

CHAPTER I

INTRODUCTION

A. Background of the Study

In order for humans to interact with one another, language is essential. It allows people to communicate their thoughts, goals, and feelings both orally and in writing. One of the most important tools for linguistic communication is writing. According to Brown (2001), writing is a verbal encounter in which writers freely express their thoughts without regard to what other people might be going through, thinking, or seeing at the moment. It suggests that writing enables people to express their thoughts, emotions, and opinions, which improves communication. It has also been demonstrated that writing makes exceedingly complicated thoughts easier to communicate. Writing creates logical, well-organized thoughts with the use of appropriate language to convey meaning more clearly. Clarity of meaning is the main objective of writing since it encourages reader-writer contact. Because of this, the author should organize each paragraph so that it makes sense when read as a whole.

Writing abilities also become more and more crucial in the modern world, especially in the sectors of education and learning second and foreign languages. In the contemporary landscape, writing skills have become increasingly vital, especially within the domains of education and second language acquisition. One key linguistic device that significantly aids readers in grasping both the meaning and the context of a text is the concept of cohesion. Halliday and Hasan (1976) define cohesion as the semantic connections that exist between various elements within a text, which contribute to its overall coherence. For writers, mastering the use of cohesion is essential, as it enables them to craft text that is not only well-organized but also easy to understand. When cohesion is effectively applied, it ensures that the text flows logically and that relationships between ideas are clear. Conversely, a deficiency in cohesion can result in confusion and misinterpretation, disrupting the reader's ability to fully comprehend the intended message and the relationships between different sentences and ideas within the text. Hence, the strategic use of cohesive devices is crucial for maintaining clarity and facilitating effective communication between the writer and the reader (Wahid, 2020).

Essay writing is a central component of the curriculum for students enrolled in the English Education Program at the University Muhammadiyah of Surakarta. Mastery of essay writing is essential, as it complements other writing courses such as argumentative writing and academic writing, all of which contribute to the development of advanced writing skills. Undergraduate students in this program are expected to produce essays in English, which is

their second language. This responsibility requires them to be adept at both formal and informal essay types. Essay writing is not only pivotal for effective communication but also plays a crucial role in fostering critical thinking, summarization, analytical skills, and time management. When executed proficiently, it significantly enhances a student's ability to articulate ideas clearly and independently. According to Magogwe *et al.* (2023), writing essays helps students articulate their thoughts in English without resorting to plagiarism, emphasizing the importance of originality. For effective academic writing, it is imperative to achieve a strong balance between cohesive ties and coherence features within the text. This combination ensures that the writing is both logically structured and fluid, facilitating better comprehension and communication of ideas.

In conducting this study, the writer has employed a framework based on the cohesion devices outlined by Halliday and Hasan in their book, *Cohesion in English* (1976). This framework is utilized to analyze cohesion in the comparison and contrast essays produced by third-semester students of the English Education Program at the University Muhammadiyah of Surakarta. Halliday and Hasan (1976) define cohesion as the process by which the interpretation of certain elements within a discourse relies on other elements, thereby contributing to the overall coherence and readability of the text. This concept of cohesion ensures that various parts of the text are interlinked in a manner that enhances its meaningfulness and fluency.

Halliday and Hasan (1976) categorize cohesive devices into two broad types: grammatical and lexical. Grammatical cohesion involves mechanisms such as reference, substitution, and ellipsis. These devices serve to connect different segments of a text by establishing relationships that help maintain continuity. Lexical cohesion, on the other hand, includes techniques such as reiteration, conjunction, and collocation, which reinforce the text's unity through vocabulary and semantic connections. In this study, particular emphasis is placed on the category of reference, a key component of grammatical cohesion.

