GRAMMATICAL COHESION IN STUDENTS'
UNDERGRADUATE THESIS

By

Ari Prasetyaningrum
English Department, HAMZANWADI UNIVERSITY, Indonesia
rheafanny1981@gmail.com

Maman Asrobi
English Department, HAMZANWADI UNIVERSITY, Indonesia
mmnasrobi@gmail.com

Siti Ayu Surayya
English Department, HAMZANWADI UNIVERSITY, Indonesia
ssuraya@hamzanwadi.ac.id

Zahratul Fikni
English Department, HAMZANWADI UNIVERSITY, Indonesia
zahratulfiknii@gmail.com

Abstract

*Halliday and Hasan (in 1976) put forward a new insight on cohesion in the field of discourse analysis in which cohesion itself is divided into two they are lexical and grammatical cohesion, so based on this fundamental study, the author conducted a study on cohesion, yet focused on grammatical cohesion. The goal of this study was to determine the use of grammatical cohesion from the most dominant to the least dominant types in undergraduate thesis belonged students of the study program of English language education at Hamzanwadi university by M.A.K Halliday's theory. This study was classified into **a** qualitative approach by applying content analysis. The author used documentation in the form of students' undergraduate thesis for collecting the data. There were two kinds of data taken; namely, There are two types of data: primary and secondary. The main data referred to the thesis written by the learners of the eight semesters as their partial fulfillment task bachelor's degree. The secondary data was data that complete the primary data. The author showed the data in line with Creswell and Poth's theory, in which the author related the theory by examining the grammatical of the thesis. The research finding revealed the most dominant type of grammatical cohesion was reference appeared 6149 times or 6,5, 29 %, then conjunction, which was found 3107 times or 32, 99 %. Meanwhile, the least dominant types of grammatical cohesion were substitution which appeared 145 times (1, 53%), and ellipsis, which appeared 16 times (0, 16%). This study implied that the learners should be careful in writing their undergraduate thesis by noticing the language demonstrates the significance of the grammatical cohesion devices found in English paragraphs that could assist the learner in writing a meaningful d meaningful thesis.*

Key Words: *Grammatical Cohesion; Students' undergraduate thesis*

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INTRODUCTION

Students from non-native English-speaking nations frequently regard writing as a problematic English ability. Common writing barriers include organization, mechanics, content, vocabulary, mind, and language use (Husin & Nurbayani, 2017). Apart from those vital elements, coherence, and cohesion, lexical and grammatical aspects should be considered (Ampa & Basri, 2019). Due to grammatical inhibition, the learners must focus on the writing product and how they speak their minds and feelings in writing.

In Indonesia, English is being taught as a foreign language. Particularly in writing, the learners are demanded to create a well-proportioned text that makes the readers undertake easily (Abdullah et al., 2020; Hasan & Marzuki, 2017). In addition, university students should communicate insight on a particular topic, some experts' theories, and arguments for maintaining their original ideas in academic writing, like thesis writing as a final task.

The thesis is a partial requirement that must be submitted for a bachelor's degree in Indonesia. Scholars state that a thesis as academic writing refers to a scientific process conducted by a researcher to seek the results and findings of the research (Kusuma et al., 2022; Thomas et al., 2015). The thesis deals with a series of research activities carried out by college students who want to gain an undergraduate degree, which consists of specific theories and a series of the authors' statements along with detailed explanations of findings and research discussions conducted. Arranging a thesis is similar to a scientific paper, yet it is more complicated as a comparison thesis is longer than an article (Ulugbek & Anora, 2020). All Indonesian universities obliged thesis as a partial fulfillment to achieve a degree. The thesis is usually called a research report because it must be completed through deep analysis, study, and research. Before writing a thesis, all learners are required to submit a research proposal (Ristekdikti, 2019). By following several research designs, university students could get detail description dealing with their future research. The author should use what is known as cohesiveness to connect ideas in a text to improve the accuracy of the sentences. as well as create texture to the whole passages (Emilia et al., 2018). The text should have "texture," as stated by Halliday and Hasan(1976) in that a text's unity should be based on a solid tie to the texture. The nature of texture is ideal for conveying the devices of a specific text. The existence of texture is a must in a text to make it different from non-text papers. Texture from

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a text plays a role in uniting the context. Texture, meaning found within a text, is called cohesion (Ardi et al., 2020).

