTRACT OF
STUDENTS' ENGLISH LETTERS DEPARTMENT**

THESIS

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MOTTO

“You can never be overdressed or overeducated.” _ Oscar Wilde

“To get a success, your courage must be greater than your fear”



DEDICATION

This thesis is dedicated to:

My beloved father and mother, Mr. Gito and Mrs. Warsini for their endless loves,
prays and supports, may Allah always be with them forever.

My beloved husband Octavian Yahya Rizky Fauzi and my little brother A. Panji
Saputra for being great support and lovely motivation

My big family that I cannot mention one by one, thanks a lot for their attention
and remarkable supports.

All of my friends, thank you for accompanying me during finishing my thesis.

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Malang, 31 January 2019

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ABSTRACT

Rositasari, Dewi. 2019. *Cohesion and Coherence Analysis of Thesis Abstracts of Students' English Letters Department*. Thesis. English Letters Department, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Dr. Hj. Galuh Nur Rohmah, M.Pd, M.Ed.

Key Words: Cohesive, Coherence, Thesis, Abstract

This study aims at discovering the use both of cohesion and coherence in thesis abstract of Students' English Letters Department. The participants of the study are twenty thesis abstracts of students' English Language and Letters Department course at State Islamic University of Maulana Malik Ibrahim Malang. This study applies qualitative method. The data are in the form of words. The instrument is the researcher herself. The data are analyzed using the categorization of cohesion namely, grammatical and lexical cohesion proposed by Halliday and Hasan (1976) and the categorization of coherence namely, repeating key noun, consistent pronoun, transition signals and logical order proposed by Oshima and Hogue (2006). The finding of the study shows cohesion and coherence of the thesis abstract of students' English Department achieved by the use of cohesive devices and coherence devices.

Especially, the researcher finds the grammatical cohesion including reference (personal, demonstrative, comparative), substitution (nominal) and conjunction (addictive, adversative, causal, temporal) and lexical cohesion included reiteration (synonymy, antonymmy) and collocation. References are the most used cohesion in thesis abstracts of students' English Department. The next is conjunction and followed by substitution. Unfortunately, ellipsis is not found in thesis abstracts. In addition, the researcher also finds the coherence devices including repeating key noun, consistent pronoun, transition signals and logical order. In conclusion, the researcher concludes that the thesis abstracts of students' English Department are organized as well and become good abstracts because the

thesis abstracts used the cohesion and coherence devices in creating the sentences and the paragraphs variously.



ABSTRAK

Rositasari, Dewi. 2019. *Cohesion and Coherence Analysis of Thesis Abstracts of Students' English Letters Department*. Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Hj. Galuh Nur Rohmah, M.Pd, M.Ed.

Key Words: Kohesi, Koherensi, Skripsi, Abstrak

Penelitian ini fokus pada penggunaan kohesi dan koherensi pada abstrak skripsi dari mahasiswa jurusan Sastra Inggris. Objek dari penelitian ini adalah 20 abstrak skripsi dari mahasiswa jurusan Sastra Inggris di Universitas Islam Negeri Maulana Malik Ibrahim Malang. Penelitian ini menerapkan metode kualitatif. Data penelitian ini dalam bentuk kata. Instrumen pada penelitian ini adalah peneliti. Data penelitian ini dianalisa menggunakan pengelompokkan kohesi, yaitu kohesi tata bahasa dan kohesi bahasa yang dikemukakan oleh Halliday dan Hasan (1976) dan pengelompokkan koherensi, yaitu pengulangan kata kunci, konsistensi kata ganti, tanda peralihan dan urutan yang logis dikemukakan oleh Oshima dan Hogue (2006). Temuan dari penelitian ini menunjukkan kohesi dan koherensi pada abstrak skripsi dari mahasiswa jurusan Sastra Inggris tercapai dengan adanya penggunaan alat-alat kohesi dan koherensi.

Khususnya, peneliti menemukan kohesi tata bahasa yang meliputi referensi (personal, penunjuk, pembanding), kata pengganti (nominal) dan kata penghubung (adiktif, lawan, sebab, urutan) dan kohesi bahasa yang meliputi pernyataan ulang (sinonim, antonim) dan sanding kata. Referensi adalah alat kohesi yang paling sering digunakan pada abstrak skripsi dari jurusan Sastra Inggris. Selanjutnya adalah kata penghubung dan dilanjutkan dengan kata pengganti. Malangnya, pembuangan kata tidak ditemukan pada abstrak skripsi. Selain itu, peneliti juga menemukan alat-alat koherensi yang meliputi pengulangan kata kunci, konsistensi kata ganti, tanda peralihan dan urutan yang logis. Kesimpulannya, peneliti menarik kesimpulan bahwa abstrak skripsi dari mahasiswa jurusan Sastra Inggris telah diorganisasi dengan baik dan menjadi

abstrak yang baik karena abstrak skripsi tersebut telah menggunakan alat-alat kohesi dan koherensi dalam pembentukan kalimat dan paragraf yang sangat bermacam-macam.



ملخص

روزيتاساري ، ديوي. 2019. تحليل التماسك والاتساق لأطروحة ملخصات قسم الحروف الإنجليزية للطلاب. أطروحة. قسم الأدب الإنجليزي ، كلية العلوم الإنسانية ، جامعة الدولة الإسلامية في مولانا مالك إبراهيم مالانج. المستشار: د. الحاج. كلوه نور روجه ، مدير عام

الكلمات المفتاحية: التماسك ، التماسك ، الأطروحة ، الخلاصة

تركز هذه الدراسة على استخدام التماسك والاتساق في ملخصات الأطروحة من طلاب الأدب الإنجليزي. الهدف من هذه الدراسة هو 20 ملخصًا لأطروحة من طلاب تخصص الأدب الإنجليزي في جامعة مولانا مالك إبراهيم مالانج الإسلامية الحكومية. تطبق هذه الدراسة الأساليب النوعية. بيانات البحث في شكل كلمات. وكان الصك في هذه الدراسة الباحثين. تم تحليل بيانات هذه الدراسة باستخدام التماسك التجميعي ، أي التماسك النحوي وتماسك اللغة الذي اقترحه هالدي وحسن (1976) وتماسك التجميع ، أي تكرار الكلمات الرئيسية ، واتساق الضمائر ، والعلامات الانتقالية والتسلسل المنطقي الذي طرحه أوشيما وهوغ (2006) . تبين نتائج هذه الدراسة أن التماسك والاتساق في ملخصات الأطروحة من طلاب الأدب الإنجليزي يتحقق عبر استخدام أدوات التماسك والتماسك.

على وجه التحديد ، يجد الباحثون التماسك النحوي الذي يتضمن المراجع (الشخصية ، والمؤشر ، والمقارنة) ، والكلمات البديلة (الاسمية) والاقتران (الإدمان ، والمعارضون ، والأسباب ، والتسلسلات) والتلاحم اللغوي الذي يشمل إعادة الصياغة (المرادفات والمتضادات) وصنفرة الكلمات ، المرجع هو أداة التماسك التي تستخدم في أغلب الأحيان في ملخصات أطروحة من قسم الأدب الإنجليزي. التالي هو بالتزامن واستمر مع كلمة بديلا. لسوء الحظ ، لم يتم العثور على التخلص من الكلمات في أطروحة الملخص. بالإضافة إلى ذلك ، وجد الباحثون أيضًا أدوات تماسك شملت تكرار الكلمات الرئيسية وتزامن الضمائر والعلامات الانتقالية والتسلسل المنطقي. في الختام ، توصل الباحث إلى استنتاج مفاده أن ملخص أطروحة من طلاب قسم اللغة الإنجليزية ساترا تم تنظيمه بشكل جيد وهو ملخص جيد لأن ملخص الأطروحة قد استخدم أدوات التماسك والاتساق في تشكيل الجمل والفقرات المختلفة.

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CHAPTER I

INTRODUCTION

This chapter is introduction. It presents the reasons why the present study needs to be conducted. The chapter starts with the background, which briefly states the related theories, the related previous studies, and the gap those studies have not yet fulfilled. Then, the chapter states the problems, the objectives of study, significance of study, scope and limitation of study, definition of key terms and research method of study. At the end, the chapter presents previous study.

1.1 Background of Study

Cohesion and coherence are the important factors in creating comprehensive texts. It is because cohesion denotes the act or state of cohering, while coherence refers to the act or state of being logically consistent and connected. Cohesion is as connections of idea between each sentence so that the sentences are able to create the unity of a text. Similarly, the cohesion refers to the act or the state that correlate each other in meaning. Coherence refers to the act or state has continuous meaning in a text. Moreover, coherence means that each paragraph has continuity or unity with the other paragraphs from beginning until the end of the text (Halliday & Hasan, 1976).

In my research, I examine cohesion and coherence in abstracts. This research will elaborate cohesion theory of Halliday and Hasan's theory and coherence theory of Oshima and Hogue's theory in order to get the deepest understanding on

investigating the abstract of English Department students. Those theories will investigate in abstracts, especially in theses of students in English Letters Department.

Cohesion and coherence are the influential factors in forming unity of texts. Cohesion and coherence are used to create well unity of texts. To check it out, many researchers have investigated about cohesion and coherence in several kinds of texts. Moreover, the previous research that focused on cohesion and coherence such as first, Jamilah (2009) her study analyzed about cohesion devices, especially the comparison cohesion devices (grammatical and lexical cohesion) of journalistic text and fiction text. She analyzed the use of cohesion devices which are used in both journalistic and fiction texts. Jamilah's research used cohesion devices theory by Halliday and Hasan. The writer concluded that the dominant cohesion devices which are used in journalistic text are lexical cohesion, while grammatical cohesion devices are more dominant in fiction text.

Second, Nisa (2011), her research identified about cohesion and coherence in a magazine 'Panjekar Semangat'. The research is "Kohesi dan Koherensi antarkalimat dalam wacana berita di Majalah *Panjekar Semangat*". Third, Mawardi (2014) investigated a research on describing the cohesion and coherence of narrative Essays written by the students of Nadhlatul Wathan Mataram University (UNW). Fourth, Kuncanya (2015) did a research on identifying the types of cohesion and interpreting the occurring types of cohesion in terms of compatibility as language inputs in 16 narrative texts presented in the electronic textbook of senior high school grade X entitled "Developing English

Competence” issued by the government of the Republic of Indonesia. Fifth, Aghdam, S. H., & Hadidi, Y. (2015) researched on exploring and explaining the occurrence of two types of lexical and cohesive devices. i.e. collocation and synonymy evident generally in political newspapers and discussion sections of academic articles. The study makes some suggested comments on how the discourse of each genre and the discursive forces there could render the textual realization of cohesion what it is.

Looking at the progress of the research on cohesion and coherence area and cohesion and coherence as the influential factors in creating the unity in thesis abstract, it is important to do this research. This research investigates to make the previous studies more complete. Specifically, I attract to examine the cohesion and coherence used in abstracts as the kind of descriptive text. Moreover, itt is because the text written in the abstracts is a summary of the whole thesis. It presents all the major elements of the thesis in a highly condensed form such as what was done, why was it done, how was it done, what was found, and what is the significance of the finding. Finally, the researcher should write the abstract briefly and clearly.

According to the article that wrote and published on Writing Centre Learning Guide (2014), abstract is important part of reports and research papers. Therefore, the researcher who will write an abstract should consider the requirements of a good abstract, especially in a descriptive abstracts. Descriptive abstract is generally used for humanities and social science papers or psychology essays. The type of abstract is usually very short 50-100 words. Most descriptive abstract have

certain key parts in common, those are: background, purpose, particular interest/focus of paper and overview of contents. While the informative abstract is generally used for science, engineering, or psychology reports. The writer of a research paper must get the essence of what the research's report is about, usually is about 200 words. Most informative abstracts also have key parts in common. Each of these parts might consist of 1-2 sentences. Those parts include background, aim or purpose of research, method used, findings/results, and conclusion. Finally, abstract in a thesis is kind of a informative abstract.

Abstract is a significant component of a thesis. An abstract is merely an introduction in the sense of a preface, preamble, or advance organizer that prepares the reader for the thesis. Actually, abstracts are kind of the descriptive texts because the abstract has a function to describe the general information of the research briefly and simply. In other words, language used in the abstracts has to be able to inform the new finding to the reader efficiently. Based on the function of the abstracts, this research focuses on investigating good abstracts depended on both cohesion and coherence's aspect. In conclusion, I am able to state that this investigation urgent to do.

1.2 Research Question of Study

1. What are cohesive devices of students' thesis abstract?
2. What are coherence devices of students' thesis abstract?
3. How do the students use cohesive and coherence devices in their abstracts?

1.3 Objectives of Study

1. To describe the types of cohesion in abstracts of Students' English Letters Department.
2. To describe the types of coherence in abstracts of Students' English Letters Department.
3. To identify the use and the functions of cohesive and coherence devices which are used in abstracts of Students' English Letters Department.

1.4 Significance of Study

Significance of this research is expected to give both theoretical and practical contribution in discourse, especially in studying about cohesion and coherence theory. Theoretically, the result wants to be able to give contribution as important as to understand well about cohesion and coherence on abstract and to know the unity of abstract arranged by both cohesion and coherence or cohesion only.

From doing this research, this research promises to know how both of cohesion and coherence are important to create unity in writing well. Moreover, this research provided the result how the abstract theses if the text has not the cohesion and coherence well. Consequently, this research is urgent to do.

1.5 Scope and Limitation of Study

As the focus of this research, the researcher emphasize on investigating the use of cohesion and coherence on abstract of Students' English Letters Department. For this study, the researcher discuss the research taken from thesis of Students' English Department at Maulana Malik Ibrahim State Islamic University of Malang. Unfortunately, the researcher is able to examine the

abstract of the thesis only, putting the whole of the thesis, the researcher might leave any potential research finding to do. Due to so many data, the researcher only investigates how cohesion and coherence within 20 abstracts of thesis on 2015, especially both of linguistics and letters branches. This may prevent me to obtain more complete finding so that the researcher those various theses.

Besides, the researcher decides to use the twenty abstracts because she reads first some abstracts and she can find which one is the good abstract based on considering the researcher can get the clear information or not by reading the all abstracts only once.

1.6 Definition of Key terms

In order to make the readers easier to understand this research, the researcher provide some definitions of the key terms used in this research. Those are:

1. Cohesion

Cohesion is defined as use of devices that allow the writer to establish relationships and connect texts together within and across sentences in thesis abstracts. Similarly, the cohesion is the factor to create the unity in the abstracts. According to Halliday & Hasan (1976) cohesion includes grammatical and lexical cohesion.

2. Coherence

Coherence refers the connection of ideas in a text to create meaning, or a flow of ideas connecting each paragraph in thesis abstracts (Oshima & Hogue, 2006). In other words, coherence is the relation of each idea to get the unity of the abstract text.

3. Cohesive Devices

Marks by which cohesion of a text is known, such as: References, Substitution, Ellipsis, Conjunction, Reiteration and Collocation, are used in the thesis abstracts.

4. Coherence devices

Marks by coherence of a text are known, such as the use of key terms: Repeating key nouns, Use consistent pronouns, Transition signal and Logical order, that appear in the thesis abstracts.

5. Abstract

The data is as descriptive text, is taken from thesis abstracts of students English Letters Department who graduated in 2015.

1.7 Previous Studies

Knowing the relationship between cohesion and coherence in writing is needed in academic writing. Previous researchers did the findings about both of two theories and brought up the results. The first finding did by Parin (2014), researched the case of Thai EFL Students. The research investigates the correlation between cohesion and coherence in English compositions. The absence of the correlation might have been caused by an improbable analogy between the quantity of cohesive ties and the quality of coherence. This research examines the correlation between the two features. Forty-six English compositions from Thai EFL students were scored using rating scales. The result shows that the correlation coefficient between the quality of the two features.

