



**AN ANALYSIS OF LEXICAL COHESION IN THE ABSTRACT
OF THE *SKRIPSI* WRITTEN BY ENGLISH EDUCATION
DEPARTMENT STUDENTS OF MURIA KUDUS UNIVERSITY
IN OCTOBER 2012**

**By
QUROTUL AINI
NIM 200932234**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2014**



**AN ANALYSIS OF LEXICAL COHESION IN THE ABSTRACT
OF THE *SKRIPSI* WRITTEN BY ENGLISH EDUCATION
DEPARTMENT STUDENTS OF MURIA KUDUS UNIVERSITY
IN OCTOBER 2012**

SKRIPSI

Presented to the University of Muria Kudus
In Partial Fulfillment of the Requirements for Completing the Sarjana Program
In the Department of English Education

By
Qurotul Aini
NIM 200932234

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2014**

MOTTO AND DEDICATION

1. Talk less do more
2. Success is not talking about how do you get it, but the process to get it, that's the true success.

This reseach is dedicated to:

1. The Almighty Allah SWT
2. The writer's beloved parents (H. M. Syahudi and Hj. Sutami)
3. The writer's beloved husband Mustofa Khamal, S.Pt
4. The writer's brother Irhas.
5. All the writer's best friend Khulya, Ayu, Lisa, Ciscus.
6. All the lecturer of English Education Department of Muria Kudus University

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Qurotul Aini (200932234) has been approved by the *Skripsi* advisors for further approval by the examining Committee.

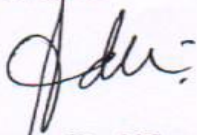
Kudus, January 2014

Advisor I



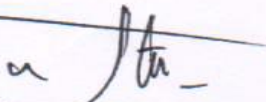
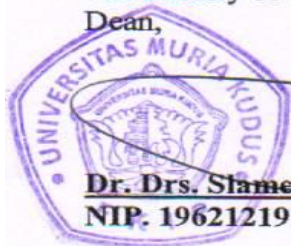
Atik Rokhayani, S.Pd, M.Pd
NIS.0610701000001207

Advisor II



Agung Dwi Nurcahyo, S.S, M.Pd
NIS.0610701000001187

Acknowledged by
The Faculty of Teacher Training and Education
Dean,

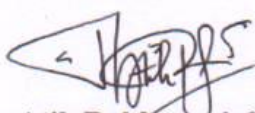


Dr. Drs. Slamet Utomo, M.Pd
NIP. 196212191987031001

EXAMINERS' APPROVAL

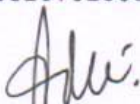
This is to certify that the *Skripsi* of Qurotul Aini (NIM:2009 32 234) has been approved by the Examining Committee as a requirement for the Sarjana Degree of English Education

Kudus, 30 January 2014
Skripsi Examining Committee:



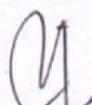
Atik Rokhavani, S.Pd, M.Pd
NIS.0610701000001207

Chairperson



Agung Dwi Nurcahyo, S.S, M.Pd
NIS.0610701000001187

Member



Nuraeningsih, S.Pd, M.Pd
NIS.0610701000001201

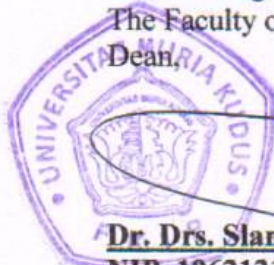
Member



Aisyah Ririn Perwikasih Utari, S.S, M.Pd
NIS.0610701000001228

Member

Acknowledged by
The Faculty of Teacher Training and Education
Dean,




Dr. Drs. Slamet Utomo, M.Pd
NIP. 196212191987031001

ACKNOWLEDGEMENT

By saying *Hamdalah*, I would like to say thanks to Allah SWT for His blessings and mercies, so the writer could finish this research. Also, the writer wants to deliver *sholawat* to the last prophet Muhammad SAW who has brought the human's life from the darkness to the brightness.

This *skripsi* is composed as partial fulfilment of the requirements for completing sarjana degree in English Education Department of Muria Kudus University. The writer hopes that the result of this research can be beneficial for the readers especially for the teacher and students. This research is qualitative research to analyze the lexical cohesion of abstract of *skripsi* written by English Education Department Students of Muria Kudus University.

The purpose of this research is to identify the lexical cohesion that used in *Skripsi* abstract of 20 skripsi of the English Education Department students in October 2012. The writer has a great expectation that it can give significance to many relevant sides involved especially the students of English Education Department Muria Kudus University.

This research can be finished by the support of many people, they are:

1. Dr. Drs. Slamet Utomo, M.Pd as the Dean of Teacher Training and Education Faculty of Muria Kudus University.
2. Diah Kurniati, S.Pd, M.Pd as the Head of English Education Department of Muria Kudus University.
3. Atik Rokhayani, S.Pd, M.Pd, the writer advisors who always guides the writer in composing this research.