Cohesion refers to the bond of the meaning of a text through lexical items or non-structural properties. Cohesion exists when interpretations among some discourse elements rely on each other. Then, it could be concluded that an element strengthens each other (Dascalu et al., 2018; Nirwanto, 2021). Preceding resources cannot understand as a particular element. Moreover, semantics becomes the basic concept that refers to the meaning relationship present in a text (Gao et al., 2017). Cohesion is a connector linking a sentence to another in the text. Cohesion as a text feature appears due to meaning or grammatical cohesion (Afrianto, 2017).

Wahyuni & Oktaviany (2021) states that grammatical cohesion is defined as specific grammatical devices linked around the sentence bounds. Those features are the main factors in understanding the interrelatedness and integration of the passage. (Muttaqin et al., 2021) states that grammatical cohesion must be found in all text genres because it will connect the first paragraph to the next one. It is because a text may be continuities, series, and comprehensible. Furthermore, grammatical cohesion will improve readers' understanding of the paper that the author writes. If a text is written without grammatical cohesion, surely the readers will be baffling.

It is a significant duty to ensure that sentences in the text are connected. As a result, university students should be able to comprehend the lesson of coherence and a component of cohesion, namely grammatical cohesion. (Emilia et al., 2018) . Grammatical cohesion refers to cohesion achieved by the use of grammar. This device is concerned with the fundamental building of links or devices used to connect words, phrases, clauses, and sentences. It is a valid connector among devices that present later with previous devices.

Reference, substitutes, ellipsis, and conjunction are four forms of cohesive grammatical devices. (Amperawaty & Warsono, 2019). These devices are essential in bridging the gap between written and verbal communication. As a result, it is suggested that the university learners be familiar with the types and functions of every grammatical cohesion device. They are applied well in written and spoken discourse; cohesive grammatical devices could connect sentences and paragraphs structurally, and there will be no disparity between an idea in a sentence and a paragraph (Anwar, 2017). It creates not only structural sentences but also decreases puzzling when grasping the text message. That is why grammatical cohesion should

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be taken into account.

The learners who write a thesis must be guided and advised well so that their results may become proof as qualified as their hope. A sentence to the other should be integrated (Greetham, 2019). If the ideas, thoughts, and words are just scribbled down without being adequately related, the reader will be perplexed when trying to understand the writer's message.

As stated in the previous explanation, the author is inspired to analyze grammatical cohesion in an undergraduate thesis. The learners accomplished the thesis chosen in this study in the English language study program at Hamzanwadi University in the academic year of 2020-2021 because it is the final task that university students must accomplish. As a research paper, a thesis demands them to convey acceptable arguments and conduct research to prove hypotheses and assumptions.

A written discourse that all university students must carry out is the thesis (Badenhorst et al., 2015). Furthermore, English education study programs that graduate future competent teachers in their majoring knowledge oblige students to arrange a thesis as a final task. The thesis covers several paragraphs and sections that should be coherent, and the meaning related to text formation could be arranged systematically (Mim et al., 2019). Due to thorough and integrated discourse, a thesis has described complete and fused aspects called cohesion and coherence (Sari et al., 2018). In order to create a proper discourse requires an ability to know and apply proper cohesion and coherence. Otherwise, the details to be carried through the thesis would be ambiguous to the readers.

A qualified thesis must be written in the appropriate and coherent language and proper style and follow the citation rules (Hart, 2018). In terms of methodology, a thesis has to be created with an excellent formal academic method. Moreover, a thesis should have an analytical legible arrangement and elaboration, which must always ease the readers' comprehension of the logic presented in the thesis (Swarni, 2016). The learners of colleges or universities have to finalize their graduate education to gain one degree; all learners are required to write a thesis as a final assignment. Thus, the author believed that during thesis writing, there must be specific research and explain research findings and discussion as well. Thus, it could be concluded that thesis is finishing task for the learners who want to gain bachelor degree.

