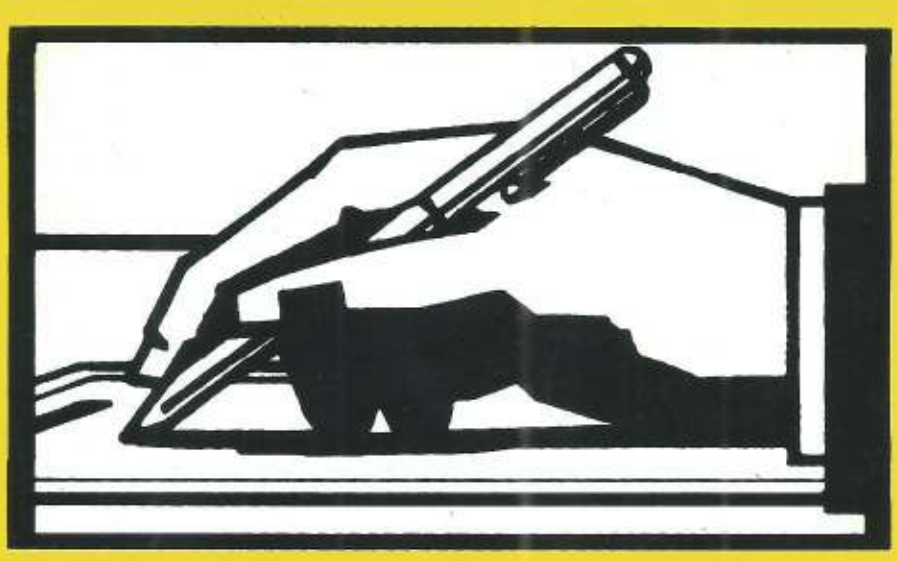
Volume 3, Nomor 2, Juli 2006 ISSN:140-220X

JURNAL PENELITIAN PENDIDIKAN

Terakreditasi Berdasarkan SK Dirjen Dikti
Nomor:23a/DIKTI/Kep/2004 Tertanggal 3 Juni 2004



Jurnal Penelitian Pendidikan	Vol. 3	No. 2	Halaman 181 - 339	Gorontalo Juli 2006	ISSN 140-220X

JURNAL PENELITIAN PENDIDIKAN

Terbit tiga kali setahun pada bulan Maret, Juli, dan November. Berisi artikel-artikel yang diangkat dari hasil-hasil penelitian pada bidang pendidikan dan pengajaran. ISSN 1410-2331X

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JURNAL PENELITIAN PENDIDIKAN diterbitkan sejak September 1996 dengan nama pertama ***Jurnal Penelitian dan Kependidikan*** *oleh Lembaga Penelitian Univesitas Negeri Gorontalo*

Penyunting menerima sumbangan artikel-artikel ilmiah hasil penelitian pendidikan dan pengajaran yang belum pernah diterbitkan pada media lain. Naskah diketik di atas kertas HVS A4 spasi 1,5 dengan panjang kurang lebih 15-20 halaman dengan format seperti tercantum pada halaman kulit dalam-belakang **(Persyaratan Naskah untuk Jurnal Penelitian Pendidikan).** Naskah yang masuk dievaluasi dan disunting untuk keseragaman format, istilah, dan tatacara penerbitan lainnya.

Diterbitkan oleh: Lembaga Penelitian Universitas Negeri Gorontalo (UNG)
Dicetak oleh: CV. Raisal Press (JDS) Kota Gorontalo
Penasehat: Dr. Ir. H. Nelson Pomalingo, M.Pd (Rektor), Drs. Syamsuddin Ahmad, M.Pd (PR I), Drs. Rosman Ilato, M.Pd (PR II), Dra. Ha. Asna Aneta, M.Si (PR III), Dr. Y. Paramata, M.Pd (PR IV).
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JURNAL PENELITIAN

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Communication Format in
ofMAN 1 Stidents
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pada Mahasiswa Prog
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IMPROVING THE STUDENTS' SPEAKING ABILITY BY USING MULTIWAY COMMUINCATION FORMAT IN LANGUAGE LABORATORY OF MAN 1 STUDENTS

