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**AN ANALYSIS OF ABSTRACT IN THE THESES  
WRITTEN BY UNDERGRADUATE STUDENTS  
OF ENGLISH EDUCATION DEPARTMENT  
AT UIN SUSKA RIAU**

**THESIS**

Submitted to State Islamic University of Sultan Syarif Kasim Riau  
In partial fulfillment of the Requirements for the Degree  
Of Master in English Education Department



UIN SUSKA RIAU

By:

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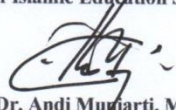
  
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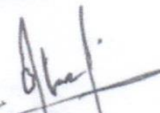
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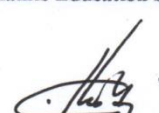
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If in the future, it is found that the whole of parts of this thesis is not my own work or there are any plagiarisms in some parts, I will accept the sanctions based on the related regulation and law.

Pekanbaru, December 15<sup>th</sup> 2020



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21890125427





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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**In the Name of Allah the Most Gracious and the Most Merciful**

Praise belongs to Allah Almighty, the Lord of the universe. Regard and pay to our Prophet Muhammad, Peace Be upon Him. This thesis is submitted to fulfill the partial requirements for a Master Degree in English Education at the Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau (UIN Suska Riau). The thesis is entitled “*An Analysis of Abstract in the Theses Written by Undergraduate Students of English Education Department at UIN Suska Riau*”. I am deeply grateful that I have completed my study at the Postgraduate Program of UIN Suska Riau. Therefore, I would like to express my gratitude and sincere thanks to:

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2. Prof. Dr. Afrizal, M, MA, the Director of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau.
3. Drs. H. Iskandar Arnel, MA., Ph.D, Vice Director of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau.
4. Dr. Andi Murniati, M.Pd, Chairperson of Islamic Education Department of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau.
5. My Supervisors, Dr. H. Abdullah Hasan. M. Sc and Drs. H. Promadi, MA, Ph.D, for providing me with corrections, supervision, advice, and guidance

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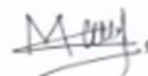
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Finally, I realize that there are many weaknesses in this thesis. Therefore, constructive criticisms and suggestion are welcomed for the improvement of this thesis. May Allah Almighty bless us all. Aamiin

**The Writer**



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UIN SUSKA RIAU



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UIN SUSKA RIAU



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**ABSTRACT**

**MURSIDA (2021) : An Analysis of Abstract in the Thesis Written by Undergraduate Students of English Education Department at UIN SUSKA Riau**

Abstract is the gist of a thesis which has the purpose to allow the readers to get the main information without reading the whole thesis. Since it plays an important role, in writing the abstract, the writers should pay attention to the components, coherence and cohesion of the abstract. The aims of this research were to analyze the contents of abstract and to find out the types of coherence and cohesion used in the abstract. The samples of this research were the abstracts written by the undergraduate students of English Education Department at UIN SUSKA RIAU who graduated in year 2019. The total samples were 25. This research was a qualitative using documentation in completing the required data. The dominant findings about the organization of abstract contents written by the students were not in line with the APA (2010) format. Further, the types of coherence used by students were reiteration, zigzag, multiple themes and those were appropriate with Eggins (2004) theory. The last, the types of cohesion (grammatical cohesive devices) used by the students were Reference and conjunction. It was suitable with Halliday and Hasan (1976) theory. In conclusion, the abstracts written by the undergraduate students of English Education Department at UIN SUSKA in year 2019 still need to be increased. It was caused by most of the students' abstracts still do not follow the rule of conducting the good abstract writing.

*Keywords:* Abstract, Components of Abstract, Coherent, Cohesion, Grammatical Cohesive Devices



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**ABSTRAK**

**MURSIDA (2021) : Analisis Abstrak Pada Skripsi Mahasiswa S1 Jurusan Pendidikan Bahasa Inggris UIN SUSKA RIAU**

Abstrak merupakan inti dari suatu skripsi yang bertujuan agar pembaca dapat memperoleh informasi utama tanpa membaca keseluruhan skripsi. Karena pentingnya yang penting, dalam penulisan abstrak, penulis harus memperhatikan komponen, koherensi dan kohesi dari abstrak. Tujuan dari penelitian ini adalah untuk menganalisis isi abstrak dan untuk mengetahui jenis koherensi dan kohesi yang digunakan dalam abstrak. Sampel penelitian ini adalah abstrak yang ditulis oleh mahasiswa S1 Jurusan Pendidikan Bahasa Inggris UIN SUSKA RIAU yang lulus pada tahun 2019. Jumlah sampel sebanyak 25. Penelitian ini merupakan penelitian kualitatif dengan menggunakan dokumen abstrak dalam melengkapi data yang dibutuhkan. Temuan dominan tentang pengorganisasian konten abstrak yang ditulis oleh siswa adalah tidak sesuai dengan format APA (2010). Selanjutnya, jenis koherensi yang digunakan mahasiswa adalah reiteration, zigzag, multiple themes dan sesuai dengan teori Eggins (2004). Terakhir, jenis kohesi (gramatikal kohesif) yang digunakan siswa adalah Referensi dan Konjungsi. Sesuai dengan teori Halliday dan Hasan (1976). Kesimpulannya, abstrak karya mahasiswa S1 Jurusan Pendidikan Bahasa Inggris UIN SUSKA tahun 2019 masih perlu ditingkatkan. Hal ini dikarenakan sebagian besar abstrak siswa masih belum mengikuti kaidah penyelenggaraan penulisan abstrak yang baik.

*Kata Kunci:* Abstrak, Komponen Abstrak, Koheren, Kohesi, Gramatikal Kohesif

## مستخلص البحث

مرشيدة (2021) : تحليل مستخلص البحث في بحث طلاب البكالوريوس في قسم تعلم اللغة الإنجليزية بجامعة السلطان اليريف قاسم الإسلامية الحكومية رباو

ومستخلص البحث عبارة عن الجطوط الأساسية للبحث العلمي ويهدف على تحصيل المعلومات الرئيسية بدون قراءته كاملاً بنسبة القارئ. ولأنه دور مهم، فلا بد على الكاتب أن يهيم على العنصر واليرابط والياسك في كتابة مستخلص البحث. وأهداف هذا البحث هي تحليل محتوى مستخلص البحث و تعريف أنواع العناصر التي استعملها الطلاب في مستخلص البحث. وعينة هذا البحث هي مستخلص البحث كتبه طلاب البكالوريوس في قسم تعلم اللغة الإنجليزية بجامعة السلطان اليريف قاسم الإسلامية الحكومية رباو عام التخرج 2019. وكان عدد عينة البحث 25، وهذا البحث هو البحث الكيفي باستخدام وياتق مستخلص البحث لإكمال البيانات المطلوبة. و استخدمت الباحثة نظرية النظام جمعية علم النفس الأمريكية عند تحليل محتوى البحث، اجس (2004) لتحليل اليرابط وهليلداي وحسن (1976) لتحليل الياسك. وأشارت النتيجة إلى أن وجود التعارض في تركيب محتوى البحث الذي كتبه الطلاب بنظرية النظام جمعية علم النفس الأمريكية وأنواع اليرابط التي استخدمها الطلاب هي تكرار ومتعرج متعددة المواضيع وهذه الأنواع مناسبة بنظرية اجس والثابت نوع من الياسك (الياسك النحوي) التي استخدمها الطلاب هي المرجع والعطف وهما مناسبتان بنظريات هليلداي وحسن (1976). وأما الجلاصة في هذا البحث عن مستخلص البحث الذي كتبه الطلاب في قسم تعلم اللغة الإنجليزية بجامعة السلطان اليريف قاسم الإسلامية الحكومية رباو في سنة 2019 يجب على الطلاب لتحسن مرة يانية. وهذا لأن معظم الطلاب لم يتبع قواعد الكتابة الجيدة في كتابة مستخلص البحث.

الكلمة المفتاح: مستخلص البحث، مكون مستخلص البحث، اليرابط، الياسك، الياسك النحوي

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## CHAPTER I INTRODUCTION

### **Background of the Study**

Writing is the hardest skill to master. Blanchard and Root (2010) has stated that in learning new language, writing is the most difficult skill to achieve. In line with Richards and Renandya (2002), there are four basic language skills in English such as listening, speaking, reading and writing. Those are important skills in learning English. From those skills, writing is considered as the most difficult skill for L2 learners to master because there are many things to be considered when producing a written product. Creswell (2009) said that to deliver the ideas, messages and feeling to readers in a written product, the writer needs time to think, write, edit, and rewrite. So, they should organize the system of language well in order to be understood.

In university level, students' mastery of writing skill is tested through academic writing. In the end of their study, they have to perform their writing skill in the form of research paper or thesis. Oshima and Hogue (2007) state that academic writing (thesis) itself is the kind of writing used in college classes. Hardling (2004) stated that thesis is an exercise in carrying out research and writing an account of the research activity. In short, thesis is an activity in carrying out a research done by the students in colleague classes.