The thesis contains a sequence of chapters and subheadings on the whole page as a

written discourse. Introduction, literature review, research methodology, findings and discussion, and conclusion and suggestion are the five chapters of the English education study program at Hamzanwadi university thesis. However, not all of the thesis created by the learners have well-written cohesion (Vivian, 2018). The sentences and paragraphs are not cohesive in the learners' thesis. The author put a serious concern because a thesis relates to a scientific paper that needs the use of rules of language and thorough aspects of writing as a reasonable requirement of a qualified scientific paper and beneficial to the readers.

The author focused on analyzing the types and usage of cohesive devices found in the undergraduate thesis written by English education study program learners at Hamzanwadi University in 2020-2021. Data analysis is based on the theory of Halliday and Hasan (1976) and notes the percentage of cohesion found in the thesis. In line with the study background, the author formulates a problem statement to determine *the use of grammatical cohesion types from the most dominant to the least dominant in the undergraduate thesis written by the students of Hamzanwadi University English education study program.*

METHOD

Design

This research is categorized into a qualitative approach. The type of qualitative approach that the author applied is discourse analysis. The content analysis technique is used to classify certain types of cohesive devices chosen by the participants in arranging the whole of a thesis. The author chose a qualitative approach meaning the data is presented in the form of words instead of a set of numbers. This research method is applied to written or visible subject matters to analyze the characteristics of an object.

Participants

The participants in this research are the ten undergraduate students of the Faculty of Langauge, Arts, and Humaniora, English education study program, Hamzanwadi University, who wrote an undergraduate thesis in the range year 2020-2021

Instrument and data source

The author used an instrument for data collection. In this study, the writer took students' undergraduate thesis and chose the background of the study, theoretical framework, research method, findings & discussion, as well as the conclusion & suggestion of the Faculty of Language, Art, and humanities as a written transcript.

This study's data came from academic writing by students in Hamzanwadi University's English language education program's eighth semester in the academic year 2020-2021, and it is an undergraduate thesis. A thesis must be accomplished and fulfilled by students as a partial requirement for a bachelor's degree. The grammatical cohesion devices in ten theses were examined. One set of data was used as the data source.

The study then divided the data into primary and secondary data. "primary data" refers to the first and principal data relevant to the current inquiry. The primary data was a thesis written by the eight-semester students as their obligatory task. The secondary task supported and contributed the primary data like thesis, internet sources, journals, and articles.

Data Collecting Technique

Collecting data is a crucial step of the present study. For this rationale, the author determined the proper procedures to collect data. There are three procedures to collect data in descriptive qualitative research: documentation, interview, and questionnaire. The author chose the documentation technique (students' undergraduate thesis) for data collection. (Mohajan, 2018) states documentation is a data collection technique that straight research subject directly. Documentation is a written record of previous occurrences, such as a manuscript or a literary work. Documentation was used To determine the performance of pupils' writing. Meanwhile, to gather data for this study, the author set up a meeting with the eight-semester students under their thesis advisors and requested permission to borrow their thesis, after which the author made copies of the thesis. The author used primary data from university students' theses, particularly documents.

Data Analysis Technique

The author used Creswell and Poth's theory to conduct data analysis. The author described and related Creswell's theory about data analysis by assessing the grammatical

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cohesiveness in students' thesis (Creswell & Poth, 2016). It involves using Creswell's theory to categorize data using grammatical cohesion devices. The author took the procedures as follows: classifying some paragraphs containing grammatical cohesion in the entire undergraduate thesis and splitting them into short sentences. Next, the author chose and marked several words with grammatical cohesion devices in each sentence of any single paragraph. The next step was classifying into types of grammatical cohesion. The author holds specific codes to facilitate analyzing and classifying the learners' thesis. The whole citation model follows the offline Mendeley desktop(Turmudi, 2020)

Table 1 List of Grammatical Cohesion Coding Aspect

No	Aspect	Code
1.	Reference	Per ref
		Dem Ref
		Comp Ref
2.	Substitution	Nom sub
		Clau sub
		Verb sub
3	Ellipsis	Nom el
		Clau el
		Verb el
4	Conjunction	Add conj
		Adv conj
		Cau conj
		Temp conj

Then, using percentages, determine the number of grammatical coherence devices identified in learner-written theses. Grammatical cohesion will be measured as a percentage to examine the use of grammatical cohesion kinds that are commonly used and those that are rarely used in students' theses. The researcher uses percentage and calculation tables to identify grammatical cohesion devices and follows this simple formula to count and analyze data:

$$P = \frac{F}{N} x 100\%$$

P: The percentage of grammatical coherence in total.

