

CHAPTER I

INTRODUCTION

This chapter comprises the background of research, research problems, objectives of the research, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

Language instruction covers four important skills that are listening, speaking, reading, and writing. The four of them are broken down into two kinds of skills, receptive and productive skill (Al- Jawi, 2010: 2). The receptive skill is related to the competence of obtaining information that can be done by the process of hearing or reading, thus listening and reading include in the receptive skill. In contrast, the productive skill is related to the ability in creating or producing the language through conveying the idea written or orally, hence speaking and writing are as a part of productive skills. Both receptive and productive skills have related role, Al-Jawi (2010: 2) states “a rich exposure to listening and reading is required to attain mastery and proficiency in natural production”, by this way the more people get plentitude experiences in receptive skills’ competence, listening and reading, it can help the improvement of productive skills.

The four skills shown earlier, listening, speaking, reading, and writing, all of them have its own phase in human language development. Listening is the first skill that human has, and then the ability is increasing by uttering sounds or words.

This speaking ability could develop by imitating what have heard before. The next is that human can receive the information or the language sign in written way, by this stage the competence of reading is started. Then the last competence which also considered as the difficult one to be mastered, is writing skill. Richards and Renandya (2002: 303) declare that writing is the most difficult skill to master, the complexity lies not only in generating and organizing ideas, but also in translating the ideas into readable text. By this way, writing becomes the last competence that should be had by language learners which is to step on this skill they have to master the other skills first.

In formal education, like in university, writing is placed as the final task that should be required by the students in order to pass the degree they take. The students in every department should write a report about their research in scientific way as an article, thesis, or dissertation. Scientific writing is different from the other writing context since it has its own pattern to write. Hartley (2008: 3) suggests that scientific text is precise, impersonal, and objective which typically used third person, the passive tense, complex terminology, and referring system. By this way, it can be seen that writing a scientific work is not a simple task since it should complete the specific requirements.

Nonetheless, every institution has its own criteria for the submitted writing and it has its own complexity in different level. One of scientific writings is an article which is commonly written by scholar or someone who concerns in a particular field like in education, science, health, etc, that takes a goal in improving his department by conducting a research and reporting his research in

an article which is published by a certain journal publisher. Every journal publisher has its own criteria. The credible journal will give high standard qualification of article, thus anyone who adore publishing his article in a trusted journal should have a good competence in writing especially scientific writing. Moreover, a journal publisher will be said as a credible one if it has several criteria that have to be fulfilled in order to get accreditation by government. In Indonesia the department which manages the journal accreditation is *DP2M* (the Directorate Research and Service of Society) *Ditjen Dikti* (the Directorate General of Higher Education of Indonesia) *Depdiknas RI* (Department of National Education of Indonesia). The department has some requirements to predicate a journal accreditation that reflect in three instruments as general there are the presentation, the management, and the content. The three of them still breaking down into several specific points which have different score in every point (Wibowo, 2008: 25).

Every journal has a specification in its field such as journal of teaching and learning, journal of science, journal of linguistics, etc. In Indonesia there are many kinds of journals published by an institution or university and the popular one in English Foreign Language (EFL) teaching is TEFLIN journal. TEFLIN journal is published by TEFLIN, the Association of Teaching English as a Foreign Language in Indonesia, and managed by TEFLIN Publication Division which since 1997 has been based at the English Department Faculty of Letters, State University of Malang, East Java. TEFLIN journal has obtained accredited status as scientific journal from *Ditjen Dikti* (the Directorate General of Higher

Education of Indonesia) in 2002 and has been indexed in several international databases, e.g. Proquest, EBSCO, DOAJ, ISJD, Google Scholar, etc. This kind of journal is a double-blind peer-reviewed journal that published biannually, in January and July and concerns in the discussion of topic around ELT (Program Book, TEFLIN Conference: 2014). Since TEFLIN is considered as a professional scientific journal, the writing requirement for the article should take a high standard, thus the articles that published in this journal are considered as a good scientific writing.

The attendance of scientific writing in journal or other sources not only purposed to integrate the writing skill but also enlarging the range of discourse, mainly planned discourse. According to Ochs (as cited in Olshtain and Murcia, 2000) discourse can be either planned or unplanned. Most informal conversation and written texts, like notes or letters include as unplanned discourse, while planned discourse includes prepared speeches or sermons in oral discourse and carefully edited or published written work. In everyday life, planned discourse could be found in news reporting, newspaper, journal, magazine, textbook, advertising, and many more. In this case, an article or scientific writing could be include as the written planned discourse since the articles are done through a long process of editing and reviewing and will be published as a scientific work that could be read by many people with different background of knowledge then the information could be recognized by everyone who read the discourses.

Moreover, discourse itself means a spoken or written language that describes internal relationships of form and meaning, like words, structures, and

cohesion that relate coherently to an external communicative function (Olshtain and Murcia, 2000: 4). It can be said that discourse is a series of words that interconnected by having quality of cohesiveness, coherence, and meaningfulness, hence there are some factors that influence the unity of discourse. The factors could come from internal and external one. The internal factor, as states by Chojimah (2014: 8) is the existence of cohesion. Cohesion is the connection within a discourse because of internal factors in language that can be physically proven. Meanwhile external factor cannot be physically proven since the connection between sentences within a discourse occurs because of nonlinguistic factors then we should be able to know the culture behind the discourse.

One factor that makes a discourse unity is the existence of linguistic factors or the occurrence of cohesive devices inside the discourse that includes grammatical and lexical cohesion which has several cohesive devices. Grammatical cohesion brings the connection within a discourse because of grammar factor, such as reference, substitution, ellipsis, and conjunction. In other hand, lexical cohesion makes a discourse connected because of lexical choices that includes repetition, synonymy, hyponymy, metonymy, and antonym. Meanwhile, in this study the researcher focuses on grammatical cohesion devices, thus the discussion relies on reference, substitution, ellipsis, and conjunction only. Reference, at glance, is expressions whose meaning can be understood by referring to other words, it means that in interpreting the expression we should consider the other words which could be seen forward or backward. In referring backward the expression we should look the previous statement or it is called as

anaphoric reference, while looking forward the expression is called cataphoric reference (Chojimah, 2014: 9). Substitution is a replacement of words that seems not related to the replaced words, while ellipsis is also a replacement but the expression is replaced by nothing or it also calls as substitution by zero. Then the last device is conjunction that is a word connecting words, phrases, sentence, or paragraph. The existence of cohesive devices could build a discourse unity by having linguistic factor that can be physically proven.

All in all, the researcher is interested in investigating the linguistic factors that is grammatical cohesive devices in the selected articles of TEFLIN journal volume 24, Number 1 published in January and Number 2 published July, 2013. The research concerns about finding out the grammatical cohesive devices used in the discourses which include reference, substitution, ellipsis, and conjunction. The researcher chooses this journal because TEFLIN is considered as one of professional scientific journal in Indonesia, thus the articles in this journal are selected in a good standard criterion, by considering this factor the researcher is curious in finding out how does the cohesive ties occur in a good scientific writing as in article of journal. In conducting this study the researcher need several references that could support the research, one of them is the presence of the previous study that relate to this topic. A study entitled *An Analysis of Cohesive Devices in the Linguistics Journal and TEFLIN Journal*, was a thesis from Dwi Purnomo (2013), Muria Kudus University, Kudus, is one of the relevance previous study. The research is aimed at finding out the types of cohesive devices in Linguistics journal and TEFLIN journal, and to calculate the percentages of

cohesive devices in both journals. The concern of the recent study and the previous one is the similar, that is examining cohesive devices in scientific written work, but the distinction is that the recent study takes more focus in grammatical cohesive devices and only takes articles from TEFLIN journal. To sum up, the researcher decides to conduct a research entitled **“Grammatical Cohesive Devices in the Selected Articles of *TEFLIN* Journal.”**

B. Research Problems

Based on the background of the study that has been shown above, the researcher formulates the questions as below:

1. What types of grammatical cohesive devices are used in the selected articles of *TEFLIN* journal?
2. How are the frequencies of occurrence of the grammatical cohesive devices categories found in the selected articles of *TEFLIN* journal?

C. Objectives of the Research

Based upon the research questions, the researcher defines the objectives of this study as follows:

1. To analyze the types of grammatical cohesive devices used in the selected articles of *TEFLIN* journal.
2. To know the frequencies of occurrence of grammatical cohesive devices categories found in the selected articles of *TEFLIN* journal.

D. Significance of the Research

The finding of this research is expected to give advantage both theoretically and practically.

1. Theoretically

This study can help explaining the language aspect which could not be investigated by using syntax, morphology or even semantic because this analysis will be done through discourse analysis study mainly on grammatical cohesion study. Beside that the finding can also give any addition in enlarging the literatures treasure about discourse analysis.

2. Practically

This research could help the readers to understand the grammatical cohesive devices that are found in the selected articles of *TEFLIN* journal through discourse analysis approach. Then, from the finding it also expected that it could be as reference for who are eager to elucidate about discourse analysis study in grammatical cohesive devices.

E. Scope and Limitation of the Research

The researcher is going to analyze the types of grammatical cohesive devices in the selected articles of *TEFLIN* journal and also see how the frequencies of occurrence of grammatical cohesive devices in the selected articles of *TEFLIN* journal. The writer limits the scope of study in order to make it more focus and specific. Some scopes and limitations of this study are demonstrated below:

1. Research Scopes

- a. The research focused on the discourses in six articles of *TEFLIN* journal volume 24, Number 1 published in January and Number 2 published July, 2013, which is selected randomly in each Number.
- b. The research also focused on the grammatical cohesive devices in the selected articles of *TEFLIN* journal, since cohesive devices has two points of discussion there are grammatical cohesive devices and lexical cohesive devices, then this research will only focus on the discussion about grammatical cohesive devices.

2. Limitations

- a. The discussion is about identifying the types of grammatical cohesive devices in the selected articles of *TEFLIN* journal volume 24, Number 1 published in January and Number 2 published July, 2013.
- b. The further explanation is about how the frequencies of occurrence of grammatical cohesive devices categories in the selected articles of *TEFLIN* journal.

F. Definition of Key Terms

To stay away from any misinterpretation, the writer gives the definition of the terms that applied in this thesis as follows:

1. Discourse Analysis

Discourse analysis is the study of language in use, as state by Brown and Yule (1983: 1) that discourse analysis is concerned in the investigation of what language is used for. Discourse analysis is a study about how a discourse is constructed and in analyzing a discourse we can investigate its cohesive devices,

coherence, genre, the language style used and also criticize the discourse. This research is proposed to analyze the language use in scientific articles that examined the grammatical cohesive devices.

2. Grammatical cohesive devices

Cohesion covers mainly two discussions that are grammatical and lexical devices. Lexical devices includes repetition, synonymy, hyponymy, metonymy, and antonym, while grammatical cohesion devices includes reference, substitution, ellipsis, and conjunction thus grammatical devices focus on the discussion related to the grammar factor rather than the dictions choices as in the lexical devices. In this case, the discussion will be focus in investigating grammatical cohesive devices that cover reference, substitution, ellipsis, and conjunction.

3. TEFLIN Journal

TEFLIN journal is published by TEFLIN, the Association of Teaching English as a Foreign Language in Indonesia, and managed by TEFLIN Publication Division which since 1997 has been based at the English Department Faculty of Letters, State University of Malang, East Java. TEFLIN journal has obtained accredited status as scientific journal from *Ditjen Dikti* (the Directorate General of Higher Education of Indonesia) in 2002 and has been indexed in several international databases, e.g. Proquest, EBSCO, DOAJ, ISJD, Google Scholar, etc. This kind of journal is a double-blind peer-reviewed journal that published biannual, in January and July and concerns in the discussion of topic around ELT (Program Book, TEFLIN Conference: 2014).

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer would like to review some theories that are related to the problems of discussion. Therefore, she is going to discuss cohesion, grammatical cohesive devices, scientific writing, and TEFLIN journal.

There are many ways that can be taken in exploring language components such as finding out the word structure through morphology or sound system through phonology. In this case, the researcher examines the connection within a text which is done through discourse analysis. The discussions of discourse analysis cover cohesion, coherence, genre, language style, and so on. Since this study discusses about the connectivity in a text, thus the researcher uses cohesion as a tool in analyzing the discourse. The following section shows how the cohesion works in a discourse.

A. Cohesion

A set of sentences could be considered as a text if it has cohesive relationship within and between the sentences that create texture. The existence of texture in a text makes diversity from something that is not a text, hence cohesive relationship takes a role in giving feeling or sense in something we call text. Cohesive relationships within a text are set up where the interpretation of some element in the discourse is dependent on that of another (Halliday and Hasan, cited in Brown and Yule, 1983: 191). Thus cohesion could help interpreting some

components in a discourse that are tied to another part, for instance when we read a piece of discourse as follows:

John gave a present to his beloved daughter, Martha, last night. She was very happy with it.

By reading some parts of the story above, we can consider that **she** in the second sentence refers back to **Martha** in the first sentence. This function of **she** gives cohesion to the two sentences, so that we interpret them as a whole then we recognize the meaning of those sort text. In other words, cohesion can be defined as a link to hold a text together and create a meaning of it (Kirvalidze, 2013: 99). This implies that a sentence or expression gives a contribution to the others, since there are laid chains that bundle them cohesively. The existence of cohesion in a discourse gives signal to the reader or hearer the connections between the sentences of a text that makes a text sound like it hangs together (Gee, 2001: 159).

Looking at the previous example, the relationship between the first and the second sentence is clearly shown means that we could find the prove between the first and second sentence that has a relation that is cohesive relationship. According to Chojimah (2014: 8) cohesion is the connection within a discourse that is came from the internal factors in the language. The factors that connecting sentences within a discourse can be physically proven, as shown in the previous example, **she** in the second sentence is referred as **Martha** in the first sentence, thus the connection between the first and the second sentence can be seen by referring **she** as **Martha**. The condition of referring an entity to the other includes as one of the discussion of cohesion that is grammatical cohesion.