(Rohana*)
Universitas Negeri Makassar

Abstrak: Kesuksesan pembelajaran bahasa Inggris di pengaruhi oleh beberapa faktor. Diantaranya adalah siswa, guru, materi, teknik pembelajaran, dan evaluasi. Satu faktor yang perlu dalam pembelajaran adalah tatacara mengaktifkan siswa dalam berbicara bahasa Inggris. Oleh karena itu, peneliti terinspirasi untuk menganalisa suatu teknik yang memungkinkan siswa dapat berbicara bahasa Inggris melalui format komunikasi multi arah. M elalui komunikasi multi arah, guru dapat menfasilitasi siswa dalam menyampaikan ide, gagasan, bertanya, dan menjawab pertanyaan dengan bebas. Masalah penelitian ini hádala bagaimanakah format komunikasi multi arah dengan laboratorium bahasa dapat meningkatkan kemampuan berbicara bahasa Inggris pada siswa kelas II MAN 1 Makassar? Penelitian ini bersifat praeksperimental yang populasinya adalah siswa kelas 2 MAN 1 Makassar pada tahun pelajaran 2004/2005 dengan sampel satu kelas yang berjumlah 40 siswa yang dipilih secara bertujuan. Data penelitian dikumpulkan dengan menggunakan instrumen tes *(interview)* dan angket. Data dianalisis dalam bentuk statistik diskriptif dan inferensial dengan menggunakan persentase dan uji t-tes pada signifikansi 5% Hasil penelitian menunjukkan bahwa format komunikasi multi arah dapat (a) menigkatakan hasil belajar berbicara siswa dan (b) menarik minat siswa berbicara dalam bahasa Inggris, baik dalam menyampaikan gagasan, pendapat, bertanya, maupun menjawab pertanyaan.

Kata-kata kunci: meningkatkan, kemampuan, berbicara, laboratorium bahasa

Language is an integral part of human being in their lives. Without a language life in society would be impossible. Teachers use language to communicate with their students or their colleagues, to give explanation about the subject, to distribute their knowledge. St-udents use la---nguage to express their idea in speaking by oral and listen what he or she thinks or talks to the others. Teachers and students none could do without language. In this case, languag----es is used for communication (Work, 1988).

Speaking while listen which is considered by the students as a difficult subject, should be thought in various wa--ys so that the student can be more

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COHESIVE DEVICE ANALYSIS ON STUDENTS' ACADEMIC WRITING

(Hasanuddin Fatsah*)
Universitas Negeri Gorontalo

Abstrak: Jenis penelitian ini adalah penelitian deskriptif kualitatif. Fokus utama permasalahan dalam penelitian ini ada dua, yakni (a) jenis kohesi apa sajakah yang digunakan oleh mahasiswa dalam penlulisan karya ilmiah dan (b) bagaimanakah mereka menggunakan perangkat kohesi dalam karya ilmiah mereka? Penelitian ini bertujuan mendapatkan tipe kohesi yang digunakan oleh mahasiswa dalam karya ilmiahnya dan tatacara mereka menggunakan perangkat kohesisi dalam karya ilmiahnya. Data diperoleh dari mahasiswa semester VI Jurusan Pendidikan Bahasa Inggris tahun akademik 2004/2005 yang sedang mengikuti Matakuliah Penelitian Pengajaran Bahasa Inggris. Dalam pengambilan data, mahasiswa ditugasi menulis proposal penelitian. Selanjutnya data analisis dengan menggunakan teknik analais kohesif dan analisis wacana. Hasil penelitian menunjukkan bahwa terdapat empat tipe kohesi yang digunakan oleh mahasiswa dalam karya ilmiahnya, yakni referensi, susbstitusi, ellipsis, dan penghubung dalam tulisan karya ilmiah mereka. Yang paling banyak digunakan oleh mahasiswa adalah referensi. Dalam kaitan dengan hasil penelitian itu disarankan agar kohesi dimasukkan sebagai salah satu subbahasan pada pengajaran menulis.

Kata-kata kunci: perangkat kohesif, karya ilmiah, mahasiswa

Academic writing is a productive skill that has to be taken and followed by every student. Every student needs to develop his/her ability to write academic writing. Students in every lectures are asked to write a paper, *skripsi*, and sometimes they are asked to make a report, and summary for classroom presentations. These activities make them to develop their ability to write academic writing.