The second finding that have been investigated about both of cohesion and coherence is done by Nisa (2011). The research is “Kohesi dan Koherensi antarkalimat dalam wacana berita di Majalah *Panjebar Semangat*”. The investigation found out four various kinds of grammatical cohesion on news of *Panjebar Semangat* magazine, those are: reference (penunjukan, *iki*, *‘ini’*, *“this”*), substitution (penggantian, *panjenengan*, *‘dia’*, *“she”*), conjunction (perangkaian, *nanging*, *‘namun’*, *even though*) and collocation (*sabanjure*, *‘kemudian’*, *“then”*), while three various kinds of lexical cohesion are: repetition, synonymy, and antonymy. Besides, this research concluded that there are seven kinds of coherence are cause-effect, time, explanation, stressing, contradiction, repetitiveness, increasing coherence. This research used descriptive qualitative that used two approachments. Those are teory approach and methodology approach.

The next similar finding that elaborates the both cohesion and coherence, Mawardi (2014) investigated a research on describing the cohesion and coherence of narrative Essays written by the students of Nadhlatul Wathan Mataram University (UNW). This research adopted qualitative approach involving analysis of students narrative English essays and follow up interviews.

The results of Mawardi’s research showed that the types of cohesive devices used by the students of English Education Department UNW Mataram (Nadhlatul Wathan University of Mataram) to build cohesion in their narrative essays were reference (personal, demonstrative, comparative),

substitution (verbal, clausal), ellipsis (nominal, clausal), conjunction (temporal, adversative, causal, temporal), and lexical cohesion (reiteration, collocation). The findings of the study show the necessity of explicit teaching of the elements of coherent writing. The result confirms the obligation of English teachers to explain the role of each element in building coherent text.

Considering the case of cohesion theory in the other objects, Rohmawati (2014) did a research that focuses on the types and the functions of cohesive devices which are used in a fashion blog. Her finding takes Diana Rikasari's blog is because there are many types of cohesive devices that the writer used in that blog. She analyzed using Halliday & Hasan's theory of cohesion. Her study uses descriptive qualitative research with discourse analysis approach. She found out the cohesion devices which used in argumentative text. The result of the research is that the devices both in grammatical and lexical cohesions are found in the data. It can be concluded that the types of grammatical cohesions which are used in the data are reference, substitution, ellipsis and conjunction. Both of lexical cohesion also employed in the data, those are reiteration and collocation.

The next finding is Kuncahya (2015) that did a research on identifying the types of cohesion and interpreting the occurring types of cohesion in terms of compatibility as language inputs in 16 narrative texts presented in the electronic textbook of senior high school grade X entitled "Developing English Competence" issued by the government of the Republic of Indonesia.

This research applied qualitative method. The data were in form of sentences and were collected by note taking.

The findings of Kuncahya's research showed that reiteration appeared to be the most frequent types of all subcategories of cohesion. There were 404 instances of reiteration, or 40, 64 % of the total occurrences. Based on the findings, it could be concluded that the narrative texts analyzed in this research contain dense lexical cohesion and thus are compatible as language inputs. In the context of language teaching, the findings suggested that teachers should be able to make the use of their knowledge about cohesion in selecting the texts as teaching materials. Teachers are also suggested to be able to adapt texts with low cohesion to facilitate comprehension.

The last finding, Aghdam & Hadidi (2015) researched on exploring and explaining the occurrence of two types of lexical and cohesive devices. i.e. collocation and synonymy evident generally in political newspapers and discussion sections of academic articles. This research uses a qualitative, explorative and text-analytic design. The corpus for this study constituted the discussion sections of academic articles in applied linguistics and well-established newspapers. The study makes some suggested comments on how the discourse of each genre and the discursive forces there could render the textual realization of cohesion what it is. The findings of this study carry implications for writing instruction awareness and language teaching/learning scenarios in the EFL classroom.

Appearing the several findings on cohesion and coherence area, the research assumes that this investigation should do. Additionally, considering the gap that the researcher found after reading the above findings, it is significant to do this research. The difference between this study and the previous study which analyzing cohesion and coherence theory, the researcher focuses on both of the two theories are used in the thesis' abstract of student English Letters Department. Specifically, this finding will prove that the good thesis's abstract is depended on cohesion and coherence theory or not.

1.8 Research Method

1.8.1 Research Design

This research uses a descriptive qualitative method to describe cohesion and coherence on abstracts of students' English Letters Department at Maulana Malik Ibrahim State Islamic University of Malang. The researcher uses qualitative research because the data are in the forms of words namely sentences. Those data require deep understanding and interpretation of the researcher. The researcher produces descriptive knowledge of interpretation through investigating cohesion and coherence of English Letters Department Students' abstracts and the unity abstract that depended on both of cohesion and coherence or not.

1.8.2 Research Instrument

The main instrument in conducting this research is the researcher herself because she takes an active participant in this research and there is no other possible instrument, except the human or the researcher herself. The researcher is

the one who is capable in collecting the data which are taken from thesis abstracts of students' English Department.

1.8.3 Data Source

The data of this research are abstracts taken from thesis of students' English Department at Maulana Malik Ibrahim State Islamic University of Malang. The researcher uses thesis abstracts of students who graduated in 2015 as the data source because it is the current thesis abstracts. Many sentences indicate cohesion and coherence on abstract of Students' English Letters Department and its language creates different representation by the readers.

The researcher selects the certain abstracts based on various kinds of linguistics branches and letters branches. Because the researcher wants to get the various data and to know how far the understanding of the students about cohesion and coherence of different majors. She takes the abstracts from most of linguistics branches that usually used in research covered micro linguistics such as, phonology, morphology, syntax, semantics, pragmatics and macro linguistics such as psycholinguistics, sociolinguistics. Besides, the researcher makes complete data by using the abstracts from letters branches included verse such as poetry and drama and prose such as fiction, novel, short story, new fiction, essay and criticism. Many branches of linguistics and letters that can be kinds of data in this research so that she chooses the abstracts based on the above branches.

1.8.4 Data Collection

The researcher use purposeful sampling to get the data. The researcher decides to take 10 abstracts of linguistic students' thesis and 10 abstracts of letters students' thesis. The main purpose is that the researcher might get the various kinds of data that are all of the data have the weaknesses and the strength of cohesion and coherence applying on the abstracts. However, because there are many objectives that qualitative researchers might have, the list of purposive strategies that may be followed virtually endless, and any given list will reflect only range situations the author of that list has considered.

In investigating the data from the abstracts of students' English Letters Department, the researcher has some activities which provided in the form of steps. First, the researcher looks for any theses in the libraries of Maulana Malik Ibrahim State Islamic University of Malang. Second, the researcher decides to observe the thesis abstract. The researcher tries to look at the thesis abstracts from linguistic and letters students' thesis. Third, the researcher identifies some abstracts by considering cohesion and coherence on the abstracts and decides which one the clearer abstract by reading those abstracts one by one. The last step, the researcher makes a list by rewriting the data which have been already analyzed.

1.8.5 Data Analysis

In the data analysis, first, the researcher starts the analysis by identifying the data that considering the use of cohesive devices and coherence devices in

abstract of Students' English Letters Department. Second, the researcher classifies cohesive devices and coherence devices that used in thesis abstracts of student's English Letters Department in the form of tables. Third, the researcher counts the percentage of each cohesive devices and coherence devices. Fourth, the researcher carefully analyzes by interpreting how the unity of the abstracts can occur by considering the use of cohesive devices and coherence devices in thesis abstract of student's English Letters Department. Finally, the researcher interprets the how cohesion devices and coherence devices in the abstracts of Students' English Department classified into good abstract or not. The researcher analyzes that the thesis abstracts are included into the good abstract by depending on the certain key parts of the abstracts. Those are the steps of analyzing the data in this research.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses about the review of related letters of this study. This chapter consists of the reviews about discourse analysis, discourse, text writing, unity in writing, cohesion, and coherence.

2.1 Discourse Analysis, Discourse and Text

Many scholars defined the definition of Discourse Analysis based on their own idea. However, many of those ideas have similar point. For instance, Guy Cook (1990) and Brown and Yule (1983) who were had a simpler definition of discourse analysis to understand. Guy Cook (1990: 9) defined Discourse Analysis as the way to examining the language considered in textual, social, and psychological context become meaningful and unified for the users. The same as Cook's opinion, Brown and Yule (1983: 1) mentioned that discourse analysis as the analysis of language in use. Additionally, Discourse Analysis is to solve problem which appear from linguistics phenomena.

Discourse Analysis is related to discourse and text. Tanskanen (2006:3) cited that both of discourse and text do not have a clear distinction between them. Some researchers might only use one of the terms, while some researchers who use both of the term, or they make a distinction between these terms. Essentially, in various studies, the definitions of the two terms may rather similar. It can be compared from the description, "a text is a unit of language use" (Halliday and

Hasan: 1976: 1), and Brown and Yule (1983: 4) stated that “the analysis of discourse is the analysis of language use”.

When the terms of discourse and text use within the study, it makes a systematic difference between these terms. Van Dijk (1977: 3) as cited on Tanskanen (2006) suggested that text has been used to refer to theoretical construct and underlies discourse. It is also suggested by Brown and Yule (1983: 26) that text is record of discourse. Halliday and Hasan (1976: 2) had a notion that text is a semantic unit; it means that text is not a unit of form but a unit of meaning.

Then, the discussion about the distinction of the two terms developed widely, for some scholars the distinction lies in the mode. According to Coulthard (1985: 6) as cited in Tanskanen (2006), texts are written and made up of sentences, while discourses are spoken and made up of utterances. Besides, Widdowson (1979: 145) considered text as discourse without context, while discourse is text with context.

In addition, Cook (1990: 14) added that discourse is the language which hangs together and has a unity which set up the meaning for people. He divided language into contextual which refers to facts outside language, that is discourse, and formal which refers to facts inside language, that is considered as text.

Refer to the explanation above, that is text in linguistics refers to any passage whether spoken and written, and it is form a unified whole, the opinion writing includes in it. Since this kind of writing is also a text which should be

unified whole to make a good writing and not just a collection of unrelated sentence (Halliday and Hasan: 1976: 1).

2.2 Writing

Writing is a process of expressing ideas or thoughts in words and it should be done at our leisure (Sutanto: 2007: 1). The process actually has three basic principles that should become our concern when we write something, especially in academic writing. These three basic principles are; content, register and topic. Refer to the content, it should be clear, specific and relevant of the topic, whereas register of the writing should be formal, to the point, and concise. On the other hand, the topic should be free from offences, especially plagiarism and sensitive issues, such as race, religion and different social groups.

2.3 Unity in Writing

An important element to make paragraph good is the unity of the paragraph (Oshima and Hogue: 2006: 18). Unity means that a paragraph should only discuss one main idea from the beginning to the end. Each sentence in a paragraph should relate in the topic and develop the controlling idea to make unite. The unity of the paragraph also can be indicated from a clear topic sentence.

Besides, the other important elements that make paragraph unite are the cohesion and coherence in the paragraph or text. The using of cohesive devices in the text can make relation of meaning in the text, in other words, it can form the meaning and bind the text as a whole. While paragraph which is coherent, is the paragraph that contains sentences that are logically arranged and flow smoothly.

2.4 Cohesion

Cohesion is a part of the language system. It is a semantic relation between one part of the sentence in the text and some other parts or sentences that is important for interpreting it. Moreover, cohesion also differs from structural pattern. Therefore, cohesion defined as non-structural resources of discourse. We know the constitution of texts from the relation of cohesive items that related each other within and among sentences. As Halliday and Hasan stated that the primary determiner of whether a set of sentences do or not constitute a text depends on cohesive relationships within and between the sentences (Halliday and Hasan, 1976, cited in Brown and Yule, 1983: 191). In the opinion of Olatunde (2002: 317), cohesion is interested in relating the internal organization of language to the function of language, and to the social situation of language (Olatunde, 2002:317, cited on Akindele, 2011).

The function of cohesion is to hang together within or between texts to be unity or as a whole, and to link sentences with the other sentences that has occurred before. Halliday and Hasan view that cohesion refers to the range of possibilities that exist for linking something with what has gone before (Halliday and Hasan, 1976:10). Furthermore, cohesion is divided into two part categories; they are grammatical and lexical cohesion. The grammatical cohesion is related with the grammar, and lexical cohesion is related with the vocabulary, because “cohesion is expressed partly through the grammar and partly through the vocabulary” (Halliday & Hasan, 1976: 5).

2.4.1 Grammatical Cohesion

Grammatical cohesion refers to several of cohesion devices that are grammatical one that can be used as relation within text more explicit. Cohesive devices are used to tie pieces of text together in specific way. The purpose is to help readers understand easily about a text. The use of grammatical cohesion appropriately will help the readers are divided from misunderstanding or misinterpreting. Lexical cohesion concerns more with the use of vocabulary whereas grammatical cohesion concerns with the use grammatical devices.

Halliday and Hasan (1976) stated that grammatical cohesion is categorized into a small number of distinct categories, they are: reference, substitution, ellipsis, and conjunction. These categories have a theoretical basis and specific types of grammatical cohesion, which has provide a practical means for describing and analyzing texts.

2.4.1.1 Reference

Reference is noteworthy to be existed in a text. The texts should have appropriate reference to avoid ambiguity text. Halliday and Hasan (1976) point out that reference features cannot be semantically interpreted without referring to some other features in the text. Reference also can be divided into two functions, they are endophoric and exophoric function. According to Halliday and Hasan (1976) endophoric is divided into anaphora (to preceding text) and cataphora (to following text). Anaphora occurs when the writer refers back to something that has been previously mentioned. For example: “There are three handsome boys. See how they look!” This example has the pronoun ‘they’ refers back to the ‘three

handsome boys’. Cataphora occurs when the writer refers forward to something that has not been mentioned. For example: “When she arrived, Lucy was surprised to look her door open”. Here the pronoun ‘she’ is cataphoric reference because it refers to ‘Lucy’ that is introduced later in the text. Exophoric reference is used to describe abstracts without ever identifying them (in contrast to anaphoric and cataphoric reference).

For example: A: Who bring my book?

B: Book what?

From the example, what A said was not the same with that in B focused. Halliday & Hasan (1976) state that in English there are three items of reference, those are personal, demonstrative, and comparative. This reference is to reduce the number of repetition of certain word or redundant the same word.

The first item of reference is personal reference. Halliday & Hasan (1976: 37) define personal reference as “reference by means of function in the speech situation, through the category of person”. Personal reference is categorized into three categories namely personal pronoun, possessive pronoun, and possessive determiner. Halliday and Hasan (1976: 44) state “this system of reference is known as person, where ‘person’ is used in the special sense of ‘role’; the traditionally recognized categories are first person, second person and third person, with the number categories of singular and plural”. Personal pronouns are I/ me, you, they/them, we/ us, he/ him, she/ her, it one. Possessive pronouns are

mine, yours, theirs, its, hers, his, ours. The last possessive determiners are my, their, your, her, his, our, its, ones.

For example: My grandparents and I are leaving together.

We are leaving in a beautiful village.

From the above example, the word 'we' refers to 'my grandparents and I'. It is anaphoric because personal pronoun 'we' refers back to the information mentioned in the previous sentence that is 'my grandparents and I'.

Other example:

- My father has gone to the office. *He* went to the office by riding motorcycle.
- Grace's school grade is excellent. *Her parents* must be proud of it.
- That white dress is Louise's. I don't know it was *hers*.

The second item of reference is demonstrative reference. Halliday and Hasan (1976: 37) state demonstrative reference is "reference by means of location, on a scale of proximity". In this type, there are certain differences in meaning between the functions of modifier and head; a demonstrative functioning as head is more like a personal pronoun (Halliday & Hasan: 1976)

For instance: *That* boy seems more handsome.

There is a handsome boy.