Cohesion as states by Chojimah (2014: 8) covers grammatical and lexical cohesion which each of them has several cohesive devices. Lexical cohesion is the connection within a discourse because of lexical choices that include repetition, synonymy, hyponymy, metonymy, and antonym. On the other hand, grammatical cohesion is the unity of a discourse because of grammar factor that include reference, substitution, ellipsis, and conjunction. The earlier example shows the condition of referring a unit, *she*, to the, *Marta*, and it includes as one of grammatical cohesive devices that is reference. The deep explanations about grammatical cohesive devices includes reference, substitution, ellipsis, and conjunction are discussed in the following sections.

B. Grammatical Cohesive Devices

As states earlier that grammatical cohesion is a condition in which a discourse is connected because of grammar factor. The word grammar itself is derived from Greek, means *art of letter*. The term “Grammar” has two meaning, as suggests by Fromkin (as cited in Kirvalidze, 2013:3) that in wide perspective, grammar is a theory to describe the speaker’s linguistic competence. In other hand, grammar, in narrow view, is a study of morphology including the word formation, part of speech and grammatical categories; syntax, and also complemented by phonology, lexicology, semantics, and pragmatic. However, in this discussion, the scope of grammatical cohesion is not as wide as grammar in general. This kind of devices examines several discussions of grammar like reference, substitution, ellipsis, and conjunction.

1. Reference

One of grammatical cohesive devices is reference. Martin (2001: 36) states “Reference refers to resources for referring to a participant or circumstantial element whose identity is recoverable” it means that reference is expression that is used to point an entity whose meaning could be found by referring to other words. In a similar way, Cook (1989: 16) proposes that there are words whose meaning can only be discovered by referring to the other words or to elements of the context in which both the sender or receiver realize it. There are several reference items which are often used that include pronouns (e.g. *he, she, it, his, her, him, they, their*, etc), demonstrative (*this, that, these, those*), the article *the*, and items like *such a* (McCarthy, 2009: 35). Moreover, Halliday and Hasan (1976: 33) give a diagram of types of reference as follows:

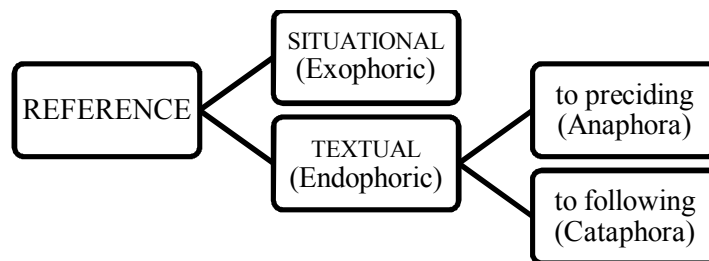


Figure (2.1): Types of Reference

Based on the figure above, it is understood that reference is divided into two main parts that are exophoric or situational reference where the interpretation lies outside the text, in the context of situation. Exophoric reference refers to the abstract situation, it means that the referring word is not appeared in the text but it has already recognized by both the speaker and hearer. The indefinite pronouns

like *everybody*, *everything*, *anybody* are some examples that implies as the exophoric reference (Kirvalidze, 2013: 101). Consider the following example:

Everybody in the cinema loves this 'Frozen' movie.

By considering the discourse above, it can be recognized that *everybody* here does not refer to definite person, but it is understood that both the speaker and hearer know who they are talking about, that is person who watch the movie in the cinema where they are in. In the similar way, McCarthy assumes that the referring items that share worlds outside of the text are called exophoric references since they are not text-internal (2009: 35). In this case the connection in a discourse also depends on external factor or relate to the situation or context which both the sender and receiver have already recognized. Sometimes, the referent is not in the immediate context but is assumed by the speaker or writer to be part of shared world, either in items of knowledge or experience, for instance we may find a discourse as follows:

The government are to blame for unemployment

It would be odd if someone replied to the statement with the question 'Which government?' It is assumed by the speaker that the hearer will know which one, usually 'our government', or 'that of the country we are in or talking about' (2009: 39). In the discourse above we could not find the referring expression to the word *the government* inside the text, but we could understand it by looking outside of the text or considering the context where we have heard or read the

discourse. Therefore, exophoric reference directs the reader or hearer out of the text.

In contrast, textual or endophoric reference lies the interpretation within a text, means the referring items could be found in the text itself. Moreover, endophoric reference is split into two types, anaphoric reference, and cataphoric reference. Anaphoric reference refers to any reference those points backwards to previously mentioned information in text (Hameed, 2008: 84). If we are listening to a story and somebody says '*So I threw it*' we may consider the meaning of *it* from somewhere earlier in the story. We choose the most likely meaning of *it* from the text. It is important to be aware that our knowledge of the meaning *it* is only partly formal though. It involves our knowledge of the world as well, and the story told:

There was rubbish on the chair. So I threw it.

By knowing the complete story we would assume that the speaker had thrown the rubbish, not the chair, even though the word *chair* is nearer, since we know that people are more likely to throw rubbish than chair. In such an example we could find the anaphoric reference, *it* in the second sentence refers to the mentioned information in the first sentence that is *rubbish*, hence we have to point backward in finding out the reference of *it*. By contrast, cataphoric reference refers to any reference that point forward to information that will be presented later in the text or the interpretation is to be found in the part of the text that follows (2008: 84). Consider a piece of story below:

*After the prayer, they all remained seated on the floor which was very cold to listen a sermon. Since the rest people of there were sitting, I joined them listened to all that **the imam** had to say. His name was **Jamil Abdul-Razzaq** from Iraq, and he was English about "Backbiting." (Caraballo, 2009: 9)*

In order to interpret the references *the imam*, the readers are required to refer forward to the next text. The following sentence '*His name was Jamil Abdul Razzaq from Iraq, ...*' suggest that those references refer to *the imam*. Interpreting reference forward in such example is called cataphoric reference.

The previous explanation told about the kinds of references that could be exoporic or endophoric, anaphoric or cataphoric. Nevertheless, the items included in the types of references have already known as pronouns, the replacer of a noun or a whole noun phrase. There are several classes of pronoun that are summarized in the following table:

Table 2.1: The classes of pronoun

Types of Pronouns		Examples
Personal pronoun	Nominative	I, you, they, we, he, she, it
	Objective	Me, you, him, her, it, us, them
Possessive pronoun		My/ mine, you/yours, his, her/hers, its, our/ours, their/theirs
Reflexive pronoun		Myself, yourself, himself, herself, itself, ourselves, themselves
Intensive pronoun		Myself, yourself, himself, herself, itself, ourselves, themselves
Demonstrative pronoun		This, that, these, those
Interrogative pronoun		Who, what, which, whom, whose
Relative pronoun		Who, that, which, whom, whose, whoever, whichever, whomever, whatever
Indefinite pronoun		Everyone, everybody, anybody, anyone, anybody, somebody, most, all,

	each, every, some, none, one, few, both, many, several
Reciprocal pronoun	Each other, each other's, one another, one another's

(Monmouth University, 2011)

By the description above it can be recognized that reference has several types, includes pronoun and article. The following section explains another grammatical cohesive device that is substitution.

2. Substitution

Another type of grammatical cohesive devices is the substitution which substitute or replace a words or a group of words that have appeared in an earlier sentence. As given example by Cook that if we had always answered a question like *Do you like mangoes?* With a sentence like *Yes I like mangoes* or *Yes I think I like mangoes*. It is much quicker, and it means the same if we say *Yes, I do* or *Yes, I think so*, in this case the word *do* replace *like mangoes* in the sentence *Yes I like mangoes*, and the word *so* replace *I like mangoes* in sentence *Yes I think I like mangoes* (1989: 20). By this way it could be said that substitution in a kind replacement, means that a word or a group of words is replaced by another expression. Bloor and Bloor, as quoted by Hameed state, “a speaker or writer wishes to avoid the repetition of a lexical item and is able to draw on one of the grammatical resources of the language to replace the item” (2008: 87). Therefore, substitution helps the users in simplifying the expression by making a replacement item.

Substitution, as suggested by Halliday and Hasan, is divided into three types there are nominal, verbal, and clausal (1976: 90).

a. Nominal Substitution

When *one* or *ones* replace a countable noun, and *some* replace uncountable noun, it includes as nominal substitution. Thus in nominal substitution the nominal groups both countable and uncountable are substituted by *one*, *ones*, or *some*. See discourse below

Baker : “do you want to taste the strawberry or vanilla cake, Mom?”
Customer : “well, I’d like to taste the vanilla **one**”
Baker : “all right, then which **one** do you want to buy, Mom?”
Customer : “I think I will take the vanilla **some**, it’s delicious”

The words *one* and *some* in the short dialogue above are the replacers of the word *cake*, as we see in the sentence *well, I’d like to taste the vanilla one* the role of *one* here is replacing *cake* then if there is no substitution the sentence will be *well, I’d like to taste the vanilla cake*. Hence, the substitute *one* or *some* assume the function of the presupposed item.

b. Verbal Substitution

In substitution, the replacement not only occurs in nominal group but also in verbal group. Verbal substitution in English language is made by replacing the verb with auxiliary or a modal verb (e.g. *do*, *does*, *did*, *done*, *will*, *would*, etc.), consider the example below:

Mickey : “You have **finished** your homework?”
Mini : “Yes, I **did** it last night.”
Mickey : “May I borrow your work?”
Mini : “Well, sure.”

In such example above the word *finished* in the first sentence is substituted by the verb *did* in the second sentence. It will be possible if we keep the verb *finished* in the second sentence, and then the sentence will be ‘*Yes, I finished it last night*’. By changing the verb it does not change the meaning of the sentence, it just making a simply expression.

c. Clausal Substitution

Unlike the two previous substitutions types, nominal substitute ‘one’ for nominal group, and verbal substitution replacing verb group by ‘do’, clausal substitution replacing the entire clause by *so* or *not*, thus in clausal substitution it does not replace a noun or a verb but the entire clause, as in the example below:

Anna : “*Is there going to be a rainbow?*”
Elsa : “*I think **so**, it could be wonderful*”

In the above example, it can be seen that the clausal substitution *so* in the second sentence are the replacer of the whole clause in the first sentence *there is going to be a rainbow*. It could be possible if we maintain the clause, but it would take a long repetition, thus the use of *so* will make it efficient.

The further discussion shows the same simplification but it does not replaced by other expression since it is known as replacement by zero, that is ellipsis.

3. Ellipsis

Both ellipsis and substitution, according to Chojimah (2014: 10) are basically abridgement, since substitution has some expression that can replace a noun, a verb, and even a clause into the simply one, and ellipsis also take the similar role as substitution. Ellipsis is the omission of element or part of sentences

on the assumption that an earlier sentence or the context will make the meaning clear (Cook, 1989: 20). Therefore, if in substitution we can replace a word or a clause, in ellipsis we can throw them or we do not need to replace any expression in it, both substitution and ellipsis help the users to simplify their utterances. Nonetheless, ellipsis and substitution are similar in their function, ellipsis differs in that it is substitution by zero (Halliday and Hasan, 1976: 142). Consider the example below:

Bob : “*What are you doing?*”
James : “***Eating a mango***”

In this case, it could be understood that James does not need to say *I am eating a mango*, but by just saying *eating a mango*, because *I am* has already understood by Bob.

McCarthy proposes that English has broadly three types of ellipsis there are nominal, verbal, and clausal (2001: 43). In a similar way Halliday and Hasan also distinguish three types of ellipsis as the preceding.

a. Nominal Ellipsis

As in substitution that there is a replacement in nominal group, ellipsis could also omit the nominal group. As states by McCarthy (2001: 43) that nominal ellipsis often involves omission of a noun headword, as in:

Laura liked the red rose, while Clara preferred the white.

In the example above the word *rose* is omitted in the second clause, if we put a nominal substitute the clause will be *Clara preferred the white one*, in this case we lose the word *one*, that is what nominal ellipsis work, omitting the nominal group.

b. Verbal Ellipsis

Unlike the nominal ellipsis that omits the nominal group, verbal ellipsis operate the verbal group. Two very common types of verbal group in ellipsis are what Thomas calls echoing and auxiliary contrasting (cited in McCarthy, 2001: 43). Echoing repeats a part form the verbal group, as in:

A : “**Will** anyone be waiting?”
B : “Jim **will**, I should think.”

Contrasting is when the auxiliary changes:

A : “**Has** she remarried?”
B : “No, but she **will** one day, I’m sure.”

In the echoing we can find that both in first and second sentence used the same auxiliary *will*, in the second sentence the speaker omits the verb *waiting*. Furthermore, in contrasting auxiliary we can see that the use of auxiliary in the second sentence is different from the first sentence where it is suited as the context..

c. Clausal Ellipsis

There is no clear distinction between verbal and clausal ellipsis. Verbal ellipsis is always accompanied by the omission of related clause element, these that are in the same part of the clause as the relevant portion of the verbal group (Halliday and Hasan, 1976: 194).

Max : “Peter will be there.”
Marry : “Are you sure?”

In this case the clause *Peter will be there* is omitted in the second sentence, it we keep the clause there will be *Are you sure Peter will be there?* since it has omitted then the expression become shorter.

On the other hand the last types of grammatical cohesive devices is different from other devices, its function is to connect words, phrases, and clauses in a sentence. It is called as conjunction.

4. Conjunction

The last type of grammatical cohesive devices is that conjunction. According to Cook the other type of connection between sentence is provided by those words and phrases which exist between one sentence or clause and another is called as conjunction (1989: 21).

