

Innovation of Grammatical Cohesion in Student Thesis Abstracts

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ABSTRACT

This research in-depth discusses aspects of grammatical cohesion in the thesis abstracts of Indonesian Language and Literature program students at Semarang State University. The focus of the analysis lies in how students use grammatical cohesion to organize and connect ideas in their abstracts. The research method involves careful analysis of students' abstract texts, with emphasis on the use of pronouns, conjunctions, substitutions, and ellipsis. Through a qualitative descriptive approach, this research aims to identify patterns of use of grammatical cohesion in abstract contexts and evaluate its impact on the clarity and consistency of the information conveyed. The results showed variations in the level of mastery of grammatical cohesion among students. Some abstracts highlight a good understanding of the use of pronouns and conjunctions to form logical relationships between ideas, while others show a tendency towards less use of ellipsis grammatical cohesion. These findings can provide valuable insight into how students apply grammatical cohesion in the context of their thesis abstracts. The implications of this research can support the development of more effective learning strategies in improving students' academic writing skills in the field of Indonesian Language and Literature.

Keywords: Abstract, Conjunction Ellipsis, Reference, Substitution, Grammatical Cohesion

INTRODUCTION

Good and correct use of language must meet the discourse requirements. Requirements include consistency and coherence (Santoso et al., 2020). Consistency and coherence in language use can be achieved by using truly harmonious coherence tools. Also texts (especially written texts) require textual elements. Coherence is one of the most important elements that make up a text (Mulatsih et al., 2023). Textual elements differentiate a series of sentences as text or non-text (Edward et al., 2022). In order to do this, language users need the ability to choose and use language that connects the proposition expressed with the sentences they use.

Discourse coherence is characterized by the use of formal signs (Hanafiah, 2014; Mandia, 2017). Shape markers used as communication tools are often called coherence tools or markers (Candrawati & Luh, nd; Lestari, 2019).

A marker connects what is said to what was said earlier in the conversation. In addition, markers connect and form discourse integrity based on grammatical or lexical elements.

The element of cohesion consists of two pillars, namely grammatical and lexical cohesion (Azis, 2015; Sanajaya et al., 2021). The subject of this research is grammatical

coherence. This grammatical coherence was used as the object of research because it was suspected that students of the Indonesian Language and Literature Education Program, Faculty of Languages and Arts, Semarang State University often used different grammatical coherence when writing their thesis abstracts. There are several commonly used grammatical coherence devices, namely reference, substitution, ellipsis, conjunction, inversion, sentence passivity, and nominalization.(Ali, 2010; Harahap, 2018). Students of the Indonesian Language and Literature Education Program, Faculty of Language and Arts, Semarang State University also expressed their thoughts in language codes in the form of lines of sentences in the form of text. This series of sentences is then interpreted by the reader according to their meaning. The form of discourse in such circumstances is text in the form of a series of sentences, which is the result of expressing someone's ideas.

Because there are differences of opinion regarding these two terms, in this study the term text is used. In this sense, the expression is used both as an abstract theoretical construct and as its embodiment. The choice of such a stance is based on the fact that textual sources are always used in the analysis of verbal discourse. Discourse analysis work is work related to text (Algouzi & Hazaea, 2023; Puukko, 2024). Only through text can verbal discourse analysis of grammatical coherence in research report texts be carried out (Li & Zhong, 2022; Xu & Yao, 2022).

Papers are also a type of scientific work. A report is a part of a research paper written based on material obtained from research results. This type of scientific work includes, for example, thesis abstracts on hearing performance research, as well as R&D thesis abstracts and experimental research thesis abstracts. Ideally, students of the Indonesian Language and Literature Program, Faculty of Languages and Arts, Semarang State

University have a critical awareness that the academic article writing cycle must be completed seriously.

The use of grammatical coherence in thesis abstracts of Indonesian Language and Literature Education Study Program students, Faculty of Languages and Arts, Semarang State University is not only limited to the use of syntactic units in sentences. However, the use of grammatical coherence can also be found in the use of discourse units. To find out the extent to which students understand the phenomenon of grammatical coherence when writing their thesis abstracts, it is necessary to study grammatical coherence in the thesis abstracts of students in the Indonesian Language and Literature Education Study Program, Faculty of Languages and Arts, Semarang State University.

METHODS

The research method used is a qualitative method which describes the analysis related to the data that has been obtained. This research uses language research methods related to data collection and reduction(Sudiatmi et al., 2022). This research is descriptive qualitative with the data obtained according to the object to be studied.

The resulting research data is in the form of written data, namely paragraphs in the thesis abstracts of students at Semarang State University from the Indonesian Language and Literature Education Study Program, Faculty of Languages and Arts, totaling theses. In the data collection process, researchers use computer media as a tool to describe and store data, create format sheets to identify and classify data.