In the first sentence the word ‘that’ is included in demonstrative reference which refers to the word ‘boy’. In the second sentence the demonstrative reference is the word ‘there’ which refers to the ‘handsome boy’. Those two references imply the distance which is not near from the speaker. Demonstrative references include; *this, these, those, here, there, then* and the definite article ‘the’. Halliday and Hasan (1976: 58) said that “in general, *this, these* and *here* imply proximity to the speaker; *that, those* and *there* imply distance from the speaker”.

The third item of reference is named comparative reference. Halliday and Hasan (1976: 37) state “comparative reference is indirect reference by means of identity or similarity”. The comparative reference items are identity (*same, equal, identical, identically*), similarity (*such, similar, similarity, so, likewise*), difference (*other, else, difference, differently, otherwise*), numerative (*more, less, fewer, further, so many*), epithet (*better*; so-as-more-less-equally-comparative adjective and adverbs, eg: equally good). General comparison is expressed by a certain class of adjectives and adverbs. The adjectives function in the nominal group either as deictic or as epithet. The adverbs function in the clause as adjunct (eg: *identically* in the *others performed identically*).

For instance: That father is *more handsome* than his son.

The above example is the comparison between “Father” and “son”.

2.4.1.2 Substitution

Substitution is replacement of an item with another in wording or phrasing. Halliday & Hasan (1976) say that substitution takes place when one item replaces

a previous word or expression in a text. So there is one that is replaced with another word, it is almost similar with reference in the part of replacement. Substitution is replaced by word whereas reference is replaced by meaning. According to Halliday and Hasan (1976) the difference between reference and substitution is that substitution is a relation in the wording rather than in the meaning. The purpose of substitution itself is to avoid repetition in the text. There are three types of substitution; nominal substitution, verbal substitution, and clausal substitution.

Nominal substitution occurs on the nominal group, the replacement item is “one ones”. The substitute “one/ ones” presupposes some nouns that are to function as head in the nominal group (Halliday & Hasan, 1976: 92). The substitute one/ ones always functions as head of nominal group, and can substitute only for an item which is itself head of a nominal group.

For instance: That snacks are expired

Get some new *ones*.

The word ‘*snacks*’ is substituted by the word ‘*ones*’. The complete sentence is ‘get some new snacks’.

Verbal substitution occurs on the verbal group, the replacement item is the verb ‘do’ (do, does, did, doing, done). Halliday & Hasan (1976) said that the verbal substitute in English is ‘do’. This operates as head of a verbal group. The function is as head of a verbal group.

For example in this dialogue: A: You should *go to the seminar* today.

B: But I am lazy to *do* it.

The above example, the verb ‘do’ stands for ‘go to the seminar’. It means ‘*go to the seminar*’ is substituted by the word ‘*do*’.

Clausal substitution occurs on the clausal group. The words used as substitution are *so* and *not*.

For instance: Is Sasha going to be sleepy now?

I think *so*.

Here, the word ‘so’ presupposes the whole of the clause ‘going to be sleepy’. The complete sentence of the second sentence is “I think Sasha is going to be sleepy now”.

Other example;

A: I have done my homework and cooked delicious fried chicken.

B: I don’t believe you *do* either!

In this example, the verb ‘do’ substitute ‘have done my homework and cooked delicious fried chicken’. The complete sentence of sentence B is “I don’t believe you have done your homework and cooked delicious fried chicken”. In brief substitution is the replacement of some items in the text to make a text simpler and clearer.

2.4.1.3 Ellipsis

Ellipsis is the omission of an item in a text. In other words, ellipsis is omitting information that is presented previously. Ellipsis is the omission of words, groups or clauses. Halliday & Hasan (1976: 88) define substitution as “the replacement of one item by another, and the ellipsis as the omission of an item”.

Example: A: Do you have the red shoes?

B: Yes I have

From the example, the utterance ‘red shoes’ is omitted and it is enough by mentioning ‘have’. The complete sentence in B is “Yes I have the red shoes”.

Just like substitution, ellipsis also can be classified into three types. They are nominal, verbal, and clausal ellipsis.

Nominal ellipsis is ellipsis within the nominal group (Halliday & Hasan, 1976), where the omission of nominal group is served a common noun, proper noun or pronoun. Nominal ellipsis is the omission of an utterance because it has been clear enough without putting that one.

Example: Michaela has done the *exam*.

She says that the *most difficult* is Math.

The complete sentence in the second sentence is “*she says that the most difficult exam is Math*”, the utterance is omitting because it has been enough without putting that utterance.

Verbal ellipsis refers to omission of verbal group where it depends on preceding verb. Halliday & Hasan (1976) define there are two kinds of verbal group; lexical and operator ellipsis. Lexical ellipsis, it will be remembered, is ellipsis ‘from the right’: the final element in the verbal group, the lexical verb, is omitted, and preceding elements may be omitted, all except the initial operator. Operator ellipsis is ellipsis ‘from the left’: the initial element in the verbal group (finite verbal operator, if finite; otherwise first non-finite operator) is omitted, and following elements may be omitted, all except the lexical verb.

Clausal ellipsis is the omission of a clause or an element of a clause.

Example: I am afraid because Molly seems angry if anyone asks about her father. I don’t know why.

The complete sentence in the second part is “*I don’t know why Molly seems angry if anyone asks about her father*”. In that example, the clause is omitted.

2.4.1.4 Conjunction

Conjunction is a part of grammatical cohesion that relates each aspect of linguistics element in a text. It can be within or among sentence or paragraph. Conjunction has a big rolled in achieving cohesive text. Halliday and Hasan describe it as follow:

In describing conjunction as a cohesive device, we are focusing attention not on the semantic relation such as realized throughout the grammar of the language, but on one particular aspect of them, namely the function they have

of relating to each other linguistics elements that occur in succession but are not related by other, structural means.

(Halliday and Hasan, 1976: 227)

Conjunction does not signal information present in the text. For instance: “there was nobody there, and it was night time, but he preferred to wait for them”. The word “*and*” is an additive conjunction and the word ‘*but*’ is an adversative conjunction. There are four items of conjunction, namely additive, adversative, causal and temporal. These are the examples of each:

My little sister asks me to buy some dolls,

- | | |
|---|---------------|
| a. <i>And</i> buy a new shoes | (additive) |
| b. <i>At the same time</i> she asks me to buy the new clothes | (adversative) |
| c. <i>So</i> she is crying loudly | (causal) |
| d. <i>Then</i> , I accompany her goes to the market | (temporal) |

In (a) the utterance *and* is additive because it has function as addition, in (b) *at the same time* has the same function as *but*, it indicates contrast, in (c) *so* indicates cause and effect relationship, and in (d) *then* indicates the temporal time or the sequence of time. The word *and*, *at the same time*, *so* and *then* can be an example of those four very general conjunctive relations. Additive conjunction are comprised; *and*, *or*, *nor*, *furthermore*, *moreover*, *additionally*, *besides*, *that*, *add to this*, *in addition*, *and another thing*, *alternatively*, *incidentally*, *by the way*, *likewise*, *similarly*, *in the same way*, *in this way*, *on the other hand*, *by contrast*,

conversely, that is, I mean, in other words, to put it another way, for instance, for example and thus (Halliday & Hasan, 1976).

The next item of conjunction is adversative conjunction. Halliday & Hasan (1976: 250) said “the basic meaning of the adversative is contrary to expectation”. Adversative conjunction are: *yet, but, however, though, nevertheless, still, in spite of this, despite this, all the same, at the same time, in fact, as a matter of fact, actually, in point of fact, instead, rather, on the contrary, at least, rather, I mean* (Halliday & Hasan, 1976).

The third type of conjunction is causal conjunction. Here are the causal conjunctions: *because, because..., so..., thus, hence, therefore, consequently, accordingly, because of this, for this reason, on account of this, it follows, on the basis, as a result, in consequence, arising out of this, for this purpose, with this in mind/ intention, to this end, in that case, that being the case, in such an event, under the circumstances, otherwise, apart from this* (Halliday & Hasan, 1976)

For instance: I didn't know the new information at school.

Otherwise I have been late going to school.

The word ‘otherwise’ is causal relation between “I have been late going to school” and “I didn't know the new information”.

The last item of conjunction is temporal conjunction. Halliday & Hasan (1976: 261) state “the temporal relation may be made more specific by the presence of an additional component in the meaning, as well as that of succession

in time”. For example: “today I will go to my grandmother’s house, and next week I will go to my uncle’s house”. The utterance ‘next week’ is temporal conjunction because it indicates the sequence of time. These are the temporal conjunction items: *then, next, afterwards, after that, subsequently, at the same time, before that, previously, at once, thereupon, presently, later, after a time, some time, earlier, next time, this time, the last time, on a previous occasion, next day, five minute later, five minutes earlier, meanwhile, all this time, up till that time, until then, next moment, the previous moment, etc* (Halliday & Hasan, 1976).

2.4.2 Lexical Cohesion

According to Halliday and Hasan (1976: 274) that lexical cohesion is the cohesive effect achieved by the selection of vocabulary. Lexical cohesion refers to the links between the content words such as nouns, verbs, adjectives and adverbs. Lexical cohesion divided into two types that are reiteration and collocation

2.4.2.1 Reiteration

Reiteration is the repetition of lexical item or the occurrence of synonym of some kind, in the context of reference that is where the two occurrences have the same reference (Halliday and Hasan, 1976: 318). Reiteration can be classified into four types: the same word (repetition), a synonym/ near-synonym, a superordinate (metonym), and a general word (hyponym). The more complex types of lexical cohesion work on the basis of the semantic relationship between words in terms of sense relations such as repetition, synonymy, hyponymy, antonymy, and metonymy.

The first type of reiteration is repetition. Repetition is mentioning or writing the same word as previously used.

For instance: Anna has a *cat*. The *cat* is very cute.

The repetition word of the above example is the word 'cat', it is classified into wholly repetition also there is a definite article 'the', it means that the cat in the first and the second sentence is the same.

The second type of reiteration is synonym. In synonym, the meanings of two items are identical or have the same meaning but expressed in other words. For instance: *boy* and *man*, *city* and *town*, *street* and *way*.

The word 'boy' has the same meaning with the word 'man', and 'city' has the same meaning with 'town' and the word 'street' has the same meaning with 'way'.

The next item of reiteration is hyponym. Hyponym is the relationship between general versus specific. It can often be substituted for each other in a sentence. Yet, the 'sameness' meaning is not always be appropriated in any sentence. Sometimes one word is appropriate in a sentence, and if it substituted to the synonym would be odd. Synonym also often involves reference in the second utterance by matched it with definite articles.

The example is between "Ali brought many kinds of fruit to the market and his brother helped him brought banana". The word 'fruit' is the general one and 'banana' is the specific one.

Metonymy is as the relation of the words which associated with the other words or it refers to the other words. Moreover, Metonym is the relationship between parts versus whole .That close connection can be based on a container-content relation (*bottle-water*), a whole part relation (*house-roof*), or a representative- symbol relationship (*the President-the White House*)

Antonym is the word has the opposite meaning to another word, for instance: (a) The old car is in steel broken. (b) The new one is beautiful. Actually, the word ‘old’ and ‘new’ have the opposite meaning; therefore it is called by antonym.

2.4.2.1 Collocation

Collocation is the relation between the words which exist in the same area. In other words, collocation is the relationship between words on the basis of the fact that these often occur in the same surrounding or similar environment. For instance the word *university* must have a relation with the word *lecturer* and *student*. Another example is “green and red”. These two words “green and red” are two words having the relationship in the same surrounding or environment that is color.

2.5 Coherence

In the description above, the researcher had already explained about one of important element in writing that is cohesion, but there is another important element which needs to be considered beside cohesion that is coherence. The word coherence origin from Latin verb *cohere* means “hold together”. Therefore,

Oshima and Hogue (1983: 18) emphasized that the sentence must “hold together”, it means that the movement from the sentence to the next sentence must be logical and smooth. There should not be sudden jump between previous sentences to next sentence, the sentences should move smoothly.

Afterwards, Oshima and Hogue proposed four elements to achieve coherence in the text, those are: repeating key norms which considered as the easiest way to achieve coherence, using consistent pronouns, use transition signals to link the ideas and logical order.

2.5.1 Repeating Key Nouns

Repeating key noun frequently in the paragraph is the easiest way to achieve coherence in the text. If the writer wants to looking for the similar word to replace the key word in order to make the paragraph more interesting, the write do not need to use the complicated one but simply for other common words that will repeat the topic idea without repeating the same word over and over.

There is no fixed rule about how often the key should be repeated, but the key word can be replaced with pronoun that refers to the key word. However, if the meaning is not clear enough by using the pronoun, the writer should repeat the key word in the paragraph.

2.5.2 Use consistent Pronoun

Using consistent pronoun in writing makes the paragraph clear and not ambiguous. When using pronoun in paragraph, the writer should make sure that

he uses the same person or number throughout the paragraph (use consistent pronoun). Do not change the pronoun *he* into *she* in the following sentence or clause or change the number of person from *he* become *they*. Using pronoun, including possessive pronoun (my, your, our, their, etc) can create coherence.

2.5.3 Transition Signals

Oshima and Hogue (1983:15) stated that transition signals are words or phrases which add meaning to link sentence logically and make the paragraph coherence. It is because transition signals can guide the reader from one idea to the next. Transition signals are the expressions such as finally and however, or phrases such as on the other hand and in addition. Oshima and Hogue (1983: 27) classified transition signals into several kinds such as subordinators (when, although), coordinators (and, but) adjectives (another, additional and prepositions (because of, in spite of), etc.

Transition signals also can tell the reader when the writer giving the similar idea (similarly, and, in addition), an opposite idea (on the other, but, in contrast), an example (for example, for instance), a result (therefore, as a result), and a conclusion (in conclusion). Furthermore, Oshima and Hogue (1983: 26) also classified transition signals based on its grammatical function, transition words and phrases and conjunctive adverbs, coordinators, subordinators and a mixed group of transition signals called as other transition signals.

2.5.4 Logical Order

Besides the using of key word, using consistent pronouns and transition signals, the last way to achieve coherence in paragraph according to Oshima and Hogue (1983: 34) is to arrange the sentences in some kinds of logical order. The using of logical order in the paragraph depends on the topic and the purpose of writing. The writer can combine two or more kinds of logical order in this writing. However, the one which should remembered by the writer is to accustom to the English way of writing. There are some common kinds of logical order in English writing;

- a. Chronological order: chronological order is order by time, in other words, it is a sequence of events or steps in process.
- b. Logical division of ideas: in logical division of ideas, a topic divided into several parts and each discussed one by one.
- c. Comparison/ contrast: in comparison/ contrast paragraph, there are some similarities and/ or difference between two or more things discussed in the paragraph.

CHAPTER III

FINDINGS AND DISCUSSION

In this chapter, the analysis of the data is explained in the line which is formulated from research question. This chapter presents the research findings and discussion of the data that is obtained from the data source.

3.1 Findings

3.1.1 Cohesive Devices

3.1.1.1 Types of Grammatical Cohesion

A. Reference

Reference refers to the situation where the identity of an item can be retrieved from either within or outside the text. To establish reference, the text may use grammatical items. Specifically, the reference that the researcher means here is reference which appears in the abstract texts of English Letters students.