Conjunction is divided into four categories there are additive, adversative, causal, and temporal (Halliday and Hasan, 1976: 238).

a. Additive Conjunction

Additive conjunction may include words that simply add more information to what has already said, like *and*, *furthermore*, *add to that* (Cook, 1989: 21). Furthermore, there are a large number of conjunction that has the same role with the previous, e.g. *further*, *again*, *so*, *moreover*, *what is more*, *similarly*, *likewise*, *in the same way*, etc. Halliday and Hasan (1976: 246) believe that those forms are related to the additive because of their semantic similarity, the source of cohesion is the comparison of what being said with what has gone before.

b. Adversative Conjunction

The basic meaning of the adversative relation is contrary to expectation. In the similar way, Cook also states that the words that give connection within sentence may give contrast new information with old information, or put another

side to the argument, e.g. *but, however, on the other hand, yet, conversely*, etc (1989: 21).

c. Causal Conjunction

Conjunctions may relate new information to what has already been given in term of causes, e.g. *so, consequently, because, for this reason*, etc (1989: 21). Halliday and Hasan give the form of causal relation is expressed by the words *so, thus, hence, therefore, because of that, consequently*, etc (1976: 257).

d. Temporal Conjunction

Another type of conjunction is that temporal conjunction which relate the information to what has already given in term of time, e.g. *formerly, then, in the end, next*, etc (Cook, 1989: 21). The relation between the sentences may be simply one of sequence in time, the one is subsequent to the other. This temporal relation is expressed by *and then, afterwards, after that, sequentially*, etc (Halliday and Hasan, 1976: 261).

To sum up, Halliday and Hasan (1976: 242-243) summarize the categories of conjunction, as shown in the following table:

Table 2.2: The Categories of Conjunction

Categories	Relationship	Example
Additive	Additive ‘proper’	And, in addition, furthermore, besides
	Negative	nor, alternatively
	Alternative	Or, else, alternatively
	Expository	That is, in other words, i.e.
	Exemplification	Such, for example, for instance
	Similar	As, likewise, similarly, in the same way
Adversative	Adversative ‘proper’	Yet, though, but, however, nevertheless, whereas
	Avowal	In fact, actually
	Correction of meaning	As a matter of part
	Dismissal	Contrary, in any/ either case
Causal	Causal general	So, hence, then
	Reversed causal	Consequently, for, because
	Reason	For this reason, it follows
	Result	As a result, in consequence
	Purpose	For this purpose
	Conditional (direct)	that being the case, under the circumstance
	Conditional (reversed polarity)	Under other circumstance
	Respective (direct)	Therefore, in this respect/ regard
	Respective (reserved polarity)	Otherwise, in other respects
Temporal	Sequential	At first, to start with, next
	Past	Previously, before this/ that
	Present	Hitherto, at this point, here, from now on
	Future	Forward, soon, after a time just then
	Durative	Meanwhile, in the meantime
	Summarizing	Finally, in conclusion, to sum up, in short, briefly
	simultaneous	At the same time

The explanation above shows that conjunction has several types that are used to connect words, phrases, and clauses in a sentence, and each type has its own role in tying the words.

Furthermore, this study examines the grammatical cohesive devices in articles which include as a scientific work, thus the further discussion explores about scientific writing.

C. Scientific Writing

Writing is included as productive skill that also consider as the difficult one to be mastered. As explain by Richards and Renandya that writing is the most difficult skill to master, the complexity lies not only in generating and organizing ideas, but also in translating the ideas into readable text (2002: 303). Moreover, writing is also the most important activity for language learner especially for academic purposes. Saville state “writing is the most important productive activity for L2 learners to develop if they will use the language for academic purposes....,” (2006: 163). In this case, this activity commonly uses for testing knowledge of the students. They are required to compose a paper and other written assignments for different courses in their class, and write an essay for examination that used to see the students’ progress. Moreover, writing task could also require for advanced students, like in university, they are asked to write extended texts such as thesis, dissertation, or article (Saville, 2006: 163). By having the tasks, the students should conduct a research that related to their program of study, and report it as thesis, dissertation, or article. Thus, the advanced students have to be able to write scientifically as the result of their research report.

Writing in scientific way is differ from the ordinary, since scientific writing is done through careful process rather than write a narrative or descriptive text. Every institution has its own criteria for the students advance’s writing tasks.

However, all institutions have the same basic requirement for scientific writing. Hartley suggest “It typically uses third person, the passive tense, complex terminology, and various footnoting and referencing systems” (Hartley, 2008: 3). Moreover Smyth (as cited in Hartley, 2008: 3) explains several requirement in writing a scientific text.

“Good scientific is characterized by objectivity. This means that a paper must present a balance discussion of a range of views... moreover, value judgments, which involve moral beliefs of what ‘right’ or ‘wrong’ must be avoided... the use of personal pronouns is unnecessary, and can lead to biases or unsupported assumption. In scientific papers, therefore, personal pronouns should not be used. Phrases such as ‘in my opinion’ or ‘I think,’ therefore, are superfluous and a waste of words... for the same reasons, the plural pronouns *we* and *our* are not used.”

Nonetheless, one argument does not mean that it becomes the general rules in writing scientific writing since every publisher has its own criteria in it. However, the suggestion can be used as the reference in constructing a good scientific writing.

Furthermore, one of scientific writing that commonly used for students’ final task is an article. Hartley suggests that research article has general structure that is known by IMRAD (Introduction, Method, Result, and Discussion), although, there are some kind of variation on this basic format. IMRAD as states by Medawar, is a formula for writing up, and it makes the scientific writing look more logical than what the real one (cited in Hartley, 2008: 8).

Furthermore, the structures of research articles are begun with a title, most of them include abstract, and also several key words. The occurrence of title is to stimulate the reader’s interest, thus composing a good title is critical. Hartley suggest that shown as follows:

“A good title should attract and inform the readers and be accurate. It needs to stand out in some way from the other thousands of title that compete for the reader’s attention, but it also needs to tell the reader what the paper is about.”

By this way, several things should be considered in order to construct a good title. In similar way, abstract, as a heading of article, also needs a special treatment as a title. Both of them are often last written since the decision in making a title and an abstract require a careful thought, this is because title and abstract is the beginning part of the article that are read first by the reader. The presence of an abstract is to sum up the article as a whole into a neat description. An abstract helps the readers to recognize the discussion of the article before they step on the whole descriptions. As the article, abstract also has a general structure that could help the writer easy to construct an abstract. Hartley suggest that the structure of abstract is normally written by using five sub-heading, there are background, objectives, method, result, and conclusion (2008: 31). By this way, the abstract could summarize the all contents of an article. In addition, the length of abstract usually have been established by each journal publisher, but in general the length of abstract is as few as 150 words, thus the writer have to be able to sum his thousand words into a hundred one. Besides, title and abstract there is a key words which appears in the beginning of an article. Key words does not need any special treatment as title or abstract, but it should be chosen carefully since key words is the basic term that being discussed in the article. The presence of key words could help the other writer or researcher who interest with the same topic to judge whether the previous study relevant with his current study or not.

Nonetheless, the main and the most critical part of article is the body itself that contain the IMRAD (introduction, method, result, and discussion). The first body part is the introduction. In this part the writers put their basic idea of why they conducting the research, thus it contains the explanation and logical reasoning which could build the reader understanding about their research. Moreover Swales and Feak suggests that in this part there are several sections that could be used to construct an introduction in academics article. The section is called ‘move’ which in every move there are laid the writers’ reasons. In move 1, the writers show their topic and the general reasons why they choose the topic, and also introduce and review the previous study that relevant with their study. The next move is showing the distinction between the current study and the previous one. And the last move is doing by outlining the purposes of the present study and listing the research question or the hypothesis to be tested (cite in Hartley, 2008: 41). However, these formations could be changed as the adoption in every institution or publisher policy.

Subsequently, the part of method in an article usually includes three sections that are participants, measures, and procedures. Methods can be brief or length it depend on whether the method is well known or the new one. If the researcher takes the well known method it usually does not need a long explanation, but if the researcher uses the new method it would need a long description (Hartley, 2008: 47). After deciding the methodology, the next step is writing the result of the study. In this analysis part the main data is presented to support the hypothesis in the form of table and graph then it would be clearly explain by words in the next section, discussion. Like introduction, this section

has typical “move” which in move one, the writers put their restatement of the finding, then in move two they have to evaluate whether the current finding contradict, qualify, agree, or beyond the previous finding. In move 3, the writers list the limitation of their study, in move 4 they make an interpretation of the result, and the last move require the writer to state the implication and recommended for further research. This is the last part of the main body, the the writer should conclude or make a summary of the finding (Hartley cite in Lewin et al, 2001).

Farthermost, the distinction between scientific writing and other writing is the use of references since this kind of writing need a logical reasoning and should be based on theoretical consideration rather that personal reasoning. There are four main styles of referencing systems for academic article as suggested by Hartley. The first is the APA style, that also known as the Harvard or the “name(date)” system, the second is the Modern Language Association (MLA) style, then the next is the Institute of Electronic and Electrical Engineers (IEEE) style the authors are numbered with enclosed in square brackets, and the last style is the Vancouver that popular in medical journal which has similar pattern as the IEEE but the key feature is that the use of abbreviated journal title.

Several requirements shown above are just a little part of the structure of scientific writing mainly in journal article since every field of discussion and every publisher has its own pattern to make up an article. However, there are underlying some general rules that are used and this implies that constructing a scientific writing need a careful thought and skillful hand.

Moreover, the presence of journal article has spread out around the world including Indonesia. In this country there are many kinds of journal publisher, however there still a little journal that considered as a credible one. In educational field especially in TEFL, there is a popular journal publisher which is considered as a credible journal that is *TEFLIN* journal. The next section describes about this journal, what, and how this journal take a role in teaching for EFL learner in Indonesia.

D. *TEFLIN* Journal

The term journal in Indonesia is often called as “magazine” which is one kind of printed media that published periodically. However, magazine itself is divided into two types that are general magazine and specific magazine (Wibowo, 2008:14). The general magazine is distributed for public with many variances like sport magazine, music magazine, teenage magazine, and so on, thus everyone could get this kind of periodical easily, while the specific magazine is published by and for a certain group of people or institution that concern in a particular interest especially in academic area like health, science, politics, economics, philosophy, or education, thus not all people know about this, but in academic field specific magazine or well known as journal, is an ordinary thing.

The two kinds of magazine above has different target of publication but it has the same purpose that is as a tool in transferring information to the reader. In specific magazine or journal, the purpose is not only give a new issue in a certain field of academic but it also uses as a tool to improve the performance of

academician and also reflect how far the credibility of institution which publish a journal. As states by Wibowo (2008), that UNESCO gives one of critical criteria to be a credible institution or university that is by considering whether or not the institution has an accredited journal. By this way, the presence of journal among the academician is important in order to increasing the performance both the practitioners and the institution itself. Having an accredited journal is not a simple way since there are several requirements that should be had by journal publisher.

In every country, it has its own department that concern in publishing accreditation as in Indonesia which give this responsibility to *DP2M* (the Directorate Research and Service of Society) *Ditjen Dikti* (the Directorate General of Higher Education of Indonesia) *Depdiknas RI* (Department of National Education of Indonesia). This department holds everything related to the research and publishing journal in Indonesia. There are several requirements that have to fulfill by journal publisher in order to get accredited status from *DP2M*. The judgment uses an instrument which always integrated every time, however, the criteria is based on the three dimension, there are the appearance, the management, and the content of the journal. The three of them later are broken into details which are given point in every criterion (Wibowo, 2008: 25). Besides that, the journal could be called as a credible journal if it has been indexed in one or several international database. There are many kinds of international database, one of them is *DAOJ* (Directory Open Access Journal) which is an online directory that indexes and provides access to high quality, open access, peer- reviewed journals. *DAOJ* is developed in Sweden at Lund University Library. The data from *DAOJ* has spread through international library catalogs. This gives implies

that a journal which indexed in an international database can be included as international journal.

In Indonesia there are many kind of journal in many field such as journal of medical, journal of economic, journal of philosophy, journal of teaching and learning, and so on. Unfortunately, only several of them have accredited status and indexed by international database. One of accredited journal in teaching and learning field mainly focus in ELT (English language teaching) is TEFLIN journal. TEFLIN journal is published by TEFLIN, the Association of Teaching English as a Foreign Language in Indonesia. This national association is began from a local association of teacher in Central Java and established in Jogjakarta in 1970. TEFLIN starts its action by conducting bimonthly regional one-day seminar in several universities and institution in Jogjakarta, then it steps on wider range by having national seminar twice a year in early 1980s. Along with the growing interest in TEFL and TESL the seminar is held yearly as international seminar. Currently, practically all English departments of state as well as private universities and most English teaching education institutions in Indonesia join TEFLIN organization and participate in the activities conducted by TEFLIN. In addition, TEFLIN also has close relationship with several international TEFL institution and professional organization like TESOL international, MELTA Malaysia, RELC SEAMEO Singapore, British Council Jakarta, etc.

TEFLIN journal is a double blind peer reviewed journal that scopes the field of English Language Teaching (ELT) which is published biannually in January and July. TEFLIN publication division at the English Department Faculty of Letters, State University of Malang since 1997, manages TEFLIN journal. This

journal has been given accredited status as scientific journal from *Ditjen Dikti* in 2002, and renewed status in 2005, 2008, and 2011. Another that TEFLIN journal also indexed in several international databases like Proquest, EBSCO, DOAJ, Google Scholar, and so on (Program Book, TEFLIN Conference: 2014).