4. Agung Dwi Nurcahyo, S.S, M.Pd, the second advisors that patiently correcting the writer in composing this research.
5. The writer's family, her beloved parent (H.M.Syahudi and Hj. Sutami) her brother (Irhas) who always giving support to her.
6. Special thanks for the writer's Husband (Mustofa Khamal, S.Pt), who always supporting and accompanying in composing the research.
7. The writer's best friend Khulya, Ayu, Cizcus and Lisa always make wonderful experience during the study in this university.
8. And all the friends who help the writer in composing this research.

Finally, the writer would like to admit her imperfection in finishing this research. Furthermore, she welcomes the reader's suggestion, critics and revisions to help this research to be better.

Kudus, January 2014

The writer

Qurotul Aini
200932234

ABSTRACT

Aini, Qurotul. 2014. *An Analysis of Lexical Cohesion in the Abstract of the Skripsi Written by English Education Department Students of Muria Kudus University in October 2012*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors; (1) Atik Rokhayani, S.Pd, M.Pd, (2) Agung Dwi Nurcahyo, S.S, M.Pd

Keywords: Lexical Cohesion, Abstract of *Skripsi*,

Writing is one kind of expression in language as an alternative to sound. The product of written language is various for example book, brochure, scientific work, report etc. Final project or *Skripsi* is a scientific work based on the student's research underneath lecturer guidance to fulfil strata one (S1) of educational stage. One of the important part of *skripsi* is abstract, because abstract is the summary of the whole *skripsi*. Therefore, since an abstract is a significance of an academic writing that will be firstly read by educated people, it became extremely important for researcher to make their abstract as clear as possible. Usually, abstract is written in brief and sometimes it makes the writer do not pay attention in the cohesion of the sentences. It is should not happen because cohesion is needed to make the meaning of the text clear and understandable.

The objectives of this research are to find out the lexical cohesion that used in abstract of *skripsi* of English Education Department of Muria Kudus University in October 2012.

This research belongs to descriptive qualitative. The data in this study is the lexical cohesion found in the sentence in the abstract of the *skripsi* written by students of English Education Department. Furthermore, the data source in this study is the abstract of 20 *skripsi* written by the students of English Education Department of Teaching Training and Education Faculty of Muria Kudus University in October 2012.

The result of the study are; the lexical cohesion that are found in the 20 abstract of *skripsi* written by English Education Department Students of Muria Kudus University in October 2012, they are: repetition 1407 (74.3%), synonym 155 (8.2%), hyponym 204 (10.8%), meronym 41 (2.2%), and collocation 85 (4.5%).

The writer suggests for the students of English Education Department must pay more attention in lexical cohesion when composing their abstract of their *skripsi* to make their abstract easy to understand and well organized. The writer hopes, this research can be used as reference in studying discourse especially for lexical cohesion.

ABSTRAK

Aini, Qurotul. 2014. *Sebuah Analisis Kohesi Leksikal di dalam Abstract yang ditulis oleh Mahasiswa jurusan Pendidikan Bahasa Inggris Universitas Muria Kudus pada bulan Oktober 2012*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing; (1) Atik Rokhayani, S.Pd, M.Pd, (2) Agung Dwi Nurcahyo, S.S, M.Pd

Kata Kunci: Kohesi Leksikal, Abstrak Skripsi,

Menulis adalah salah satu jenis dari ekspresi dalam bahasa sebagai salah satu alternatif untuk bersuara. Hasil dari bahasa tulis bermacam-macam seperti contoh buku, brosur, karya ilmiah, laporan. Tugas akhir atau skripsi adalah karya ilmiah, yang berdasarkan penelitian siswa dibawah bimbingan dosen untuk memenuhi jenjang pendidikan strata satu (S1). Salah satu bagian penting dari skripsi adalah abstract, karena abstrak adalah ringkasan dari seluruh skripsi. Oleh karena itu, sejak abstrak berarti dalam sebuah tulisan akademis yang akan menjadi pertama kali dibaca oleh orang berpendidikan, ini menjadi sangat penting untuk peneliti untuk membuat abstrak mereka se jelas mungkin. Biasanya abstrak ditulis singkat dan kadang itu membuat penulis tidak memberi perhatian dalam kohesi dalam kalimat. Ini tidak boleh terjadi karena kohesi dibutuhkan untuk membuat arti dalam teks jelas dan dapat dimengerti.

Tujuan dari penelitian ini adalah menemukan kohesi leksikal yang dipakai dalam abstrak skripsi dari Mahasiswa jurusan Pendidikan Bahasa Inggris Universitas Muria Kudus pada bulan Oktober 2012.