Emilia (2010) stated writing a thesis is difficult. In line with Brown (2006) writing a thesis would be more difficult for ESL/ EFL students. However, thesis

is rather difficult to write but it should be finished by all of the students as the requirement to get the Bachelor degree. In thesis writing, abstract is considered as an important point. Paltridge & Starfield (2007) said that abstract has the crucial role in a thesis, because abstract is the first section to be read by the examiner. Houghton (1975) cited in Gastel & Day (2016) defined that abstract is a summary of the information in a document. Moreover, Walter (2008) said that the word abstract means a shortened form a speech, article, book, thesis, etc., giving only the most important facts or ideas. In this study, abstract means that a summary from all of the explanation of chapters in a thesis. Berkenkotter & Huckin (1995) claimed there are four reasons that make an abstract plays important role in a thesis. First, it provides important information or statements that are easy to be accessed. Second, it functions as the screening device that can help readers to decide whether they would finish reading the whole content. Third, it gives a framework for readers to read the thesis. Fourth, it provides summaries of primary points of a thesis. Thus, the researcher who writes an abstract should consider the requirements of a good abstract.

In conducting a good abstract writing, it should have a good construction and need the cohesion and coherence. Halliday and Hasan (1989) claimed that a text or a paragraph must be a good writing if it uses Cohesion and coherence. Cohesion and coherence are important properties in the writing text because it will complete the sentences among the paragraphs. According to them, coherence is contextual properties of paragraph, while cohesion is internal property. Moreover, Halliday (1994) noted that in writing a text, it is required to use a

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connection that involves the elements both within clause and beyond it which can make the text flow smoothly. The connections which are used within the text are cohesion and coherence. It means that cohesion and coherence are the tools which are used in the writing text, and those function as the connection among the sentences to make the text stream smoothly. Additionally, Tanskanen (2006) stated that cohesion and coherence are one of the ways to attain the unity of the text within its sentences and paragraph. This statement is exactly true because the cohesive devices in a text can be only fit together through coherence devices that will link them to be one unity. Cohesion and coherence mean that all of the parts of the sentences are connected logically and linguistically to form a whole. It is an important factor which is necessary to convey the exact information that the author wishes. In coherent writing the writers make connection between sentences, paragraphs, and texts, so that it would be clear to the reader. The writers are not only making connection for themselves but also to their readers. In cohesion, the property of flow and connection in a written text that stems from the linguistics links among its surface elements. Thus the reader would understand the plot of the text.

Dealing with the paragraphs above, in this study, the researcher focused her attention on the organization of abstract contents, cohesion and coherence types used on it. Meanwhile, about the organization of the abstract, English students who graduate in year 2019 of UIN SUSKA Riau have learned how to conduct a research paper used APA format. But, based on the researcher's preliminary research, there were some problems found. First, the abstracts were not

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systematically arranged. Second, the abstracts were not written in good requirements. Third, the abstract sentences were not connected. Consequently, the abstract writing was not good and it could not deliver the message well. Those were serious concern, because the abstract was a preface, preamble or advanced organizer that prepared the reader for the thesis. If the abstract was not systematic and lack of language rules, it was impossible to make the readers understand what the text delivered on it. So, an abstract should be appropriated with the systematics and rules of language to make clearly understandable texts.

All of the explanation above inspires researcher to analyze the contents of abstract and the types of coherence and cohesion used in the abstract. Then, the researcher is interested in doing a thesis with the title “*An Analysis of Abstract in The Theses Written by Undergraduate Students of English Education Department at UIN SUSKA Riau*”.

## 1.2 Statement of the Problem

Referring to background of the study, it was clear that components and coherence, cohesion types used in an abstract were being crucial points in writing a good abstract. Unfortunately, based on researcher’ preliminary research of the abstract that written by undergraduate students who graduated in year 2019, the researcher found some problems; first, the abstracts were not written by systematic arrange. It occurred because the components that have to exist were not presented well. Second, the abstracts were not written in good requirements, such as; the total paragraph, the total number of words, etc. Third, the sentences

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If the abstract were not connected. Consequently, the abstract writing could not deliver the message well.

To overcome the problems above, an abstract should be written by systematics and follow the rules of language, because the abstract has an important role in persuading the readers to read a thesis. It was an important because abstract is a summary of the information of a thesis (Houghton, 1975 cited in Gastel & Day 2016). Further, abstract cannot be separated from components that have to exist in an abstract. According to American Psychological Association (2010) the contents of an abstract are problem, participant, method, finding, conclusion and keywords. The other requirements of abstract are total paragraph and limitation words. Meanwhile, in making clearly understandable abstracts, the writer should know the rules of language. Two of the rules are the texts should be coherent and cohesive. Halliday and Hasan (1989) mentioned that a text or a paragraph which uses cohesion and coherence must be a good writing. It means the ways in conducting a good abstract writing use coherence and cohesion.

Referring to American Psychological Association (2010) a good abstract should be coherent and readable. Oshima & Hogue (2006) state that coherence refers to the connection of ideas in a text to create meaning. In addition, Hornbury (2005) claimed that a text needs to do more than simply hang together but making it make sense will make the text communicative and coherent. The while, according to Halliday and Hasan (1976), Cohesion is the relations of meaning that exist within the text. Cohesion can be defined as a link that hold a

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text together and give the text meaning. Furthermore, Janjua (2012) pointed out the function of cohesion is to differentiate text from the collection of unrelated sentence. It knits the semantic pattern of a text that shapes the meaning. The importance of studying cohesion is to create a good and systematic text. In other words, coherence and cohesion have the importance role in writing a good and systematic abstract. If the writer does not pay attention to coherence and cohesion in writing the abstract, it will make the readers hardly understand what information is delivered on it.

As the importance of components, coherence and cohesion in build a good abstract writing, there were some researchers conducted about those point, they were Kosasih (2018), Atanassova et.al (2016), Muroda (2017) and Aghdam & Hadidi (2015). From previous researches, the writers did not investigate the three topics above in their research. Most of them focused on analyzing the components of the abstract used without analyzing the coherence and cohesion of the abstract. Whereas, if the writer wrote the abstract with the appropriate components without paying attention on the coherence aspects, it can make the idea conveyed inappropriately to the readers. Therefore, the researcher wanted to analyze three topics of those. They were; (1) components of abstract, (2) coherence of the abstract, and (3) cohesion of the abstract.

### **1.3 Limitation of the Study**

To avoid misunderstanding information of this research, the researcher limited some points. First, the researcher analyzed the abstract in theses written by

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The undergraduate students of English Education Department of UIN SUSKA Riau. It took from the students' theses who graduated in year 2019. Second, the researcher analyzed the coherence of the abstracts. Third, the researcher focused on the grammatical cohesive devices used in the abstracts of theses written by undergraduate students of English Education Department at UIN SUSKA Riau. Since, the concept of cohesion is built through two groups of ties. Those are grammatical cohesive devices and Lexical cohesive devices (Halliday and Hasan 1976). Moreover, the grammatical cohesive devices were dominant devices used in written text. The data focused on the grammar used which had the important role in building a good abstract writing, while Lexical cohesive devices focused on vocabulary used.

#### 1.4 Research Questions

Related to the problems aforementioned, this research investigates three research questions. They are as follows;

1. What are the organizations of abstract contents in the theses written by undergraduate students of English Education Department at UIN SUSKA Riau?
2. What are the types of coherence used in the abstract theses written by undergraduate students of English Education Department at UIN SUSKA Riau?
3. What are the grammatical cohesive devices used in the abstract theses written by undergraduate students of English Education Department at UIN SUSKA Riau?

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### 1.5 Goal and objectives of the research

The goal of this research is to analyze the abstract of theses written by undergraduate students of English Education Department at UIN SUSKA Riau.

The objectives of this research are:

1. To analyze the organization of abstract contents in the theses written by undergraduate students of English Education Department at UIN SUSKA Riau.
2. To find out the use of coherence types in the abstract theses written by undergraduate students of English Education Department at UIN SUSKA Riau.
3. To find out the use of grammatical cohesive devices in the abstract thesis written by undergraduate students of English Education Department at UIN SUSKA Riau.

### 1.6 Significance of the Research

The finding of this research is expected to be beneficial for students, lecturers, stakeholders and further researchers. In particular, this study can be one of the sources of recognizing and realizing how to write good abstract.

For the students, the result of this study can help them in conducting a good writing. Knowing the components that should be existed in an abstract would help the students in writing a good abstract. While, knowing the types of coherence and cohesion are beneficial information for them to avoid the mistakes writing an abstract. If the abstract written systematically, coherently and

cohesively, it would make readers easily understand what information is delivered on it.

For the lecturers, this study is expected to give the positive contribution to them related to the teaching and learning English process, especially in terms how to write a good abstract and how to write coherent and cohesive text.

For stakeholders, it can be beneficial for them who involve in terms how to write a good abstract and how to write coherent and cohesive text.

For further researchers, this study can be used as a reference for them who focus on abstract, coherence and cohesion investigating.