E. Review of Previous Studies

In enriching the knowledge about cohesion mainly grammatical cohesive devices, it would be beneficial to open new resources than only reading theories in a book. In this case, the writer serves some preceding finding about cohesion devices and grammatical cohesive devices in order to compare the current study with the previous finding. The writer finds many preceding researches that concern in cohesion and also grammatical cohesive devices however the writer only shows the three of them. The first source is a finding cited in a journal entitled *Cohesive Devices in Selected ESL Academic Papers* by Julianah Akindele from Osun State University. She published the article in African Nebula journal issue 3 on June 2011, her finding is about examined the various lexical and grammatical cohesive devices in two selected academic papers whose owned by S. Faniran with *Paralinguistic communication in Chinua Achebe's "A man of the people"* and S. A Fabunmi's with *"The 'Nigeria project' and the indigenous language of National Integration."* The analysis of the cohesive features used in those academic papers revealed that for a text to be cohesive, it must be held together by some lexical and grammatical linguistic devices.

Furthermore, a study entitled *An Analysis of Cohesive Devices in the Linguistics Journal and TEFLIN Journal*, was a thesis from Dwi Purnomo (2013), Muria Kudus University, Kudus, is the other relevance previous study. The research is aimed to find out the types of cohesive devices in Linguistics journal and TEFLIN journal, and to calculate the percentages of cohesive devices in both journals. The research found that both journal used all the types of cohesive devices in constructing unity of the texts, and the result of the calculation shows both reference and repetition are the dominant devices in the journals.

Meanwhile, the last relevant study discussed cohesion devices in more specific way that is only analyzing the grammatical cohesive devices. The study, entitled *A Discourse Analysis of Grammatical Cohesion in Student's Writing*, was a dissertation from Besma Azzouz (2009), Mentouri University, Constantine. This research is conducted to check whether students are familiar with the use of grammatical cohesive devices in writing essays and find the importance of using cohesive devices to create cohesive discourse. In addition, this study was hypothesized that the use of grammatical cohesive devices would strength student's writing and the result show that the use of grammatical cohesive devices by second-year students of English at the Department of Foreign Language, University of Mentouri, Constantine, is quite enough even some inappropriate uses of grammatical cohesive devices are easily noticed concerning the total use of those devices.

By looking backward to the preceding findings the writer consider that this research is different from the previous studies, since in this study the researcher examines cohesion devices mainly focus on the grammatical cohesive devices in

the selected articles of TEFLIN journal volume 24, 2013 and also checks the frequency of occurrence of the grammatical cohesive devices in those articles. Therefore, the variance in this kind of study would be help in enlarging the study about cohesion mainly on grammatical cohesive devices.

CHAPTER III

RESEARCH METHOD

This chapter explains about research design, population and sample, method of collecting data and instrument, and data analysis.

A. Research Design

Based on the proposed research questions, the researcher determines that this research used descriptive quantitative with survey design. Descriptive study primarily concerned with finding out “what is” and involved gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984, cited in The Association for Educational Communication and Technology [AECT], 2001: online). A survey design, as states by Creswell (2003: 173) provides a quantitative or numeric description of trends, attitude, or opinion of a population by studying a sample of that population. Then from the sample results, the researcher generalizes or makes claims about the population.

In this case, the study is proposed to examine a description about what types of grammatical cohesive devices that are used in the chosen articles of *TEFLIN* journal, thus this research included as descriptive study. Furthermore, the researcher intends to find out the frequency occurrence of grammatical cohesive devices which are meant to identify which types of grammatical cohesive devices that tends to be used in the selected articles, that is why the researcher uses quantitative with survey design.

B. Population and Sample

Population is all subjects being studied. As suggested by Djawranto (1994: 402) that population is the sum of units or individuals which characteristics are being studied (cited in Kuntjojo, 2009: 29). Meanwhile, sample is part of the population that is being studied used to find a generalization from the population chosen (Chojimah, 2013: 2). The population of this study is taken from the articles of *TEFLIN* journal volume 24, Number 1 published in January and Number 2 published in July, 2013. The researcher takes this edition because of the factor of availability since this journal is not easily found by common people.

Moreover, the researcher takes the samples from the selected articles of *TEFLIN* journal which are chosen randomly through the process of random sampling technique. In this case, the researcher writes the number of the articles from 1 up to 7 in a lottery, the article given number one is started from the early page in volume 24 Number 1, then the lotteries are put in a bowl and they are shaken thoroughly, then the numbers which coming out are considered to be the samples. The same technique is also done for the volume 24 Number 2, from this technique the researcher takes three articles in each number of volume, thus the samples are obtained 6 article from volume 24, Number 1 and 2 of *TEFLIN* journal 2013. Here are the samples for this research:

1. Teachers' and Students' Perceptions of Motivational Teaching Strategies in an Indonesian High School Context, *Sri Puji Astuti, Victoria University of Wellington, New Zealand (TEFLIN journal volume 24, Number 1, January 2013)*

2. Social Media in a Content Course for the Digital Natives, *Anita Lie, Unika Widya Mandala, Surabaya (TEFLIN journal volume 24, Number 1, January 2013)*
3. 'Culture' as a Skill in Undergraduate EFL Classroom: The Bangladeshi Realities, *Faheem Hasan Shahed, American International University, Bangladesh (TEFLIN journal volume 24, Number 1, January 2013)*
4. Positive Versus Negative Communication Strategies in Task-Based Learning, *Siti Rohani, Politeknik Negeri Malang, Malang (TEFLIN journal volume 24, Number 2, July 2013)*
5. A Genre-Based Analysis on the Introductions of Research Articles Written by Indonesian Academics, *Safnil, Universitas Bengkulu, Bengkulu (TEFLIN journal volume 24, Number 2, July 2013)*
6. Constructivism and Reflectivism as The Logical Counterparts in TESOL: Learning Theory Versus Teaching Methodology, *Abdullah Al Mahmud, Monash University, Malaysia (TEFLIN journal volume 24, Number 2, July 2013)*

C. Method of Collecting Data and Research Instrument

In this study, the data related to the purposed research questions are collected through the documentation method. According to Bailey (1994) cited in Ahmed (2010) documentary research method refers to the analysis of documents that contains information about the phenomenon we wish to study. In this case the researcher is intended to seek the grammatical cohesive devices in the selected articles of *TEFLIN* journal hence the researcher takes the following steps:

1. Reading and understanding the discourses
2. Selecting the expressions that included as grammatical cohesive devices

Since the study is conducted in descriptive method, the researcher takes a role as the key instrument of the study in collecting and analyzing the data(s). As the key instrument the researcher constructs the data and examines its part in order to make it intelligible.

D. Data Analysis

After the data are collected the next step is analyzing the data. In this case the data(s) is analyzed through the following ways:

1. Tabulating

The following step after getting the data(s) is categorizing the selected expressions in what types of grammatical cohesive devices are they, and then placing them to the appropriate of grammatical cohesive devices categories into tables.

2. Counting the Number

After tabulating the data into the table then the researcher counts the total number of each type of grammatical cohesive devices, and sum up the total number of all types of grammatical cohesive devices.

3. Counting the Percentage

The purpose of this section is to know how are the frequencies of occurrence of types of grammatical cohesive devices are found in the selected articles of *TEFLIN* journal. The formula is shown below:

$$X = \frac{N}{\sum N} \times 100\%$$

Where, X = the percentage of types of grammatical cohesive devices

N = the number of each types of grammatical cohesive devices

$\sum N$ = the total number of types of grammatical cohesive devices

4. Interpreting the Result

After the calculating the percentage of types of grammatical cohesion devices, then the next step is interpreting the result. In this step the researcher determines which types that most frequently shown in the articles.

5. Drawing Conclusion

The last step is drawing the conclusion. The researcher defines the finding what types of grammatical cohesive devices are found in the articles and also show the frequencies of occurrence of types of grammatical cohesive devices.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter deals with the description of research finding and the discussion. The finding shows the types of grammatical cohesive devices in the selected article and the frequency occurrence of the devices, and the research problems are answered in the discussion part.

A. The Description of Data

In this research, the researcher analyzes six articles of *TEFLIN* journal volume 24, number 1 published in January and number 2 published in July, 2013. Each number contains seven articles, in this case the researcher only takes three articles in each number randomly, and thus the researcher analyzes six articles. Furthermore, this research is intended to analyze the grammatical cohesive devices that are used in the discourses, in this case the presence of abstract, tables or figures in the articles are ignored. After analyzing the discourses the researcher finds three types of grammatical cohesive devices there are reference, substitution, and conjunction that are used in the selected articles of *TEFLIN* journal without obtaining any ellipsis. The following sections represent the finding of the research there are tables that contain the types of grammatical cohesive devices in the article, and also the percentage of the frequency occurrence of the devices.

1. Types of Grammatical Cohesive Devices Found in the Articles

The result of the research is presented in the following tables that are the categories of types of grammatical cohesive devices used in the selected articles of *TEFLIN* journal. After investigating the samples, the researcher finds that there are only three types of grammatical cohesive devices (reference, substitution, and conjunction) are used in the articles since none of ellipsis is found in the samples.

The tables contain expressions from the samples that are indicated as grammatical cohesive devices. The left column indicates the expressions from the selected samples that contain grammatical cohesive devices which are typed in bold and underlined, then the middle column presents the types of grammatical cohesive devices of the bold and underlined expression, and the right one classifies the categories of devices in the middle column.

Table 4.1: Types of Grammatical Cohesive Devices Found in the Articles

Expressions or Sentence	Grammatical Cohesive Devices	Types of Grammatical Cohesive Devices
... success in learning a second or foreign language. (sample 1/paragraph 1)	Conjunction	Additive with negative relationship
It can be defined as a driving force... (sample 1/paragraph 1)	Reference	Anaphoric- personal nominative
... can be defined as a driving force that pushes someone... (paragraph 1)	Reference	Anaphoric- relative pronoun
The teacher plays an important role in ... (sample 1/paragraph 1)	Reference	Exophoric, article <i>the</i>
My study investigates teachers' perception of... (sample 1/ paragraph 1)	Reference	Exophoric Possessive pronoun
... use strategies to motivate their students. (sample 1/ paragraph 1)	Reference	Anaphoric- possessive pronoun
The root of motivation is from the Latin verb, "movere" which means to move. (sample 1/ paragraph 1)	Reference	Anaphoric- relative pronoun
...motivation has link to cognition, feeling and emotion, and the environment. (sample 1/paragraph 1)	Conjunction	Additive proper
In relation to this study, I define motivation as factors or reason... (sample 1/paragraph 1)	Reference	Anaphoric demonstrative pronoun
In relation to this study, I define motivation as factors or reason... (sample 1/ paragraph 1)	Reference	Anaphoric- personal nominative
... second/foreign language is reported by many teachers as the most important... (sample 1/ paragraph 2)	Reference	Indefinite pronoun
... second/foreign language is reported by many teachers as the most important but difficult skill in teaching... (sample 1/ paragraph 2)	Conjunction	Adversative proper
Thus , the role of teacher in motivating high school learners... (sample 1/paragraph 2)	Conjunction	Causal- result

Continued

Continuation

Expressions or Sentence	Grammatical Cohesive Devices	Types of Grammatical Cohesive Devices
... student language learning motivation and maybe able to increase or decrease it . (sample 1/ paragraph 2)	Reference	Anaphoric Personal-objective pronoun
Meanwhile , in the context of Indonesian learners, having the characteristics of low... (sample 1/ paragraph 3)	Conjunction	Temporal- durative
This is supported by Lamb who found that Indonesian high school students are... (sample 1/ paragraph 3)	Reference	Anaphoric Relative pronoun
They rarely initiate class discussion until they are called on. (sample 1/ paragraph 3)	Reference	Anaphoric Personal-nominative pronoun
This is because of the nature of the course content, teaching method and assessment. (sample 1/ paragraph 3)	Conjunction	Causal- reversed causal
Moreover , relating English to the daily life of Indonesian students... (sample 1/ paragraph 3)	Conjunction	Additive proper
The students do not have life experience using English... (sample 1/ paragraph 3)	Reference	Anaphoric, article <i>the</i>
They are junior high school students and most of them start learning English for the first time. (sample 1/ paragraph 4)	Reference	Anaphoric personal-objective pronoun
His findings indicated that student motivation both instrumental and integrative motivation in relation to ... (sample 1/ paragraph 4)	Reference	Anaphoric possessive pronoun
Subsequently , Lamb continued his study with similar students and found that students need to be autonomous... (sample 1/ paragraph 5)	Conjunction	Temporal- sequential
...the teaching methods do not accommodate what the learners need in terms of English skills. (sample 1/ paragraph 5)	Reference	Anaphoric, article <i>the</i>
Later , Lamb (2007) found that learners are initially motivated to learn... (sample 1/ paragraph 5)	Conjunction	Temporal sequential
However , their attitude toward learning English in a formal... (sample 1/ paragraph 5)	Conjunction	Adversative proper

Continued

Continuation

Expressions or Sentence	Grammatical Cohesive Devices	Types of Grammatical Cohesive Devices
Therefore , this study is conduct to explore the nature of teaching and learning process... (sample 1/ paragraph 5)	Conjunction	Causal respective direct
On the other hand , Sugita and Takeuci's (2010) study indicates only a view... (sample 1/ paragraph 6)	Conjunction	Adversative dismissal
Hence , there is a need to research this area so Indonesian teacher... (sample 1/ paragraph 7)	Conjunction	Causal- causal general
He identified a total of 102 such strategies, which he grouped into... (sample 1/ paragraph 7)	Reference	Anaphoric personal-nominative pronoun
These phases are built on each other so that student motivation... (sample 1/ paragraph 7)	Reference	Reciprocal pronoun
These phases are built on each other so that student motivation... (sample 1/ paragraph 7)	Conjunction	Causal general
... motivational teaching strategies allowed me to explore teachers'... (sample 1/ paragraph 8)	Reference	Anaphoric personal-objective pronoun
To reach its objective, this research was designed as a qualitative study. (sample 1/ paragraph 10)	Reference	Anaphoric possessive pronoun
... produce both exploratory and descriptive explanation. (sample 1/ paragraph 10)	Reference	Indefinite pronoun
Additionally , this approach allowed different data... (sample 1/ paragraph 11)	Conjunction	Additive proper
The following section presents the data... (sample 1/ paragraph 14)	Reference	Cataphoric, article <i>the</i>
... from two teachers' and their students' perception... strategies and expand those using Dornyei's... (sample 1/ paragraph 14)	Reference	Anaphoric demonstrative pronoun
... really appreciated her students' ideas and opinion by listening to her students' ideas respectfully. (sample 1/ paragraph 16)	Reference	Anaphoric possessive pronoun