Students who wish to develop their writing ability need two important factors. First, they are able to use language components that appropriate to their writing. Language components like structure and vocabularies and how vocabularies and structures are arranged with well-form grammatical structures. Second, They are able to develop their language skills specially how to write English well. Therefore, they need writing skills to develop their sentences into a good paragraph. However, these factors are sometimes difficult to achieve because they don't have those ones simultaneously.

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Besides, the two factors, students also have certain skills in thinking, organizing, and communicating. These skills are the result of years to practice in listening, speaking, reading, and writing. Writers have acquired a great deal of control in language use -a sense of word choice, an awareness of logical units of thought, and an ability to select details.

Moreover, in English writing, the use of cohesion in connecting sentence into a good paragraph is sometimes difficult by students. This happens because students are difficult to select appropriate words to be used in sentences, and they are difficult to use cohesive devices in their writing. For instance, students are not able to use reference, substitution, ellipsis, and conjunction .

The use of grammatical and lexical cohesion in academic writing is important. Grammatical cohesion provides how students can think logically and they can interconnect idea in discourse that develop logical and good ideas. While lexical cohesion provides how students can choose or select appropriate lexical items that are useful and helpful for supporting discourse structure.

The concept of cohesion talks about text, texture, tie, and cohesion. The word text is used in linguistics to refer to any passage ,written or spoken. The concept of texture is entirely appropriate to express the property of 'being text'. Ties refers to a single instance of cohesion, a term for one occurrence of a pair of cohesive related items. While the concept of cohesion is a semantic one; it refers to relations of meaning that exist within the text, and that define it as a text (Halliday and Hasan, 1976). Cohesion occurs where the interpretation of some element in the discourse is depend on the other, and it presupposes the other, in the sense that it cannot be effectively decoded except by recourse to it.

Types of cohesion in this subsection are focused only on grammatical cohesion. According to Halliday and Hasan (1976) grammatical cohesion consists of (a) reference, (b) substitution, (c) ellipsis, and (d) conjunction. The four types of cohesion are the focus of the research.

The study of cohesive device on students' academic writing is still limited. Therefore, this is an opportunity to investigate students' academic writing in order to know whether they use and how they use cohesive device in their academic writing correctly. So, this study is important aspect to be investigated.

This research was focused on two research problems. They were (a) what types of cohesion do students use in their academic writing? and (b) how do students use cohesive devices in their academic writing? In accordance with these problems, the objectives were a) to find out the types of cohesion that students use and (b) to find out the use of cohesive devices in the students' academic writing. Therefore, this study has important significances for

(a)developing linguistic theory related cohesive device analysis, (b) practicing how to analyze cohesive device on the students' academic writing, and (c) implemnting cohesive device analysis in teaching writing skill.

METHOD

This research was designed by using descriptive qualitative research design. The students who develop their academic writing were asked to write a final task in academic writing format. The results of their writing were collected as data. Data were described qualitatively and supported by simple statistics like percentage. This research was also categorized as a case study in which the students were asked to write a final task for developing their research proposal in accordance with their topic chosen.

The data were taken from six semester students of English Department who were taking subject matter at Research on Language teaching. The research proposal of students became data and source of data. The results of students' writing were collected and then analyzed for further interpretation. Fifteen students' research proposal were selected with simple random sampling.

Data were collected by asking students to write academic writing. Every writing products are identified whether or not use cohesion in their English writing. Each student produced research proposal, but not all of them were selected. Fifteen research proposal were selected randomly for further analysis. Therefore, each data were analyzed by using cohesion and discourse analysis.

The data were analyzed by using discourse analysis and cohesive device analysis. Discourse analysis was done to develop interpretation among sentences in a paragraph or utterances. Then, data will be analyzed by using cohesive device analysis. The basic concept in analysing the cohesion of a text is that of the TIE. A TIE is a complex notion, because it includes not only the cohesive element itself, but also is presupposed by it. A tie is best interpreted as a relation between these two elements.