### 1.7 Rationale of the Study

In writing an abstract, the students should fulfill some components criteria in composing the abstract. Gruba & Zobel (2017) claimed that a single paragraph of an abstract includes: (1) The context and motivation of the problem, (2) The statement of the problem, (3) An overview of methods and key results, (4) Significant outcomes and implications. According to American Psychological Association (2010), the contents of an abstract are problem, participant, method, finding, conclusion and keywords. The other requirements of abstract are total paragraph and limitation words. Moreover, a good abstract should accurate, no evaluative. Coherent should be readable and concise. In addition, Berkenkotter & Huckin (1995) claimed four reasons that make an abstract plays important role in a thesis. First, it provides important information or statements that are easy to be accessed. Second, it functions as the screening device that can help readers to

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decide whether they will finish reading the whole content. Third, it gives a framework for readers to read the thesis. Fourth, it provides summaries of primary points of a thesis. Thus, the researcher who will write an abstract should consider the requirements of a good abstract. It can be said that abstract is shortened points of academic writing kinds, in this case it refers to thesis. Abstract has the crucial role in allow readers' interest to read the thesis.

In conducting a good abstract writing, the writer does not only focus on the components, but also in the coherence and cohesion of language aspect. If the authors only pay attention to the structure in making the abstract without regarding to the unity of the sentence, then it can be said that the quality of the writing is far from good quality and also the meaning is not delivered well. That is why, the coherence and cohesion have the crucial part in writing an abstract. Zemach and Rumisek (2003) coherence is the arrangement of ideas in a clear and logical way. Kehler (2002) coherence stated the relation between utterances. Oshima & Hogue (2006) Coherence refers the connection of ideas in a text to create meaning. Meanwhile, according to Halliday and Hasan (1976), Cohesion is the relations of meaning that exist within the text. Cohesion can be defined as a link that hold a text together and give the text meaning. Additionally, Janjua (2012) said cohesion is the center to create a good and systematic text. The importance of studying coherence and cohesion are to create a good and systematic text and to make readers easily understand what information is delivered on it. Therefore, it is impossible to be able to achieve the readers understanding of the abstract information if the writer does not write it

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systematically and appropriately with language rules. Those are the reasons that the researcher wants to analyze the content organizations, coherence and cohesion types in abstract of theses written by undergraduate students of English Education Department at UIN SUSKA RIAU.

### 1.8 Definition of Key Terms

Related to the title of this research, it is important to clarify the definition of each terms to make this study clearer. The terms are as follows:

#### 1. Abstract

Walter (2008) claimed that the word abstract means a shortened form a speech, article, book, thesis, etc., giving only the most important facts or ideas. In some ways, it might argue as “conclusion” section of a thesis (Russey, et. al. 2006). Creswell (2014) maintained that an abstract is a brief summary of the contents of a study, and it allows readers to quickly survey the essential elements of a project (thesis). So, abstract is a shortened of the thesis that consists of main information that has important role in allowing the readers to get the informations without reading the whole thesis.

#### 2. Thesis

Paltridge (2002) stated that thesis written is the product of a systematic study that results from a period of supervision of the supervisor. Hardling (2004) thesis is an exercise in carrying out research and writing an account of the research activity. In other words, thesis is a written product obtained from

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conducting a research. So, thesis is an activity in carrying out a research by student in colleague classes that demonstrate the knowledge and show proficiency with certain disciplinary skills in thinking, interpreting, and presenting.

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## CHAPTER II

### LITERATURE REVIEW

#### **The Nature of the Writing**

Nunan (2003) has stated that writing is the mental work of inventing ideas, thinking about how to express, and organizing ideas into statements and paragraphs that will be clear to the reader. In line with Oshima & Hogue (2007), writing is a process of creating, organizing, writing and polishing. In the first step of the process, you create ideas. In the second step, you organize the ideas, in the third step, you write a rough draft, and in the final step you polish your rough draft by editing it and making revisions. Moreover, Harmer (2004) states that writing is the only skill which enables learner to produce a real product, in which the product is touchable, readable, as well as keep able for long period time. Written language can be re-read in accordance with what the readers' need. Elbow (1973) in Brown (2001) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning in language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. In addition, Brown (2001) states that writing can be planned and given with an unlimited number of revisions before its release.

Based on the explanation above, writing is a process to think deeply and to convey the message to the reader by producing a sequence of sentences were arranged in particular order and linked together in certain ways. Writing is an important means of communication and skill to master. To master the skill, the

writers should develop their skill in writing. The development of the writing skill needs the accurate use of grammar and a good vocabulary or linking the written word. Then, the writers should do the revision to get the good writing quality.

### 2.1.1 Academic Writing

According to Oshima and Hogue (2007), academic writing is a kind of formal writing used in high schools and a college class, which is clearly different from personal and creative writing. Murray & Moore (2005) define academic writing as the set of conventions used in publishing a paper, or in writing a thesis in a specific discipline. Besides, Irvin (2010) views academic writing is always a form of evaluation that asks you to demonstrate knowledge and show proficiency with certain disciplinary skills in thinking, interpreting, and presenting. In a nutshell, academic writing is a style of written expression with specific intellectual boundaries, and area of expertise. Studying the definitions of academic writing given by the scholars, two distinctive features can be identified; academic writing is: (i) discipline-specific, and (ii) evidence-based. The feature discipline specifically refers to the fact that the academic writers strictly maintain the methods and conventions of the discipline such as font, style, organization, or format of writing. In this way, a good academic writing gives an identification of the writer's academy community. Similarly, the character evidence-based indicates that the statements and the viewpoints put forwarded in an academic test are based on reliable sources. The assertions and the ideas of the writer are supported by accurate and verifiable facts, and real world relevant examples.

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Blaxter, et.al (1998) comment that academic writing comes in a variety of lengths. Brookes and Grundy (1991) add that students in some academic disciplines are trained to write evaluation papers or proposals, such as project work papers, work experience papers, or thesis writing. This study focused on writing thesis as one kind of academic writing. Hardling (2004) stated that thesis is an exercise in carrying out research and writing an account of the research activity.

It can be said, thesis is an activity in carrying out a research by student in colleague classes that demonstrate the knowledge and show proficiency with certain disciplinary skills in thinking, interpreting, and presenting. In thesis, there are many points that should be existed, one of them is abstract. Thus, this research focused on students' abstract of thesis written.

## 2.2 The Nature of Abstract

In thesis writing, abstract is considered as an important point. Paltridge & Starfield (2007) said that abstract has the crucial role in a thesis, because abstract is the first section to be read by the examiner. Walter (2008) claimed that the word abstract means a shortened form a speech, article, book, thesis, etc., giving only the most important facts or ideas. In some ways one it might argue as “conclusion” section of a thesis (Russey, et. al. 2006). Gastel & day (2016) an abstract is viewed as a miniature version of the paper.

Creswell (2014) maintained that an abstract is a brief summary of the contents of a study, and it allows readers to quickly survey the essential

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elements of a project (thesis). Berkenkotter & Huckin (1995) there are four reasons that make an abstract plays important role in a thesis. First, it provides important information or statements that are easy to be accessed. Second, it functions as the screening device that can help readers to decide whether they will finish reading the whole content. Third, it gives a framework for readers to read the thesis. Fourth, it provides summaries of primary points of a thesis. It can be concluded that abstract is a summary of a thesis that has important role in engaging readers' interest.

Moreover, APA (2010) mentioned that a good abstract is coherent and readable: write in clear and concise language. Use verbs rather than their noun equivalents and the active rather than the passive voice (e.g., investigated rather than an investigation of; the authors presented the results instead of results were presented).

In conclusion, abstract is the shortened of the thesis that consist of important ideas which can persuade the readers' interest in reading the thesis. In addition, an abstract should write in coherent form to make the readers easier understand what the abstract deliver on.

## 2.2.1 The Contents of Abstract

### 2.2.1.1 The components of abstract

Gruba & Zobel (2017) claimed that a single paragraph of an abstract includes:

1. The context and motivation of the problem

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2. The statement of the problem
3. An overview of methods and key results
4. Significant outcomes and implications

Koopman (1997) in conducting an abstract writing, It uses the following as a checklist for the abstract:

1. Motivation: This section should include the importance of the writer' work, the difficulty of the area, and the impact it might have if successful.
2. Problem statement: this section describes about the problems that need to be solved and the scope of the problem.
3. Approach: it consists of research design, participants, and technique of collecting data and also how to analyze it.
4. Results: the answer of the research questions on what the researcher has found
5. Conclusions: the implications of the answer.

Evans, et.al., (2014) mentioned that an abstract should contain summaries of the three main components of the abstract, they are:

1. Why you did the work and what you were trying to achieve.
2. What methods you used and what results you obtained.
3. What you concluded from it.

Gastel & day (2016) the abstract should; (1) state the principal objectives and scope of the investigation, (2) describe the methods

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employed, (3) summarize the results, and (4) state the principal conclusions.