F: Each sort of grammatical cohesion's frequency.

N: The number of grammatical cohesion devices in total

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RESULTS AND DISCUSSIONS

Results

Types of Grammatical Cohesive Devices

This study aimed to look at the most common and least common grammatical coherent devices discovered in 10 theses from Hamzanwadi University's English education study program's eighth semester. Research findings revealed that the most dominant type of cohesive grammatical device was reference which appeared 6149 times or 65, 29 %, succeeded by conjunction appearing 3107 times or 32, 99%. Meanwhile, substitution (1, 53%) and ellipsis (0, 16 %) were the least dominant types of cohesive grammatical devices. Here, students' grammatical cohesion was analyzed by applying Halliday's theory. Then, the author presented findings on cohesive grammatical devices commonly found in the ten students' thesis. The author compiled the data and counted every device type through specific codes written under each sentence having cohesive grammatical devices.

Furthermore, the table below shows the number of times coherent grammatical devices appeared in the thesis and the proportion of times they appeared. The cohesive grammatical devices written in the thesis and shown in the data were reference, substitution, ellipsis, and conjunction, with reference being the most commonly utilized. Reference took the top position in grammatical cohesion, followed by conjunction in the second rank. Then, substitution took the third position, and the last was ellipsis, meaning the participants rarely used those two types of cohesive devices.

Reference

The study result showed 9417 cohesive grammatical devices in 10 participants' undergraduate thesis. Four types of cohesive grammatical devices could be found, including reference, substitution, ellipsis, and conjunction.

This study is meant to reveal the most dominant and the least dominant grammatical cohesive devices in the undergraduate thesis of the eight-semester students at Hamzanwadi University. The findings proved that reference was the most dominant grammatical cohesive device in the participants' thesis among the other types of cohesive grammatical devices. The result showed 6149 times appearances or 65, 29%. Personal reference, which appeared 1092 times, demonstrative reference 4455 times, and comparative reference 602 times, were among the three reference subtypes. The reference occurs 6149 times, accounting for 65.9% of all coherent grammatical devices. As a result, reference ranked top among all coherent grammatical devices, with three types: personal reference, demonstrative reference, and comparison reference. The frequency and percentage of each reference form are shown in the table below.

Table 2 *Number of Occurrence and Percentage of Reference Types*

No	Reference Types	Occurrences	Percentage
1	Personal Reference	1092	17, 75%
2	Demonstrative Reference	4455	72, 45%
3	Comparative Reference	602	9, 79%
	Total	6149	100%

Table 2 above shows that the types of reference found in the participants' thesis were 6149 occurrences. The demonstrative reference came in leading place with 4455 occurrences (72.45%), followed by personal reference with 1092 occurrences (17.75%) and comparative reference with 602 occurrences (9.79%).

Conjunction

The second position in conjunction includes additive, adversative, causal, and temporal conjunction, which appeared 3107 times or 32, 99%, including four subtypes of conjunction. For instance, the additive conjunction appeared 2189 times, the adversative conjunction 146 times, the causal conjunction 323 times, and the temporal conjunction 449 times. In the table below, a detailed description is provided.

Table 3 Number of Occurrences and Conjunction Type Percentages

No	Conjunction Types	Occurrence (Sentence)	Percentage
1	Additive Conjunction	2189	70, 45%
2	Adversative Conjunction	146	4, 49%
3	Causal conjunction	323	10, 39%

4	Temporal conjunction	449	14, 45%
	Total	3107	100%

The most prevalent type of conjunction, according to the table above, is additive conjunction, which appears 2189 times, or 70.45% of the time., followed by temporal conjunction, which appears 449 times or 14.45% of the time, causal conjunction, which appears 323 times or 10, 39% of the time, and adversative conjunction, which appears 146 times or 4, 49% of the time. There have been 3107 occurrences of all forms of conjunctions in total.

