

An Analysis of Sense Relation in Thesis Abstract of English Language Education Study Program Students Batch 2017 who Graduated in 2021

Assyakhirah Nur Ridha^{1*}, Noor Eka Chandra², Yusuf Al Arief³

¹²³ English Language Education Study Program, Faculty of Teacher Training And Education, Universitas Lambung Mangkurat

^{*)} Corresponding author: assyahirahnura@gmail.com

ABSTRACT

An abstract should be explained well so that the readers will understand the content of the writing. Therefore, it is important to know the relationship between the meaning of words when writing an abstract. This study aimed to describe and analyze the sense relation of thesis abstracts that were written by English Language Education Study Program students FKIP Lambung Mangkurat University batch 2017 who graduated in 2021. The method of the research is descriptive qualitative and the subject was the students of ELESP. The researcher has carried out reading and note-taking techniques for data. The findings of the study show that there were seven types of sense relation found the in thesis abstract that was written by ELESP. There are 61 synonyms, 22 hyponyms, 25 homonyms, 39 polysemy, 16 complementarities grade abilities, and 10 relational opposites and there are additional words -s, -ed, found in some words. From the results of the study, it can be suggested that (1) the students of ELESP should understand more about the material of sense relation so that they can easily write their academic papers including thesis abstract, (2) the lecturers should explain more to the students on the importance of using the correct sense relation in writing the abstracts, (3) it is expected that other researchers focus more on the sense relation element in their further research.

Keywords: Abstract, Writing, Sense Relation

INTRODUCTION

Scientific writing contains scientific reasoning arguments and is communicated through standardized written language in a systematic-methodical manner and analytical synthesis (Suriasumantri in Finoza (2010)). One type of scientific writing that is well-known is an abstract thesis. An abstract is defined as a paragraph containing 250 words that help readers understand the essence of the research writing. Slade & Perrin (2010) as stated that an abstract is a collection of summaries of the research as a whole and is to describe the research, not to evaluate or defend the claims contained in the articles we write.

Structurally, an abstract must contain issues around the topic we choose (background and research objectives) which are described briefly, concisely, and clearly (Hyland. 2013). That is why it is important to write a good abstract as the reader will quickly understand the contents of the scientific writing. Sometimes the relationship meaning of words or sentences chosen by the researcher has a different meaning from the reader's understanding. Therefore, this issue is

important so that the reader will have the same comprehension as the writer of the abstract writing. A further problem that may be found in words or sentences may refer to the same individual but do not have the same meaning, therefore it can be understood that the comprehension of sense relation is used more by ELESP students.

The relationship of known meanings of words or sentences is called a sense relation. Sense relation is – the semantic similarities and differences holding between lexical items, (the more regular and the closer they are, the more interesting). There are several types of sense of relation such as synonymy, hyponymy, antonymy, homonymy, and dan polysemy. Therefore, it is important to know the relationship between the meanings of words when writing abstracts in written works, especially the thesis when the words used have multiple meanings. Apart from the meaning of the word conveyed, in words, we also identify units or smaller than words which are called morphemes. Like there are additional words –s, -ed, -re, -un, etc. Although these units have no meaning on their own they can be separated and have a specific function.

From the explanation above, this study will discuss the sense relation found in the thesis abstracts of the English Language Education Study Program students FKIP Lambung Mangkurat University batch 2017 who graduated in 2021.

LITERATURE REVIEW

Abstract in General

According to Maizel (Smith: Singer, 1984), the abstract is a summary presented in a brief and precise section that contains the purpose, scope or reach, and findings of an article abstract summarizes the entire contents of the document presented briefly and accurately and usually appears at the beginning of the manuscript: this acts as the entry point for any academic paper or patent application granted.

In general, abstracts are divided into two types, Informative Abstract and Abstract Indication. There are several stages in abstract writing, as follows:

1. An abstract is written when the writing of the contents of the paper or scientific work has been completed because the abstract is a summary of the contents of the writing.
2. Include the main objectives, hypotheses, and conclusions from the paper's content or scientific work.
3. Determine critical sentences from the contents of the paper.
4. Identify the main results of scientific papers found in the results section.
5. Arrange sentences in the form of one paragraph.