American Psychological Association (2010) the abstract of a report of an empirical study should describe:

1. The problem under investigation, outline the objective, problem statement, research questions and hypotheses.
2. The participants, specifying pertinent characteristics such as age, sex, and ethnic and/or racial group; in animal research, specifying genus and species;
3. Essential features of the study method, including; research design, analytic strategy, data-gathering procedures, sample size, materials or central measures used and a statement about whether the study is a secondary data analysis.
4. The basic findings, including effect sizes and confidence intervals and/or statistical significance levels;
5. The conclusions and the implications or applications and;
6. Keywords. Keywords are words, phrases, or acronyms that describe the important aspects of the thesis content. Keywords are used for indexing in databases and help readers find the thesis during a search. The total keywords for an abstract are about three to five keywords and separated by commas. The way to write the keywords is in italic one line below the

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abstract indented. If the keywords run onto a second line, the second line is not indented.

So, from the theory above, the components that should exist in an abstract are; (1) Problem, (2) Participant, (3) Method, (4) Findings (5) Conclusion and (6) Keywords.

Weissberg and Buker (1990) stated that the typical information format of an abstract is as follows:

1. Some *background* information
2. the principal activity (or *purpose*) of the study and its scope
3. Some information about the *methodology* used in the study
4. The most important *result* of the study
5. A statement of *conclusion* or recommendation

From all of the theories above, the researcher chooses APA (2010) theory as the basic reference in analyzing students' abstract components, because the students of English Education Department at UIN SUSKA has used APA as the guideline book in conducting their theses writing.

### 2.2.1.2 The other requirements of abstract

#### 1. The total paragraph

The structured abstracts should be written in single paragraph. Abstracts in paragraph format are written as a single paragraph without indentation (APA: 2010).

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## 2. Limitation words

Abstracts typically are limited to no more than 250 words. Referring to APA (2010) word limits for an abstract range from 150 to 250 words. But, if the abstracts are submitting for publication, the writer needs to check the journal's instruction for the limitation words of abstracts and others requirements, which may be different from APA format.

In conclusion, the other requirements of a good abstract that should have attention by the writer are Total Paragraph and Limitation words.

### 2.3 The Nature of Coherence

According to Oshima & Hogue (2006), coherence refers to the elements internal to a text which consists of cohesion and register. Zemach and Rumisek (2003) coherence is the arrangement of ideas in a clear and logical way. Kehler (2002) defines coherence as the relation between utterances. Moreover, Halliday and Hasan (1976), coherence refers to the connection of ideas in a text to create meaning. Moore (1971) stated that coherence as the rhetorical quality by which all of the parts are clearly and smoothly joined to each other. It refers to the understanding that the reader derives from the text, which may be more or less coherent depending on a number of factors, such as prior knowledge and reading skill. More specifically, it is the contextual fitness of in the text that contributes in understanding the meaning or message. Yule (2008) views that coherence is everything fitting together well, and it is not something that exists in words or

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structures, but also something that exists in people. Coherence is the result of the interpretation of the meaning of the text, and it depends on the relation between the audience and the text (Tanskanen, 2006). It is therefore, the coherence of a text can be perceived only if the receiver's background knowledge is sufficient enough to interpret the linkage of messages in the discourse. The key to the concept of coherence is not something that exists in the language, but something that exists in people. It is people who make sense of what they read and listen to. They try to arrive at an interpretation which is in line with their experience of the way the world is.

Another definition of coherence held by Reinhart (1980) claims that coherence is composed of the semantic and grammatical connectedness between discourse and context. According to him, coherence comprises three elements: connectedness, consistency and relevance. By connectedness he means the sentences in a text are interconnected with each other in semantics and grammar. Consistency refers to the fact that there is no contradiction between the propositions expressed by these sentences and they are true to a certain extent. By relevance he means that a text should be related to the context, the sentences in a text should be related to each other and the sentences should all be related to the general topic of the text. By this definition, coherence is not separated from cohesion, but is conflated with it.

Referring to the explanation above, it can be concluded that coherence is the ways to connect the ideas within each sentences in getting a good quality of the text and make the text becomes meaningful rather than a random sentences of

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unrelated sentences. In analyzing the coherence of students' abstracts, the researcher used Theme and Rheme analysis.

### 2.3.1 The Theme and Rheme

Theme and Rheme system is a basic form, a source for organizing and constructing the clause message, and also for assigning textual prominence to elements within the clauses in textual organization (Halliday, 1983; Matthiessen, 1992). Thus, by organizing and examining the patterns Theme and Rheme, the meaning of the whole text and how clauses are organized or combined can be understood. With regard to Theme and Rheme as the clause message system, Halliday & Mathiessen (2004) state that theme is the basic part of a message that provides the beginning point of a message. Meanwhile rheme is the following part in which the theme is developed. The definition from Halliday and Mathiessen about theme and rheme can obviously be understood that theme is a basic point in a clause and rheme is the explanation of the theme. In line with Wang (2007), theme typically contains familiar, old or given information. Theme provides the settings for the remainder of the sentence. Rheme is the remainder of the message in a clause in which theme is developed. Rheme typically contains unfamiliar or new information. New information is knowledge that a writer assumes the reader does not know, but needs to have in order to follow the progression of the argument. Theme is the first element occurring in a clause; the remainder clause is Rheme. Another definition of theme and rheme was defined by Lipson (2004), theme is a major system that involves a clause in a message and rheme is the part that theme is

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developed. Moreover, Butt (2001) called the first element of a clause as a theme and the rest of the clause as a rheme.

Based on the definitions presented above, the writer infers that the theme is a beginning information of a message which tells about the orients of the clause context in the form of a word or phrase meanwhile rheme is the following words or phrase after the theme which means it is a development of theme. To give more understanding about theme and rheme in a clause, the writer cites an example as table below:

**Table 2.1**

**Example of Theme and Rheme**

Theme	Rheme
Jogging	Can give some good effects for our body

The word jogging shows the given information which means that the clause will talk about the jogging. The explanation about jogging as the new information is shown by the phrase “can give some good effects”. That is an explanation of the theme and rheme in a clause. Theme can be a subject of a clause and rheme can be a complement which defines what subject tells about. Developing clauses by its theme and rheme in a text must keep the coherence and cohesion of the text. One of the ways to keep it is by using thematic progression patterns as a writing strategy.

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### 2.3.2 Thematic Progression

Lipson (2004) defines thematic progression pattern is a way in writing that affects cohesion and coherence of a text. Thematic progression pattern is a good method to develop a connected clause to make a cohesive and coherent text. Paltridge (2006) states that thematic progression is one of the best method to develop a text using the continuous information based on the theme or rheme. Thematic progression can keep cohesion and coherence of sequence information. It is supported by McCharty and Carter (1994) stated that thematic progression aims to create the coherence of a text and show the development of theme and rheme. Therefore, it is very important because the relation each themes-rhemes and the relation of each clauses can be drawn in thematic progression. Furthermore, thematic progression is an important aspect to trace the global flow of information throughout the text. In addition, Danes (1974) state there are three basic thematic progression patterns from analysis of scientific and other professional texts: linear progression, constant progression and split Rheme progression. Eggins (2004) thematic progression is divided into three patterns; they are Theme reiteration, Zigzag pattern, and Multiple Rheme pattern. In this case, the researcher chooses Eggins (2004) theory as the basic reference in analyzing the coherence in students' abstract, because the Eggins theory was newer than Danes theory while both of the theories have the same meaning.

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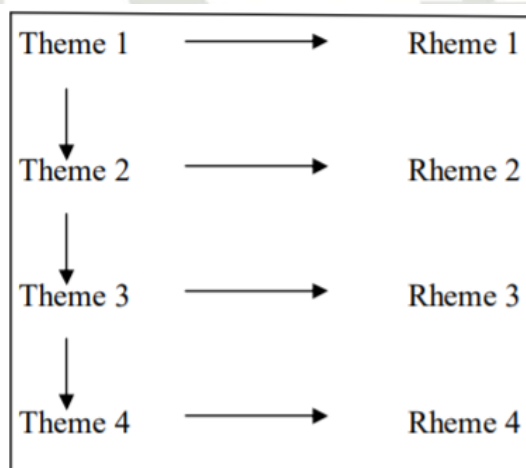
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### 2.3.2.1 Theme Reiteration/ Constant Theme

Bloor and Bloor (2004) constant theme shows the first theme that is carried on and used in the beginning of next clause which means that the clauses repeat the first theme as its main topic. In parallel with Belmonte and McCabe (1999) constant. theme is set up by the theme of the first clause that is selected as the following theme at next clauses. Paltridge (2006) also defines that constant theme is used when the theme appears in a series of utterances. In simple words, theme reiteration/ constant theme is a pattern shows that the first theme is picked up and repeated in the beginning of the next clause. The pattern of the Reiteration or Constant theme can be seen in the figure bellow:

**Figure 2.1**

#### The pattern of the Reiteration or Constant theme



(Source: Paltridge (2002: 140))

To make it clear of the figure above, here the example of reiteration or constant theme;

Example:

**Smoking** can give some bad impacts for people.  
**Smoking** effects both of smoker and non-smoker. **It** can cause some diseases. **The rule of smoking** must be analyzed deeper by the government.