Substitution

The third position is a substitution, which appears 145 times (1.53 percent) in students' thesis and covers three subcategories of replacement: nominal substitution (117 times), verbal substitution (26 occurrences), and clausal substitution (two occurrences). In students' theses, the last rank is an ellipsis, which appears 16 times or 0.16 percent of the time, with three subtypes: nominal ellipsis, which appears four times, verbal ellipsis, which appears two times, and clausal ellipsis, which appears ten times.

Substitution occurs less frequently than conjunction, and it occurred 145 times, accounting for 2.35 percent of all occurrences. Nominal, verbal, and clausal substitution are the three types of substitution. In the table below, the statement was presented.

Table 4 *Number of Occurrence and Percentage of Substitution in Students' Thesis*

No	Types of substitution	Occurrence (sentences)	Percentage
1	Nominal substitution	117	80, 68%
2	Verbal substitution	26	17, 93%
3	Clausal substitution	2	1, 37%
	Total	145	100%

Table 4 above presents the kinds of substitution item occurrences. The amount of nominal substitution is 117 occurrences and got the first rank of substitution items. Next, it was followed by verbal substitution with 26 occurrences and clausal substitution with two occurrences.

Ellipsis

Compared to the other types of cohesive grammatical features, an ellipsis is the less frequent type and less dominantly used in students' thesis, reaching 16 occurrences or 0, 16%. Ellipsis covers nominal, verbal, and clausal ellipsis. The detailed description can be seen as follow.

Table 5 The number of occurrences and percentages of different types of ellipses in students' theses.

No	Types of ellipsis	Occurrence	Percentages
1	Nominal ellipsis	4	25%
2	Verbal ellipsis	2	12, 5%
3	Clausal ellipsis	10	62, 5%
	Total	16	100%

According to table 4, the clausal ellipsis is the most common type of ellipsis used by students in their theses, which appears ten times (62.5%), followed by a nominal ellipsis, which appears four times (25%), and verbal ellipsis, which appears twice. There are a total of 16 ellipsis instances.

Discussion

This research aims to determine how grammatical cohesion types are used from the most dominant to the least dominant in an undergraduate thesis written by students in the eighth semester of Hamzanwadi University's English education study program. The results show that reference 6149 occurrences (65, 29 %) was the most common, followed by conjunction 3107 occurrence (32, 99 %, and substitution 145 occurrences (1,53 %) and ellipsis 16 occurrence were the least common (0, 16 %).

The author employed past relevant studies as a comparison. The first relevant study that validated this conclusion was conducted (by Wahyuni and Amperawati (2021), who also discovered that reference was the most commonly used grammatical type. The Lion King movie script contains many aspects such as reference, substitution, ellipsis, conjunction, repetition, synonymy, antonymy, hyponymy, and collocation, and they are all sorts of lexical and grammatical cohesiveness. Although Wahyuni and Amperawati looked at a movie script, it appeared that reference was the most common grammatical reference found. Reference was the reason cohesive grammatical devices were found in The Lion King movie script and undergraduate thesis because reference refers to someone or something.

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The second relevant study was conducted by Muttaqin, Saleh, and Hartono (2021), who analyzed students' project proposals. However, their findings showed that grammatical conjunction was the most commonly used grammatical cohesion with 238 occurrences. In contrast, grammatical reference was 235 times, grammatical ellipsis was 13 times, and grammatical substitution was only six times. Although the previous research and the present study analyzed a final project done by university students, the author found that grammatical cohesion research findings were dissimilar. The previous research analyzed grammatical cohesion in smaller scope than the author. The previous study did not examine the fourth and fifth chapters that need many references to refer to theories to strengthen the findings spread in chapter four.

On the other hand, the author made a breakthrough by studying grammatical cohesion. The study covered the whole chapter of the thesis instead of the movie script and Student final project proposal like the previous studies to find the level of cohesive grammatical spread among the five chapters of the thesis. The research on grammatical cohesion was the first time conducted in this province. However, the drawback of this study was analyzing grammatical cohesion only without examining the errors and students' ability to use grammatical cohesion. The similarity in the grammatical cohesion findings was caused by the same format used to arrange a thesis manual from beginning to end. The students produced similar grammatical cohesion to connect each sentence or make specific references. Nevertheless, the student's level of mastery of the accuracy of grammatical cohesion in the thesis is determined by the employment of cohesive grammatical devices.