Reference is used at all the abstract texts. The abstracts as the data findings proved that all data contained the reference, but not all of the types of reference. Those types are personal reference, demonstrative reference and comparative reference. Three kinds of the reference are used to reduce the number of repetition of certain word or redundant the same word. To convince, the researcher analyze the data source and provide the data findings, like:

Table 1. The Data Findings of Reference

Reference		
Types of Reference	Word	Abstract
Personal Reference	It	Abs 2, 3, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, & 19
	He	Abs 2, 5, 6, & 18
	They	Abs 8, 9, 12, 15 & 17
	Them	Abs 10 & 20
	She	Abs 19 & 20
	His	Abs 14, 17, 18, 18, 19 & 20
	Her	Abs 16, 19 & 20
	Their	Abs 5, 6, 8, 11, 12, 15 & 17
	Himself	Abs 14
	Its	Abs 19
Demonstrative Reference	The	Abs 1 – 20
	Those	Abs 2, 3, 9, 11, 14, 15 & 17
	This	Abs 1-20, except abs 5
	There	Abs 1, 8, 9 & 15
Comparative Reference	Similar	Abs 10

The first item of reference is personal reference. The above data shows that the word ‘it’ is as the most frequently used (abs 2, 3, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17 & 19). For instance:

“The strategy of closing conversation is a way to close or to end the conversation politely. *It* is as a sign to the hearer that the conversation is moving to end.” (abs 2, ref 2)

The word ‘it’ refers back to the ‘The strategy of closing conversation’. The personal pronoun is related to the something that has been previously mentioned.

It aims to reduce the number of repetition of the phrase ‘The strategy of closing conversation’. The writer of the abstract text uses ‘it’ to make the text more simple and effective. Other examples of personal reference as personal pronoun in the data finding, those are: He (abs 2, 5, 6, 18) ,They (abs 8, 9, 12, 15, 17), Them (abs 10, 12), and She (abs 19, abs 20). In addition, there are the data which is included into personal determiner, His (abs 14, 17, 18,19, 20) and Her (abs 16, 19, 20).

The data also indicates the word that is as possessive pronoun. The first, there is the word ‘himself’.

“The descriptive qualitative method is used to conduct this study. To obtain the data, the researcher *himself* is the main instrument by downloading the transcript and classifying the data.” (abs 14, ref 14)

Look at the above sentences, the word ‘himself’ refers to ‘researcher’. The writer of the abstract has a purpose to emphasize the information mention before that is ‘researcher’. The second, possessive pronoun appears in a word ‘its’.

“Thereby, understanding psychological aspect of the characters in the novel, notably the main character will extremely help in understanding the novel and *its* purpose comprehensively.” (abs 19, ref 19)

To analyze, the word ‘its’ is actually to represent ‘understanding psychological aspect of the characters in the novel’. The sentence be more concise without repeating the phrase in the next sentence. The writer of the abstract text abridges the next sentence so that the possessive pronoun is used to make the sentence more effective and simpler.

The second item of reference is demonstrative reference. Based on analyzing the table of the data finding, the word ‘the’ is as the most frequently

used by the writer of the abstract texts. ‘the’ is utilized at all abstracts (abs 1- abs 20). It is because ‘the’ has a function not only to be a reference but also is as article. Therefore, ‘the’ is to be the commonly reference in the all abstracts.

For instance :

“Language is *the* most important thing used by human being. Human being is *the* perfect creation of God. In *this* world, every human being has weaknesses because there is no body perfect except God. Concerning *this* fact, God creates Human being with different characteristics and types since she or he was born.” (abs 1, ref 1)

The word ‘the’ in above abstract is as an article. Besides, ‘this’ is also the most commonly used. The data shows that the word ‘this’ is written in the all abstract except abstract 5. The abstract texts contains the important information all about the research itself so that the reference ‘this’ is usually structured by the word ‘study’ and ‘research’. The writer of the abstract always mention ‘this study’, ‘this research’ to explain to the reader that the abstract states about all content of the study briefly.

“In addition, from the movie, the researcher found 8 concepts based on the theory of Lakoff (1992), *those* concepts are: (1) Time is valuable thing, (2) State as person, (3) States are location, (4) Life is a journey, (5) Love is a Journey, (6) Argument is war, (7) Competition is war and (8) Job is liquid.” (abs 3, ref 3)

‘those’ is as the demonstrative reference because it represents the information that mention previously. Look at the above sentences, ‘those’ can be representation of the phrase ‘8 concept based on the theory of Lakooof’. To get the efficient sentence, the writer of the abstract does not repeat that phrase and replace by the word ‘those’.

The third item of reference is comparative reference. Actually, the comparative reference is rarely used. But, on the data (abs 10, ref 10), proved that comparative reference which is used.

“This strongly proves that the theory of postcolonial is relevant to be applied for non-colonized country undergoing similar effects like the post-colonized countries.” (abs 10, ref 10)

There is a word ‘similar’, the example is comparison between ‘non-colonized country’ and ‘post-colonized countries’. It connects parallelism and express a certain class of adjectives. In conclusion, all of the abstract is structured by reference. However, several abstract used only personal reference and demonstrative reference, because the qualitative abstract do not compare and only analyze the data source. In short, the involvement of the reference to get the unity of the text is quite big. In other words, the reference is very influential to create unity of the abstract texts.

B. Substitution

In English, the substitution may function as a noun, as verb, or as a clause. It is also as relation in the wording rather than in the meaning. Substitution itself, classified into three types of substitution namely, nominal substitution, verbal substitution and clausal substitution. According to the finding of the data, the researcher found some examples.

For instance:

“ The researcher aims to know the language use of teenagers in “Big Hero 6” movie that always develop through the types and the functions that is occurred there. The second *one* is to educate teenagers about how the importance to use euphemism in their communication.” (abs 8, subs 8)

The word ‘the researcher aims’ is substituted by the word ‘one’ on the phrase ‘the second one’. The complete sentence is ‘the second of the researcher aims’. It is too long. Moreover, the function of the word ‘one’ is to mention and clarify that there is another aim from the research. Overall, substitution is the replacement of some items in the text to get the simpler and clearer sentence.

“ This study implements the theory of identity construction by Homi K. Bhabha for he is the *one* who concerns on the issues of cultural discourse and identity of *third space* people.” (abs 10, subs 10)

The word ‘one’ (abs 10, subs 10) has function to represent ‘Homi K. Bhabha’ . The writer of the abstract text wants to give two information in one sentence. To avoid in using repetition the same word ‘Homi K. Bhabha’ and also decrease the use of conjunction ‘and’, the writer omitted the ‘Homi K. Bhabha’ and replace by using nominal ellipsis ‘one’. The actual sentence is ‘is Homi K. Bhabha who concerns on the issues...’ , the sentence is omitting because it has been enough without putting that utterance.

“The functions of questions which were correctly used by the teacher occurred when the use of the intended and extended questions belong on the similar level with Bloom’s taxonomy. In this situation, the teacher did not modify the intended question level to different *one*.” (abs 12, subs 12)

The last example (abs 12, subs 12) of nominal ellipsis, the function of the word ‘one’ here is to replace the phrase ‘the intended and extended questions belong on the similar level with Bloom’s taxonomy’. The phrase is the information that presented previously, the writer of the abstract text is omitted by using the word ‘one to make the sentence simpler and not too long. Unfortunately, the data source of this finding do not indicate the use of verbal substitution and

also clausal substitution. The all data findings indicate just one type of substitution. It is nominal substitution.

C. ELLIPSIS

The similar kinds of substitution, ellipsis is also divided into three types. Those are nominal ellipsis, verbal ellipsis and clausal ellipsis. Basically, ellipsis is omission, of words, groups, or clauses. The omission aims to avoid the repetition of the same words and to get the effective sentence on the whole of the abstract texts. The data findings of this research do not indicate the example of using the all types of ellipsis.

D. Conjunction

Conjunction are resources for making transition in the unfolding of the text. Conjunctive relations specify the way in which what follows in a text is linked to what has gone before, based on their specific meanings. There are four items of conjunction, namely additive, adversative, causal and temporal. These are the example of the data finding of this research:

Table 2. The Data Findings of Conjunction

Conjunction		
Types of Conjunction	Word	Abstract
Addictive Conjunction	And	Abs 1 – 20
	That	Abs 2, 10, 16 & 20
	Or	Abs 1, 13 & 15
	Besides	Abs 1, 8 & 10

	In addition	Abs 5, 8 & 10
	On the other hand	Abs 16
	On the other side	Abs 19
	Additionally	Abs 7
Adversative Conjunction	But	Abs 5, 8, 13, & 15
	However	Abs 2, 6 & 8
Causal Conjunction	Because	Abs 1, 2, 3, 5, 6, 7, 15 & 17
	Therefore	Abs 1, 2, 3, 5, & 6
	So that	Abs 5 & abs 6
	Thus	Abs 6
Temporal Conjunction	Then	Abs 4, 8, 9, 10, & 17
	Finally	Abs 1, 3, 11, 14, & 20
	After/ after that/ after analysis	Abs 7, 9, & 17
	In the end/ at the and	Abs 5, 6 & 18
	Next	Abs 4 & 9
	First	Abs 3 & 19
	Second	Abs 3, 9 & 19
	Third	Abs 3
	Firstly	Abs 2 & 4
	Secondly	Abs 2 & 4
	Thirdly	Abs 2
	The last	Abs 2 & 8
	As the result	Abs 19

(1) Addictive conjunction

After making a list, the finding of this research points out that the word ‘and’ as the most commonly addictive conjunction that is used. The word ‘and’ is

indicated at all abstract (abs 1-20). One of the example in using additive conjunction ‘and’, as follows:

“The researcher starts from reading, collecting, **and** analyzing the data that relevant with this research.”(abs 4, conj 4)

‘and’ of the above sentence is additive because it has function as addition. The sentence wants to give information that there are three activities in doing a research, those are reading, collecting and analyzing. The transition to make the all of three utterances linked so that the additive conjunction ‘and’ is needed. The other additive conjunctions are mentioned in several abstracts, like: that (abs 2, 10, 16 & 20), or (abs 1, 13 & 15), besides (abs 1,8, &10), in addition (abs 5, 6 & 8), on the other hand (abs 16), on the other side (abs 19), additionally (abs 7).

(2) Adversative conjunction

The researcher finds out just two words that indicates as adversative conjunction in all data findings, ‘but’ and however’. The word ‘but’ discovers in some data findings (abs 5,8, 13 & 15), whereas ‘however’ can be found in three abstracts (abs 2, 6 & 8). The researcher provide one example of each word. For instance:

“In conclusion, debaters in Indonesia do not always use fillers such as *uh* and *um*, *well*, *you know*, **but** also ladies and gentlemen as new filler.” (abs 5, conj 5)

The word ‘but’ has function to indicate contrast. The first statement clarifies that debater do not always use the fillers. Because *uh*, *um*, *well*, *you know* as the usual fillers do not appear when the debater spoke. On the contrary, the

debater uses ‘ladies and gentlemen’ as the filler when they debated. ‘but’ make the sentence clearer without using two sentences when there are two points should explains.

“This research discovers that human positive characteristics of mercy, pity, peace, and love (all at once) lie on four points of the positive aspects of human: third, seventh, eighth, and ninth point. **However**, in the negative aspects of human, the negative characteristics of human (exploitation, cruelty, conflict, and hypocritical humility) are displayed in four points; the first point portrays about all four negative characteristics, the second point draws exploitation, the verse in the third point displays cruelty, and the seventh point shows a negative characteristic of conflict.” (abs 6, conj 6)

‘however’ connects the above sentences. As the basic meaning of the adversative is contrary, the previous sentence states about human positive characteristics while the next sentence is opposite. The next sentence states the human negative characteristic. It means that the word ‘however’ is as conjunctive word so that each of the sentence is created cohesively.

(3) Causal conjunction

The finding of this research indicates the four words indicates as causal conjunction, those are: because (abs 1, 2, 3, 5, 6, 7, 15, & 17), therefore (abs 1, 2, 3, 5 & 6), so that (abs 5 & 6), thus (abs 6). This type has a function to get a causal relation between sentences. For example:

“The poetic signs referring to love become important and interesting to be analyzed from semiotic aspect **because** it can enlarge the interpretation of love and understand the meaning of love in the whole context of the poems.” (abs 17, conj 17)

This example indicates that the word ‘because’ is causal relation between “The poetic signs referring to love become important and interesting to be analyzed from semiotic aspect” and “it can enlarge the interpretation of love and understand the meaning of love in the whole context of the poems.”. It is an effect

relationship between the first clause and the second clause. Why the poetic sign referring to love become important to be analyzed, the explanation directly present in the second clause 'it can enlarge the interpretation of love'

(4) Temporal conjunction

The explanation one of the above example that is in table classifies into temporal conjunction such as:

"Firstly, it was started by reading the text downloaded from internet. *Secondly*, the data are chosen by dropping and identifying the potential data which are important to be analyzed."*(abs 4, conj 4)*

Both of the words 'firstly and secondly' are the temporal conjunction linked exactly by using utterance 'secondly'. Moreover, the beginning of the previous sentence uses adverb 'firstly' and to be continued the second sentence uses 'secondly'.

3.1.1.1 Types of Lexical Cohesion

A. Reiteration

Based on the basic meaning of reiteration, making an iteration again and again. The form of reiteration are repetition, synonymy, antonymy, metonymy and hyponymy. By rewriting the data, it can be found the finding as below:

Table 3. The Data Findings of Reiteration (Synonymy)

Synonymy	
Word	Abstract
Research – study	Abs 1, 2, 3, 4, 5, 6, 15, 16, 20

Listener – hearer	Abs 2
Mercy – pity	Abs 6

The researcher make a list by rewriting the data in the form of table. She found out that the example of reiteration which are often appears is ‘research – study’. Some of the abstract texts indicate the same reiteration ‘research – study’. The reason is because the abstract texts are commonly related to a research. To make the abstract texts have variation, the most of the writer’s abstract texts use the synonymy. Unfortunately, there are no types of reiteration which indicate at all in several abstracts, abstract 8, 12, 14, 17 and 18.

Table 4. The Data Findings of Reiteration (Antonymy)

Antonymy	
Word	Abstract
Angry – happy	Abs 1
Speaker – listener	Abs 2
Writer – reader	Abs 3
Ladies – gentlemen	Abs 5
Positive – negative	Abs 6
Denotative – conotative	Abs 7
Open – close	Abs 9
Traditional – modern	Abs 10
Male – female	Abs 11
Formal – informal	Abs 15
New – old	Abs 15

Similarity – differences	Abs 16
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The antonymy is indicated in data finding rarely. All of the word antonymy is different and only mentioned once in some abstract texts. Additionally, the researcher discovers two example of antonymy in one abstract, those are ‘formal – informal’ and ‘new – old’ in abstract 15. Nevertheless, similar as the synonymy, the examples of antonymy are not used in abstract 8, 12, 13, 14, 17, 18, 19, 20. From the all data findings, the researcher collects and summaries that the types of reiteration that indicates only both of synonymy and antonymy.