The structure of themes and rhemes of the example can be seen in the following table:

**Table 2.2**

**The Example of Reiteration or Constant Theme**

Theme	Rheme
Smoking	can give some bad impacts for people
Smoking	can effect both of smoker and non-smoker.
It	can cause some diseases
The rule of smoking	must be analyzed deeper by the government.

From the table above, it can be seen that word “smoking” is the theme which repeated in the beginning of the next clauses. To make the text not monotonous, the writer used the pronoun that refers to smoking word.

### 2.3.2.2 Zigzag Pattern/ Linear Theme

This pattern shows that the rheme of one clause becomes the theme of the following clause. Paltridge called this “Linear theme”. Paltridge (2006) defines linear theme as the connected relations

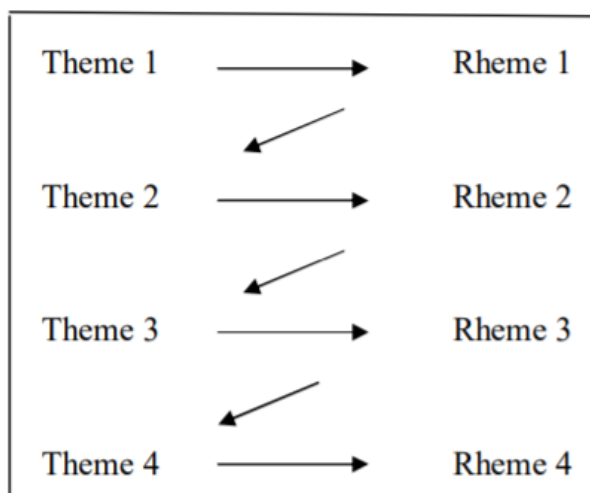
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between the first rheme and the following theme. In line with Belmonte and McCabe (1999) linear theme is set up when the theme of the subsequent clauses use the rheme in previous clause. Bloor and Bloor (2004) define linear theme is used when the important message in rheme is carried on into following clause as a theme. In short, linear theme is the use of the rheme at the first clause that becomes the following subsequent theme. This pattern can make the reader curious for the next information because the text seems smoothly. Furthermore, this type is more easily to be regarded as coherent. The pattern of zigzag or linear theme can be viewed:

**Figure 2.2**

**The pattern of zigzag or linear theme**



(Source: Paltridge (2002: 141))

To make it clear of the figure above, here the example of Zigzag or Linear theme;

Example:

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One of the biggest natural disaster is **earthquake**. **An earthquake** can impact a great **damage**. **The damage** effects some aspects such as **economic, social life, etc**. **Those aspects** are very essential for human-life.

The structure of themes and rhemes of the example can be seen in the following table:

**Table 2.3**

**The example of Zigzag or Linear theme**

<b>Theme</b>	<b>Rheme</b>
One of the biggest natural disaster is	Earthquake
An earthquake	can impact a great damage
The damage	effects some aspects such as economic, social life, etc.
Those aspects	are very essential for human-life

From the table above, it can be seen that the first rheme is “earthquake” and it being subsequent theme of the next clause.

### 2.3.2.3 Multiple Rheme pattern/ Split Rheme

Multiple rheme or Split Rheme is a rheme may include a number of different pieces of information, each of which may be taken up as the theme in a number of subsequent clauses. Paltridge, (2006) defines split rheme is a construction of a clause when a rheme of the first clause contains more than one ideas and it can be developed in some subsequent clauses. Bloor and Bloor (2004) states that split

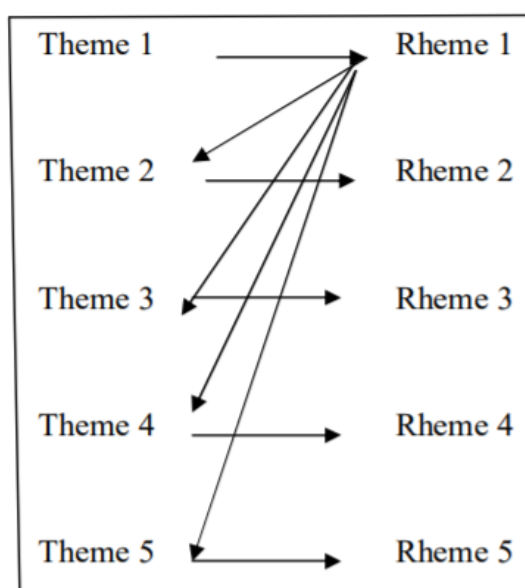
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rheme is a development of rheme that has many important information which can be used as next themes in subsequent clauses. This pattern highlights the one general theme from which other themes are derived. In conclusion, Multiple Rheme or split rheme is the use of the rheme of the first clause that contains more than one topic or idea and it is developed as the subsequent theme at the following clauses. The following is the pattern of theme progression with derived theme.

**Figure 2.3**

**The pattern of Multiple Rheme or Split Rheme**



(Source: Paltridge (2002: 143))

The example of Multiple Rheme or split rheme is as follow:

Example:

The three main reasons babies cry are **hunger, cold and illness**. **First, hunger** can be determined by considering when the baby was last fed. **Second, babies**

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**feel cold** more a cutely than we do and the smaller the baby, the more warmly it should be wrapped up. **The last is illness** may also be signaled by crying.

The structure of themes and rhemes of the example can be seen in the following table:

**Table 2.4**

**The Example of Multiple Rheme or split rheme**

Theme	Rheme
The three main reasons babies cry are	hunger, cold and illness
First, hunger	can be determined by considering when the baby was last fed
Second, babies feel cold	more a cutely than we do and the smaller the baby, the more warmly it should be wrapped up
The last is illness	may also be signaled by crying

Referring to the table above, it can be seen that the first rheme is being subsequent theme at the following clauses. The topic of the theme is according to the explanation in the previous rheme. In multiple themes, the rheme explained the series of object that will be explained by several themes. By using multiple themes, the reader can understand the text easily. It happens because the theme of multiple themes relates to the previous theme that wants to develop in the next clauses. The role of multiple themes becomes the important part to make the text hang together and easy to be understood Text which has this pattern will have a clear layout for the reader to catch what the passage is about. It happens because the next theme has been

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introduced in the previous rheme. In addition, it will make the information more specific and will impress readers as logical and coherent.

Concerning to the points above, it can be concluded that Theme reiteration or constant theme is used to create a strong topical focus. The Zigzag pattern or linear theme ties a text with a sense of continuous development because new information in the preceding clause becomes the starting point of the following clause. The third pattern is multiple Rheme pattern. This pattern occurs when the Theme of one clause introduces a number of different pieces of information then the different pieces of information are written as the Theme in following clause in sequence paragraph in the text.

Relating to the importance of thematic progression, the researcher would analyze the coherence of the abstracts through analyze the thematic progression. The researcher analyzed it according to the theory of Eggins (2004) that thematic progression is divided into three patterns; they are Theme reiteration, Zigzag pattern, and Multiple Rheme pattern.

#### **The Concept of Cohesion**

Cohesion is part of discourse analysis. Cohesion also can be defined as the linguistic element that makes a discourse semantically coherent. As stated by Cook (1995), cohesion is manifestation of certain aspects of coherence. That is

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the important element in discourse. It is inter-connection between sentences in text. Besides, Halliday and Hasan (1976) said that cohesion is the relations of meaning that exist within the text. Cohesion can be defined as a link that hold a text together and give the text meaning. Janjua (2012) the function of cohesion is to differentiate text from the collection of unrelated sentence. It knits the semantic pattern of a text that shapes the meaning. The importance of studying cohesion is to create a good and systematic text, and to make readers easily understand what information is delivered in it. In a similar way, cohesion can be defined as connection between the sentences in a discourse.

Halliday and Hasan (1976) the concept of cohesion is built through two groups of ties. Those are grammatical cohesive devices and Lexical cohesive devices. Grammatical Cohesive Devices are the kind of cohesion that expresses relations on grammar and can be divided into four parts; Reference, Substitution, Ellipsis and Conjunction. Lexical Cohesive devices are the cohesion that is expressed through relation on vocabulary which can be divided into two parts; repetition and collocation. In this case, the research was limited the study only on grammatical cohesive devices. So, the researcher only presented the concept of grammatical cohesive devices without lexical cohesive devices. The explanation can be seen in the text bellow:

#### 2.4.1 Grammatical Cohesive devices

Grammatical Cohesive Devices is device functioning to connect sentences in grammatical aspect. Grammatical cohesive devices are divided as follows:

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## 1. Reference

Reference is a word that has relationship with another word, in which one provides the information necessary to interpret the other. Brown and Yule (1988) stated the successful reference depends on the hearer's identifying, for the purpose of understanding the current linguistic message, the speaker's intended reference, on the basis of the referring expression used.

Example:

(a) "Maya is a smart student. **She** studies everyday"

(b) "I buy two pieces of bread in **his** bakery"

In the example (a), *she* refers to Maya. In the example (b) *his* refers to earlier or later word. Those are some examples which refer to formal properties appear in the text.

In other point of view, Halliday and Hasan (1976) divide the Reference into three types; they are *personal reference*, *demonstrative reference* and *comparative reference*.