In the framework established by Halliday and Matthiessen (2014:552), phoric reference is categorized into two main types: endophora, which involves pointing inwardly within the text, and exophora, which entails pointing outwardly beyond the text. This study will focus specifically on endophora, which is subdivided into anaphoric and cataphoric references. Anaphoric reference occurs when a linguistic element refers back to something previously mentioned in the discourse. For instance, in the sentence "I see Mike is here. He wears a blue shirt," the pronoun "He" functions anaphorically, pointing to the previously introduced entity, Mike. Conversely, cataphoric reference involves pointing forward to something that has not

yet been explicitly mentioned. For example, in “She changes a lot. I mean Carla,” the pronoun “She” is cataphoric, as it anticipates the introduction of Carla, who is named in the subsequent clause. This study will explore these forms of endophoric reference used in this study to examine students’ composition.

Many researchers have investigated the field of reference is, such as: Yetira Aniva (2019) entitled *An Analysis of Cohesion of Texts in “Pathway to English” Textbook Published by Erlangga*, Riswanto (2021) entitled *Cohesion and Coherence of EFL students’ Essay Writing*, Nini Harliani, Udin, Ahmad Zamzam, and Nurachman Hanafi (2021) entitled *A Study on Grammatical Cohesion in the Descriptive Essays by the Third Semester Students of English Education Program in the University of Mataram in the Academic Year 2019/2020*, Muhammad Firnas Hibatulloh, Koko Lintang Arganata, Irma Khoirot Daulay, and Toyyibah (2024) entitled *Cohesive Devices Usage in Recount Text: An Analysis on High-Achieving Undergraduate EFL Students*, and Rahma Sugrianti (2024) entitled *Analyzing the Use of Exophoric and Endophoric References in EFL Students’ Academic Writing Argumentative Essay*. Almost all of the researchers above investigated cohesion as their object of study, using various different data sources. Similar to some previous research, but the author decided to focus on analyze the types of reference which is part of cohesion in students’ composition. Unlike these studies, this research uses a different type of text as its data source, specifically comparison and contrast texts. Additionally, this research employs written compositions from students who are familiar with English, namely third-semester English language education students. By using these written compositions, the authors aim to determine which types of reference are most prevalent in students' writing, thus identifying which reference are most frequently used. In studying English as a foreign language, it is vital to use appropriate reference according to the context that will be conveyed to the reader, especially for English language education students. Since there will definitely be a lot of reference available in data source, the author can determine which reference are becoming popular in student writing by learning which kinds of reference are most frequently used by students. By using reference in their written work, students' attempts to provide context can also be identified by writers. Based on the phenomena above, researcher decided to carry out the research entitled **“ANALYSIS OF THE REFERENCES IN THE COMPOSITION OF THIRD SEMESTER ENGLISH EDUCATION STUDENTS OF FACULTY OF TEACHER TRAINING AND EDUCATION, UMS”**.

B. Limitation of the Study

The subject of this study is limited to analyse references in the third semester students' composition. Data source of this research are taken from the third semester students' written composition. The research uses theory of types of reference by Halliday and Hasan (1976).

C. Problem Statements

The problem of this study focuses on the following question :

1. Which type of references are more commonly used in the compositions of third-semester English Education students?
2. What are the meanings of references found in the third semester English Education students' composition?

D. Objectives of the study

Based on the problem statement has been mentioned above, the object of the study in this research are:

1. To identify references in the third semester English Education students' composition.
2. To explain the meanings of references found in the third semester English Education students' composition.

E. Benefit of the Study

This result of this research is proposed at giving benefits both theoretically and practically.

1. Theoretical benefit

Theoretically, the result of this research will reveal endophoric and exophoric and their context based on the third semester English students also this research can be used to recognize the meaning of certain words in relation to another text. They should also help identify the meaning of certain reference in connection to other texts.

2. Practical benefit

a. Students

By this research, the researcher hopes that this research can help student to understand about the knowledge of endophoric and exophoric that related with their study.

b. Teachers

The researcher hopes the teacher can get an additional information as a material about endophoric and exophoric to teach their students in the English teaching learning activities.

c. Lectures

The writer hopes this research will be used as additional material for teaching linguistics students especially.