B. Collocation

Collocation is a sequence of words or terms that co-occur more often than would be expected by chance. Simply, collocation refers to words that are frequently used together. In investigating the data findings of the abstract texts, the researcher analyze the last type of the lexical cohesion’s type, collocation. The researcher collects and points out the examples of collocation as below:

Table 5. The Data Findings of Collocation

Collocation	
Word	Abstract
Human – God	Abs 1
Speaker – audience	Abs 3 & 5
Writer – reader	Abs 4
Teacher – student	Abs 12
Novel – literary work	Abs 16
Poetic – poem – poetry	Abs 17

Subling rivalry – parent – child – family	Abs 18
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From the above table, the researcher discovers some examples of collocation that related to each topic of each abstract. It is because the commonly collocations depends on the content of the sentences. The researcher identifies there are the same collocation in two abstracts. Those abstract use ‘speaker – audience’ and other abstracts has each collocation. Incidentally, a few of those abstract does not mention collocation in the whole paragraph of the abstracts such as abs 2, 6, 7, 8, 9, 10, 11, 19 & 20

3.1.1 Coherence Devices

A. Repeating Key Noun

The ability to connect ideas by means of repetition of key words and phrases sometimes meets a natural resistance based on the fear of being repetitive. The writer of the abstract as the data finding exactly feel the same thing. But the researcher wants to approve that catching a word or phrase that is important to a readers’ comprehension of meaning texts. Unless it will be overworked or obtrusive, repetition lend itself to a sense of coherence. Consequently, the researcher observed that the abstract texts of the students’ English Department contain repetition of key noun related to the each topic as follows:

Table 6. The Data Findings of Repeating Key Noun

Repeating Key noun

Word	Abstract
Language, cerebral palsy	Abs 1
Closing conversation, movie, strategies	Abs 2
Conceptual metaphor, movie, expression	Abs 3
Reference	Abs 4
Ladies and gentlemen, competition, argument	Abs 5
Characteristic, poem, islamic perspective	Abs 6
Connotative, denotative, myth	Abs 7
Euphemism, movie	Abs 8
Structuralism, plot	Abs 9
Postcolonial analysis, identity construction, ambivalence, mimicry, hybridity	Abs 10
Judges, speech style	Abs 11
Question	Abs 12
Cosmetic, beauty	Abs 13
Speech, propaganda	Abs 14
Slang, movie	Abs 15
Novel, scheme	Abs 16
Poem, love	Abs 17
Sibling rivalry, family	Abs 18
Morality	Abs 19
Motivation novel	Abs 20

The researcher observes the use of repeating key noun of those twenty abstract texts is completely is needed. The data findings show that all of the abstracts mention the words of repeating key nouns. As the result, the abstracts can be written logically from the previous sentence to the next sentences by

appearance of it. Moreover, if the meaning of the next sentences are not clear enough by using the pronoun, it should repeat the key noun to avoid ambiguity of the abstracts.

B. Use Consistent Pronoun

The use of consistent pronoun in a text makes the paragraph clear and not ambiguous. Especially, the writer of the abstract text should make sure to use the same pronoun from beginning until the end of the paragraph. To prove it, the researcher makes a list and rewrites the data findings of the using consistent pronoun, such as:

Table 7. The Data Findings of Using Consistent Pronoun

Consistent Pronoun	
Word	Abstract
The	Abs 1 – 20
This	Abs 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, & 18
They	Abs 8, 9, 10, 12 & 15
It	Abs 13, 16, 17 & 19
He	Abs 5, 18 & 20
Speaker	Abs 3 & 5
Hearer	Abs 3
These	Abs 1
Writer	Abs 4
Debater	Abs 5
Study	Abs 6

Them	Asb 10
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The data findings of use consistent pronoun is similar as the reference's data. 'the' is the most of commonly used at all abstracts and followed by 'this'. The word 'this' is not mentioned only in abs 5, 6, 13, 19 & 20 that has function as the use of consistent noun. In conclusion, every abstract of the data uses the consistent pronoun. Hence, the writers of the abstracts aims to make their abstract of their theses clear, simple and easy to understand by everyone who read those abstracts.

C. Transition Signals

By considering the transition signal is as words and phrases which add meaning to link sentence logically. The words of transition signals assist in the logical flow of ideas as they the signal and the relation between sentences and paragraphs. Unfortunately, the words that is included as the transition signals is as the words that has function as the logical order also. The researcher summarize that the data findings create the transition orderly. The data can be resumed, like:

Table 8. The Data Findings of Transition Signals

Transition signals	
Word	Abstract
And	Abs 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, & 11
Because	Abs 1, 2, 3, 5, 6 & 7
Besides	Abs 1, 8 & 10
Therefore	Abs 1, 2, 3, 6, & 19

Finally	Abs 1, 3, 9, 11, 14, 20
However	Abs 2, 5, 6, 18 & 19
Additionally/ in addition	Abs 3, 5, 8, 9 & 12
Moreover	Abs 14 & 20
Then	Abs 4 & 9
The result of the study	Abs 2, 6 & 16
In this study	Abs 4 & 17
Concerning this fact/ in fact	Abs 1 & 13
Furthermore	Abs 6
To sum up	Abs 10
In analyzing the data	Abs 11
Methodologically	Abs 13
To obtain the data	Abs 14
On the other hand/ on the other side	Abs 16 & 19
In case	Abs 13
In accordance	Abs 15
From this research	Abs 15
Based on the finding	Abs 15
Suprisingly	Abs 20
After data were collected	Abs 20
As a basic understanding the teacher's question	Abs 12
In this situation	Abs 12
Yet	Abs 12
From the perspective of the object of data	Abs 12
From theoretical of view	Abs 12

According what the researcher finds out, use of the transition signals in every abstract emerges. There are several words appears frequently namely, ‘and’, ‘because’, ‘besides’, ‘therefore’, ‘finally’, and ‘however’. As a result, the finding of transition signals have indicated as proof of appearing the logical order in those abstracts.

3.2 Discussion

A. Cohesion

The discussion presents the result from the data analysis about cohesion and coherence in thesis abstract of students’ English Letters Department that graduated at Maulana Malik Ibrahim State Islamic University of Malang in 2015. The discussion describes about how the cohesive devices and coherence devices have been presented in the data analysis. The table 9 shows generally the apperance and percentage of types of cohesion devices in students’ thesis abstracts.

Table 9. Types of Cohesion in Thesis Abstracts of Students’ English Department

Abstract	Types of Cohesion					
	Grammatical Cohesion				Lexical Cohesion	
	Ref	Subs	Ell	Conj	Rei	Col
Abstract 1	5	0	0	6	2	1
Abstract 2	5	0	0	9	1	0

Abstract 3	5	0	0	7	3	1
Abstract 4	2	0	0	5	2	1
Abstract 5	5	0	0	7	1	1
Abstract 6	6	0	0	8	3	0
Abstract 7	3	0	0	4	1	0
Abstract 8	6	1	0	6	0	0
Abstract 9	5	0	0	7	1	0
Abstract 10	5	1	0	4	1	0
Abstract 11	5	0	0	2	1	0
Abstract 12	6	1	0	1	0	0
Abstract 13	3	0	0	3	1	0
Abstract 14	7	0	0	2	0	0
Abstract 15	7	0	0	4	3	0
Abstract 16	6	0	0	3	2	1
Abstract 17	8	0	0	4	0	1
Abstract 18	5	0	0	3	0	1
Abstract 19	7	0	0	5	0	0
Abstract 20	7	0	0	3	1	0
Total	108	3	0	93	23	7
Percentage	46, 16%	1,39%	0%	39,75%	9, 83%	2,99%

Notes:

Ref : Reference

Conj : Conjunction

Subs : Substitution

Rei : Reiteration

Ell : Ellipsis

Col : Collocation

There are 234 cohesive ties in thesis abstracts of students' English Letters Department of Maulana Malik Ibrahim State Islamic University of Malang 2015. The grammatical and lexical cohesion are proved that used in the thesis abstracts. They appear and include three sub categories of grammatical cohesion such as reference, substitution and conjunction. Besides, they mention all sub categories of lexical cohesion like reiteration and collocation. Reference is the most frequent type among all types of grammatical and lexical cohesion which appears 108 times or 46,16%. The second rank is conjunction. It appears 93 times or 39,75%. The third position is reiteration which occurs 23 times or 9,83%. The fourth is collocation that achieve 7 times or 2,99%. The last is rare appearance of substitution, 3 times or only 1,39%. Meanwhile, ellipsis disappears in the thesis abstracts.

B. Coherence

As the same as the table 9, the researcher will shows generally the appearance and percentage of types of coherence devices in students' thesis abstracts in table 10.

Table 10. Types of Coherence in Thesis Abstracts of Students' English Department

Abstract	Types of Coherence		
	RKN	CP	TS
Abstract 1	2	3	6
Abstract 2	3	2	5

Abstract 3	3	4	5
Abstract 4	1	3	3
Abstract 5	3	4	4
Abstract 6	3	2	6
Abstract 7	3	2	4
Abstract 8	2	3	4
Abstract 9	2	3	5
Abstract 10	5	3	3
Abstract 11	2	2	3
Abstract 12	1	3	6
Abstract 13	2	2	3
Abstract 14	2	2	4
Abstract 15	2	4	4
Abstract 16	2	3	4
Abstract 17	2	3	2
Abstract 18	2	3	4
Abstract 19	1	3	9
Abstract 20	2	3	4
Total	45	57	88
Percentage	23,69%	30%	46,31%

Notes :

RKN : Repeating Key Noun TS : Transition Signals

CP : Consistent Pronoun

The thesis abstracts of students' English Department has 190 coherence ties. The sub categories of coherence devices appear. Transistion signals is the

most common type that used among all types of coherence which appears 88 times or 46, 31%. The second is rank is consistent pronoun. It appears 57 times or 30%. The last position is repeating key noun that only achieves 45 times or 23,69%. Whereas the logical order does not presented in the data finding, actually the transition signals have represent the logical order' function. It is because the transition words and phrases have connected and related ideas, sentences and paragraphs. They automatically make the logical flow (logical order) of ideas as they signal the relationship between sentences and paragraph.

According what the researcher finds out, Halliday and Hasan view that cohesion refers to the range of possibilities that exist for linking something with what has gone before (Halliday & Hasan, 1976: 10). It means that the function of cohesion is to hang together within or between texts to be unity or as a whole, and to link sentences with the other sentences that has occurred before. Furthermore, cohesion divided into two part categories like Halliday and Hasan's theory, grammatical and lexical cohesion and those categories still distributed into several sub categories namely, reference, substitution, ellipsis and conjunction. But, several sub categories is used in the thesis abstracts, except ellipsis.

In accordance the coherence theory of Oshima and Hogue, they proposed four element to achieve coherence in a text, those are repeating key noun which considered as the easiest way to achieve coherence, using consistent pronoun, use transition signals to link the ideas and logical order (Oshima & Hogue, 1976: 18). Moreover, the theory very influences to create the unity of an abstract text. The reseacher assume that the truth of theory is proved in the thesis abstracts. The four

sub categories of coherence devices is used in those thesis abstract as the data findings.

The researcher can conclude that thesis abstract is as descriptive text which being a cohesive and coherence text using the cohesive devices and coherence devices in creating the sentences and paragraph. In other words, both of devices are approved in creating the unity of the thesis abstract so that the thesis abstracts are able to be assessed as a good abstract. The thesis abstract can be a good abstract if the abstract text has the sentences or the paragraph that unite, although the text in form of a short text. Unity means that a paragraph should only discuss the main idea from the begin to the end simply, and clearly.

CHAPTER IV

CONCLUSION AND SUGGESTION

In this chapter, the conclusion of the research is described based on the research finding and discussion in the previous chapter. Then, it is followed by suggestion for the lectures/ teachers, students and next researchers.

4.1 Conclusion

The main result of this research is focused on the use of cohesion and coherence in thesis abstract of students' English Letters Department. The conclusion of this research is determined based on research questions. The first question is the types of cohesive devices used in thesis abstract of students' English Letters Department. Based on the students' thesis abstracts, the types of cohesive devices are reference, substitution, and conjunction in grammatical cohesion, reiteration and collocation in lexical cohesion. Ellipsis is not found in thesis abstracts of students' English Letters Department.

Meanwhile, the second research question is the types of cohesive devices used in the thesis abstract of students' English Letters Department. Based on the students' thesis abstract as the data findings, the types of coherence devices are repeating key noun, consistent pronoun, transition signals and logical order. Especially for the categories 'logical order' is not served in detail because the transition signals have represent the logical order' function.

In short, to answer the third research question, the thesis abstract is as the example of a descriptive text which contains that cohesive and coherence devices create the unity of the abstract text itself in order to be good abstract. As the result, the thesis abstract of students' English Letters Department is included as the good abstract texts cause those abstracts as the data findings in this research are proved to be unity, simple and clear by using cohesion and coherence devices in thesis abstract.

4.2 Suggestion

The researcher limits the analysis on both of cohesion and coherence in thesis abstracts of students' English Letters Department. Therefore, the next researcher who takes the same topic is expected to do it better and more complete such as analyzing the cohesion and coherence devices in other types of text, especially in recount or other genres.

The thesis abstracts does not need the use of sub categories, ellipsis. As the common function of thesis abstract is as the representation of the whole content of a research so that there is no omission to avoid the ambiguity to the reader of the thesis abstracts. In addition, the use of cohesion and coherence are various. The main important is the writer of thesis abstracts has to be used grammar and tenses correctly. Consequently, the thesis abstracts will be easy to understand by the reader.

The finding shows that the students' English Letters Department who write the abstracts have knowledged about both of cohesion and coherence

devices. It makes the quality of the thesis abstracts better. Hopefully, this research can be useful for those who read it or interested in this field.



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CURRICULUM VITAE



Dewi Rositasari was born in Malang on August 10, 1994. She graduated from SMA Islam Kepanjen in 2012. During her study at the Senior High School, she actively participated in OSIS as the member. She started her higher education in 2012 at the Department of English Letters UIN Maulana Malik Ibrahim Malang. During her study at the University, she joined Advanced Debate Community (ADC).

APPENDIX

DATA

Abstract 1

ABSTRACT

Zakiah, Alvin Fikrotuz. 2015. *The Expressive Language Disorder of the Cerebral Palsy in the Skallagrigg Movie*. Thesis. English Letters and Language Department. Faculty of Humanities, the State Islamic University of Maulana Malik Ibrahim Malang. Advisor: Dr. Hj. Rohmani Nur Indah, M. Pd

Key words: Expressive Language Disorder, Cerebral Palsy, Skallagrigg Movie

Language is the most important thing used by human being. Human being is the perfect creation of God. In this world, every human being has weaknesses because there is no body perfect except God. Concerning this fact, God creates Human being with different characteristics and types since she or he was born. The characteristic of no perfection also refers to human's speech system which is categorized as speech or language disorder. Speech or language disorder refers to a language disability which causes the difficulties of understanding and expressing language. These problems also experienced by woman who suffers of Cerebral Palsy (CP).

Cerebral Palsy is a spectrum of chronic movement disorder affecting body and muscle coordination. These disorders are usually caused by damage to one or more areas of the brain. These movement problems can vary from barely noticeable to extremely severe which also influence the movement of speech organ.

This research uses descriptive qualitative method study to investigate the problem of language phenomenon in a movie. Therefore, this study aims to get the understanding of the phenomenon in the Skallagrigg movie that is Cerebral Palsy using expressive language disorder. The character of Cerebral Palsy is Esther who has been successful in his life as the disabilities woman. Therefore, the researcher is interested in observing in order to find out the kind of language disorder and the Esther's experience. The researcher collected the data by analysis, observe, and describe the utterances that can be found in "Skallagrigg" movie.

The result of this study show that Esther's utterance have some kinds of speech and language disorder namely articulation disorder (from the manner of articulation), phonological disorder (substituting, failure, and omitting sound), voice disorder (improperly, taking too long, and unnatural pitch), and stuttering (dyxfluency and pauses). The result also shows that articulation disorder is mostly found. The result also shows that Esther's experiences are angry, happy, serious and underestimated condition.

Finally, after analyzing the language of cerebral palsy in kinds of language disorder speaker, the researcher and the readers are expected to know about the kinds of language disorder. Besides, this study can lead for the next researcher that is psycholinguistic researchers who have interest to language disorder, especially in Cerebral Palsy (CP) it is better do field research in real conversation.

Abstract 2

ABSTRACT

Zakariya, Mohammad Riza. 2015. *Politeness Strategies of Closing Conversation Used in The Judge Movie*. Thesis. Department of English Language and Letters. Faculty of Humanities. Maulana Malik Ibrahim State Islamic University of Malang. Advisor: H. Djoko Susanto, M. Ed., Ph.D

Keywords : Closing Conversation, Coppock's Theory, The Judge Movie

The strategy of closing conversation is a way to close or to end the conversation politely. It is as a sign to the hearer that the conversation is moving to end. This kind of strategy can be used in the form of daily conversation, speech, talk show even the movie. Therefore, The Judge movie used by researcher as an object of the study and the main focus of this study is the closing utterances used by the characters of The Judge movie.