The format sheet created aims to analyze the grammatical cohesion contained in the thesis abstracts of students of the Indonesian Language and Literature Education Study Program, Faculty of Languages and Arts, Semarang State University. Data collection

techniques include observation and documentation. The stages carried out for data collection are as follows: (1) Identifying the data found in the paragraph; (2) Give a mark to each data; (3) Calculate the amount of data found which is included in the research data; (4) Mark data that includes cohesive paragraphs;

(5) Describe the data that has been found; (6) Analyze the data that has been described.

The instrument used in this research was the researcher with the help of an analysis table. Analysis tables are used by researchers to assist in collecting and processing data. The analysis table will also make it easier to analyze grammatical cohesion in the aspects of reference, substitution, ellipsis and conjunctions in the thesis abstracts of Indonesian Language and Literature Education Study Program students at Semarang State University.

The data analysis technique used in this research is descriptive qualitative analysis. Researchers will analyze the data on each sample that has been collected. The stages of data analysis are as follows: (1) Mark each sentence using aspects of grammatical cohesion; (2) identifying grammatical cohesion in each sample that has been collected; (3) Analyze the grammatical cohesion of each aspect; (4) Arranging into a table to make it easier at the percentage stage; (5) Present a percentage of the data that has been compiled in the table; (6) Determine grammatical cohesion using scale 10 conversion; (7) Summarize the results that have been analyzed.

RESULT AND DISCUSSION

The grammatical cohesion markers contained in the thesis abstracts of Indonesian Language and Literature students at Semarang State University, namely:

Based on the results of the classification of paragraphs from 14 student thesis abstracts, it can be seen that the grammatical cohesion

markers are dominantly used. Grammatical cohesion in the reference aspect in 2022 is 15 and 38 in 2023. Grammatical cohesion in the substitution aspect for abstracts in 2022 for 6 theses is 21 markers and in 2023 there are 26 markers for 8 theses. Grammatical cohesion in the ellipsis aspect is rarely used in abstract writing, namely in the 2022 abstract for 6 theses there is only 1 and in the 2023 abstract for 8 theses there is none. Meanwhile, for grammatical cohesion of conjunctions, in the 2022 abstract for 6 theses there are 175 markers and in the 2023 abstract for 8 theses there are 132. Based on these numbers, it is known that the most frequently used markers are, respectively, as follows: (1) grammatical cohesion markers for conjunction aspects totaling 307 markers; (2) grammatical cohesion markers for reference aspects totaling 58 markers; (3) 47 grammatical cohesion markers for the substitution aspect; (4) grammatical cohesion marker for the ellipsis aspect of 1 marker.

No.	Abstract	Amount Abstract	Number of Paragraphs							Number of Markers	
1	2022	6	4	5	5	5	5	6			
		Number of Markers									
		Reference	2	4	1	2	0	6		15	
		Substitution	3	6	3	4	3	2		21	
		Ellipsis	0	1	0	0	0	0		1	
		Conjunction	12	18	11	7	3	17		175	
2	2023	8	5	5	4	5	5	5	5		
		Number of Markers									
		Reference	5	3	5	7	4	3	6	5	38
		Substitution	2	2	3	4	5	3	5		26
		Ellipsis	0	0	0	0	0	0	0		0
		Conjunction	21	16	28	15	8	12	14	132	
										408	

1. Reference

Reference in the context of grammatical cohesion is the use of words or phrases to refer to something that has been mentioned previously in the text. This helps in maintaining connectedness and cohesion between various parts of the text. References can be explicit or implicit.

Based on the analysis table for reference grammatical cohesion markers, data was obtained for 58 reference markers in the

analyzed abstract. Some of them are as follows:

- a. This research uses two approaches, namely theoretical and methodological approaches. (Oktaviyani, 2022)
the word "this" is used as a demonstrative pronoun that refers specifically to the research being discussed. In other words, "this" refers to "research" in the context of the sentence. This is an example of grammatical cohesion, where the pronoun "this" is used to refer back to a previously mentioned entity, namely "research."
- b. Students' obstacles in affixing words with affixes include: different language backgrounds. (Dwijayanti, 2022)
In the sentence "students' obstacles in affixing words include: different language backgrounds," the phrase "different language backgrounds" refers directly to the students' obstacles. The use of the word "which" in this phrase strengthens the connection between the mentioned constraints with different language backgrounds, thus creating a grammatical cohesion of reference.
- c. language backgrounds. (Dwijayanti, 2022)
In the sentence "students' obstacles in affixing words include: different language backgrounds," the phrase "different language backgrounds" refers directly to the students' obstacles. The use of the word "which" in this phrase strengthens the connection between the mentioned constraints with different language backgrounds, thus creating a grammatical cohesion of reference.
- d. This research was conducted using an experimental method with a pretest-posttest group design. (Momot, 2023)
Yes, the sentence also uses referential grammatical cohesion. In the sentence "This research was conducted using an experimental method with a pretest-posttest group design," the word "this"

refers to the research being explained. The use of the pronoun "this" helps link the sentence to the previously introduced entity, namely "research." Thus, there is grammatical cohesion of references in the sentence.