The reference becomes the prime factor the students produced in the thesis chapter. Reference cohesion is a grammatical cohesion in which a lingual unit refers to other lingual units that came before and after it. (Muhyidin et al., 2020). This cohesion connects a text element with other things related to the element or things to be referred to. The reference refers to the relationship between a word and an object. Such as it, you, his, and their. Then Gerrot and Wignell (as cited in Rofiq'ah, 2019) say reference deals with the sequence order that initiates and identifies the participants throughout the book. It also has anything to do with textual meaning and manner. Among the three types of reference, the students most commonly used demonstrative reference in the whole thesis, especially in the background of study and literature review subsection, instead of personal references (Galvan & Galvan, 2017). It means

that in most of the paragraphs, there were oral appointments in which the speakers show the reference by placing him in scale distance. That is because the research object was a scientific thesis that contained many theories from books, scientific papers, and other sources. They were suitable to a specific subject matter and field of study as well as personal argument, which provides a description and summary related to the research problems being elaborated, so personal reference use such as he, she, or I am minimized (Biggam, 2018).

Furthermore, the background and literature review section is meant to describe a review of literature that an author has investigated when studying a particular topic. The finding on a reference as the most dominant grammatical cohesion was also proved in research by (Puteri et al., 2018) from Universitas Negeri Padang, Indonesia, entitled grammatical cohesion in the thesis. The results showed that there were grammatical cohesion signals from dominant to least used in 192 paragraphs with 362 pairs of sentences: (1) references, (2) conjunction, (3) ellipsis, and (4) substitution.

The second dominantly conjunctive or sequential cohesion comes from a grammatical cohesion that expresses a particular relation of meaning (Huneety et al., 2017). Because a bit of relation in discourse is the sentence, the author examines the conjunction connecting the intercoastal, not between words or phrases. Conjunction contrasts identity from the rest of cohesive relations: reference, substitution, and ellipsis (Khudhair, 2017). Conjunctive devices are not straight cohesive yet ambiguous. A conjunction is a resource to make a flow of ideas in the development of the text. Conjunction relations identify the process in which what follows in a paragraph is connected to what has been stated before based on their particular interpretation (Darweesh & Kadhim, 2016). They are not devised to track the proceeding or the succeeding text but to convey specific meanings involving other discourse components (Chatman, 2021).

Furthermore, conjunction deals with the text's connective of the sentence, paragraph, and clause. The conjunctions were most common in chapter II or the literature review. They were dominated by additive conjunctions, which meant that most of the text contained extra information without moving the ideas from the last phrase or clause. (Afzaal et al., 2019). It could be understood since literature review discusses the subject matters belonging to other researchers to counter plagiarism, track intermission between researches, give confession to previous researchers, deficiency in previous studies, provide problems for the following

researchers, and propose necessity for future research, relate the works in the context of its contribution to the study areas which require interconnection among ideas and arguments of the writers and the previous theories. As was supported by (Anwar, 2017), conjunction is usually encountered in students' academic writing as a reference. The findings demonstrate that various cohesive devices, such as grammatical and lexical cohesion, were discovered in undergraduate thesis abstracts. The abstract form of conjunction is the most common. Conjunctions accounted for 112 of the total cohesive devices or 45 percent.

Substitution occurs when one object is replaced with another. (Parazaran & Motahari, 2015) . It signifies that substitution is the alteration of a word, phrase, clause, or sentence related to the previously mentioned word, phrase, clause, or sentence. Substitution is a word-to-word relationship rather than a meaning-to-meaning one. It is also a type of counter that keeps track of how often something is done. The nominal substitution was the commonest found, defined as an alteration of a lingual unit categorized as nominal with other lingual elements having a similar category (Wahyuni & Oktaviany, 2021). Substitute one/ones (singular/plural), and same are widely used to sign it.