- **Personal reference**

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

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**Table 2.5**  
**Personal Reference**

Semantic category	Existential	Possessive	
Grammatical function	Head		
Class	Noun (Pronoun)	Determiner	
<b>Person:</b>			
<b>Speaker (only)</b>	I	Mine	My
<b>Addressee(s), with/without other person(S)</b>	You	Yours	Your
<b>Speaker and other person(s)</b>	We, us	Ours	Our
<b>Other person, male</b>	He, him	His	His
<b>Other person, female</b>	She, her	Hers	Her
<b>Other persons: objects</b>	They, them	Theirs	Their
<b>Object: passage of text</b>	It	(its)	Its
<b>Generalized person</b>	One		One's

(Halliday & Hasan 1976:33)

Example:

*I have a blue color hat. **It** is a gift from my mother.*

**It** in second sentence refers to a **blue color hat**. This kind of personal reference is expressed through pronoun.

- **Demonstrative Reference**

Demonstrative reference is a type of reference that is identified through the scale of proximity. It can be functioned as head, modifier, and adjunct. “This” and “that” refer to singular participant, while “these” and “those” refer to plural participant. On other hand, “here” and “there” are related to the places, and “now” and “then” are related to time. For the clear explanation, we can look at the following table.

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**Table 2.6**

**Demonstrative Reference**

Semantic category	Selective		Non-Selective
<b>Grammatical function</b>	Modifier/ head	Adjunct	Modifier
<b>Class</b>	Determiner	Adverb	Determined
<b>Proximity:</b> <b>Near</b> <b>Far</b> <b>Neutral</b>	This, these That, Those -	Here, now There, then -	- - The

(Halliday & Hasan, 1976: 38)

Example:

Global warming became a serious problem in the world. Actually, **this** condition happened cause of uncontrolled human lifestyle.

The example above shows the use of near singular participant. “This” in the last sentence refers to Global warming became a serious problem in the world”.

- **Comparative Reference**

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

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**Table 2.7**

**Comparative Reference**

Grammatical function	Modifier (deictic and epithet)	Sub modifier/ adjunct
<b>Class</b>	Adjective	<b>Adverb</b>
<b>General comparison: Identify</b>	Same, identical, equal	Identically,
<b>General similarity</b>	Similar, additional	Similarly,
<b>Difference (non-identity or similarity)</b>	Other, different, else	likewise, so, such
<b>Particular comparison</b>	Better, more, etc. (comparative adjectives and quantifiers)	Differently
		So, more, less, equally.

(Halliday & Hasan, 1976: 39)

Example:

*Ratna's performance today is **better** than her performance yesterday.*

In that example, "better" refer to the *Ratna's performance*.

The writers compare of Ratna's performance today with her performance yesterday.

**2. Substitution**

Substitution is replacement a word or a group of word with other words which have the same meaning in order to make variation in sentence.

According to Halliday & Hasan (1976: 89), substitution as the replacement of one item to another. In other hand, substitution also can be used to make sentence briefer. There are three types of substitution such as *nominal, verbal, and clausal*.

- **Nominal Substitution**

Nominal substitution includes one, and same. Its function is always as Head of nominal group, and can substitute only for an item which is itself Head of nominal group.

Example:

*I shoot the hippopotamus*

*With bullets of platinum*

*Because if I use leaden ones*

*His hide is sure to flatten*

In the example above *bullets* is Head of the nominal group *bullets made of platinum* and *ones* is Head of the nominal group *leaden ones*. (Halliday & Hasan, 1976: 91)

- **Verbal Substitution**

The verbal substitution in English is *do*. This operates as the head of a verbal group in the place that is occupied by the lexical verb and it is always in the final position in the group.

Example:

*Maya: Do you still get in touch with your old friends?*

*Rani: Yes, I do*

In the example above Rani replaces “still get in touch with old friends” by “do”.

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- **Clausal Substitution**

Halliday & Hasan (1976) clausal substitution is a replacement of an entire clause. The words used as clausal substitution are *so* and *not*. The clausal substitution may take of two forms, positive or negative; *the positive* expressed by *so* and *negative* expressed by *not*.

Example:

- 1) *Everyone seems to think he's guilty. If so, no doubt he'll offer to resign.*
- (2) *We should recognize the place when we come to it yes, but supposing not: then what do we do?*

In sentence (1) *so* substitutes *he is guilty*, whereas *not* in the sentence (2) substitutes *we don't recognize the place when we come to it*.

### 3. Ellipsis

Ellipsis is deletion of parts of sentences under the assumption without alleviate the meaning. Sometimes we think that we do not need to repeat the same word or phrase to say something which has the clear meaning.

Example:

*Jessica: Do you want to try this candy?*

*Alice: Yes.*

In the example above, tell us that Alice just say "yes". She deletes some words. From the example above, actually the complete answer is "yes, I



want to try this candy. The underlying word disappeared, because that is already understood.

#### 4. Conjunction

Conjunction is a word which connecting word, phrase, or clause. Conjunction is classified into two types; they are coordinating conjunction and subordinating conjunction.

- **Coordinating conjunction**

Coordinating conjunction is words which connecting words, phrases, or sentences which have related to other and have same level. Based on the function, coordinating conjunction is divided into some parts:

- 1) For adding more information (*and, furthermore*)

Example:

*Last holiday some students went to museum to see the historical things, **furthermore** they visited the garden which placed near the museum.*

- 2) For simplifying and elaborating previous text (for example, in other word, thus)

Example:

*He has another appointment on Thursday. **In other words**, I don't think he'll be attending your gathering.*

- 3) For contrasting and comparing between the old and new information (by contrast, on the other hand, however, meanwhile)

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Example:

*She spent four years studying for her law degree. **Meanwhile**, she continued to work at the bank.*

• **Subordinating conjunction**

Subordinating conjunction is interconnection which is used to connect subordinate clause with main clause (after, before, when, while as, because, etc.)

Example:

*a. I will go to the library to read some new books **after lunch**.*

*b. Today she can't follow the English class **because** she has problem in her stomach.*

**2.5 The Related studies**

In order to avoid this research from similar corpus and explanation, the previous researches needed to review. There were some researchers analyzed about abstracts and cohesion in a written text. Here were the previous researchers that conducted those problems which explained as follow:

First, by Kosasih (2018) entitled “A Genre Analysis of Thesis Abstracts at a State University in Banten”. This study was conducted to identify the move structure of English abstracts of students’ thesis of a State University in public administration, management, fisheries management, and mathematics education programs, compare the consistency of these cross-disciplinary English abstracts with Bathia’s four-move structure and Swales & Feak’s five-move structure, and identify the preferred verb tense used of each move in the English abstracts of the

students' thesis. This study was a qualitative case study. The total sample was Forty (40) English abstracts (10 from each discipline). This study revealed that A-M-R (Aim-Method-Result) move structure was the most frequent abstract move structure used in every discipline across the four disciplines with proportion 35%. Only 15% abstracts were in line with Swales & Feak's five-move structures, and only 4 (10%) abstracts were in line with Bhatia's four-move structure. The present tense and past tense used in each move across the four disciplines.

The similarity found in this study was seen from the type of object that discusses academic writing. It was abstract. The difference from this study with present study was that this study compared the consistency of English abstracts with Bathia's four-move structure, and Swales & Feak's five-move structure, and identify the preferred verb tense used of each move in the English abstracts of the students' thesis. While, in the present study focused on analyzing the components of the abstract with APA (2010) theory used without comparing the other theories.

Second, a study by Male (2017) entitled "*A Structural Move Analysis of Abstracts in Undergraduate Theses: A Case Study at Universitas Kristen Indonesia*". The aimed was to find out the rhetorical moves in the abstract section and whether or not his study was similar to the study by Bhatia (1993). This study was a descriptive research and data used consisted of 18 abstracts from undergraduate theses written in the field of English Teaching Study Program students of Universitas Kristen Indonesia. The writer merely selected the abstracts of undergraduate students who graduated in the academic year 2015–

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2016. As the result showed that the majority of English as a Foreign Language (EFL) students' abstracts confirmed Bhatia's findings. It was highly recommended that faculties and/or teachers should provide fixed structural move guidelines to assist students in writing their final project.

Referring to the Male's study it was clear that the similarity of this study with the present study was analyzing the abstract writing of thesis. The difference was this study focused on find out the rhetorical moves in the abstract section to comparing with Bhatia's (1993) study. While, the present study focused on find out the components of the abstract with APA (2010) theory used without comparing the others theories.

Third, the related study by Atanassova et.al (2016), entitled "*On the Composition of Scientific Abstracts*". The research objectives were to quantify the re-use of text from the body of the articles in the abstracts, and to identify the zones in the structure of scientific articles that were most likely to contain text that was re-used in the abstract. The researchers used sentence-based similarity metrics, they quantify the phenomenon of text re-use in abstracts and using a corpus of over 85,000 research articles published in the seven PLOS journals. The result showed that 84% of abstract had at least one sentence in common with the body of the article. It also revealed that the sections of the paper from which abstract sentences taken were invariant across the PLOS journals, with sentences mainly coming from the beginning of the introduction and the end of the conclusion.