To get the answer of the research question, the researcher used the theory formulated by Coppock (2005) about the politeness strategies of closing conversation. In doing this study the researcher used the descriptive qualitative research to be applied on this study. However, in collecting data of the research, the researcher used some steps, those are: firstly, the researcher browsed the full movie of The Judge movie and watched the movie, it was because to help the researcher understood the context. Secondly, to make the researcher understood characters' speech of The Judge movie, he looked for the full authentic scripts of the movie. Thirdly, the researcher classified and choose the data. The researcher dropped unnecessary data and identified the needed data. The last, arranging the data systematically in accordance to the problem of the study in order it could be analyzed easily.

The result of this study, the researcher found 17 data, which are divided into three types. Positive face-saving strategies (the positive comment e.g. *it is good, you are funny*, the excuse e.g. *daddy has to work*, and imperative to end e.g. *I gotta turn off the phone*). Combined positive and negative face-saving strategies (stating the goal e.g. *thank you*) and solidarity strategies (plan e.g. *see you there*, and general wish e.g. *you will be fine*). In the other hand, this study does not find the mentioning name strategy and blame strategy because the context of movie supports the speaker not to use those kinds of strategies.

Abstract 3

ABSTRACT

Setiawan, Ujang. 2015. *Conceptual Metaphors of the movie "About Time"*. Thesis. English Language and Letters Department. Faculty of Humanities, Maulana Malik Ibrahim State Islamic University Malang. Advisor: Dr. H. Like Rascova Octaberlina, M. Ed.

Keywords: Conceptual Metaphor, Image Metaphor, Source and Target Domain.

This study investigates the conceptual metaphor used in the movie "About Time". The researcher focuses on what are conceptual metaphors used in the movie "About Time" and what are the functions of it. In addition, from the movie, the researcher found 8 concepts based on the theory of Lakoff (1992), those concepts are: (1) Time is valuable thing, (2) State as person, (3) States are location, (4) Life is a journey, (5) Love is a Journey, (6) Argument is war, (7) Competition is war and (8) Job is liquid.

In this research, the researcher uses descriptive qualitative approach. The researcher describes and explains the conceptual metaphors occurred in the movie "About Time". The researcher uses three steps in analyzing the data. First, the researcher classifies the data associated with the theory. Second, the researcher analyzes the data by using the theory of conceptual metaphor. Third, the researcher discusses and interprets the data concerning the conceptual metaphor. Finally, the researcher concludes the result of the analysis on conceptual metaphor of the movie "About Time".

Based on this research, the researcher concludes that conceptual metaphor used in the movie “About Time” consists of the use of time, life and love. It is because the movie is telling about the use of time and the way how the main character is getting a girlfriend. The analysis showed that the movie is using conceptual; metaphors to activate the emotion of the listener and to convince the listener about their idea.

Therefore, the researcher suggests to all of the readers to convey metaphorical expressions in the right way especially when they are speaking, in order to convince the hearers, because the audiences will believe in what the speakers say.

Abstract 4

ABSTRACT

Hidayati. 2015. *The Reference Analysis in “The Killers” Short Story*. Thesis. English Language and Letters Department, Faculty of Humanities. The State Islamic University of Maulana Malik Ibrahim Malang. Advisor: Dr. Hj. Syafiyah, M.A

Key Words: Reference, Personal Reference, Demonstrative Reference, Comparative Reference

Reference is the elements of grammatical cohesion which concerns the relation between a discourse or text element and preceding or following element. Reference can help the reader to understand the sentences in the text. The writer takes the data from short story entitled “The Killers”.

This study is qualitative designed as the purpose of this research is for getting a comprehensive understanding on the phenomena pertaining to the reference realized in the texts. This study is also descriptively analyzed since the result of this research is based on the writer’s interpretation in form of description regarding the types of reference. The researcher becomes the main instrument to collect and analyze the data. The research instrument of this research is the researcher herself. The researcher starts from reading, collecting, and analyzing the data that relevant with this research. The data of this research were collecting through some steps. Firstly, it was started by reading the text downloaded from internet. Secondly, the data are chosen by dropping and identifying the potential data which are important to be analyzed. The researcher adopted Halliday’s Theory.

In this study, the writer finds some types of reference, personal reference, demonstrative reference, and comparative reference. Types of reference that mostly occur in this research is personal reference. Then, the researcher also found several reasons that motivated using reference. First, the text is a narrative text that characterized minimalism with dominated by short dialogues, and the characters relatively same from the beginning to the end of the story. The second is Hemingway let the reader interpret the meaning of the story itself and the characteristics of the characters through dialogue. The writer suggests the next researchers to study more about other elements such as substitution, ellipsis, conjunction and lexical cohesion.

Abstract 5

ABSTRACT

Surya, P. A. 2015. *Functions of Ladies and Gentlemen Phrase in English Debate*. Thesis. English Language and Letters Department, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University of Malang. Advisor : Dr. Hj. Syafiyah, M. A.

Key words: Ladies and gentlemen, English debate competition, hesitation

It has become a common knowledge that the phrase *of ladies and gentlemen* is used to look tactful, modest, and nice to other people which, at the end, create emotional and social sense

as stated by Yule (2006). However, in debate, the phrase is not only used to perform politeness as stated by Yule. Therefore, this study analyzed the functions of ladies and gentlemen phrase in English debate competition and how it used.

The data were taken from the IVED competition, with every speaker generally speaks for seven minutes in turn. Conversation analysis is used to rip the data into pieces since the analysis is in the form of words and utterances. In addition, this research was examined by applying hesitation phenomenon to determine in what condition the phrase is used as hesitation during their participation in English debate competition.

The study finds that the phrase is used as filler so that the debater has time to process the argument so that he can convey it cohesively and coherently. In conclusion, debaters in Indonesia do not always use fillers such as *uh* and *um*, *well*, *you know*, but also ladies and gentlemen as new filler. Because the purpose of the speaker to utter ladies and gentlemen phrase is not merely to greet the audience but also to think and process arguments so that the debater has clear description of the topic being debated so that he can convey the arguments well (Clark & Fox Tree, 2002).

Abstract 6

ABSTRACT

Mulyo, Wahyu Tejo. 2015. *Islamic Perspective on the Characteristics of Human Being Presented in William Blake's The Divine Image and The Human Abstract*. Thesis. English Language and Letters Department, Faculty of Humanities, Maulana Malik Ibrahim, Malang. Advisor: Muzakki Afifuddin, M. Pd

Keywords: William Blake, new criticism, Islamic perspective.

It is complex in defining the characteristics of human being since each expert has various arguments. Hence, this research attempts to discover the characteristics of human being through William Blake's Poems as an alternative definition. Among Blake's poem, *The Divine Image* and *The Human Abstract* are most representatives for discovering human being's characteristics. On the other case, Islam and European letters have always been separated due to racial, political and cultural difference (Robinson, 2007:5). Thus, this study strives to establish the correlation between Islamic value and European letters. Therefore, the research produces two questions: (1) what are the characteristics of human being in William Blake's poems; *The Divine Image* and *The Human Abstract*? and (2) what are the characteristics of human being in William Blake's poems; *The Divine Image* and *The Human Abstract*?

The study conducts new criticism in discovering the human being's characteristics in the poems by two steps of analysis; paraphrasing and explication. After conducting the analysis, it is found that there are four positive characteristics in *The Divine Image* and four negative characteristics in *The Human Abstract*. The positive characteristics consist of mercy, pity, peace, and love while the negative ones are exploitation, cruelty, conflict, and hypocritical humility.

Furthermore, the result of the poems analysis is perceived by Islamic perspective through a remarkable Islamic expert, Murtadha Muthahhari. Muthahhari explains fourteen positive and eight negative points of human in accordance with Holy Qur'an. This research discovers that human positive characteristics of mercy, pity, peace, and love (all at once) lie on four points of the positive aspects of human: third, seventh, eighth, and ninth point. However, in the negative aspects of human, the negative characteristics of human (exploitation, cruelty, conflict, and hypocritical humility) are displayed in four points; the first point portrays about all four negative characteristics, the second point draws exploitation, the verse in the third point displays cruelty, and the seventh point shows a negative characteristic of conflict. As a result, the ideas of human being's characteristics in *The Divine Image* and *The Human Abstract* relate with the ideas of Islam through Mutadha Muthahhari' thought.

Abstract 7**ABSTRACT**

Aziz, Muhammad Fatih A. 2015. *The Myth of Holy Grail in Dan Brown's The Da Vinci Code*. Thesis. English Letters and Language Department. Faculty of Humanities. Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Mundi Rahayu, M. Hum.

Key Words : Connotative, Denotative, Holy Grail, Mary Magdalene, Myth

This thesis uses a novel The Da Vinci Code as a data source. Because in this novel tells about the Holy Grail that containing interesting myths about the Priory of Sion, the relationship between Mary Magdalene and Jesus Christ and the descent of Jesus were still alive and protected by a secret organization formed by the Priory of Sion until today. This novel written by famed novelist Dan Brown, it tells about the quest of the true Holy Grail. This novel packed like a detective novel and inside it there are a lot of codes that must be solved to find the Holy Grail.

In this thesis, the researcher uses semiotic theory of Roland Barthes as a tool to analyze the meaning of the Holy Grail in denotative and connotative. After that, the researcher analyzed the myth behind the Holy Grail. Researcher also analyzed the characters perceive of the Holy Grail to determine the response of each character of the Holy Grail. All the data is getting from texts that exist in the novel The Da Vinci Code relating to the statements of the problem that has been determined by the researcher.

After analysis, researcher made conclusions about the denotative and connotative meaning of the Holy Grail, the myth of the Holy Grail and the characters perceive of the Holy Grail that is contained in the novel The Da Vinci Code.

Abstract 8**ABSTRACT**

Ramadhani, Dini Sasi. 2015. *The Use of Euphemism of Teenagers in "Big Hero 6" Movie*. Thesis, English and Language Department, Faculty of Humanities, The State Islamic University of Maulana Malik Ibrahim Malang. Advisor: Dr. Hj. Like Rascova Octaberlina, M. Ed

Key Words: Euphemism, Big Hero 6

This thesis examines euphemism of teenagers in "Big Hero 6" movie. Euphemism is defined as words that expresses more polite term in order to be inoffensive to people. Generally, people try to be polite and avoid offending other people. In addition, euphemism makes the words are more preferable and better to be heard. Euphemism can make a good relationship in society. This research takes a movie as an object that is "Big Hero 6" movie. It tells about the life of teenagers. The researcher aims to know the language use of teenagers in "Big Hero 6" movie that always develop through the types and the functions that is occurred there. The second one is to educate teenagers about how the importance to use euphemism in their communication.

Descriptive qualitative is the approach of this research. It is because the script of this movie is a text and it includes words, phrases, and sentences. Besides that, the researcher analyzes this research deeply in "Big Hero 6" movie script. The researcher reads and selects the data like words, phrases, and sentences that contain euphemism based on Allan and Burridge theory. Then, the researcher classifies and explains the types and functions of euphemism in "Big Hero 6" movie. The last is the researcher makes conclusions of this research based on the findings and discussion that have done.

In conclusion, teenagers use euphemism in their communication. They use euphemism in not only for replacing the taboo term, but also on other occasions, such as at the time, there is more preferable to use euphemism than usual term. The researcher found some types and functions that are used in “Big Hero 6” movie. The types of euphemism in this movie are hyperbole, idiom, metaphor, euphemism dysphemism, litotes, denial, whole for part (synecdoche), conceptual meaning, dysphemism euphemism, connotative meaning, stylist meaning, circumlocution, and euphemism through borrowing (technical jargon). Besides the functions to reveal, to shield, to talk up, to avoid offense, to inflate, to show solidarity, to have fun, to help define the gang, to persuade, and to entertain.

Abstract 9

ABSTRACT

Irawan, Dani. 2015. Structural analysis of plot in Rick Riordan’s “*Percy Jackson and The Olympians: The lightning Thief*”. Thesis. English Language and Letters Department, Humanity Faculty. Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Dra. Andarwati, M.A

Keywords: Rick Riordan, Structuralism, Greimas, Plot and Plot Structure

This thesis discuss about the analysis of *Percy Jackson and The Olympians: The Lightning Thief* written by Rick Riordan using Greimas structuralism. The focus of the analysis is finding the kind of plot in the story. Plot is a sequence of events that occurs to characters in situations in the beginning, middle, and end of a story. Additionally, plot related to the ending of the story. The ending in the plot of the story is open and closed plot.

There are several questions that researcher wants to find, they are the elements the elements of plot structure, how do the elements of plot structure compose the plot of the story and kind of plot is applied in the novel.

In finding the answer of those questions above, the researcher found 9 (nine) elements of plot structure; they are beginning, problem in the story, conflict, complication, climax, resolution, surprise, suspense and ending. Then, the researcher makes a plot table in order to put every event from beginning to the end. The next step is dividing the whole story into three events every event is analyzed using actant by Algirdas Julien Greimas. The first event is finding the half-blood camp. The second event is finding the lightning bolt. The last event is returning the lightning bolt. After those events are analyzed, the researcher adds together those events in complete event. Then, the researcher makes a plot diagram based on that event. Finally, the researcher concluded that the plot of the novel is chronological plot because the events drive through chronologically. Also, the ending of the novel is closed plot because the problem in the story is solved.

Abstract 10

ABSTRACT

Himmah, Aliyatul. 2015. **The construction of Postcolonial Identity in Lessing’s The Americanisation of Shadrach Cohen and Shahraz’A a Pair of Jeans**. Thesis, Faculty of Humanities, English Letters and Language Department, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Miftahul Huda, M. Pd.

The present study endeavors to examine the identity formation of people in the *third space* represented by Lessing’s *The Americanization of Shadrach Cohen* (ASC) compared to Shahraz’s *A Pair of Jeans* (POJ). Both works are chosen for this study attempts to recognize that actually the issue of postcolonial identity formation can occur in the non-colonized countries,

represented by ASC, which is then compared to that of the colonized country, represented by POJ, to find the possibilities of similar as well as different patterns of identity formation of the *third space* people from both stories.

This study implements the theory of identity construction by Homi K. Bhabha for he is the one who concerns on the issues of cultural discourse and identity of *third space* people. The theory of identity construction embraces three significant points. i.e. ambivalence, mimicry and hybridity.

This study reveals that basically both stories have several resemblances more than the differences in terms of identity formation. Regardless from the past colonization, what becomes the enormous effect of doing hybridity is the immigration toward the wealthier countries, i.e. America and England. Besides, the strong religious belief attached in each indigenous culture has them be difficult to totally belong to the immigrated countries. It also shows that finally both cultures which result on the new one. This strongly proves that the theory of postcolonial is relevant to be applied for non-colonized country undergoing similar effects like the post-colonized countries. To sum up, the partial mimicry done by every character becomes the privilege of ambivalence which enables the traditional and modern culture to negotiate which result on the hybrid social identities (Bhabha, 1994:250).

Keywords: postcolonial analysis, identity construction, ambivalence, mimicry, hybridity.

Abstract 11

ABSTRACT

Imaroh, Izzatul. 2015. *Speech Style Used by the Judges in X-Factor USA 2013*. Thesis. English Language and Letters Department , Faculty of Humanities, Maulana Malik Ibrahim State Islamic University of Malang. Advisor; Dr. Hj. Like Rascova Oktaberlina, M, Ed

Key words: Speech Style, Male and Female Judges

This thesis investigates speech styles used by the judges in X-Factor USA 2013. In this case, the researcher used the third session of the American music competition television show, was hosted by Mario Lopez and judges by Simon Cowell and Demi Lovatoo returned to the judging panel, while Kelly Rowland and Paulina Rubio joined the panel as replacements for the departing judges.