2. Substitution

Substitution is replacing an element in a sentence with another word or phrase that refers to that element without having to repeat it. The goal is to avoid repeating the same words or phrases.

Based on the analysis table for substitution grammatical cohesion markers, data was obtained for 47 substitution markers in the analyzed abstract. Some of them are as follows:

- a. However, the reality in the field shows that there are still many students who are not able to carry out these activities optimally. (Momot, 2023)
Substitutions in the form of words that refer to the previous sentence, namely the word "that" is used to explain the situation in the learning activity according to the context of the sentence. Therefore, it can be concluded that the sentence has substitution grammatical cohesion.
- b. The errors are in the form of six prefix formations and six confix formations. (Dwijayanti, 2022)
The word used to refer to the previous sentence regarding language errors discussed by the researcher uses the word "these". Thus, the sentence has substitution grammatical cohesion.
- c. The same thing happened in the speech in the Londokampung YouTube channel video. (Oktaviyani, 2022)
In this sentence there is a substitution in the form of the word "thus" which functions to strengthen the reasons for the research carried out by the researcher. This shows that there is grammatical

cohesion of the substitutions used by researchers.

3. Ellipsis

Ellipsis is the omission of one or more words in a sentence because the information can be inferred from the previous context. Ellipsis helps avoid information overload that doesn't need to be repeated.

Based on the analysis table for ellipsis grammatical cohesion markers, data was obtained for 1 ellipsis marker in the analyzed abstract, namely

- a. The method related to this research is to look at the tapping technique, then the basic technique, namely the tapping technique.

In this sentence, there is an ellipsis because the word "method" is omitted in the second part of the sentence after the comma. In full, the sentence can be written as: "The method related to this research is to look at tapping techniques, then the basic method is tapping techniques."

Here, the word "method" is omitted after the comma to avoid unnecessary word repetition. Ellipsis occurs when words or phrases are omitted to maintain the flow of the sentence and minimize redundant repetition.

4. Conjunction

Conjunctions are words or phrases used to connect two clauses, phrases or words in a sentence. Conjunctions help form logical relationships and structure between parts of a sentence.

Based on the analysis table for conjunction cohesion markers, data was obtained for 307 conjunction markers in the analyzed abstract, namely

- a. Therefore, the use of language in novels is different from scientific works. (Khasanah, 2022)

The conjunction "therefore" is an inter-sentence conjunction that is used to connect two sentences that have coherent meaning. The use of these conjunctions shows that the abstract written by the researcher has the grammatical cohesion of conjunctions.

- b. However, the fact is that the learning resources used by educators are not optimal in supporting learning. (Udin, 2023)

The use of the conjunction or conjunction "but" in this sentence shows the connection between the cause and effect relationship with the previous sentence. This conjunction is a conjunction between sentences as grammatical cohesion in the sentence.

- c. In this case, not only aspects of knowledge and skills regarding news texts are assessed, but also students' knowledge of developing regional cultures or cultures that are almost extinct. (Sugiyanti, 2022)

The conjunctions contained in this sentence are intra-sentential conjunctions which aim to connect the four clauses. The existing conjunctions are "and"; "but", and "or" indicate the grammatical cohesion of the conjunction in the sentence regional cultures or cultures that are almost extinct. (Sugiyanti, 2022)

CONCLUSION

Based on the results and discussion above, it can be concluded that from the total number of paragraphs there are 69 paragraphs. Grammatical cohesion in the reference aspect in 2022 is 15 and 38 in 2023. Grammatical cohesion in the substitution aspect for abstracts in 2022 for 6 theses is 21 markers and in 2023 there are 26 markers for 8 theses. Grammatical cohesion in the ellipsis aspect is rarely used in abstract writing, namely in the 2022 abstract for 6 theses there is only 1 and in the 2023 abstract for 8 theses there is none. Meanwhile, for grammatical cohesion of

conjunctions, in the 2022 abstract for 6 theses there are 175 markers and in the 2023 abstract for 8 theses there are 132.

Some abstracts highlight a good understanding of the use of pronouns and conjunctions to form logical connections between ideas, while others show a tendency towards the use of ellipsis grammatical cohesion.

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