Penelitian ini termasuk deskriptif kualitatif. Data dalam penelitian ini adalah lexical kohesif yang ditemukan dalam kalimat dalam abstrak skripsi yang ditulis oleh Mahasiswa jurusan Pendidikan Bahasa Inggris. Selanjutnya, sumber data dalam penelitian ini adalah abstrak dari 20 skripsi yang ditulis oleh Mahasiswa jurusan Pendidikan Bahasa Inggris Universitas Muria Kudus pada bulan Oktober 2012.

Hasil dari penelitian ini adalah; kohesi leksikal yang ditemukan dalam 20 abstrak *skripsi* yang ditulis oleh Mahasiswa jurusan Pendidikan Bahasa Inggris Universitas Muria Kudus pada bulan Oktober 2012, adalah; repetisi 1407 (74.3%), sinonim 155 (8.2%), hiponim 204 (10.8%), meronim 41 (2.2%), and kolokasi 85 (4.5%).

Penulis menganjurkan untuk para Mahasiswa jurusan Pendidikan Bahasa Inggris harus memberi perhatian pada kohesi leksikal ketika membuat abstrak dalam skripsi mereka untuk membuat skripsi mereka mudah dimengerti dan baik dalam pengaturan. Penulis berharap, penelitian ini dapat digunakan sebagai acuan dalam pembelajaran discourse terutama untuk kohesi leksikal.

TABLE OF CONTENTS

	Page
COVER	i
LOGO.....	ii
TITLE	iii
MOTTO AND DEDICATION.....	iv
ADVISOR’S APPROVAL	v
EXAMINER’S APPROVAL.....	vi
ACKNOWLEDGEMENT.....	vii
ABSTRACT	ix
TABLE OF CONTENTS.....	xi
LIST OF TABLES	xiii
LIST OF APPENDICES	xvi
CHAPTER I INTRODUCTION	
1.1 Background of the Study	1
1.2 Statement of the problem	4
1.3 Objective of the Study	4
1.4 Significance of the Study	4
1.5 Scope of the Study	5
1.6 Operational definition	5
CHAPTER II REVIEW TO RELATED LITERATURE	
2.1 Cohesion	7
2.2 Cohesive Devices.....	8
2.2.1 Grammatical Cohesion	9
2.2.1.1 Reference	9
2.2.1.2 Substitution	11
2.2.1.3 Ellipsis.....	12
2.2.1.4 Conjunction.....	13
2.2.2 Lexical Cohesion.....	15
2.2.2.1 Repetition	15
2.2.2.2 Synonym	16
2.2.2.3 Hyponym.....	16

2.2.2.4 Meronym	17
2.2.2.5 Collocation	18
2.3 <i>Skripsi</i> Abstract	18
2.4 Review of Previous Research	19
2.5 Theoretical Framework	20
 CHAPTER III METHOD OF THE RESEARCH	
3.1 Design of the Research.....	22
3.2 Data and Data Sources	22
3.3 Data Collection	23
3.4 Data Analysis	23
 CHAPTER IV FINDINGS OF THE RESEARCH	
4.1 Finding	26
 CHAPTER V DISCUSSION	
5.1 The lexical Cohesion Found in the Abstract of <i>Skripsi</i> Written by English Education Department Students of Muria Kudus University in October 2012.....	83
 CHAPTER VI CONCLUSION AND SUGGESTION	
6.1 Conclusion	91
6.2 Suggestion.....	92
 REFERENCES.....	93
APPENDICES	95
STATEMENT.....	
CURRICULUM VITAE.....	

LIST OF TABLES

Table	Page
3.4.1 The outline table of the Types of Lexical Cohesion Found in the <i>Skripsi</i> Abstract Written by Students of English Education Department of Muria Kudus University by the First Student	25
4.1.1 The Types of lexical Cohesion Found in the <i>Skripsi</i> Abstract Written by Students of English Education Department of Muria Kudus University in October 2012 by the First Students	27
4.1.2 The Types of lexical Cohesion Found in the <i>Skripsi</i> Abstract Written by Students of English Education Department of Muria Kudus University in October 2012 by the Second Students	29
4.1.3 The Types of lexical Cohesion Found in the <i>Skripsi</i> Abstract Written by Students of English Education Department of Muria Kudus University in October 2012 by the Third Students	32
4.1.4 The Types of lexical Cohesion Found in the <i>Skripsi</i> Abstract Written by Students of English Education Department of Muria Kudus University in October 2012 by the Fourth Students	35
4.1.5 The Types of lexical Cohesion Found in the <i>Skripsi</i> Abstract Written by Students of English Education Department of Muria Kudus University in October 2012 by the Fifth Students	37
4.1.6 The Types of lexical Cohesion Found in the <i>Skripsi</i> Abstract Written by Students of English Education Department of Muria Kudus University in October 2012 by the Sixth Students	39
4.1.7 The Types of lexical Cohesion Found in the <i>Skripsi</i> Abstract Written by Students of English Education Department of Muria Kudus University in October 2012 by the Seventh Students	42