In presenting a framework for the analysis and notion of a text, we should emphasize the fact that we regard the analysis of a text in terms of such a framework as a means to an end. Therefore, in the context of this research, the questions were (a) what types cohesive device that students use in their academic writing?, (b) what types of cohesive device are the most frequently used? and (c) how do they used in their academic writing especially in writing research proposals. Steps that followed to develop analysis were (a) coding categories of cohesion, (b) identification of cohesion, (c) sorting of cohesion, (d) counting the types of

cohesion, and (e) interpretation of each contexts in accordance with cohesive types that were found.

FINDINGS AND DISCUSSION

According to the research questions that we developed in the previous chapter, the research focused on (A) what types of cohesion do students use in their academic writing? and (B) how do students use cohesive devices in their academic writing? These two research questions encompassed the researcher to develop the research finding of the research.

Types of Cohesion on Students' Academic Writing

The results of cohesive device analysis indicated that there are four types of cohesion found. They are reference, substitution, conjunction, and ellipsis. According to the data of frequency of cohesion occurrence show that the most frequently occurrence of cohesion was reference.

Table 1. Types of Cohesion on Students' Academic Writing

No.	Types of Cohesion	Frequency	Percentage
1.	Reference	95	52
2.	Substitution	42	23
3.	Conjunction	28	15
4.	Ellipsis	19	10
		184	**100**

According to the results of cohesive device analysis indicate that there were four types of cohesive device found on students' academic writing. Table 1 shaw that reference was the most frequently used by the students on their academic writing. It indicates that 52% or 95 of 184 cohesion. And followed by substitution is 23% or 42 of 84 cohesions. The students also used conjunction on their academic writing. It indicates that 15% or 28 of 184 cohesion that the students used on their academic writing. Finally, the students used ellipsis on the their writing and it is indicated that 10% or 19 of 184 cohesion that students used frequently. Therefore, the most frequently cohesive used by the students are reference and followed by substitution and conjunction.

The Use of Cohesive Device on the Students' Academic Writing

In accordance with cohesive device analysis results show that the students used cohesion on their academic writing based on their ability to perform their thought and their writing ability to make coherence in the using of cohesive device

to develop their academic writing, like research proposal. Therefore, the students used four cohesive devices on their academic writing. They used reference, substitution, conjunction, and ellipsis. The four cohesive devices were used with various purposes according to their ability to arrange their ideas on academic writing.

Some evidence that we developed in appendix 2, indicated that reference was the most frequently used by the students. They used reference in terms of its sub types, for instances, subject pronouns, object pronouns, demonstrative pronouns, etc. Besides, the students also used substitution, for examples, nominal substitution and verbal substitution. Conjunction also played important roles on students' academic writing. Therefore, the students used conjunction in various ways. For examples, they used conjunction for additive, alternative, and reversed causal. Ellipsis used by the students in the contexts of enumerative as head: ordinal, cardinal, and ellipsis as head like others. For further discussion would be on the next section.

Discussion

According to the research findings on section above, we discussed two research questions (a) what types of cohesion do students use in their academic writing? and (b) how do students use cohesive devices in their academic writing?

Types of Cohesion on Students' Academic Writing

Types of cohesion on students' academic writing were found in each paper or research proposal that students have written. The cohesions that the students have used were reference, substitution, conjunction, and ellipsis. These cohesions were discussed in the following section.

Reference

There were four types of reference found in the research findings. They were pronominal, demonstrative and definite article, and comparatives. Pronominal discusses how singular and plural pronouns are used by students in their academic writing. Demonstratives and definite article were focused near demonstrative pronouns, and far demonstrative pronouns. While comparative, we talk about identity, similarity, and difference.

Sample data are presented to show some evidence related to types of reference as follows:

Sample data

(1) A speaker will choose a particular way to express his agreement, not only based upon his intent and his level of emotion (A/p.2)

(2) The teacher is a facilitator of his students' learning (A/p.3)

Sample data (1) and (2) indicate that students used singular masculine of possessive adjectives that refers to *a speaker and the teacher.* This indicates that students develop their reference function in pronominal of singular masculine pronominal that functions as possessive adjectives. So, there is a logical connection between pronominal and nouns refer to.

Substitution

According to the result of cohesive analysis, substitution occurred into three types. They were nominal substitution, verbal substitution, and clausal substitution. The following sample data were presented to describe each type of substitution.