Continued

Continuation

Expressions or Sentence	Grammatical Cohesive Devices	Types of Grammatical Cohesive Devices
<u>She</u> encouraged her students' motivation by smiling and showing a... (sample 1/ paragraph 16)	Reference	Anaphoric personal-nominative pronoun
The key is <u>your</u> relationship with the students... (sample 1/ paragraph 16)	Reference	Exophoric possessive pronoun
... if <u>you</u> appreciate them and their opinions or ideas. (sample 1/ paragraph 16)	Reference	Exophoric personal-nominative pronoun
...students' motivation <u>such as</u> putting posters..., flowers or students' work. (sample 1/ paragraph 16)	Conjunction	Additive exemplification
I give them free time to express <u>themselves</u> . (sample 1/ paragraph 28)	Reference	Anaphoric reflexive pronoun
The teachers <u>themselves</u> play a very important role in motivating their students. (sample 1/ paragraph 32)	Reference	Anaphoric intensive pronoun
...the spread of English has become faster than ever among <u>the young people</u> . (sample 2/ paragraph 1)	Reference	Exophoric, article <i>the</i>
...young people are hooked on various social media <u>such as</u> Facebook, Twitter... (sample 2/ paragraph 1)	Conjunction	Additive exemplification
...such as Facebook, Twitter, Tumblr <u>and</u> learn more... (sample 2/ paragraph 1)	Conjunction	Additive proper
...from You Tube, Wikipedia, Google than from <u>their</u> teachers. (sample 2/ paragraph 1)	Reference	Anaphoric possessive pronoun
As English is predominantly used in <u>those</u> media, the exposure to... (sample 2/ paragraph 1)	Reference	Anaphoric demonstrative pronoun
...as a subject in school, <u>this</u> language is used as a... (sample 2/ paragraph 1)	Reference	Anaphoric demonstrative pronoun
...still mixed with the local language <u>or</u> the national language... (sample 2/ paragraph 1)	Conjunction	Additive with negative relationship

Continued

Continuation

Expressions or Sentence	Grammatical Cohesive Devices	Types of Grammatical Cohesive Devices
...English is shifted to be a LWC among young people who have access to the internet. (sample 2/ paragraph 1)	Reference	Anaphoric relative pronoun
They utter or write chunks of English... (sample 2/ paragraph 1)	Reference	Anaphoric personal-nominative pronoun
... a different kind of pedagogy, one in which language and other mode... (sample 2/ paragraph 2)	Reference	Anaphoric relative pronoun
...mutually beneficial for both the teacher and students to help... (sample 2/ paragraph 3)	Reference	Indefinite pronoun
...challenging every foundation of our society in such... (sample 2 paragraph 4)	Reference	Exophoric possessive pronoun
...in such monumental ways that the roles of... (sample 2/ paragraph 4)	Reference	Anaphoric relative pronoun
It is imperative that educational system and classroom... (sample 2/ paragraph 4)	Reference	Anaphoric personal-nominative pronoun
...born around technology, a few of them do not have an inclination... (sample 2/ paragraph 6)	Reference	Anaphoric personal-objective pronoun
I have chosen the letter and placed myself as a learner. (sample 2/ paragraph 8)	Reference	Exophoric personal-nominative pronoun
I have chosen the letter and placed myself as a learner. (sample 2/ paragraph 8)	Reference	Anaphoric reflexive pronoun
...using Edmodo for my undergraduate and graduate class... (sample 2/ paragraph 10)	Reference	Anaphoric possessive pronoun
And then sometimes students do further group discussion... (sample 2/ paragraph 12)	Conjunction	Temporal future
After given a notice about the survey in class... (sample 2/ paragraph 13)	Reference	Anaphoric article <i>the</i>
In addition , the standard evaluation questionnaire set by... (sample 2/ paragraph 16)	Conjunction	Additive proper
...a class section had to be cancelled because of a <i>Dies Natalis</i> ceremony... (sample 2/ paragraph 19)	Conjunction	Causal-reversed causal

Continuation

Expressions or Sentence	Grammatical Cohesive Devices	Types of Grammatical Cohesive Devices
In comparison with regular class session, they can express their... (sample 2/ paragraph 20)	Conjunction	Adversative dismissal
Some students may be physically present in class but... (sample 2/ paragraph 21)	Reference	Indefinite pronoun
...enables all students to write simultaneously and read each other's posting. (sample 2/ paragraph 22)	Reference	Reciprocal pronoun
...shy in class can open up and express themselves more freely... (sample 2/ paragraph 23)	Reference	Anaphoric reflexive pronoun
...important principle is to start where your students are. (sample 2/ paragraph 28)	Reference	Exophoric, possessive pronoun
Furthermore , positioning myself as a learner in... (sample 2/ paragraph 28)	Conjunction	Additive proper
...sometimes requesting students to teach me certain application... (sample 2/ paragraph 28)	Reference	Anaphoric personal-objective pronoun
Digital literacy should make us not only smarter... (sample 2/ paragraph 31)	Reference	Anaphoric personal-objective pronoun
...the teaching and learning of English in... (sample 3/ paragraph 1)	Conjunction	Additive proper
...English in Bangladesh has whirled round the four skills , i.e. listening, speaking... (sample 3/ paragraph 1)	Reference	Cataphoric, article <i>the</i>
...English in Bangladesh has whirled round the four skills, i.e. listening, speaking... (sample 3/ paragraph 1)	Conjunction	Additive expository
...the natures and procedures of these four skills... (sample 3/ paragraph 1)	Reference	Anaphoric demonstrative pronoun
One of the misconceptions that has permeated... (sample 3/ paragraph 1)	Reference	Anaphoric relative pronoun
...predominantly by memorizing its grammatical rules... (sample 3/ paragraph 1)	Reference	Anaphoric possessive pronoun

Continued

Continuation

Expressions or Sentence	Grammatical Cohesive Devices	Types of Grammatical Cohesive Devices
...by memorizing its grammatical rules and some aspects of the social context... (sample 3/ paragraph 1)	Reference	Indefinite pronoun
...some aspects of the social context in which it is embedded... (sample 3/ paragraph 1)	Reference	Anaphoric relative pronoun
...some aspects of the social context in which it is embedded... (sample 3/ paragraph 1)	Reference	Anaphoric personal-nominative pronoun
If we keep in mind McKay's view... (sample 3/ paragraph 2)	Reference	Anaphoric personal-nominative pronoun
Therefore , the issue of students' developing cultural... (sample 3/ paragraph 2)	Conjunction	Causal respective
Subsequently , she went on to highlight that... (sample 3/ paragraph 2)	Conjunction	Temporal, future
Subsequently, she went on to highlight that... (sample 3/ paragraph 2)	Reference	Anaphoric personal-nominative pronoun
... this issue has yet been properly addressed... (sample 3/ paragraph 2)	Reference	Anaphoric demonstrative pronoun
Thus , language acquisition does not follow a universal sequence, but differs across culture. (sample 3/ paragraph 3)	Conjunction	Causal, causal general
Thus, language acquisition does not follow a universal sequence, but differs across culture. (sample 3/ paragraph 3)	Conjunction	Adversative proper
...culture teaching and teachers do their students a great... (sample 3/ paragraph 4)	Reference	Anaphoric possessive pronoun
Hence , to describe the relationship... (sample 3/ paragraph 4)	Conjunction	Causal, causal general
In addition , Hall aligns himself with Humboldt and Bourdieu in... (sample 3/ paragraph 4)	Conjunction	Additive proper
In addition, Hall aligns himself with Humboldt and Bourdieu in... (sample 3/ paragraph 4)	Reference	Anaphoric reflexive pronoun
In a similar vein , Bruner says that... (sample 3/ paragraph 4)	Conjunction	Additive, similar

Continued

Continuation

Expressions or Sentence	Grammatical Cohesive Devices	Types of Grammatical Cohesive Devices
Furthermore , we could envision the possibility... (sample 3/ paragraph 4)	Conjunction	Additive proper
...perception more prevalent or more probable. (sample 3/ paragraph 4)	Conjunction	Additive with negative relationship
...a language have been assumed to determine how its speakers conceptualize the world around them . (sample 3/ paragraph 4)	Reference	Anaphoric personal-objective pronoun
Therefore, the present study was intended to find out... (sample 3/ paragraph 7)	Reference	Exophoric, article <i>the</i>
... the researcher focused on the EFL courses... (sample 3/ paragraph 8)	Reference	Exophoric, article <i>the</i>
However , it was interesting to find out... (sample 3/ paragraph 12)	Conjunction	Adversative proper
...read the text if the topic itself is culturally different. (sample 3/ paragraph 14)	Reference	Anaphoric intensive pronoun
If the topic is okay, they read, but that is also... (sample 3/ paragraph 14)	Reference	Anaphoric personal-nominative pronoun
On the other hand , teachers did explain their students... (sample 3/ paragraph 15)	Conjunction	Adversative dismissal
Some teachers during interview said that even if they did , there was always... (sample 3/ paragraph 18)	Substitution	Verbal
Finally , teachers came up with a mixed... (sample 3/ paragraph 19)	Conjunction	Temporal, summarizing
It is rather the students who are least enthusiastic... (sample 3/ paragraph 20)	Reference	Anaphoric relative pronoun
...learn more about their own culture as well as the language needed to explain... (sample 3/ paragraph 22)	Conjunction	Additive, similar
In his book, 'The Alchemy of English', Kachru maintains.... (sample 3, paragraph 23)	Reference	Cataphoric, possessive pronoun
At the same time , teachers should unanimously decide... (sample 3/ paragraph 29)	Conjunction	Simultaneous

Continued

Continuation

Expressions or Sentence	Grammatical Cohesive Devices	Types of Grammatical Cohesive Devices
However , with few exception, most students graduating from... (sample 4/ paragraph 1)	Conjunction	Adversative proper
... most students graduating from university... (sample 4/ paragraph 1)	Reference	Indefinite pronoun
Some causes for this have been identified... (sample 4/ paragraph 1)	Reference	Indefinite pronoun
The task is basically defined as a goal-oriented classroom activity which requires learners' use of... (sample 4/ paragraph 2)	Reference	Anaphoric relative pronoun
... this paper intends to investigate how the implementation of TBL... (sample 4/ paragraph 5)	Reference	Anaphoric demonstrative pronoun
There were 26 students who voluntary participated in the study... (sample 4/ paragraph 9)	Reference	Anaphoric relative pronoun
...students mentioned they were happy with the implementation... (sample 4/ paragraph 11)	Reference	Anaphoric personal-nominative pronoun
... their limited vocabulary, which later caused them difficulty in arranging words... (sample 4/ paragraph 12)	Reference	Anaphoric possessive pronoun
...their limited vocabulary, which later caused them difficulty in arranging words... (sample 4/ paragraph 12)	Reference	Anaphoric personal objective pronoun
...in arranging words into correct sentences and in expressing themselves in English. (sample 4/ paragraph 12)	Reference	Anaphoric reflexive pronoun
...in response to the question of ' what problems did you encounter during the... (sample 4/ paragraph 13)	Reference	Interrogative pronoun
In other words , students increased the effectiveness of... (sample 4/ paragraph 27)	Conjunction	Additive expository
...the higher their strategic competence since strategic competence is one part... (sample 4/ paragraph 30)	Conjunction	Causal, reversed causal
The most important section in a research article (RA) is the introduction section... (sample 5/ paragraph 1)	Reference	Exophoric, article <i>the</i>

Continuation

Expressions or Sentence	Grammatical Cohesive Devices	Types of Grammatical Cohesive Devices
... because it is the first section to be read after the abstract... (sample 5/ paragraph 1)	Conjunction	Causal reversed causal
...because it is the first section to be read after the abstract... (sample 5/ paragraph 1)	Reference	Anaphoric personal-nominative pronoun
...to be read after the abstract and if readers are not impressed in reading this section... (sample 5/ paragraph 1)	Conjunction	Additive proper
...to be read after the abstract and if readers are not impressed in reading this section... (sample 5/ paragraph 1)	Reference	Anaphoric demonstrative pronoun
...information for the readers to be able to understand your argument and its stakes. (sample 5/ paragraph 1)	Reference	Possessive pronoun
...in order to accept that the research project which has been conducted and... (sample 5/ paragraph 2)	Reference	Anaphoric relative pronoun
Similarly , Swales argues that for most... (sample 5/ paragraph 3)	Conjunction	Additive, similar
In addition , the research article introduction... (sample 5/ paragraph 3)	Conjunction	Additive proper
...in the corpus of his study was different from the one in English as in the CARS... (sample 5/ paragraph 4)	Substitution	Nominal
...because that is where the authors justify the research... (sample 5/ paragraph 4)	Reference	Anaphoric, article <i>the</i>
...RA introduction in the corpus of his study, none of which fit the discourse... (sample 5/ paragraph 5)	Reference	Indefinite pronoun
What communicative units are found in the introductions of... (sample 5/ paragraph 9)	Reference	Interrogative pronoun
However , a more qualitative method was used to investigate and... (sample 5/ paragraph 10)	Conjunction	Adversative proper