Moreover, the writer should also consider the structure of writing an abstract in terms of paragraph structure, word count, and paragraph content. Abstracts in English are written in the arrangement as follows: Background, Methods, Results, Conclusion, and Key Words.

The background section should be the shortest part of the abstract and should be very brief, usually the content is about the scientific reason for conducting the research. While the methods section is usually the second-longest of the abstract and consists of the approach and type, subjects, instrumentation, data, data collection, and data analysis. The results are the most important part of the abstract and nothing should compromise its range and quality. The conclusions should contain the most important take-home message of the study, expressed in a few precisely worded sentences, and the keywords are important terms that can be found in your abstract and chapters such as the words abstract, writing, and sense relation from this research (Andrade, C. 2011).

Sense

The importance of meaning in abstract writing is essential in this research. Scientific writings, especially abstracts, require clarity in their discussion. The meaning contained in words must be expressed explicitly to prevent giving other meanings. Sense is defined as the complex system of relationships that holds between the linguistic elements themselves, mainly the words (Hu Zhuanglin. 1998). For example, sense of a chair is a seat with four legs and a back, a sense of an uncle, his brother's sister, etc. Unicorns and hobbits have sense but no reference (concerning objects in the real world).

Sense is abstract and only exists in our minds. Sense causes a sentence to be analytic, synthetic, a contradiction, a necessary condition, a sufficient set of conditions, and stereotype, for example, the results show that debaters used Face Threatening Acts to threaten the Face of the interlocutor and most often used Positive face in FTA even though there is some Negative face related to the context. Those examples belong to sense relation in the form of the polysemy in the word Face. The word Face has more than one meaning that can be direction or part the of body.

Sense Relation

Understanding the sense of relation helps us communicate with each other through language and avoid misunderstandings that occur in speech. Sense relation can occur between words and sentences. David Alan Cruse (2004) classifies sense relation into two groups: Express identity and inclusion between words and meanings (Similarity) and Expresses opposition and exclusion (Oppositeness).

The example of express identity and inclusion between words and meaning (similarity): the word aim and purpose from the sentence this research aimed to find out how much students are interested in reading & the purpose of this study is to find out how much students are interested in reading. Aim and purpose are two words that are often understood in the same sense, although there are some differences between the words aim and purpose. In these examples, the two pairs are partial synonyms because their meanings are not identical.

The example expresses opposition and exclusion (oppositeness): the length or shortness of a paragraph in the abstract depends on the results of the research by the author. The words length (long) and shortness (short) are antonyms or oppositeness because the words can be compared with one other word.

METHOD

The approach of this research is descriptive qualitative. This type of research is text analysis. This research is concerned with the analysis of written materials. The subject of this research is the thesis abstract of English Language Education Study Program students FKIP Lambung Mangkurat University batch 2017 who graduated in 2021. This research does not occur in the field because this research is a literature study. Researchers obtained research sources for this data from written sources and the internet. The researchers look for the necessary references from several libraries, such as the English Language Education study program and Lambung Mangkurat University public library.

This research data are words or phrases in sentences in the abstract of the thesis that show the sense relation in the thesis of English Language Education Study Program students FKIP Lambung Mangkurat batch 2017 who graduated in 2021. According to Gony dan Almansur (2012:168) Data collection in qualitative research can be done using natural conditions techniques, primary data sources, and more on participatory observation techniques, in-depth interviews, and documentation. (Emilinda, 2019:66). The researcher used the following techniques Reading and Note-taking Techniques. In data analysis, researchers can find results that are with the research focus. There are several stages of analysis; data reduction (identification, codification, and classification), data presentation and conclusion drawing (verification). The following are the steps in analyzing the data in this study:

1. The researcher involves scanning the materials (collects words or sentences that are included in the meaning relationship) and transcribing the interviews.
2. Researchers enter words or sentences into data analysis that contains data on types of meaning relationships.

3. Researchers make triangulation and confirm with the experts.
4. Researchers describe the data and conduct discussions.
5. Researchers conclude the results of the discussion.