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Based on the result of the relevant study of this research, it can be inferred that the similarity was about analyzing the abstract writing. The difference was in this study analyzed the sentences in abstract that common with the body of the article and also this study investigated the articles. While, in the present study focused on analyzed the components in the abstract and investigated the undergraduate thesis.

Fourth, a study by Nguyen, et. al (2014) entitled “*TESOL Conference Abstracts: Discrepancies between Potential Writers’ Knowledge and Actual Composition*”. This study aimed to examine the rhetorical structure of conference abstracts in two TESOL conferences in Asia with the purpose of informing a particular group of new researchers in Asian settings about the actual practice of writing this particular genre. This study was qualitative study with total number of the samples were 137 abstracts of empirical studies. The findings revealed that from the open-ended questions and the move analysis of 137 abstracts indicated that there was a mismatch between this potential conference abstract writers’ knowledge and the actual composition of these conference abstracts.

From this research, it can be seen the similarity with the present research was analyzing the abstract writing. On the other hand, this research examined the rhetorical structure of conference abstracts in two TESOL conferences in Asia, while, the present research focused on analyzed the components of the abstract in thesis written by undergraduate students of English Education program.

Fifth, the related study by Alhuqbani (2013), entitled “*Genre-Based Analysis of Arabic Research Article Abstracts across Four Disciplines*”. This

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study aimed to examine the rhetorical structures of abstracts across four unrelated disciplines in Arabic: law, linguistics, medicine and police. The corpus consisted of 40 Arabic abstracts, with 10 abstracts from each discipline. The data was analyzed qualitatively and quantitatively using two move models: Bhatia's (1993) four-move structure and Hyland's (2000) five-move structure. The results showed that these four disciplines greatly varied in their adherence to these models. However, abstracts in medicine strictly adhered to either Bhatia's or Hyland's model. Abstracts in law, linguistics and police had no conventional move structure. This disciplinary variation could be attributed to the Arabic journals' publication policy which leaves the writing of abstracts at the researchers' disposal. As for the preferred verb tense, researchers used the present tense in the introduction, purpose and conclusion moves, and the past tense in the method and result moves.

The similarity of this study with present research was analyzing the abstract writing. But, this study analyzed the rhetorical structures of abstracts across four unrelated disciplines in Arabic: law, linguistics, medicine and police, while, the present study focused on analyzing the components of the abstract of undergraduate Students' of English Education Department.

Further, a study by Tovar and Viera (2019) entitled "*Analysis of Abstracts in Scientific Papers Written in English Using Corpora*". The study examined the rhetorical organization and the linguistic realizations of abstract written in four disciplines, by first identifying the move structure and then their linguistic realizations, including verb tense, clauses, modal verbs and stance markers. The

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contrastive analysis of English and Spanish texts was based on a corpus of 120 abstracts from the fields of humanities and science. Results showed that abstracts published in Ecuadorian and North American journals from four disciplines put more emphasis on purpose, method, and product (results) to introduce the new knowledge. Throughout the corpus present, past tense, and hedges were the most frequent categories. The present tense commonly occurred in M1-M2-M5. The similarities and differences in the rhetorical organization and linguistic realizations of abstract moves might be attributed to the context of publication; however, such rhetorical and style choices remain unclear, in terms of conventional patterns or authors' preferences.

Referring to the study above, there was the similarity with the present research. That was analyzing the abstract of Scientific Papers Written in English. On the other hand, the previous study not only investigated the structure of the abstract but also linguistic realizations, including verb tense, clauses, modal verbs and stance markers while the present research investigated the structure and other requirements of abstract in theses written by undergraduate students of English Education Department of UIN SUSKA Riau, Pekanbaru.

The next study by Suryani and Rismiyanto (2019) entitled "*Move Analysis of The English Bachelor Thesis Abstracts Written by Indonesians*". This study aims at examining the rhetorical moves of English bachelor thesis abstracts written by students from non-English departments. The data consisted of twenty abstracts selected randomly from hard and social science departments of Universitas Muria Kudus. The analysis employed Hyland's five rhetorical move

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model. The study reveals that most English bachelor thesis abstracts did not follow the five rhetorical moves. The absence of some rhetorical moves in the English bachelor thesis abstracts may lead to the communicative purposes not achieved and thus might cause difficulty for readers to understand the study.

The similarity of this study with present research was analyzing the abstract writing. But on the contrary, this study analyzed the rhetorical structures of students' abstracts using Hyland's five rhetorical move model, while, the present study focused on the analyzed the components of the abstract of undergraduate Students' of English Education Department using APA theory.

The last study by Haryanto (2018) entitled "*The Analysis of English Education Abstract at The Islamic Institute of Bengkulu on The Content, Organization and Language*". This research covered three purposes; 1) to know how far do the contents of the Abstracts of the English department students of State Islamic Institute of Bengkulu follow the rule of abstracting, 2) to know how the English department do students of State Islamic Institute of Bengkulu organize their thesis abstract, and 3) to know what are the errors of language making by the English department students of State Islamic Institute of Bengkulu in writing their thesis abstract. This study used descriptive qualitative research. It described how the students write an abstract based on the rule. The results were; First, In organization of the abstract, the students were still not effective to organize their abstract. The abstract the students still consisted of too many words, and the paragraph was not well organized. Second, the abstract content was not representing the component of each chapter of the thesis. Furthermore,

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for some abstracts the unity of the paragraph was not related each other, they could not support the main idea of paragraph well. The last was language used inside of the abstract. Language in this study was related to the grammatical process of sentence found in each paragraph. In analyzing, the researcher found many errors made by the students in composing the abstract. Grammatical error in this study was classified into the Error in the Content of Word (Part of speech, such as: verb, noun, adjective and adverb), Error in Function of Words (preposition and conjunction), and Error in the Mechanics (period, comma, semicolon, and capital word).

According to the study above, it was clear that the study has the similarity with the present research. That was analyzing the abstract organization English thesis. But, the previous study not only investigated the organization of the abstract but also analyzed the grammatical of the abstracts that written by students while the present research investigated the organization and other requirements of abstract in theses written by undergraduate students of English Education Department of UIN SUSKA Riau, Pekanbaru.

Based on all of the related studies above, it can be seen that the similarities between those researches and the present research was analyzing the abstract of Scientific Papers Written in English. But, none conducted a research about analyzing the abstract' components, the coherence (thematic progression) and cohesion in one time. Therefore, the researcher was interested in combining it.

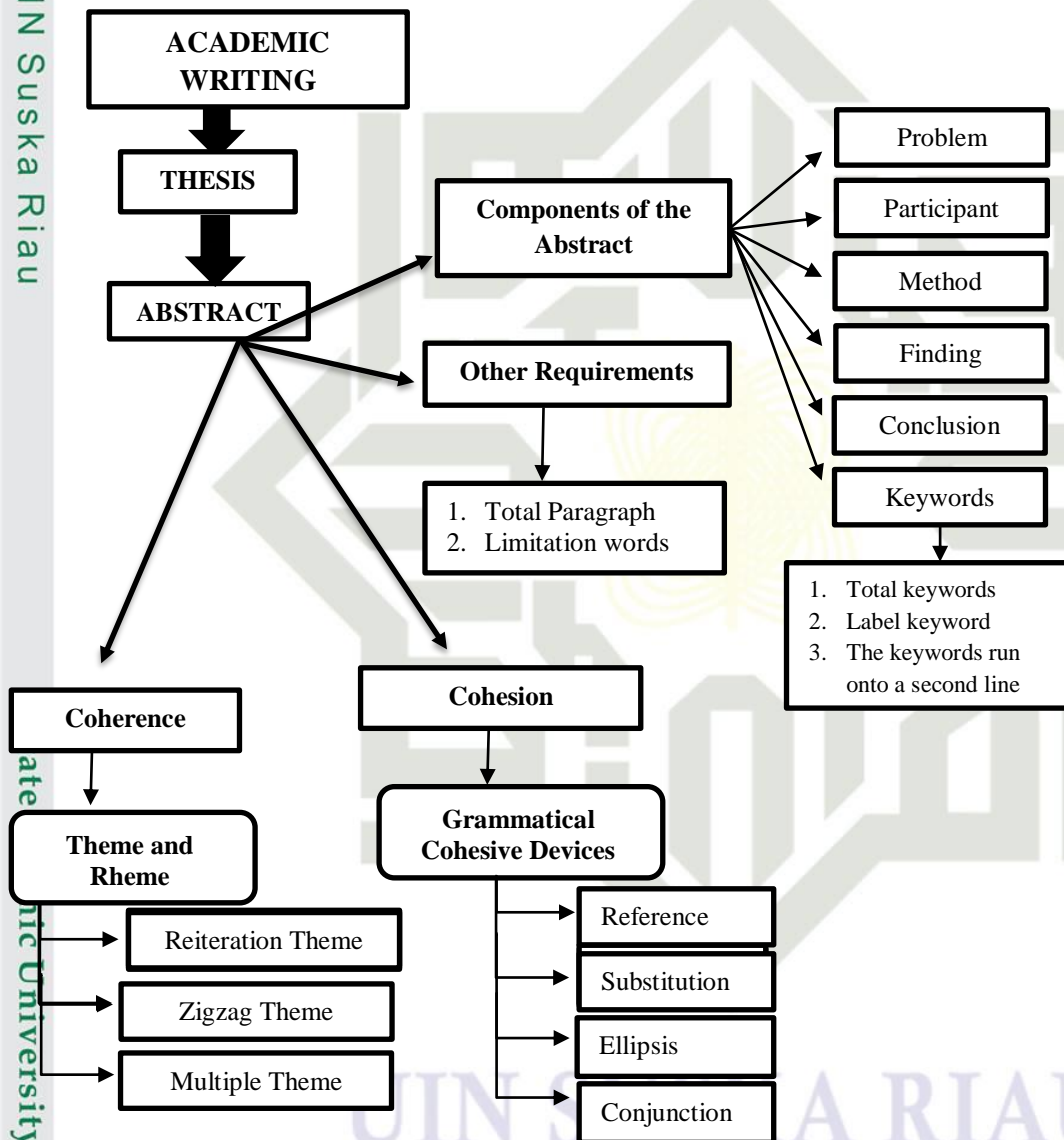
That was analyzing the components, the coherence and cohesion in the abstract of Thesis written