Continued

Continuation

Expressions or Sentence	Grammatical Cohesive Devices	Types of Grammatical Cohesive Devices
<u>...first</u> , the title and sub-titles, the abstract and key term... (sample 5/ paragraph 13)	Reference	Temporal sequential
Finally , an independent rater was asked to do the same procedure... (sample 5/ paragraph 13)	Conjunction	Temporal summarizing
Then, she was given two weeks to do... (sample 5/ paragraph 15)	Reference	Anaphoric personal, nominative pronoun
...Indonesian speakers are different from those of English article introduction... (sample 5/ paragraph 29)	Reference	Cataphoric demonstrative pronoun
...the ideas like constructivist learning and reflective teaching are... (sample 6/ paragraph 1)	Conjunction	Additive proper
...through experiencing things and reflecting on those experiences. (sample 6/ paragraph 2)	Reference	Anaphoric demonstrative pronoun
...reflectivism comes up with the practical method of bringing it into teaching (sample 6/ paragraph 1)	Reference	Anaphoric personal-objective pronoun
This is a child-centered approach that seeks to identify, through scientific study... (sample 6/ paragraph 4)	Reference	Anaphoric relative pronoun
...but they actively processed the material presented to them ... (sample 6/ paragraph 5)	Reference	Anaphoric personal-objective pronoun
...do not match the previous knowledge i.e. it's dissonant, and the... (sample 6/ paragraph 5)	Conjunction	Additive expository
According to the pioneers of social constructivism , emphasis is given on... (sample 6/ paragraph 6)	Reference	Cataphoric article <i>the</i>
... both the individual and the environment are changed. (sample 6/ paragraph 7)	Reference	Indefinite pronoun
When something goes wrong in our lives... (sample 6/ paragraph 10)	Reference	Exophoric possessive pronoun
He coined two new concepts... (sample 6/ paragraph 14)	Reference	Anaphoric personal-nominative pronoun

Continued

Continuation

Expressions or Sentence	Grammatical Cohesive Devices	Types of Grammatical Cohesive Devices
...the consequences are <u>desirable or not.</u> (sample 6/ paragraph 16)	Substitution	Nominal
...primarily teacher <u>himself</u> is a social phenomenon... (sample 6/ paragraph 19)	Reference	Anaphoric intensive pronoun
Reflectivism also can be seen as a technique, not a detailed <u>one</u> ... (sample 6/ paragraph 20)	Substitution	Nominal
Students should be provided with opportunities to think from <u>themselves</u> and... (sample 6/ paragraph 22)	Reference	Anaphoric reflexive pronoun
...but rather “ <u>What</u> is the student’s understanding of subtraction... (sample 6/ paragraph 31)	Reference	Interrogative pronoun
...and get to new meanings from the existing <u>ones</u> . (sample 6/ paragraph 33)	Substitution	Nominal
Students couldn’t perform <u>the task</u> . (sample 6/ paragraph 37)	Reference	Anaphoric article <i>the</i>
Students did not understand <u>my</u> instruction. (sample 6/ paragraph 37)	Reference	Anaphoric possessive
...from listening when they needed to interact and respond to <u>each other</u> during speaking.... (sample 6/ paragraph 42)	Reference	Reciprocal pronoun
<u>At the same time</u> , they were given free writing... (sample 6/ paragraph 45)	Conjunction	Temporal simultaneous

From the tables above it can be seen that in the middle column which contains the types of grammatical cohesive devices in the sample, presents reference, substitution, and conjunction. Therefore, there are three types of grammatical cohesive devices are found in the selected articles of *TEFLIN* journal. There are reference, substitution, and conjunction are used in the articles.

However, all of the devices used in the sample are not presented in the table, since there are some devices, such as “and”, “this”, “or”, “they”, and so on, are repeatedly used. Thus, the writer only takes one or two expressions that represent the others.

After identifying the types of grammatical cohesive devices in the selected articles, the next point is counting the percentage of its occurrence.

2. Frequency Occurrence of Grammatical Cohesive Devices in the Articles

After knowing the types of grammatical cohesive devices found in the article then the further discussion is counting the percentage of frequency occurrence of the devices. The previous section shows that the three types of grammatical cohesive devices are used in the articles and by this section it can be recognized which devices that are frequently used in the articles. As a note, the previous tables show the types of grammatical cohesive devices in the articles but it does not present the repeated devices, however it still included as the calculation.

The following table represents the sum of grammatical cohesive devices in the selected articles of TEFLIN journal.

Table 4.2: The Sum of Grammatical Cohesive Devices in the Article

Types of Grammatical Cohesive Devices	Total Number
Reference (NR)	1807
Substitution (NS)	13
Conjunction (NC)	1331
Total devices ($\sum N$)	3151

The following formula is used to know the percentage of grammatical cohesive devices in the article:

$$X = \frac{N}{\sum N} \times 100\%$$

Where, X = the percentage of types of grammatical cohesive devices

N = the number of each types of grammatical cohesive devices

$\sum N$ = the total number of types of grammatical cohesive devices

a. The Frequency Occurrence of Reference

After calculating the number of reference in the sample, it is found that the total number of reference in the articles is 1807, below are the specification of the occurrence of the types of reference from the samples:

Table 4.3: Number of Reference in the Articles

Categories of Reference		Number
Personal pronoun	Nominative	442
	Objective	100
Possessive pronoun		336
Reflexive pronoun		16
Intensive pronoun		7
Demonstrative pronoun		276
Interrogative pronoun		6
Relative pronoun		402
Indefinite pronoun		66
Reciprocal pronoun		7
Article <i>the</i>		149
Total number of reference (NR)		1807

In order to find the frequency occurrence of the reference it is needed to calculate the number of reference. Thus the calculation of the percentage of this device is shown below:

$$\begin{aligned}
 X_R &= \frac{NR}{\sum N} \times 100 \% \\
 &= \frac{1807}{3151} \times 100 \% \\
 &= 57.35 \%
 \end{aligned}$$

Hence, the frequency occurrence of reference in the articles is 57.35% of all the types of grammatical cohesive devices that are found in the articles.

b. The Frequency Occurrence of Substitution

The previous description shows that the total number of substitution is 13, and below is the calculation:

$$\begin{aligned}
 X_S &= \frac{NS}{\sum N} \times 100 \% \\
 &= \frac{13}{3151} \times 100\% \\
 &= 0.4\%
 \end{aligned}$$

Thus, there is 0.4% substitution of all the types of grammatical cohesive devices in the articles. The number of substitution is gotten from the six samples that from those the researcher finds the occurrence of the types of substitution as follows:

Table 4.4: Number of Substitution in Articles

Categories of Substitution	Number
Nominal	9
Verbal	2
Clausal	2
Total number of substitution (NS)	13

c. The Frequency Occurrence of Conjunction

The total number of conjunction in the articles is found 1331 hence the calculation of the percentage is as follows:

$$\begin{aligned} X_C &= \frac{NC}{\Sigma N} \times 100 \% \\ &= \frac{1331}{3151} \times 100\% \\ &= 42.25 \% \end{aligned}$$

By this way, it can be seen that conjunction has 42.25% of all the types of grammatical cohesive devices in the articles. In addition, the total number of conjunction is gotten from the samples which shown in a table as follows:

Table 4.5: Number of Conjunction in the Articles

Categories of Conjunction	Number
Additive	1115
Adversative	73
Clausal	101
Temporal	42
Total number of conjunction (NC)	1331

The further section in this chapter discusses the result of the finding in the previous section, therefore the following section explains the finding of the types of grammatical cohesive devices and interpret the result of the percentage of the frequency occurrence of the devices.

B. Discussion

In this section the writer discusses the types of grammatical cohesive that are found in the articles and also interprets the result of the calculations of the percentage of grammatical cohesive devices in order to know which devices are mostly used in the discourses.

1. Types of Grammatical Cohesive Devices

After analyzing the discourses, the researcher finds three types of grammatical cohesive devices (reference, substitution, and conjunction) in the six articles of TEFLIN journal which are selected randomly. The following discussion shows the types of grammatical cohesive devices:

a. Reference

Reference is resources for referring to an entity whose meaning could be found by looking forward (cataphoric) or backward of the word (anaphoric) and even outside of the text (exophoric). Reference itself has some variance as suggests by McCarthy (2009: 35) that reference includes pronoun like personal pronoun, possessive pronoun, reflexive pronoun, intensive pronoun, demonstrative pronoun, interrogative pronoun, relative pronoun, indefinite pronoun, and reciprocal pronoun, and also includes article such as *the*. In this case the researcher finds all of the types of reference. Below are some examples of reference found in the articles of *TEFLIN journal*:

1) Personal Pronoun

Personal pronoun refers to a specific person or thing which is divided into nominative and objective pronoun. After analyzing the article the researcher finds some pronouns that include as personal pronoun in all samples.

In sample one entitled “Teachers’ and Students’ Perceptions of Motivational Teaching Strategies in an Indonesian High School Context” by *Sri Puji Astuti, Victoria University of Wellington, New Zealand (TEFLIN journal volume 24, Number 1, January 2013)*, there are found several personal pronoun one of them is shown in the discourse below:

“*Motivation* is a significant determinant of success in learning a second or foreign language. **It** can be defined as a driving force that pushes someone to do... (*paragraph 1*)”

In this case the bold expression “**it**” is indicated as reference, since reference itself has several types thus “**it**” belongs to anaphoric- personal nominative reference. The reason is that the word “**it**” is referred back to the word *motivation*, thus the meaning of it can be found by looking backward as anaphoric reference is. And then, “**it**” here also included as nominative reference since it has role as a subject, thus the bold expression also refers to personal nominative reference.

Another expression also shown in sample two entitled “Social Media in a Content Course for the Digital Native” by *Anita Lie, Unika Widya Mandala, Surabaya, Indonesia*, consider the following sentences:

“...English is shifted to be a LWC among *young people* who have access to the internet. **They** utter or write chunks of English, taken from phrases...” (*paragraph 1*)

The bold and underlined expression is indicated as anaphoric personal-nominative pronoun since “**They**” refers back to the phrase *young people*, thus

this expression is included as anaphoric reference. Moreover, this expression also includes as personal- nominative pronoun because “**They**” takes a role as subject and refers to a specific person hence the expression belongs to personal- nominative pronoun.

The same type also uses in other samples. The following discourses are some example of the use of anaphoric personal- nominative reference in samples.

“...*Bruner* (1996, p.3) says that ‘although meanings are “in the mind,” they have their origins and their significance in the culture in which they are created’. And **he** adds, ‘human beings do not terminate at their own skill...’ (*sample 3/ paragraph 4*)

“An independent rater involved in this study was *a lecture* at an English department of a teacher training and education faculty who has an MA degree in Applied Linguistics... Then, **she** was given two weeks to do the process...” (*sample 5/ paragraph 15*)

The two discourses above have the same explanation with the previous example which the bold and underlined expressions are included as anaphoric personal- nominative reference.

Furthermore, there are also found personal- nominative pronoun with exophoric reference as shown in the discourse below:

“...our reaction should be to set a moment aside to think about why it happened, if **we** could have done something to prevent it, and how it might affect...” (*sample 6/ paragraph 10*)

In sample six, entitled “Constructivism and Reflectivism as the Logical Counterparts in TESOL: Learning Theory Versus Teaching Methodology” by *Abdullah al Mahmud, Monash University, Malaysia* (TEFLIN journal volume 24, Number 2, July 2013) can be found expressions like the above example. In this case “**We**” includes as personal- nominative reference since it takes a role as a

subject and as a replacer of person. Since the referred object cannot be found by looking backward or forward thus the researcher considers looking outside the text. The expression “**We**” refers to the writer of the article and the reader, hence this expression includes as exophoric reference.

Additionally, the researcher also finds several expressions which includes as personal- objective pronoun. It also uses in all articles, one examples is taken from sample four entitled “Positive Versus Negative Communication Strategies in Task-Based Learning” by *Siti Rohani, Politeknik Negeri Malang*. The following sentence shows the expression:

“Linguistic problems reported by *students* resulted from their limited vocabulary, which later caused **them** difficulty in arranging words into correct sentence...” (*paragraph 12*)

By looking backward it can be found the referred object of “**Them**” that is *students*, in this case the bold and underlined expression includes anaphoric reference. In addition, the expression also belongs to personal- objective pronoun since it takes a role as an object in the sentence.

After analyzing the articles the researcher can conclude that there are some expressions that used in the articles which include as personal pronoun both nominative and objective, and both anaphoric and exophoric reference. The expressions found are *it, she, he, they, we, you, I* for the personal nominative pronoun, and *it, them, me, and us* as the personal- objective pronoun.

Moreover, the researcher also finds other types of reference such possessive pronoun, demonstrative pronoun, relative pronoun, and reciprocal pronoun which are discussed in the next sections.

2) Possessive Pronoun

Possessive pronoun shows the ownership or reflects that something belongs to someone else. The following description shows the occurrence of possessive pronoun in the article both anaphoric and exophoric reference.

The sentence below shows one types of reference that is exophoric possessive pronoun.

“My study investigates teachers’ perception of motivational teaching strategies in an Indonesian high school context.” (*sample 1/paragraph 1*)

In this case the bold and underlined expression is indicated as a reference, since the referring word of **“My”** cannot be found by looking forward or backward of the text, thus looking outside of the text is preferable. The expression **“My”** is referred to the writer of the article, since writer of the article in sample one is *Sri Puji Astuti*, thus the expression refers back to *Sri Puji Astuti*. In addition, the expression also included as possessive pronoun because **“My”** reflects the ownership of the study that is the study is belong to the writer.

Furthermore the same types of reference also occur in other samples like in sample two. In this sample the researcher can find several expressions that belong to exophoric possessive pronoun as in the previous example. Consider the discourse below:

“...the 21st century is shaking and challenging every foundation of **our** society in such monumental ways that the role of...” (*paragraph 3*)

The selected expression **“Our”** does not refer to its backward or forward but it is considered that the expression is referred to the outside of the text, thus the **“Our”** here refers to the writer and the reader. Besides, it also includes as possessive

pronoun, this is because “**Our**” reflects the possession of the writer and the reader of *society* in the text.