4.1.8	The Types of lexical Cohesion Found in the <i>Skripsi</i> Abstract Written by Students of English Education Department of Muria Kudus University in October 2012 by the Eighth Students	44
4.1.9	The Types of lexical Cohesion Found in the <i>Skripsi</i> Abstract Written by Students of English Education Department of Muria Kudus University in October 2012 by the Ninth Students	47
4.1.10	The Types of lexical Cohesion Found in the <i>Skripsi</i> Abstract Written by Students of English Education Department of Muria Kudus University in October 2012 by the First Students	49
4.1.11	The Types of lexical Cohesion Found in the <i>Skripsi</i> Abstract Written by Students of English Education Department of Muria Kudus University in October 2012 by the Eleventh Students	52
4.1.12	The Types of lexical Cohesion Found in the <i>Skripsi</i> Abstract Written by Students of English Education Department of Muria Kudus University in October 2012 by the Twelfth Students	55
4.1.13	The Types of lexical Cohesion Found in the <i>Skripsi</i> Abstract Written by Students of English Education Department of Muria Kudus University in October 2012 by the Thirteenth Students	58
4.1.14	The Types of lexical Cohesion Found in the <i>Skripsi</i> Abstract Written by Students of English Education Department of Muria Kudus University in October 2012 by the Fourteenth Students	60
4.1.15	The Types of lexical Cohesion Found in the <i>Skripsi</i> Abstract Written by Students of English Education Department of Muria Kudus University in October 2012 by the Fifteenth Students	63
4.1.16	The Types of lexical Cohesion Found in the <i>Skripsi</i> Abstract Written by Students of English Education Department of Muria Kudus University in October 2012 by the Sixteenth Students	66

4.1.17 The Types of lexical Cohesion Found in the <i>Skripsi</i> Abstract Written by Students of English Education Department of Muria Kudus University in October 2012 by the Seventeenth Students	69
4.1.18 The Types of lexical Cohesion Found in the <i>Skripsi</i> Abstract Written by Students of English Education Department of Muria Kudus University in October 2012 by the Eighteenth Students	71
4.1.19 The Types of lexical Cohesion Found in the <i>Skripsi</i> Abstract Written by Students of English Education Department of Muria Kudus University in October 2012 by the Nineteenth Students	75
4.1.20 The Types of lexical Cohesion Found in the <i>Skripsi</i> Abstract Written by Students of English Education Department of Muria Kudus University in October 2012 by the First Students	77
4.1.21 The Table of Recapitulation of the type lexical Cohesion Found in the <i>Skripsi</i> Abstract Written by Students of English Education Department of Muria Kudus University in October 2012.....	81

LIST OF APPENDICES

1. The First Abstract of <i>Skripsi</i> Written by the First Student.....	95
2. The Second Abstract of <i>Skripsi</i> Written by the Second Student	96
3. The Third Abstract of <i>Skripsi</i> Written by the Third Student	97
4. The Fourth Abstract of <i>Skripsi</i> Written by the Fourth Student.....	99
5. The Fifth Abstract of <i>Skripsi</i> Written by the Fifth Student.....	100
6. The Sixth Abstract of <i>Skripsi</i> Written by the Sixth Student	101
7. The Seventh Abstract of <i>Skripsi</i> Written by the Seventh Student	102
8. The Eighth Abstract of <i>Skripsi</i> Written by the Eighth Student.....	103
9. The Ninth Abstract of <i>Skripsi</i> Written by the Ninth Student.....	104
10. The Tenth Abstract of <i>Skripsi</i> Written by the Tenth Student	105
11. The Eleventh Abstract of <i>Skripsi</i> Written by the Eleventh Student	106
12. The Twelfth Abstract of <i>Skripsi</i> Written by the Twelfth Student	107
13. The Thirteenth Abstract of <i>Skripsi</i> Written by the Thirteenth Student	108
14. The Fourteenth Abstract of <i>Skripsi</i> Written by the Fourteenth Student	109
15. The Fifteenth Abstract of <i>Skripsi</i> Written by the Fifteenth Student	110
16. The Sixteenth Abstract of <i>Skripsi</i> Written by the Sixteenth Student	111
17. The Seventeenth Abstract of <i>Skripsi</i> Written by the Seventeenth Student	112
18. The Eighteenth Abstract of <i>Skripsi</i> Written by the Eighteenth Student	113
19. The Nineteenth Abstract of <i>Skripsi</i> Written by the Nineteenth Student	115
20. The Twentieth Abstract of <i>Skripsi</i> Written by the Twentieth Student.	116