Sample data

(3) Many activities will be done with picture strip stories. We suggest one in our discussion. (C/p.6);

(4) English subject is presented as one of the subject is taught to the students since junior high school (J/p.1);

(5) English is in many countries in the world, and Indonesia is one of them. (M/p1)

(6) TPR is one of the methods that can be used to improve the students ability in speaking. (M/p.1)

Sample data (3) indicate that 'one' substitutes the phrase 'many activities in the preceding sentence. The 'one' functions to substitute phrase 'many activities'; so we are not necessary to repeat the phrase 'many activities' at the second statement. It is also used at sample data (4) to (5) 'one' substitutes 'English, many countries, methods. So, nominal substitution that students used to develop the logical connection in developing sentences and paragraph. Therefore, nominal substitution that is used has to be suitable with what noun to be substituted.

Sample data

(7) Teacher invited the student to do action where using TPR (M/p.4)

8) Teacher pay attention what teacher ask to the student to do the action. (M/p.6)

(9) Not only in our country, English also have been the world language (M/ p.3)

(10) Contextual teaching and learning like communicative teaching method, because both of them have same principle, for example they have one concept (N/p.2)

Sample data (7) to (10) indicate verbal substitution that consists of substitutes 'do' and 'have'. "Do" substitutes the preceding statement to apply TPR methods. Besides, "have" was also used to substitute other verb that is

generally stated at the preceding context. So, the function of verb substation is to complete and give another verbal statement in order to make a coherence discourse.

Beside nominal and verbal substitutes, clausal substitutes is also used by students. Sample data below indicate the use of clausal substitutes.

(11) They could learn vocabulary not only as a new word in isolated context, but also it is important to be in an appropriate context (N/p.2)

(12) The students always have activity in following the teacher command in acting, so this can avoid the student for sleepy.

Data sample (11) to (12) indicate clausal substitution that appear in sentences. The students used negative clause substitution, like data sample (11)). While sample data (12) indicate positive clausal substitution. 'Not only ...but' indicates clausal substitution in a negative context and it also relates to logical connection and conjunction devices to develop a contextual clues.

Ellipsis

In English, there ware three types of ellipsis. They are nominal ellipsis, verbal ellipsis, and clausal ellipsis. But not all of them are used by students. Some evidence that can be shown in following sample data.

Sample data

(13) English introduction at junior high school includes four languages (J/p.1)

(14) Students are given one set of words(J/p.1)

(15) There are some new two-word verbs the passage (J/p5)

Sample data above indicate how students used nominal ellipsis in terms of ordinal numerative ellipsis. These numerative- ellipsis indicate as function of head. It is used to indicate a number of something that appear in discourse.

Sample data

(16) There are four components that help and facilitate the process of language learning, the teacher, the language learning, methods, and the materia (G/p.1)

(17) Teacher is one of education component which has important role in teaching and learning process; especially for English teacher in listening comprehension (G/p1)

Some other nominal ellipsis also indicate that students are able to use the nominal ellipsis in terms of numerative. Numerative ellipsis that are shown on sample data (16) to (17) are ordinal that function as head. And they are indicate as a number of something that appear in discourse.

Sample data:

(18) Students are also asked to memorize words that look like cognates but have meaning in the target language ....(J/p3)

(19) When the students *have finished reading* and translating the passage the teacher asked them in English if they have any question (J/p4)

(20) This technique of course, would only be useful in language that share cognates (J/p5)

Sample data (18) to (20) were sample data of clausal ellipsis. Data (18) indicate clausal ellipsis that function as propositional ellipsis. Data (19) also indicate propositional ellipsis like 'they have any question'. Therefore, students are able to use the clausal ellipsis, but it is still limited variation.

Conjunction

The four final types of cohesive relation that we find in the English grammar. Conjunctive elements are cohesive not in themselves but indirectly, by virtue of the specific meaning; they are not primarily devices for reaching out into the preceding (or following) text, but they express certain meanings which presuppose the presence of other components in the discourse.

Sample data

(21) Contextual teaching and learning have the substantial experiental learning (N/p2)

(22) To teach speaking is not a simple thing. There were some factors that have to be considered. They are method of teaching, techniques, the approaches, and the level of difficulties the material given (B/p.1)

(23) The role of the teacher in developing skill needed for Communication especially the oral are understanding and speaking are the most important.(B/p.3)

According to sample data (21) to (23) indicate that utterances above used simple additive conjunction. They used 'and' to connect two subjects as nouns like in sample (22), and they used 'and' to connect object sentences that consist of two or three object the sentence. While utterance (23) 'and' is used to combine two verbs or predicates. Therefore, the using of 'and' in the students' academic writing is quite familiar with them.