Another example in other samples show possessive pronoun with anaphoric reference, as in sample three entitled “‘Culture’ as a Skill in Undergraduate EFL Classroom: the Bangladeshi Realities” by *Faheem Hasan Shahed, American International University, Bangladesh* (TEFLIN journal volume 24, Number 1, January 2013).

“Language teaching is culture teaching and *teachers* do **their** students a great disservice in placing emphasis on the former...” (*paragraph 4*)

In the above discourse it can be seen that the bold and underlined expression refers back to the *teachers* hence it includes as anaphoric reference. Moreover, the expression also belongs to possessive pronoun since “**Their**” reflects the ownership of *teacher* where the *students* belongs to the *teacher*.

In similar way, the following discourse taken from sample 5 entitled “A Genre-Based Analysis on the Introductions of Research Articles Written by Indonesian Academics” by *Safnil, Universitas Bengkulu* (TEFLIN journal volume 24, Number 2, July 2014) also shows the presence of anaphoric possessive pronoun.

“*Adnan* suggested that studies on RAs written in English by Indonesian speakers are necessary to confirm **his** finding especially RAs from other disciplines than humanity...” (*paragraph 7*)

The “**His**” refers back to *Adnan* thus this expression take in anaphoric reference because the referring object is found by looking backward of the text. In addition, this expression also includes as possessive pronoun since it reflects the ownership of *finding* where the *finding* belongs to *Adnan*.

The researcher can find some types of reference like possessive pronoun in the articles, and the expression that belongs to possessive pronoun which are found in the articles are *my, their, his, her, your, its, and our*.

The next section explains the finding of another reference's types that is reflexive pronoun.

3) Reflexive Pronoun

Reflexive pronoun shows that the person who does the action is also the person who is affected by it (Cambridge Dictionary, 2008). It includes *myself, himself, herself, themselves, yourself, ourselves, and itself*. In this case the researcher can find several expressions that included as reflexive pronoun. Consider the following sentence:

"I have chosen the letter and placed **myself** as a learner." (*sample 2/ paragraph 8*)

The selected expression includes as reflexive pronoun since the subject *I* does an action and it receives the action too as *myself*. In addition, the expression also includes as anaphoric reference because the "**Myself**" is referred back to the *I*.

There are other examples about reflexive pronoun found in the articles, as in sample 3 and 4 below:

"In addition, *Hall* (1981, p36) aligns **himself** with Humboldt and Bourdieu in dubbing language 'one of the dominant threads in all cultures'". (*sample 3/ paragraph 4*)

"Students' belief that their English skills were poor shows their low self-esteem, *they* measured **themselves** as poor as in English skills." (*sample 4/ paragraph 16*)

Those examples have the same explanation as in the first example that in this case "**Himself**" and "**Themselves**" also include as reflexive pronoun since it refer to

the subject and affected the action doing by the subject. Additionally, both of them also belong to anaphoric reference because it refer back to the subject behind it.

From the analysis the researcher gets several expressions that include as reflexive pronoun such as *myself*, *themselves*, and *himself*.

The next discussion presents the analysis of intensive pronoun that are found in the articles.

4) Intensive Pronoun

Intensive pronoun is used to place emphasis on the subject, it looks the same as reflexive pronoun but it has different role and it usually places after the subject. The expressions include *myself*, *herself*, *himself*, *itself*, *yourself*, *themselves*, and *ourselves*. In the articles the researcher also found this kind of reference as in the sample below:

“In such circumstance, students often become reluctant to read the text if the text **itself** is culturally different” (*sample 3/ paragraph 14*)

“...Giambattista Vico, who maintained that humans can understand only what *they* **themselves** have constructed.” (*sample 6/ paragraph 2*)

The two discourses above contain expressions that include as intensive pronoun. Both “**Itself**” and “**Themselves**” belong to intensive pronoun since its function are giving emphasis on the subjects which placed right behind them.

The researcher finds only several expressions in some samples, in other words this expression is rarely used. However, there are some expressions that found in the articles such as *itself*, *themselves*, and *himself*.

5) Demonstrative Pronoun

This pronoun is used to identify nouns and could answer the question ‘which one?’ The expressions include in demonstrative pronoun are *this*, *that*, *these*, and *those*. Meanwhile, the researcher finds some expressions that include as demonstrative pronoun. Consider the following samples:

“In relation to **this** study, I defined motivation as factor as or reasons that move or drive learners to learn English as a foreign language” (*sample 1/ paragraph 1*)

“The articles included in **these** journals are written in English by mostly Indonesian speakers or nonnative speakers of English” (*sample 5/ paragraph 8*)

The two examples above show the presence of demonstrative pronoun in the articles. In sample one there is “**This**” that takes a role as demonstrative pronoun this is because the expression refers back to *my study* in the early paragraph one which refers to the writer’s. Thus, “**This**” identifies the study of the writer. In addition, this expression also includes as anaphoric reference since the referring item is found by looking backward.

The next example is taken from sample five that contains “**these**” as demonstrative pronoun. In this case “**these**” identifies which journal that written by Indonesian speakers. By looking backward of the sentence it can be found several names of journals which are replaced by “**these**” that is why this expression also includes as anaphoric reference.

Another expression that includes as demonstrative pronoun also occurs in other samples as shown below:

“As English is predominantly used in **those** media, the exposure to English has become more intense and pervasive” (*sample 2/ paragraph 1*)

“...bilingual Asian students favored social strategies more than any other strategy and category and **that** social strategies in general were one of the most favored strategies among all Asian students” (*sample 4/ paragraph 21*)

In sample 2, the expression that belongs to demonstrative pronoun is “**those**” which identifies the media that give exposure to English. By looking backward that can be found several names of media that replaced by “**these**” thus the expression includes as anaphoric reference. Additionally, in sample 4 “**that**” is considered as demonstrative pronoun because it identifies which social strategies that favored by Asian students, and included as anaphoric reference since the information that relate to the expression is found by looking backward.

From the analysis, the researcher finds some expressions in the articles that include as demonstrative pronoun there are *this*, *these*, *that*, and *those*.

Then, the further pronoun that also found in the articles is interrogative pronoun.

6) Interrogative Pronoun

Interrogative pronoun is used in reference to a question that includes *what*, *who*, *which*, *whom*, *whose*. In this case, the researcher finds several expressions that include as interrogative pronoun. The following sample shows the presence of this pronoun:

“The following are some excerpt of students’ learning journal (LJ) in response to the question ‘**What** problems did you encounter during the completion of oral communication tasks?’” (*sample 4/ paragraph 13*)

“...the teacher must not think ‘Oh, that is wrong,’ but rather ‘**What** is the student’s understanding of subtraction that has led to this answer?’” (*sample 6/ paragraph 31*)

Both of the above samples show the interrogative pronoun “**what**” that are used as a reference to make question. This pronoun is rarely used in this articles since there only about two sample that used this pronoun.

The next types of reference that used in the articles of *TEFLIN* journal is relative pronoun which is explained below.

7) Relative Pronoun

Relative pronoun is used to connect clarifying information to nouns or other pronouns within a sentence, and it includes *who*, *that*, *which*, *whom*, *whose*, *whoever*, *whichever*, *whomever*, and *whatever*. After analyzing the articles the researcher finds some relative pronouns that are used in the articles. Below are several samples that used this pronoun:

“Prensky defines digital natives as those **who** *were born between 1980 and 2000 and growing up surrounded by digital media*” (*sample 2/ paragraph 6*)

“Thirdly, in case of speaking and writing activities, students more or less show thorough reluctance to take over any topic **which** *is culturally alien to them*” (*sample 3/ paragraph 14*)

“...despite the fact **that** *the English RAs written by Indonesian academics were published in international journal*, they did not confirm yet to the rhetorical styles of English RA introduction...” (*sample 5/ paragraph 24*)

The three examples above show the presence of relative pronouns that are “**who**” “**which**” and “**that**.” In the sample one the relative pronoun “**that**” relates the clause back to *digital native*, then the relative pronoun “**which**” relates the clause back to *topic*, and the last one “**that**” relates the clause back to *the fact*, by this way the three expressions take a role as relative pronoun that relate the clauses back to nouns in the sentences.

The previous examples show that relative pronoun is used in the article and several of them are found such as *which*, *who*, and *that*. Then, the further discussion is about indefinite pronoun which also used in the articles.

8) Indefinite Pronoun

Indefinite pronoun is used to relate a person or thing that is not specific or not known, and also identify a general group of people or thing. Indefinite pronoun includes *everyone*, *everybody*, *anyone*, *anybody*, *somebody*, *most*, *all*, *each*, *every*, *some*, *none*, *one*, *few*, *both*, *many*, *several*, and so on.

In this case, the researcher discovers several indefinite pronouns that used in the articles. The following discourses show the presence of indefinite pronoun:

“The skill of motivating learners to learn second/ foreign language is reported by **many** teachers as the most important but difficult skill in teaching...”(*sample 1/ paragraph 2*)

“However, with few exceptions, **most** students graduating from university cannot communicate adequately in English.” (*sample 4/ paragraph 1*)

“Individuals construct knowledge in transaction with the environment, and in the process, **both** the individual and the environment are changed.” (*sample 6/ paragraph 7*)

In the above examples there is “**many**” which identifies a group of people, in this case teachers, likewise “**most**” also refers to a group of people that is *students*, and “**both**” also has the same function as the previous pronouns.

The three samples prove that the articles use indefinite pronoun as a tool in constructing unity. The researcher finds several expressions that include as indefinite pronoun there are *many*, *both*, *most*, *some*, *none*, and *one*. The next description is about reciprocal pronoun that reflects a mutualism.

9) Reciprocal Pronoun

As stated before that reciprocal pronoun is used to refer to a mutual set of people, thus this pronoun shows the relation of people. This pronoun includes *each other*, *each other's*, *one another*, and *one another's*. In this case the researcher gets several expressions that include as reciprocal pronoun. The description is shown as follows:

“There are several things that the teacher can do in increasing the learners’ motivation such as offering assistance, letting students help **each other**, making the success criteria...” (*sample 1/ paragraph 23*)

“Neither could they comprehend from listening when they needed to interact and respond to **each other** during speaking session” (*sample 6/ paragraph 42*)

From the above examples it can be found expression “**each other**” that indicates as reciprocal pronoun, this is because the expression in both samples is reflecting a mutual people, for instance in sample one it reflects the mutual relation between one student to another one.

The result of analysis shows that the used of reciprocal pronoun in the articles is rare since there only several expressions that can be found.

10) Articles *the*

Besides pronouns the researcher also finds several expressions with article *the* that used to refer to person or thing. The presence of article can be both anaphoric or cataphoric and even exophoric. The following descriptions show the prove:

“**The teacher** plays an important role in motivating students especially in the foreign language classroom” (*sample 1/ paragraph 1*)

“After given the notice about **the survey** in class as well as on Edmodo, 19 students filled the survey” (*sample 2/ paragraph 13*)

“...the teaching and learning of English in Bangladesh has whirled round **the four skill**, i.e. listening, speaking, reading, and writing.” (*sample 3/ paragraph 1*)

The three examples above show the role of article *the* as reference. In sample one “**the teacher**” is indicated as exophoric reference since it cannot be found any information by looking backward and forward, but it can be understood if the reader realized that the study in this sample is conducted in Indonesian high school context, thus from this information the reader can recognize that “**the teacher**” is referred back to the teacher in Indonesia. Additionally, in sample 2 the expression “**the survey**” is included as anaphoric reference since in the proceeding sentence it is mentioned “How Digitized Are You? Survey” thus this expression is considered as referring word of those phrase. Then, in the sample three the bold and underlined expression is considered as cataphoric reference this is because the information can be understood after looking forward of the sentence, in this case the “**the four skill**” refers to *listening, speaking, reading, and writing*.

Briefly, there are many kinds of reference that can be found in the articles, both pronouns and article *the* are used in these articles. Moreover, the next section explains how substitution gives contribution in the articles.

b. Substitution

The previous discussion is about reference which includes expressions that refer to subject or noun, and then this section examines the occurrence of substitution in the articles. Substitution as states by Chojimah is a replacement of a word or a group of words that seem not related to the replaced word (2014: 10).

In this case, a word or a group of words may substitute by another word that functions as an abridgment. Several expression like *one/ ones, some, do, did, done, will*, and so on can be included as substitution.

After analyzing the articles the researcher can find a few expressions that include as substitution. The following sentence shows the use of substitution in the articles:

“The class discusses the mistakes and tries to find out the correct **ones**”
(sample 1/ paragraph 27)

“...Mirahayuni found differences particularly between English RA introductions by English native speakers (ENSs) and **the ones** by Indonesian speakers (NNSs) in term of the way they introduced...”
(sample 5/ paragraph 6)

“Reflectivism also can be seen as a technique, not a detailed **one**, but a grand technique or a wide range strategy” (sample 6/ paragraph 20)

From the samples above it is proved that substitution also used in the articles. In sample one the “**ones**” is substituted the *mistakes*, since the replaced word is plural noun thus the replacement used “**ones**” as the substitution. Likewise, “**the ones**” in sample five also has the same role as the first expression that is replacing plural noun. In this case “**the ones**” replaces *RA introduction*, thus if there is no replacement the sentence will be:

“...Mirahayuni found differences particularly between English RA introductions by English native speakers (ENSs) and **RA introduction** by Indonesian speakers (NNSs) in term of the way they introduced...”
(sample 5/ paragraph 6)

Moreover, in sample six the expression of substitution is “**one**” that replaces the word *a technique*, since the replaced word is singular thus the replacement uses

“**one**” as the substitution. In addition, the all examples above are included as nominal substitution this is because all of them are substitute the nominal group.