RESULTS AND DISCUSSION

The findings of the research showed that there were 177 the sense relation found in the thesis abstract of the English Language Education Study Program FKIP Lambung Mangkurat University batch 2017 who graduated in 2021. There were: 61 synonyms, 22 hyponyms, 25 homonyms, 39 polysemy, 16 complementarities, 4-grade abilities, and 10 relational opposites.

The major sense relation type found in the abstract thesis writing was Synonymy. For example, It upholds the ethics of politeness so that when talking to other people it is recommended to be polite (WS1-TA2). The word upholds is bound morphemes because there is an additional -s or suffix in the word and it also acts as synonymy because the word upholds has another related meaning with another word, such as the word support. As the theory presented by D.A Cruse (2004) synonymy is defined as expressing identity and inclusion between words and meanings.

The type of sense relation that is found the least is grade ability. For the example: The results showed that the high error made by students was omission with a percentage was about 18.1% and 17.5% students error in singular-plural (WS3-TA6). The word high acts as a free morpheme because it has its meaning or words that can stand alone in language. As Rozy Setiawan (2013) stated that Gradeability is where a word can be compared with one other word. Gradeability relates to something that has a level. The word high also belongs to antonymy or oppositeness of the word low.

An example of another type of sense relation is Polysemy: speaking is a productive ability as a second or foreign language used directly to convey the ideas, knowledge, and feelings of speakers to others (WS9-TA1). The word second is a free morpheme because it has its meaning or a word that can stand alone in language. The word second can be interpreted in various ways. Based on the example sentences, it shows that the word second is polysemy in the typical sense relation because the two words are the same but have more than one meaning.

Another example of sense relation is Antonymy in the form of Relational Opposites: Directive speech acts in the scope of an educational communication is important to be analyzed since the addressee must toward the speech uttered either by a teacher or lecturer (WS2-TA3).

The word teacher or lecturer is a free morpheme because it has its meaning or a word that can stand alone in the language. The antonymy of the teacher or lecturer is the student as there will be no teachers or lecturers if there are no students.

For Hyponymy: The results of the research showed that the domestication ideology was used 173 times, a frequency is 86,5%, whereas the foreignization ideology was used 27 times, a frequency is 13,5% (WS6-TA4). The word showed acts as a bound morpheme because there is an additional -ed in showed or suffix. The word Show is included in the hyponymy of sense relation as the main word comes from the word amusement.

Another type of sense relation is Complementarity: Students support the use of code-switching because code-switching has some positive factors such as creating a good learning environment, increasing learning motivation, and clearer learning interaction (WS4-TA5). The word positive is a free morpheme because it has its meaning or words that can stand alone in language. Positive is included in complementarity in antonymy in the sense relation type. Complementarity is a word that is absolute, not relative or it is said that there is only one possible meaning.

Homonymy: Providing written corrective feedback on students' writing is one of the ways to guide students in improving the quality of their writing (WS5-TA7). This shows that the word there is a homonymy in the sense relation type because it has the same pronunciation as the word there even though it has a different meaning.

Here is the table of the research findings:

Table 1. The result of the analysis

No	Word	Code	Types				
			Synonymy	Hyponymy	Antonymy		
					C	G	RO
1	Upholds	WS1-TA12	Support				
2	High	WS3-TA6			Low		
3	Second	WS9-TA1					-Runner up -Minute
4	Teacher or Lecturer	WS2-TA3			Students		
5	Show	WS6-TA4	Amusement				
6	Positive	WS5-TA6		Negative			
7	Their	WS5-TA7			There		

CONCLUSION

Based on the results of data analysis, it can be concluded that seven types of Sense Relations were found in the thesis abstract of English Language Education Study Program Students FKIP Lambung Mangkurat University batch 2017 who graduated in 2021. There are 61 synonyms, 22 hyponyms, 25 homonyms, 39 polysemy, 16 complementarities, 4-grade abilities, and 10 relational opposites. The words were found to have their respective categories regarding morphology. There are additional words –s, -ed, and others found in each word. This explains that before knowing the meaning of what words are found, you must first know the grammatical function.

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