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## 2.6 Conceptual Framework

Conceptual framework is used to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. It can be conceptualized into the following chart below:



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## CHAPTER III RESEARCH METHODOLOGY

### 3.1 Design of the Research

In this research, the researcher used descriptive qualitative as a design of the research. The researcher presented data onto words and descriptive form. Creswell (1998) stated that qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. In qualitative research, the data collected was not in the form of number, but the data gained from documentation and interview. The main point of this research was to collect the data onto descriptive way. According to Gay (1992), descriptive research is scientific research that describes about event, phenomena or fact systematically dealing with certain area or population. So, the researcher described the phenomena of the abstract in thesis written by undergraduate students of English Education Department at UIN SUSKA Riau.

### 3.2 Sources of the Data

Data source was the important thing in conducting a research. Thus, data source was the substance where the researcher got information that was required. In this research, the researcher got the data from the thesis written by undergraduate students of English Education Department of UIN SUSKA RIAU who graduated in year 2019.

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### Population and Sample

The population of this research was 101 abstracts of thesis written by undergraduate students of English Education Department at UIN SUSKA RIAU who graduated in year 2019 that have been submitted in UIN SUSKA Library. The researcher used purposive sampling as the technique in taking the sample. According to Arikunto (2010), purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose. So, the researcher took the sample with the total sampling was 25 thesis abstracts. The sample and the title of the thesis can be seen in table 3.1 below:

**Table 3.1**  
**Sample of the research**

NO	TITLE	Year of Publication
1	The Effect of Using Silent Way Method on Students' Speaking Ability at Madrasah Aliyah Negeri 1 Pekanbaru	2019
2	The Effectiveness of Using Teams Games Tournament (TGT) Technique on Students' Reading Comprehension in Narrative Text at SMK Taruna Pekanbaru	2019
3	The Effect of Using Paired Reading Strategy on Students' Reading Comprehension in Narrative Text at Azzuhra Islamic School Pekanbaru	2019
4	A Reflection of Gender Self-esteem in Speaking Activity of the Second Year Students at English Education Department in State Islamic University of Sultan Syarif Kasim Riau	2019
5	The Correlation between Students' Reading Interest and Their Reading Comprehension at the Second Year of SMAN 2 Tambang Kampar Regency	2019
6	An Analysis of Code Switching Used by the English Teachers at State Vocational High School 1 Rengat	2019
7	An Analysis of Students' Ability Using Personal Pronoun in Writing Descriptive Text at SMK PGRI Pekanbaru	2019

8	Correlation between Parents' Educational Background and Students' Motivation in Learning English at The Tenth Grade of Vocational High School Muhammadiyah 2 Pekanbaru	2019
9	The Correlation between Students' Attitudes toward Teachers' Error Correction and Their Writing Skill at State Senior High School 1 Salo	2019
10	An Analysis of Students' Vocabulary Learning Style at Eighth Grade of Junior High School 20 Pekanbaru	2019
11	An Analysis of Students' Errors in Using Preposition 'in, on, at' at Junior High School Pembangunan Bagan Batu Rokan Hilir	2019
12	The Effect of Using Think-Pair Share Strategy on the Students' Ability in Writing Recount Text at Junior High School 1 Kampar Timur	2019
13	An Analysis on Students' Errors in Understanding Simple Past Tense in Narrative Text at SMAN 1 Hulu Kuantan	2019
14	An Analysis of Students' Grammatical Errors in Writing Narrative Text at State Junior High School 1 Keritang Tembilahan Indragiri Hilir	2019
15	The Effect of Using Paraphrase Passport Strategy on Student's Reading Comprehension in Narrative Text at the Second Year Students of Senior High School Plus Bina Bangsa Pekanbaru	2019
16	The Comparison of EFL Vocabulary Mastery in Descriptive Text Between Male and Female Students at State Islamic Senior High School 2 Bengkalis	2019
17	The Effect of Using Flashcards on Students' Ability in Using Prepositions at the First Grade Students of Junior High School 10 Tapung	2019
18	Investigating Language Anxiety Sources of Students at Senior High School 1 Kampar	2019
19	The Influence Students' Reading Interest and students' Vocabulary Mastery toward their Reading Ability on Descriptive Text at the eleventh grade of Senior High School Tri Bhakti Pekanbaru	2019
20	An Analysis on Students' Perception on Teacher-Student Classroom Interaction at SMK Negeri 2 Tanah Putih	2019
21	The Comparison of Students' Speaking Skill between Male and Female at State Senior High School 1 Kuantan Hilir, Kuantan Singingi	2019

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22	The Correlation Between Students' Vocabulary Mastery and Their Reading Comprehension in Descriptive Text at State Senior High Scholl 2 Pekanbaru	2019
23	Teaching English Using Detailed Reading Strategy (DRS): Its Effect on The Eighth Grade Students' Reading Comprehension at State Junior High School 9 Pekanbaru	2019
24	The Correlation between the Students' Mastery in English Grammatical Rules and Their Ability in Writing Narrative Text at State Islamic Senior High School 1 Kampar	2019
25	An Analysis of Translation from English into Indonesia of the Tenth Grade Students at SMA IT Azzuhra Pekanbaru	2019

### 3.4 Data Collection Technique

Sugiyono (2008) stated that the fundamental method relied on by qualitative researchers for gathering information is participation in the setting, direct observation, in-depth interviewing, and documentation review. In this research, the data collecting techniques were Documentation review. Joseph (2007) claimed that documentation is any communicable materials (such as text, video, audio, CD, DVD etc., or combinations used to explain some attributes of an object, system or procedure. In line with that statement, Sugiyono (2008) stated that documentation can be written and picture by someone that can be used to obtain information. In brief, in this research the documentation was the thesis written by undergraduate students of English Education Department at UIN SUSKA RIAU.

### 3.5 Data Analysis

After collecting the data, the researcher analyzed the data. Wiersma (1991) stated data analysis in qualitative research is a process of categorization, description, and synthesis. In short, data analysis was systematically process to

analyze data which have been collected. In this research, the researcher used contents analysis in analyzing students' abstracts. Then, in analyzing the contents of the students' abstract, the researcher used the theories which has been stated in chapter two. Those were; (1) the organization of abstracts contents used APA (2010) theory which stated that the contents of an abstract are problem, participant, method, finding, conclusion and keywords. The other requirements of abstract are total paragraph and limitation words. (2) The coherence in students' abstracts was adopted by Eggin (2004) theory. (3) In cohesion analysis, the researcher used Halliday and Hasan (1976) theory. In addition, the steps in analyzing those objects of this research are as follows:

1. Collecting the students' abstracts of their theses by copying from UIN SUSKA RIAU library.
2. Reading each abstract to analyze the abstract components and the other requirements used which refer to the theories of American Psychology Association, APA (2010).
3. Marking the students' abstracts components using these codes below:

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**Table 3.2**

**Code system for analysis the components of abstract**

No	Components	Code
1	Problem	P
2	Participant	Pr
3	Method	M
4	Finding	F
5	Conclusion	C
6	Keywords	K

4. In analyzing the coherence and cohesion, re-read each abstract several times carefully.
5. Then, underlining and determining the words or sentences that meet as theme and rheme (for coherence) and grammatical cohesive devices (for cohesion) to make the analysis easier.
6. The last was classifying the thematic progression pattern that referred to Eggins (2004) theory. Those were reiteration theme, zigzag theme, and multiple theme. It was also classifying the grammatical cohesive devices used Halliday and Hasan (1976) theory, those are Reference, Substitution, Ellipsis and Conjunction.

Those were the steps that the researcher used in analyzing the organization abstract contents, coherence and cohesion of students' abstracts.

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