Another types of substitution also found in the articles like verbal substitution which is occurred as in the following sentence:

“...Bangladeshi students were not capable enough to discriminate between the ‘culturally significance’ and the ‘culturally peripheral’ issues in their classroom materials. Some teachers during interview said that even if they **did**, there was always this fear of...” (*sample 3/ paragraph 18*)

In sample above the expression “**did**” is indicated as substitution since there is a replacement of verbal group *were capable*. The presence of “**did**” substitutes the verbal group in this case the words *were capable* have replaced. Thus, if the sentences are written completely without any replacement it will be:

“...Bangladeshi students were not capable enough to discriminate between the ‘culturally significance’ and the ‘culturally peripheral’ issues in their classroom materials. Some teachers during interview said that even if they **were capable**, there was always this fear of...” (*sample 3/ paragraph 18*)

Finding the expression that includes as substitution is not as easy as finding expression of reference, since in the articles there are rarely used substitution as cohesive devices. However, the researcher can conclude several expressions found in the articles that belong to substitution there are *one*, *ones*, *not*, and *did*.

The following discussion is about conjunction that takes a significance role in constructing a unity of a discourse.

c. Conjunction

Conjunction is the last types of grammatical cohesive devices that describes in this section. It connects words, phrases, or clause by using such

expression *and, or, because, moreover, finally, in addition, but, hence, so, however*, and many more. The presence of conjunction in the articles of *TEFLIN* journal takes a big portion after the reference. After analyzing the articles the researcher can find all types of conjunction include additive, adversative, causal, and temporal, are used in the articles. Therefore the following descriptions show the occurrence of conjunction.

1) Additive Conjunction

According to Cook (1989: 21) additive conjunction includes words that add more information to what has already said, like *and, or, furthermore, further, moreover, similarly*, and so on. In this case there are several expressions found in the articles that indicated as additive conjunction. The following discourses describe the used of additive conjunction in the samples:

“The study also implies that teachers can determine student language learning motivation **and** maybe able to increase **or** decrease it” (*sample 1/ paragraph 2*)

“**In addition**, the standard evaluation questionnaire set the university was also used as a tool of data triangulation” (*sample 2/ paragraph 16*)

“**Furthermore**, we could envision the possibility of ‘certain linguistic feature making certain modes of perception more prevalent or mor probable’” (*sample 3/ paragraph 4*)

The three samples above show the used of additive conjunction. The expressions “**and**”, “**or**”, “**in addition**”, and “**furthermore**” are include as additive conjunction since these expressions take a role as devices in giving more information to what has already said. For instance in sample one, “**and**” connects two clauses there are *can determine student language learning motivation* and *maybe able to increase or decrease it*. The presence of “**and**” gives additional

information which in that case the teachers not only capable in determining student language learning motivation but also able to increase or decrease the student's motivation.

After analyzing the samples the researcher determines that in the articles there are found several expressions that include as additive conjunction such as *and, or, like, moreover, additionally, such as, similarly, in addition*, and also *furthermore*.

The next type is different with additive conjunction since this type make a contrast among the sentences, this is adversative conjunction.

2) Adversative Conjunction

Another type of conjunction shows the relation that gives contrast between new information and the old one, or gives another side of what has already said. The expressions that include as adversative conjunction are *yet, but, however, nevertheless, contrary, in fact, actually*, and so on.

In this research the researcher finds several expressions that include as adversative conjunction which drawn in the discourses below:

“**However**, further analysis on each group reveals that the high achievers tended to increase the use of positive strategies and reduce the use of negative strategies...” (*sample 4/ paragraph 30*)

“Those two claims are equally important **but** expressed through different ways” (*sample 5/ paragraph 2*)

The two expressions both “**however**” and “**but**” has the same role that is to create a contrast between the previous information and the following information. As in sample five, the role of “**but**” give a contrary between the early information that in this case *those two claims are equally important*, and the next information

expressed through different ways, this implies that the two different side can be connected by a device such as adversative devices.

3) Causal Conjunction

Causal conjunction relate new information to what has already said in term of causes, thus this device is used to connect between the cause and the effect. The expressions include this device is *so, hence, because, for this reason, therefore, consequently, thus*, and many more. In this analysis the researcher discovers several expressions that includes as causal conjunction which shown as follows:

“Instrumental motivation is the reason for learning English **because** of the usefulness of English and...” (*sample 1/ paragraph 4*)

“It appears that there is no study of motivational teaching strategies in Indonesian high school context. **Hence**, there is a need to research this area...” (*sample 1/ paragraph 7*)

“The process of becoming a competent member of society is realized through exchanges of language in particular social situations. **Thus**, language acquisition does not follow a universal sequence...” (*sample 3/ paragraph 3*)

From the above examples it can be seen that the expression such “**because**”, “**hence**”, and “**thus**” take a role as a link to connect between the cause and its effect. In sample one, for instance, “**hence**” as causal conjunction linked the cause, in this case the writer of the article show his reason why he conducted the study. By this way, it can be understood that causal conjunction help in connecting the cause and the effect.

From the analysis the researcher can find several expressions that include as causal conjunction there are *thus, because, therefore, hence, so, and since*.

Then, the next discussion is about temporal conjunction that related to the sequences of time.

4) Temporal Conjunction

This last type of conjunction shows the connection of information within or among the sentences in term of time. This is included *at first, previously, forward, meanwhile, finally, at the same time*, etc. in this case, the researcher can find several expression of temporal conjunction. Consider the following discourses:

“**Finally**, an independent rater was asked to do the same procedure on samples of RA introduction sections in order ensure high-rater correlation of analysis result” (*sample 5/ paragraph 13*)

“**At the same time**, they were given free writing which would test the retention of the practice” (*sample 6/ paragraph 45*)

By looking the above examples in can be found expressions that indicate the relation to the time. In sample 5 “**finally**” shows the last sequence of the action, and in sample six the expression “**at the same time**” gives a description that another action is doing along with the early one. Thus the two expression include as temporal conjunction.

Besides the two examples there are also several expression of temporal conjunction that are found in the article such as *after, subsequently, later, and while*.

In sum, it can be concluded that all types of grammatical cohesive devices are used in the articles, there are reference with its types include both anaphoric and cataphoric reference, exophoric reference, personal pronoun, possessive

pronoun, reflexive pronoun, intensive pronoun, demonstrative pronoun, interrogative pronoun, relative pronoun, indefinite pronoun, reciprocal pronoun, and also article. In addition there also found substitution and ellipsis, and also conjunction with its types include additive, adversative, causal, and temporal. All of them can be found in the articles as devices that construct the unity of the discourses.

After discussing the types of grammatical cohesive devices found in the articles, then the further discussion is about interpreting the result of calculation and determining which one is mostly used in the discourses.

2. Frequency Occurrence of Grammatical Cohesive Devices

In the earlier section, the calculations of frequency occurrence of the types of grammatical cohesive devices have been done, and the results show the variance of the occurrence of the devices. The following table sums the percentage of grammatical cohesive devices in the articles:

Table 4.6: The Percentage of Grammatical CDs

Types of Grammatical CDs	The Percentage
Reference	57.35%
Substitution	0.4%
Conjunction	42.25%
Total percentage	100%

**CDs: Cohesive Devices*

From the table it can be seen that reference has the higher number than other devices with 57.35% which is closed to the half of the percentage, and the second predicate is had by conjunction with 42.25%, and then followed by

substitution with 0.4%. By this way it can be understood that the writers of the articles mostly use reference as devices in building the unity of the text. Furthermore, the presence of conjunction that has a great number after reference gives a big portion in constructing unity in the discourses, and even substitution has the fewer number but it also contributes to the cohesiveness of the discourses.

Additionally, the earlier section presents the frequency occurrence of the types of each device which shows the variance of the number. As reference which covers several types of pronoun including article *the*, has a varied number of its types, and personal pronoun takes the higher number than others that is 542. By considering the occurrence of personal pronoun that often emerge than the other devices, the researcher compares this with the suggestion from Smyth cited in Hartley (2008: 3) that one requirement for writing a good scientific text is that by avoiding personal pronoun since it can lead to biased or unsupported assumption. In fact, the result of this investigation shown that personal pronoun is the dominant types of reference that are used in the articles. It can be found in the samples below:

“In relation to this study, *I* define motivation as factors or reasons that move or drive learners to learn English as a foreign language.” (*sample 1/ paragraph 1*)

“*I* have chosen the letter and placed myself as a learner. While teaching a course in pedagogy, *I* investigated the following.” (*sample 2/ paragraph 8*)

The above samples just show a few examples the use of personal pronoun in the articles. Since the samples are taken from *TEFLIN* journal which is considered as a credible journal and has been accredited as scientific journal and also includes as international journal, this implies that the use of personal pronoun such as *I* is

allowed. In other words, the selected articles have passed the requirements to be published in the journal, thus the occurrence of personal pronoun *I* does not give a bad judgment to the articles.

In any either case, substitution only gets 13 for the total number and the other device, ellipsis, does not appear in the article. Basically, both of them come from the same idea that is used to make a simplification. McCarty asserts that ellipsis is the omission of elements which the speaker or writer supposes are understandable from the context and not necessarily to be said or write (2009: 43). Moreover, he adds that not all sentences or utterances need to be omitted, most message require some input from the context to make sense of them. By this way, it can be understood that the presence of context among the speaker or writer and the hearer or the reader takes a role in achieving the message being sent. Under this circumstance, the use of substitution and ellipsis in the researched articles are less than the others devices. In addition the similar result also found by Purnomo (2013) who examined the types of cohesive devices in *Linguistics* journal and *TEFLIN* journal, that revealed the number or substitution and ellipsis are lower than reference and conjunction. This implies that the writers of the articles tend to limit these devices since many people with different knowledge and in different context will read their articles, thus in hindering misconception the writers prefer to write a complete sentence rather than make an elliptical or replacement.

The last the type of grammatical cohesive devices that found in the articles is conjunction. This device gets the higher number after reference which reaches 1115 number of additive conjunction, 73 for adversative, 101 and 42 for causal and temporal conjunction, respectively. In this case, additive conjunction is

mostly used in the articles, this device used to add information to what has already said. The researcher considers that the frequently used of additive conjunction in the articles is because the articles themselves have function to give information and explanation to the reader. Hence, additive conjunction is repeatedly occurred in the articles.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter covers the conclusion and the suggestion based on the result of the analysis of types of grammatical cohesive devices used in the article, and the interpretation of the frequency occurrence of the types of grammatical cohesive devices in the articles of *TEFLIN* journal.

A. Conclusion

After conducting an analysis and calculation, the researcher determines that in the articles of *TEFLIN* journal volume 24, Number 1 published in January and Number 2 published in July, 2013 are found all of types of grammatical cohesive device, there are reference, substitution, ellipsis, and conjunction.

From the samples the researcher can find several types of reference that include pronouns and also article *the*. The pronoun has several types there are personal pronoun, possessive pronoun, reflexive pronoun, intensive pronoun, demonstrative pronoun, interrogative pronoun, relative pronoun, indefinite pronoun, reciprocal pronoun. All the types of pronoun also found in the articles, for example, the expression that often used like *they* is included as personal pronoun mainly as nominative pronoun. Another that, both anaphoric and cataphoric reference also used in the article, and even exophoric reference also used as device in creating a unity. In addition the occurrence of reference has the higher percentage that is 57.35% which over to the half of whole percentage. It is

proved that reference is device that mostly used by the writers' of articles in TEFLIN journal.

Subsequently, substitution also used in the articles although it just has 0.4% of all the types of grammatical cohesive devices but it also take a significance role in building a unity. There are several expression such *one*, *ones*, *not*, and *did* that are found in the articles. Those expressions are replaced nominal group and verbal group thus it includes as nominal and verbal substitution.

The last type of grammatical cohesive devices is conjunction which takes a big portion after reference in building a unity in the articles of TEFLIN journal. Conjunction has 42.25% of all the types of grammatical cohesive devices and it implies that the role of conjunction is essential in creating a unity in discourse. It is proved by the finding that show all of the types of conjunction include additive, adversative, causal, and temporal are used in the articles.

In conclusion, after conducting this analysis the researcher determines that reference and conjunction are the actor of grammatical cohesive devices in the article of TEFLIN journal since both of them has the higher number of percentage rather than substitution and ellipsis.

B. Suggestion

In relation to the result of this analysis, the researcher gives several suggestions to the reader, teacher, and the future researcher. For the reader, it is hoped that this thesis can give significance reference in understanding the types of grammatical cohesive device and discourse analysis in general.

Furthermore, for the teacher especially English teacher it is expected that this study can be used as a view in teaching discourse analysis mainly in

grammatical cohesive devices that are used in scientific work, since some the previous studies have analyzed cohesive devices in non scientific work thus this study can be used as a complement to explore scientific work in cohesion side. In addition, from the finding of the recent study the researcher suggests that the teacher have to give more attention in introducing grammatical cohesive devices especially reference and conjunction because the two of them are often used in scientific work as in article. By this way the teacher have to be able to instruct the students in constructing a good writing with the use of grammatical cohesive devices in appropriate way in order to build a unity in the text.

Finally, this study still far from being perfect, thus the writer suggests to the next researcher who concerns in the same topic with this study, to explore more about cohesive devices mainly in grammatical cohesive devices, and elaborate with the previous finding and theory in order to turn up new discovery about cohesive devices.

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Motto	: For indeed, with hardship will be ease... Indeed, with hardship will be ease (QS. Ash- Sharh, 5-6)

OTHER ENCLOURES

In this part the writer enclosed the sample of the study in the following page, there are six articles of TEFLIN journal volume 24, three articles in Number 1 published in January and the others three in Number 2 published in July, 2013.