This study applies descriptive qualitative method in finding speech styles. In analyzing the data, this study follows four steps: (1) putting the judges' utterances into the categories referring to the types of speech styles based on Martin Joos (1976, cited in Broderick) theory; (3) analyzing the possible differences of speech styles based on gender of the judges based on (Wardhaugh, 2006 : 315), Deborah Tannen (2003), and Yule (2006:225); (4) making conclusion based on the result.

The result of this study presents the types of speech styles used by the judges in X-Factor USA 2013. Those include five styles of speech styles by the judges: consultative style (53), casual style (21) and formal style (1) utterances, from the findings it can be seen that the mostly used type of speech style is consultative style. Relates to speech styles in this study, the possible differences between male and female utterances are not significance differences. Both of male and female used expressive utterances, which include in the criterion of consultative styles. Finally, the researcher suggests to another researchers to use different completed data sources and apply the newest object of their research.

Abstract 12**ABSTRACT**

Mukti, Nissa Ilma. Susilowati, Meinarni. 2015. *Teacher's Questioning Function in EFL Classroom: Pragmatic Analysis*. Thesis. English Language and Letters Department, Humanity Faculty, Maulana Malik Ibrahim State Islamic University of Malang. The advisor: Dr. Meinarni Susilowati

Key Words: Question function, Pragmatics, Illocutionary act

This research examines the functions of teacher's question made by the English teacher of Senior High School 8 Malang. The focus of analysis is given to extended questions made by the teacher. The term extended question refers to the teacher follow up questions given to the students because they failed to answer the previous question. The aim is to help the students enable to answer the teacher's questions.

This research is based on the collection and analysis of two observations of English class meeting, with eighteen data of question found. As a basis for understanding the teacher's question, this research draws on Bloom's taxonomy questions (Bloom, 1956), pragmatic theory (Searle, 1969), and teacher's questions functions (Guilford, 1971). Bloom's taxonomy of questions is initially used to categorize the teacher's questions. The result of teacher's question categorization was then analyzed by using pragmatic theory which covers seven, illocutionary forces (Searle, 1969) in order to know their functions (Guilford, 1971).

This research found that all Bloom's (1956) levels of questions (knowledge, comprehension, application, analysis, synthesis and evaluation) were used in the classroom by the teacher. These questions sometimes they don't. The functions of questions which were correctly used by the teacher occurred when the use of the intended and extended questions belong on the similar level with Bloom's taxonomy. In this situation, the teacher did not modify the intended question level to different one. Yet, this study also found that some questions were not used appropriately by the teacher due to two reasons: (1) the teacher modified the intended question level to different one (2) an extended question might served different functions. In addition, the teacher's question also functioned as giving information or stating a point when it is used rhetorically, i.e. when the teacher did not intentionally ask question. This is different from the one proposed by Guilford (1987) where the functions of question are to improve students' cognitive, convergent, divergent and evaluative skill.

From the perspective of the object of data, further researchers may analyze on other types of questions like Long & Sato's (1983) referential and display questions, to be analyzed. From theoretical point of view, further research may use conversation analysis to investigate questions' function. Further researchers may also analyze the function of question proposed by Brown & Wragg (1993), Nunan & Lamb (1996), Peacock (2001) to know other functions of questions.

Abstract 13**ABSTRACT**

Budiani, Eka Silvia. 2015. *"Critical Discourse Analysis of Women's Cosmetic Advertisements"*. Thesis. English Language and Letters Department, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Dr. Rohmani Nur Indah, M. Pd

Key Words: Critical Discourse Analysis, Cosmetic Advertisement

Cosmetic advertisement is a media in which language has a great power to convince women to use a particular product of cosmetic. The concept of beauty in cosmetic advertisement

surely relates to the beauty of women's face, by which it creates the term "exploitation" of women's beauty as it is narrowing the beauty standards.

This study mainly focuses on the text and image of cosmetics advertisement which creates the ideological conceptual women's beauty. Critical Discourse Analysis (CDA) is the approach used to analyze the cosmetic advertisement. To find the ideological concept of women's beauty, Fairclough's three-dimensional frameworks (1992) are used in this study. The dimensions consist of discussing discourse as a text, discursive practice and discourse as social practice. The first dimension is considered as description, the second dimension is interpretation and the third dimension is explanation. The researcher analyzed the discourse of thirteen cosmetic advertisements from three brands, Maybelline, Revlon and Wardah. Through Fairclough's three dimensional frameworks, the analysis of the three levels is designated as the reflection of the stages in critical discussion, the critical discourse analysis. Methodologically, the research adopts descriptive qualitative study as the research design. All discourse on the thirteen cosmetic advertisements chosen as the data, which are described on the linguistic units to finally discuss the main topic of the study, the ideological concept of beauty.s

The findings reveal that the use of adjectives has two main functions, to describe the product and to describe the result after using the product. In case of the text order or text structure and grammar, it is found that the headlines and the subheads of the advertisement mostly use fragment sentences, noun phrase and imperative sentence while the body copy use present tense. In case of discursive practice, it is interpreted that the company and the advertiser tend to make eight main techniques to make the discourse of cosmetic advertisement, i.e. scientific evidence/ clinical test proof, exposure of the existing content in product, self-representation, unrealistic representation, sensual sense, puffery, celebrity endorsement, and motive words. It is also found that the ideological concept of women's beauty is emerged by the limitation of the concepts of beauty on the discourse and image of cosmetic advertisements, by which the concepts are mostly signified by adjectives and the celebrity involved. The concept of beauty is divided into three, concept of ideal skin, concept of ideal eyes and concept of ideal lips. In fact, the concept of beauty is not merely discussing the physical attractiveness but also sexual appeal seen from the discourse of lip color product and the picture of lip color and mascara products.

Abstract 14

ABSTRACT

Sukria, Aida Dewi. 2015. *Alex Salmond's Speech on Scotland Referendum: Persuasive and Propaganda Analysis*. Thesis. Department of English Language and Letters. Faculty of Humanities. Maulana Malik Ibrahim State Islamic University of Malang. Advisor: H. Djoko Susanto, M. Ed. Ph. D

Keywords: persuasive, propaganda, speech, Alex Salmond, Scotland, referendum

This study examines the propaganda and persuasive found on Alex Salmond's speeches specifically on issues regarding referendum of Scotland. The purpose of the study is to find out the techniques of persuasion and devices of propaganda used by Alex Salmond in delivering his speeches concerning Scotland referendum.

The descriptive qualitative method is used to conduct this study. To obtain the data, the researcher himself is the main instrument by downloading the transcript and classifying the data. Then, the data are presented and analyzed by using persuasion theory proposed by a Gorys Keraf and propaganda theory by Alfred McClung Lee & Alizabeth Briant Lee.

Based on the finding of the study, Alex Salmond used seven techniques of persuasion to get the support from the people to follow his idea. Those techniques are rationalization, identification, suggestion (hypnotic), conformities, compensation, displacement, and projection. It

is found also that Alex Salmond used seven devices of Propaganda. These devices are: name calling, glittering, generality, transfer, plain folks, testimonial, card stacking, and bandwagon.

Finally, the researcher suggest that the next researcher can use Gorys Keraf's theory of persuasion and propaganda theory of Lee & Lee (1939) to conduct the research on the other areas. Moreover, this study does not cover all persuasion techniques because persuasion can be divided into context, argumentation, and psychological used. Other studies may study in other aspect of propaganda, such as advertising.

Abstract 15

ABSTRACT

Nandasari, Aulia Ika. 2015. *The Characteristic Of Slang Language On Capella Group In "Pitch Perfect" Movie. A Sociolinguistic Perspective. Thesis. English Language and Letters Department. Faculty of Humanity. The State Islamic University of Malang. Advisor: H. Djoko Susanto. M. Ed. Ph. D*

Keywords: *Slang, Teenagers, Non-Standard English, Pitch Perfect*

People speak not only in formal context, but also in informal context. People often use slang when speaking informally. The informal has colorful words and expressions. Slang expresses something new or something old in an unconventional words and phrases. Slang as a variety of language used in certain contexts by means of which people express their sense of belonging to a particular group within the community which is not specific to any geographic location. Slang is language of particular group, trade or pursuit or an informal non-standard vocabulary changed word and extravagant, forced or facetious figures of speech. Therefore, by using language that belongs to particular group, we are indirectly recognized as a member of that group.

In accordance with those reasons, the researcher focused on investigating the characteristic of slang language and how the characters use the slang language around people in Pitch Perfect movie. This research is crucial to be investigated because slang is phenomenal and unique, besides used to colloquial. The researcher chooses movie as the object of research since movie has special characteristics in their visualization to construct the conversation since movie has their own nuance and it potentially creates new words.

In conducting this research, the researcher uses descriptive qualitative since the data are in the form of words and utterances that contain of slang terms. The data are taken from Pitch Perfect movie. From this research, the researcher found ten characteristics; they are clipping, compound, acronym, arbitrary, metathesis, metaphor, creativity, use the existing word, repeating word, and blend. Based on the finding of the study it can be concluded that the characteristics of slang language on cappella group in the Pitch Perfect Movie mostly use metaphor on the trend way to communicate. The middle favorite way to communicate uses metathesis to assimilate a word to make it more interesting by the phonological process. The characteristic that is less used is repeating word to emphasize the statement by the imitating sound of the thing.

Abstract 15

ABSTRACT

Nandasari, Aulia Ika. 2015. *The Characteristic Of Slang Language On Capella Group In "Pitch Perfect" Movie. A Sociolinguistic Perspective. Thesis. English Language and Letters Department. Faculty of Humanity. The State Islamic University of Malang. Advisor: H. Djoko Susanto. M. Ed. Ph. D*

Keywords: *Slang, Teenagers, Non-Standard English, Pitch Perfect*

People speak not only in formal context, but also in informal context. People often use slang when speaking informally. The informal has colorful words and expressions. Slang expresses something new or something old in an unconventional words and phrases. Slang as a variety of language used in certain contexts by means of which people express their sense of belonging to a particular group within the community which is not specific to any geographic location. Slang is language of particular group, trade or pursuit or an informal non-standard vocabulary changed word and extravagant, forced or facetious figures of speech. Therefore, by using language that belongs to particular group, we are indirectly recognized as a member of that group.

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Abstract 16

ABSTRACT

Furoidah, Asri. 2015. *Narrative Structure in Jane Austen's Pride and Prejudice and Emma Novels Based on the Theory of Narratology by A. J. Greimas*. Thesis. Letters. English Language and Letters Department. Faculty of Humanities. Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Miftahul Huda, M. Pd

Keywords: Narrative Structure, Actantial Scheme, Functional Scheme, Plot, Theme

Jane Austen is an English novelist whose work of romantic fiction, set among the landed gentry, earned her a place as one of the most widely read writers in English letters. Her timeless works, numbering just six completed novels, become masterpiece through countries. There are some similarities emerges in the literary works which are written by Jane Austen which makes her works unique. Two of her novels which are *Pridge and Prejudice* and *Emma* used as the objects in this study.

There are two research questions in this study which are formulated to find the result: (1) how are the plot and the theme of *Pridge and Prejudice* and *Emma* novels constructed according to the theory of Narratology by A. J. Greimas? (2) what are the similarities and the differences of narrative structures between *Pridge and Prejudice* and *Emma* novels? According to the research questions, the objectives of this research is to find the plot structure, theme and its similarities and differences which are underlying *Pridge and Prejudice* and *Emma* novels.

The data taken in the form of monologue, dialogue, and expression from two English novels written by Jane Austen entitled *Pridge and Prejudice* and *Emma* novels. The study is conducted in structuralism approach by applying the theory of Narratology of A. J. Greimas. The story is divided into same small actantial and functional schemes according to the scenes of story in the novels. The small actantial and functional schemes in the first novel is divided based on the

scenes, while in the second novel divided based on the volumes of the novel. after that, the same actantial and functional schemes are summed up into the major actantial and functional schemes to find the major structure underlying the novels. The following step is comparing both major structures in order to find the similarities and differences of narrative structures in the novels.

As the result of this study, it is found that the literary works written by Jane Austen has similarities in its structural unit which are plot and theme, and the differences emerge in its surface phenomena such as characters, settings, moods, etc. The plot structure underlying the literary works is searching- finding. On the other hand, the theme of the novels is that social class difference is not a trouble for people who are deep in love to start a relationship. It can be concluded that the literary works written by a single author has a common underlying plot pattern and a common main theme.

Abstract 17

ABSTRACT

Maghfuroh, Laily. 2015. *Poetic Sign of Love in Robert Frost's Poems*. Thesis. Malang English Letters and Language Department. Humanity of Culture Faculty. Maulana Malik Ibrahim State Islamic University of Malang. Advisor : Dr. Mundi Rahayu, M.Hum

Key words : Semiotics, Riffaterre, Poetic signs, Poetry, love

In this research, the researcher focuses on analyzing of poetic signs referring to love in six Robert Frost's poems. The poems which are selected by the researcher are in *A Boy's Will* book. It is the first Robert Frost's book which published in 1913. Those six poems are *Love and Question*, *A Late Work*, *Wind and Window Flower*, *Flower-Gathering*, *A Line-Storm Song* and *A Prayer in Spring*. The poetic signs referring to love become important and interesting to be analyzed from semiotic aspect because it can enlarge the interpretation of love and understand the meaning of love in the whole context of the poems.

This research uses the descriptive qualitative method and semiotics theory of Michael Riffaterre. This research aims to answer two statements of the problem which is the first about the poetic signs of love and their meaning. The researcher analyzes the poetic signs in Robert Frost's poems through two signs of reading poetry, heuristic, and hermeneutic reading. Heuristic reading is the first interpretation take place, while hermeneutic focuses on transformation of signs into complete arrangement of semiotic system. For the second, after doing two stages of reading poem, then those love poetic signs classified into a certain kind of love. Kinds of love in this research is based on the nature of love is Greek term, they are *eros*, *philia*, *agape* and *storgê*.

The result of this research shows that Robert Frost's poems interpret love through the nature as imagery. Based on the sixth poems which are analyzed, the researcher finds twenty five poetic signs of love in six Robert Frost's poems. The poetic signs which appear in his poem can be in the form of word, phrase, and idea and each poem has different kind of love.

Abstract 18

ABSTRACT

Latifah, A.U. 2015. *Sibling Rivalry among Bristow's Children in Robert Galbraith's The Cuckoo's Calling*. Thesis. English Language and Letters Department. Faculty of Humanities. Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Miftahul Huda, M.Pd.

Keywords: Psychoanalysis, Sibling Rivalry, Family Environment

This study examines personality of one of the main characters, i.e. John Bristow who experiences sibling rivalry. Sibling Rivalry is a competition among sibling to get the parents' affection. In the novel, John is the oldest child in his family and his personality of sibling rivalry can be seen from his daily behavior toward people around him.

The aim of this analysis is to find out the indications of sibling rivalry appear among Bristow's children especially John Bristow and his family environment which influence his personality of sibling rivalry. The object of this study is a novel written by Robert Galbraith entitled *The Cuckoo's Calling* which was published on April, 2013. The main conflict told in this novel is about rivalry or competition among Bristow's children that is especially caused by the feeling or jealousy by John Bristow.

This study uses psychological criticism as the research design especially the theory of psychoanalysis by Freud which discusses human personality by three features; *id*, *ego* and *superego*. However, this study uses the concept of sibling rivalry according to the psychoanalysis theory.

The result of the study shows that John indicates his personality of sibling rivalry toward his brother and his sister. He showed his jealousy and sibling rivalry toward his brother when he was a child, and he also indicates his personality of sibling rivalry toward his sister when he is adolescent. In the end, this study finds that the main problem of John is being the only child and the center of attention in his family.

Abstract 19

ABSTRACT

Ulya, Nimatul. 2015. *Maria's Moral Reasoning in Paulo Coelho's Eleven Minutes Viewed from Laurnce Kohlberg's Theory*. Thesis. Letters. English Letters and Language Department. Faculty of Humanities. The State Islamic University Maulana Malik Ibrahim Malang. Advisor: Dr. Syamsudin, M. Hum

Keywords: Moral Reasoning, Judgement, Pre-conventional, Conventional Morality, Post-conventional Morality.