The Use of Cohesive Devices on Students' Academic Writing

In accordance with cohesive device analysis results show that the students used cohesion on their academic writing based on their ability to perform their thought and their writing ability to make coherence in the using of cohesive device to develop their academic writing, like research proposal. Therefore, the students used four cohesive devices on their academic writing. They used reference,

substitution, conjunction, and ellipsis. The four cohesive devices were used with various purposes according to their ability to arrange their ideas on academic writing.

Some evidence that we developed, indicated that reference is the most frequently used by the students. They used reference in terms of its sub types, for instances, subject pronouns, object pronouns, demonstrative pronouns, etc. Besides, the students also used substitution, for examples, nominal substitution and verbal substitution. Conjunction also played important roles on students' academic writing. Therefore, the students used conjunction in various ways. For examples, they used conjunction for additive, alternative, and reversed causal. Ellipsis used by the students in the contexts of enumerative as head: ordinal, cardinal, and ellipsis as head like others.

There are four cohesions that the students used in their academic writing which are discussed. First, students used reference to develop their academic writing that consists of pronominal, demonstrative, definite article, and comparative. They used pronominal in terms of subjective, possessive pronouns, possessive adjective, singular neuter. For examples, *A speaker will choose a particular way to express his agreement, not only based upon his intent and his level of emotion (A/p.2)* This sentence indicates that students used possessive adjective as a pronominal reference. The other examples are demonstrative. They are: *This point is the real objective of reading comprehension subject;*

I choose this topic, because it is very interesting for application;

This was caused by the low level of the capacity in applied intact. The sample data indicate that students used demonstrative pronouns. However, it is still limited to singular, near demonstrative pronouns.

Second, students used nominal substitution, verbal substitution, and clausal substitution. Nominal substitution occurs only how students used 'one' as numerative nominal substitution. For example, *Many activities will be done with picture strip stories .We suggest one in our discussion. (C/p.6)* The sample indicate how the students used 'one' as numerative nominal substitution. While verbal and clausal substitution appea,r like: *Teacher invited the student to do action where using TPR (M/p.4); Teacher pay attention what teacher ask to the student to do the action. (M/p.6); Contextual teaching and learning like communicative teaching method, because both of them have same principle, for example they have one concept (N/p.2)* These sample data indicate that students used verbal substitution 'do' and 'have'. Moreover, students also used positive and negative clause substitution as in the utterances:

They could learn vocabulary not only as a new word in isolated context, but also it is important to be in an appropriate context (N/p.2)

The students always have activity in following

Third, students used nominal ellipsis, verbal ellipsis, and clausal ellipsis. Nominal ellipsis consists of numerative, specific deictic, and comparative. Sample data below can be shown as evidence of ellipsis. For example:

English introduction at junior high school includes four languages (J/p.1)

Students are given one set of words(J/p.1)

There are some new two-word verbs the passage (J/p5)

Sample data above indicate how students used nominal ellipsis in terms of ordinal numerative ellipsis. These numerative ellipsis indicate as function of head. It is used to indicate a number of something that appears in discourse.

Some other nominal ellipsis also indicate that students are able to use the nominal ellipsis in terms of numerative. Numerative ellipsis that are shown on sample data are ordinal that function as head. And they are indicate as a number of something that appear in discourse.

Sample data

Language teaching is the activities which are intended to bring about Language, since language teaching is defined as activities ...a good language teaching would meet condition and needs of the best learners in the best technique and principles (G/p1/L1)

Sample data above indicate nominal ellipsis that functions as specific deictic, like the word 'the best learners' and post deictic word 'the important essay' functions as post deictic. But sample data 'there are some disinterest of' indicate as non-specific deictic.

Sample data below indicate how students used verbal ellipsis.