On the other hand, one serves not only as a substitute but also as a personal pronoun, cardinal number, determiner, and general noun or pronoun. While conjunction was found almost dominantly in the second chapter, substitution spread equally in the whole thesis chapter. Substitution is one of grammatical cohesion which is rarely produced in formal writing (Martinez Lirola & Irwin, 2016). It was backed up by Rahman, who conducted a study called "Investigation of grammatical cohesion on students' academic essays," which found that reference (56,3%) was the most common grammatical cohesive element utilized by students in academic essay writing compared to other types. Substitution, on the other hand, was the least common (0.5%). (Rahman, 2017).

Ellipsis is the component of substitution where the item is not modified. Ellipsis occurs when a sentence or clause loses several essential systemic elements that can only be restored by referencing a previous text item (Adiantika & Floranti, 2018). The most common ellipsis observed was clausal ellipsis within the clause (Bahaziq, 2016). In English, a clause is viewed as the interpretation of different speech purposes, such as a statement, question, response, and so forth. It has modal and a propositional element as part of the clausal ellipsis order (Maulida

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& Nugraha, 2020). Clausal ellipsis was commonly found in chapter four when the students wrote some clips about the sentence examples they found in the sample's writing tasks.

The abundant grammatical cohesive devices of this undergraduate thesis cause the author to take a long time to demonstrate how the authors attempted to make their meanings apparent, particularly by repeating references, conjunctions, ellipsis, and substitution in places where cohesive grammatical devices are required. The readers would undoubtedly find the thesis understandable if those unified indications offered by the learners were used. As previously said, the background of study, theoretical framework, research methodology, findings, and conclusions of research studies are the sequence of writing an undergraduate thesis. It is easy to see how the linguistic signals established on the surface text can aid readers in absorbing the information presented. As a result, it is reasonable to argue that the employment of these ties contributes to the overall undergraduate thesis's general coherence.

CONCLUSION

Referred to the findings and discussions, we conclude that the learners' undergraduate thesis has all grammatical cohesion features. Personal reference, demonstrative reference, comparative reference, verbal substitution, nominal ellipsis, verbal ellipsis, clausal ellipsis, additive conjunction, adversative conjunction, causal conjunction, and temporal conjunction are the eleven cohesive mechanisms in grammatical cohesion. The most commonly utilized grammatical types were reference and conjunction, and substitution and ellipsis are the least common. Grammatical cohesion must be understood because it is essential to connect proper sentences and enable people to write systematically. The factor why there are a lot of cohesive grammatical devices found in the undergraduate thesis was reference because reference refers person. Conjunction can connect two sentences to make both sentences meaningful. Substitution can be used to substitute words, groups, or clauses. Ellipsis because it used to omit words or clauses to avoid repetition.

Before writing the thesis, some suggestions may be proposed first, and students are expected to pay attention carefully to the aspect of grammatical cohesion besides other aspects. It ensures that what is written is meaningful to the readers and corresponds to the author's intentions. Second, it is suggested that the subsequent researchers examine the accuracy of

grammatical and lexical cohesion in students' thesis describing the educational context and literary discourse, so the cohesion difference in the academic and literary thesis will be seen.

BIO-PROFILE

Ari Prasetyaningrum is a lecturer in the department of English, Faculty of Arts and Humanities Education, HAMZANWADI UNIVERSITY, Indonesia. Her research interests include English writing, teaching strategy, and discourse. ORCHID-ID: 0000-0002-5925-2232. Corresponding Email: rheafanny1981@gmail.com

Maman Asrobi is a lecturer in the department of English, Faculty of Art and Humanities Education, HAMZANWADI UNIVERSITY, Indonesia. His research interests are English language teaching, technology in English Language Teaching, and Assessment of English Language Teaching.

Siti Ayu Surayya is a lecturer in the department of English, Faculty of Art and Humanities Education, HAMZANWADI UNIVERSITY, Indonesia. Her research interests are teachers' competency, educational technology, and teachers' motivation.

Zahratul Fikni is a lecturer in the department of English, Faculty of Art and Humanities Education, HAMZANWADI UNIVERSITY, Indonesia. Her research interests are assessment and methods in language teaching.

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