Moral reasoning is needed to clarify moral actions. However, moral reasoning is included into psychological case which affect someone's decision. Thereby, understanding psychological aspect of the characters in the novel, notably the main character will extremely help in understanding the novel and its purpose comprehensively. Evidently, Coelho's *Eleven Minutes* points out Marisa and her life as the main object. Therefore, Maria's psychological aspect become prominent thing to analyze. By using Lawrence's moral development theory, the researcher aims to show the moral reasoning underlying Maria's decisions to solve every problem she faced. From the mentioned description, the analysis is titled as *Maria's Moral Reasoning in Paulo Coelho's Eleven Minutes Viewed from Lawrence Kohlberg's Theory*.

There are two research questions related to the analysis. The first is to find out the problem faced by Maria. The second is to find out how Maria solves her problems viewed from Kohlberg's moral development.

The research applies literary criticism as the method of this analysis. The source is taken from Coelho's *Eleven Minutes*, which is focused on main character's psychological aspect, especially on her moral reasoning. It is viewed from Lawrence Kohlberg's theory of moral development which is divided his moral development theory into three level consists of two stages.

As the result, researcher finds that Maria has some the problems which requires her to solve it by such actions. On the other side, Maria's life story theoretically passes through three levels of moral reasoning of Kohlberg's theory of moral development gradually and

chronologically. Generally, the theory of moral development belonging to Kohlberg is obtained in Maria's life in case of her moral reasoning when she decides to do something to solve her problems.

Abstract 20

ABSTRACT

Diniar, Ika Rahmawati. 2015. *Pi Patel's Self-Actualization in Yann Martel's Life of Pi*. Thesis. English Language and Letters Department. Faculty of Humanities. The State Islamic University of Maulana Malik Ibrahim Malang. Advisor: Muzzaki Afifuddin, M. Pd.

Key words : Self-Actualization, Human Motivation, Hierarchy of Human Needs, *Life of Pi*

The study focuses on the self-actualization fulfillment on the main character of the novel *Life of Pi* using Abraham Maslow's theory. Self-actualization is a person's desire to become everything he or she is capable of becoming to realize and use his or her full potential, capacities and talents. People who have related the level of actualization become fully human. Human Motivation is the theory in which able to make them move to do something they want. In his theory, Maslow assumed that people are constantly being motivated by one need or another. The needs is believed as the basic motivation own by every human. The needs are arranged hierarchical consist of: Physiological needs, safety needs, love and belongingness needs, esteem needs and self-actualization.

The novel *Life of Pi* in which written by Yann Martel in 2001 is one of any novels told about a human who is believed by the researcher achieving self-actualization. Pi Patel, a 16 years old boy as the main character stranded on the Pacific Ocean. Surprisingly, the boy stranded with a Bengal Tiger named Richard Parker. Both of them are successful surviving for 227 days struggling on lifeboat.

The research aims at answering the problem of how the process of self-actualization achieving by Pi Patel in Yann Martel's *Life of Pi* is. This research was conducted using literary criticism method. The data are in the form of the text told in the novel as evidences which related to the main character actions and desires. After the data were collected, the text were analyzed into five human needs when drew the general conclusion based on the theory and research findings.

The researcher found that Pi Patel is successful satisfying the needs of physiological needs, safety needs, love and belongingness needs, esteem needs, until he is able to achieve his self-actualization to be a religious person. His strong belief in God make him want to be the one who always obedient to God. Pi Patel is successful achieving his self-actualization by always maintaining his conviction.

Finally, the researcher expects this study could give contribution for the other researchers who are eager to know more about human motivation. Moreover, this study as an important branch of literary criticism is interesting to be applied especially in literary studies.

Summary of The Findings

Main RQ	Themes	Categories	Data	Participants
What are cohesion devices of students' abstract theses?	Cohesion device	Grammatical cohesion Lexical cohesion	<ul style="list-style-type: none"> - Reference - Subsitution - Ellipsis - Conjunction - Reiteration - Collocation 	Abs1-Abs20 Abs8, Abs10, Abs12 - Abs1- Abs20 Abs1, 2, 3, 4, 5, 6, 9, 10, 11, 13, 15, 16, 20 Abs1, 3, 4, 5, 12, 16, 17, 18
	Gaining the specific types of cohesion in the abstract text	Grammatical cohesion Lexical cohesion	<ul style="list-style-type: none"> - Reference - Subsitution - Conjunction - Reiteration - Collocation 	Abs1-Abs20 Abs8, Abs10, Abs12 Abs1- Abs20 Abs1, 2, 3, 4, 5, 6, 9, 10, 11, 13, 15, 16, 20 Abs1, 3, 4, 5, 12, 16, 17, 18
What are coherence devices of students' abstract theses?	Coherence device	Element of coherence text	<ul style="list-style-type: none"> - Repeating key nouns - Use Consistent Pronoun - Transition Signals - Logical Order 	Abs1-Abs20 Abs1-Abs20 Abs1-Abs20 -
	Gaining the specific types of coherence in the abstract text	Element of coherence text	<ul style="list-style-type: none"> - Repeating key nouns - Use Consistent Pronoun - Transition Signals 	Abs1-Abs20 Abs1-Abs20 Abs1-Abs20
How do the students use cohesive and coherence devices in their abstracts?	Gaining the use of cohesion and coherence devices in the abstract text	Cohesion devices Coherence devices	<ul style="list-style-type: none"> - Reference - Subsitution - Ellipsis - Conjunction - Reiteration - Collocation - Repeating key nouns - Use Consistent Pronoun - Transition Signals 	108 items : 46, 16 % 3 items : 1, 39 % 0 items : 0 % 93 items : 39, 75 % 23 items : 9, 83 % 7 items : 2, 99 % 45 items : 23, 69 % 57 items : 30 % 88 items : 46, 31 %

Categories 1 : Cohesion Devices

DATA	TYPES OF GRAMMATICAL COHESION							
	REFERENCE	TL	SUBSTITUTION	TL	ELLIPSIS	TL	CONJUNCTION	TL
Abstract 1	The, there, these, this,that, (abs 1,ref 1)	5	-	0	-	0	Because, and,or, therefore, finally, besides (abs 1,conj 1)	6
Abstract 2	It, this, the, those, he (abs 2,ref 2)	5	-	0	-	0	That, therefore, and, however, firstly, because, secondly, thirdly, the last (abs 2,conj 2)	9
Abstract 3	This, those, that, it, the(abs 3,ref 3)	5	-	0	-	0	And, first, second, third, finally, therefore, in the other hand, because (abs 3,conj 3)	7
Abstract 4	This, the (abs 4, ref 4)	2	-	0	-	0	And, firstly, secondly, then, next (abs 4, conj 4)	5
Abstract 5	It, that, their, the, he (abs 5, ref 5)	5	-	0	-	0	And, at the end, therefore, in addition, so that, but, because (abs 5, conj 5)	7
Abstract 6	It, that, this, their, he , the(abs 6, ref 6)	6	-	0	-	0	Thus, And, at the end, however, therefore, in addition, because, so that (abs 6, conj 6)	8
Abstract 7	This,the, it (abs 7, ref 7)	3	-	0	-	0	Because, and, after that,after analysis (abs 7, conj 7)	4
Abstract 8	This, it, there, their, they, the (abs 8, ref 8)	6	One (abs 8, subs 8)	1	-	0	In addition, and, besides that, then, the last, but (abs 8, conj 8)	6
Abstract 9	This, there, they, those, the (abs 9, ref 9)	5	-	0	-	0	And, additionally, then, next, second, after, because, also (abs 9, conj 9)	7
Abstract 10	The, this, them, it, similar (abs 10, ref 10)	5	One (abs 10, subs 10)	1	-	0	That, then, and, besides (abs 10, conj 10)	4
Abstract 11	The, this, those, their, it (abs 11, ref 11)	5	-	0	-	0	And, finally(abs 11, conj11)	2
Abstract 12	This, the, their, these, they, it (abs 12, ref 12)	6	One (abs 12, subs 12)	1	-	0	And (abs 12, conj 12)	1
Abstract 13	The, it, this (abs 13, ref 13)	3	-	0	-	0	And, or, but (abs 13, conj 13)	3
Abstract 14	This, the, his, himself, those, it, these (abs 14, ref 14)	7	-	0	-	0	And, finally (abs 14, conj 14)	2
Abstract 15	The, their, that, those, it, this, they (abs 15, ref 15)	7	-	0	-	0	But,and, or, therefore, because (abs 15, conj 15)	4

Abstract 16	The, her, there, this, its, it (abs 16, ref 16)	6	-	0	-	0	And, on the other hand, that (abs 16, conj 16)	3
Abstract 17	This, the, it, those, their, those, they, his (abs 17, ref 17)	8	-	0	-	0	And, because, after, then (abs 17, conj 17)	4
Abstract 18	This, the, him, his, he (abs 18, ref 18)	5	-	0	-	0	And, however, in the end (abs 18, conj 18)	3
Abstract 19	The, its, her, she, this, his, it (abs 19, ref 19)	7	-	0	-	0	And, the first, the second, as the result, on the other side (abs 19, conj 19)	5
Abstract 20	The, he, she, his, her, them, this (abs 20, ref 20)	7	-	0	-	0	And, that, finally (abs 20, conj 20)	3

DATA	TYPES OF LEXICAL COHESION			
	REITERATION	TL	COLLOCATION	TL
Abstract 1	Synonymy(research-study), antonymy (angry-happy) (abs 1, rei 1)	2	Human-God (abs 1, col 1)	1
Abstract 2	Synonymy(research-study) (abs 2, rei 2)	1	-	0
Abstract 3	Synonymy(research-study), synonymy (listener-hearer), antonymy (Speaker-listener) (abs 3, rei 3)	3	Speaker-audiences (abs 3, col 3)	1
Abstract 4	Antonymy (Writer-reader), Synonymy(research-study) (abs 4, rei 4)	2	Writer-reader (abs 4, col 4)	1
Abstract 5	Antonymy (ladies-gentlemen), Synonymy(research-study) (abs 5, rei 5)	1	Speaker-audience (abs 5, col 5)	1
Abstract 6	Synonymy(research-study), synonymy (mercy-pity), antonymy (positive-negative) (abs 6, rei 6)	3	-	0
Abstract 7	Antonymy (denotative-connotative) (abs 7, rei 7)	1	-	0
Abstract 8	-	0	-	0
Abstract 9	Antonymy (open-close) (abs 9, rei 9)	1	-	0
Abstract 10	Antonymy (Traditional-modern) (abs 10, rei 10)	1	-	0
Abstract 11	Antonymy (male-female) (abs 11, rei 11)	1	-	0
Abstract 12	-	0	Teacher-student (abs 12, col 12)	0
Abstract 13	Synonymy (analyze-describe) (abs 13, rei 13)	1	-	0
Abstract 14	-	0	-	0
Abstract 15	Antonymy (formal-informal), antonymy (new-old), Synonymy(research-study) (abs 15, rei 15)	3	-	0
Abstract 16	Synonymy(research-study), antonymy (similarity-difference) (abs 16, rei 16)	2	Novel-literary work (abs 16, col 16)	1
Abstract 17	-	0	Poetic sign-poem-poetry (abs 17, col 17)	1
Abstract 18	-	0	Sibling rivalry-Parent-child-family (abs 18, col 18)	1
Abstract 19	-	0	-	0
Abstract 20	Synonymy(research-study) (abs 20, rei 20)	1	-	0

Categories 2 : Coherence Devices

DATA	FOUR ELEMENTS OF COHERENCE TEXT					
	Repeating key nouns	TL	Use consistent pronoun	TL	Transition signals	TL
Abstract 1	Language, cerebral palsy (abs 1, RKN 1)	2	The, this, these (abs 1, CP 1)	3	Because, concerning this fact, and, therefore, finally, besides (abs 1, TS 1)	6
Abstract 2	Closing conversation, movie, strategies (abs 2, RKN 2)	3	The, this (abs 2, CP 2)	2	Therefore, and, however, because, the result of this study (abs 2, TS 2)	5
Abstract 3	Conceptual metaphor, movie, expression (abs 3, RKN 3)	3	This, the, hearer, speaker (abs 3, CP 3)	4	And, in addition, finally, because, therefore (abs 3, TS 3)	5
Abstract 4	Reference (abs 4, RKN 4)	1	The, this, writer (abs 4, CP 4)	3	And, in this study, then (abs 4, TS 4)	3
Abstract 5	Ladies and gentlemen, competition, argument (abs 5, RKN 5)	3	The, speaker, debater, he (abs 5, CP 5)	4	And, however, in addition, because (abs 5, TS 5)	4
Abstract 6	Characteristics, poem, islamic perspective (abs 6, RKN 6)	3	The, study (abs 6, CP 6)	2	And, thus, therefore, furthermore, however, as a result (abs 6, TS 6)	6
Abstract 7	Connotative, denotative, myth (abs 7, RKN 7)	3	This, the (abs 7, CP 7)	2	Because, and, after that, after analysis (Abs 7, TS 7)	4
Abstract 8	Euphemism, movie (abs 8, RKN 8)	2	This, the, they (abs 8, CP 8)	3	And, besides that, in conclusion, in addition (abs 8, TS 8)	4
Abstract 9	Structuralism, plot (abs 9, RKN 9)	2	This, they, the (abs 9, CP 9)	3	And, additionally, then, finally, because (abs 9, TS 9)	5
Abstract 10	Postcolonial analysis, identity construction, ambivalence, mimicry, hybridity (abs 10, RKN 10)	5	This, the, them (abs 10, CP 10)	3	And, besides, to sum up (abs 10, TS 10)	3

Abstract 11	Judges, speech style (abs 11, RKN 11)	2	This, the (abs 11, CP 11)	2	And, in analyzing the data, finally (abs 11, TS 11)	3
Abstract 12	Question (abs 12, RKN 12)	1	This, the, they (abs 12, CP 12)	3	As a basic for understanding the teacher's question, in this situation, yet, in addition, from the perspective of the object of data, from theoretical point of view (abs 12, TS 12)	6
Abstract 13	Cosmetic, beauty (abs 13, RKN 13)	2	The, it (abs 13, CP 13)	2	Methodologically, in case, in fact (abs 13, TS 13)	3
Abstract 14	Speech, propaganda (abs 14, RKN 14)	2	This, the (abs 14, CP 14)	2	To obtain the data, based on the finding the data, finally, moreover (abs 14, TS 14)	4
Abstract 15	Slang, movie (abs 15, RKN 15)	2	This, the, they, (abs 15, CP 15)	4	In accordance, in conducting, from this research, based on the finding (abs 15, TS 15)	4
Abstract 16	Novel, scheme (abs 16, RKN 16)	2	This, the, it, (abs 16, CP 16)	3	According to the research, after that, as the result of this study, on the other hand (abs 16, TS 16)	4
Abstract 17	Poem, love (abs 17, RKN 17)	2	This, the, it (abs 17, CP 17)	3	In this research, for the second (abs 17, TS 17)	2
Abstract 18	Sibling rivalry, family (abs 18, RKN 18)	2	This, the, he (abs 18, CP 18)	3	In the novel, however, the result of the study, in the end (abs 18, TS 18)	4
Abstract 19	Morality (abs 19, RKN 19)	1	The, it, (abs 19, CP19)	3	However, thereby, evidently, therefore, the first, the second, as the result, on the other side, generally (abs 19, TS 19)	9
Abstract 20	Motivation, novel (abs 20, RKN 20)	2	The, he, (abs 20, CP 20)	3	Suprisingly, after the data were collected, finally, moreover (abs 20, TS 20)	4