Students explain what they have read (H/p4)

Besides that learning reading method in teaching poetry text is very important to students because them can give description what be do by writer(H/p6)

The students have many knowledge to reading (H./p6)

Sample data (above show how students used verbal ellipsis. The students used verbal ellipsis 'have' and 'do' in utterance. This indicates that students are able to use verbal ellipsis. However, they still used a very simple ellipsis. Besides, students also used clausal ellipsis, but they still in very limited clausal ellipsis.

Sample data shown below.

Students are also asked to memorize words that look like cognates but have meaning in the target language ....(J/p3)
When the students have finished reading and translating the passage the teacher asked them in English if they have any question (J/p4)
This technique of course, would only be useful in language that share cognates (J/p5)

Sample data are sample data of clausal ellipsis. They indicate clausal ellipsis that function as propositional ellipsis. Therefore, students are able to use the clausal ellipsis, but it is still limited variation.

Finally, students also used conjunction in their academic writing. They used additive conjunction that consists of simple additive conjunction and simple alternative conjunction. They also used adversative, simple contrastive conjunction like 'but'. Besides, they used adversative clausal conjunction. Some evidence that can be shown in the following utterances. In simple additive conjunctions, students used conjunction 'and', for instance:

To teach speaking is not a simple thing. There are some factors that have to be considered. They are method of teaching, techniques, the approaches, and the level of difficulties the material given (B/p.1)
The role of the teacher in developing skill needed for communication especially the oral are understanding and speaking are the most important.(B/p.3)

According to sample data above indicate that utterances above used simple additive conjunction that are used to connect two subjects as nouns and object sentences that consist of two or three object the sentence, and two predicative verbs. Therefore, the using of 'and' in the students' academic writing is quite familiar with them. Sample data below indicate how students used simple alternative conjunction as follows:

A text or written information to be read and be understood could be represented in various using of language (J/p.1)
Knowledge is constructed by human. Knowledge is not a set of facts, concept, or laws waiting to be discovered (J/p.1)
Students also receive feedback on whether or not they have effectively communicated. (A/p.5)

Sample data above show us how students used conjunction. They used additive conjunction in terms of additional and alternative conjunctions. Alternative conjunction 'or' is used to give a reader or a listener to choose alternatives that have to be set up. While additive conjunction like 'also' is used to give additional

things to be included in order to develop the other subject, and abject. Next, students also used adversative contrastive conjunction like in the following.

They received feedback, not on the form but on the content of the prediction, by being able to view the picture and compare with their prediction. (A/p.5)

Sample data above indicate simple adversative conjunction that function to make a contrastive statement that appears in the preceding utterances. Therefore, students made a contradictory statement to develop their discourse. Besides, 'but', some other contrastive cohesive items for example, however, on the other hand, are seldom used by students. The using of conjunction is still limited to students and they used only in very simple conjunctions. Last, students also used adversative clausal conjunction that be shown in the following sample.

English has become compulsory for us because as at all for communication it is used in many a speech (L/p.1)

CTL like communicative teaching method, because both of them has same principle (N/p.2)

Sample data above indicate that students used adversative, causal conjunction, like 'because'. This conjunction allows us to develop our reason that related to our preceding statement. So, to complete and to support our reasons, we need causal conjunction in developing it.

We still have many types of conjunction to be used in discourse, but students did not use on their academic writing. The students in general just used simple additive conjunction, like *and, also, but*, etc. They also used causal conjunction, for instance, *because*. Some other conjunctions that are not used by students in their academic writing are conditional, respective, temporal, internal temporal, correlative, and summary.

CONCLUSION

Based on the research findings we conclude that:

1) Four main types of cohesions occurred on the students' academic writing that consist of reference, substitution, ellipsis, and conjunction. But, these cohesions are still simple cohesion;
2) The most frequently used cohesion by students is reference that consists of pronominal, demonstrative and definite article, and comparative;
3) The cohesive devices were used by the students on their academic writing that consist of (a) reference, (b) substitution, (c) ellipsis, and (d) conjunction. Students used reference in terms of pronominal, demonstrative, definite article. They also used nominal, verbal, and clausal substitution. Types of ellipsis

were also used that consist of nominal ellipsis, verbal ellipsis, and clausal ellipsis. The final cohesive devices that students used are conjunctions. They are simple additive and simple alternative conjunction, and adversative contrastive and adversative causal conjunctions.

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