

ANALYSIS OF THE REFERENCES IN THE COMPOSITION OF THIRD SEMESTER ENGLISH EDUCATION STUDENTS OF FACULTY OF TEACHER TRAINING AND EDUCATION, UMS

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Abstrak

Penelitian ini mengkaji jenis dan makna referensi dalam esai perbandingan dan pertentangan yang ditulis oleh mahasiswa Pendidikan Bahasa Inggris semester tiga di UMS. Menggunakan teori Halliday dan Hasan (1976), penelitian ini menerapkan metode deskriptif kualitatif, dengan menganalisis data yang dikumpulkan melalui dokumentasi dan observasi non-partisipan. Dari 148 referensi yang diidentifikasi, 58,11% merupakan referensi anaforis, 43,24% eksoforis, dan 0,68% kataforis. Referensi anaforis, yang paling sering digunakan, menghubungkan ide-ide di dalam teks dengan makna yang bervariasi berdasarkan topik. Referensi eksoforis, yang menghubungkan teks dengan konteks eksternal melalui kata seperti “kamu” dan “kita,” membantu melibatkan pembaca. Temuan dari penelitian ini dapat menjadi sumber pembelajaran yang berharga dalam kelas linguistik, memungkinkan dosen untuk memperkenalkan berbagai jenis referensi dan mendorong mahasiswa untuk memperluas penggunaan referensi dalam tulisan mereka.

Kata Kunci: anaphoric, cataphoric, exophoric, teks perbandingan dan kontras, referensi.

Abstract

This study examines the types and meanings of references in comparison and contrast essays written by third-semester English education students at UMS. Using Halliday and Hasan's (1976) theory, the study employs a qualitative descriptive method, analyzing data collected through documentation and non-participant observation. Of the 148 references identified, 58.11% were anaphoric, 43.24% exophoric, and 0.68% cataphoric. Anaphoric references, the most commonly used, connected ideas within the text, with meanings varying by topic. Exophoric references, which linked the text to external contexts through terms like “you” and “our,” helped engage the reader. The findings of this study could be a valuable teaching resource in linguistics classes, allowing lecturers to introduce different reference types and encourage students to expand their use of references in writing.

Keywords: anaphoric, cataphoric, exophoric, comparison and contrast text, references.

1. INTRODUCTION

In today's world, writing skills have become increasingly important, particularly in education and in the context of learning second and foreign languages. One significant linguistic tool that helps readers understand both the meaning and context of a text is cohesion. According to Halliday and Hasan (1976), cohesion refers to the semantic links that connect different

elements within a text, enhancing its overall coherence. For writers, mastering cohesion is crucial, as it allows them to produce text that is organized and easily comprehensible. When used effectively, cohesion ensures a logical flow and clarifies the relationships between ideas. In contrast, a lack of cohesion can lead to confusion and misinterpretation, hindering the reader's ability to grasp the intended message and the connections among various sentences and ideas. Therefore, the strategic use of cohesive devices is essential for maintaining clarity and ensuring effective communication between the writer and the reader (Wahid, 2020).

Essay writing is a fundamental aspect of the curriculum for students in the English Education Program at Universitas Muhammadiyah Surakarta. Mastering essay writing is crucial, as it supports other writing courses like argumentative and academic writing, all of which help develop advanced writing skills. Students in this program are expected to write essays in English, their second language, which necessitates proficiency in both formal and informal essay formats. Essay writing is vital not only for effective communication but also for promoting critical thinking, summarization, analytical abilities, and time management. When done well, it greatly improves a student's capacity to express ideas clearly and independently. Magogwe et al. (2023) highlight that essay writing enables students to express their thoughts in English without resorting to plagiarism, underscoring the importance of originality. For successful academic writing, achieving a strong balance between cohesive ties and coherence features is essential, ensuring that the writing is logically organized and fluid, which aids in the clear communication of ideas.

Furthermore, this research utilizes written compositions from students who are proficient in English, specifically third-semester English language education students. By analyzing these written works, the authors aim to identify the most common types of references used in student writing. In the context of learning English as a foreign language, it is crucial to employ appropriate references that align with the intended message for the reader, particularly for those studying English education. Given the variety of references available in the data sources, the authors can ascertain which references are most popular among students by examining their frequent usage. By incorporating references into their writing, students also demonstrate their attempts to provide context to their readers.

2. METHOD

This research is using qualitative approach to analyze references found in the third semester English education students' composition. A collection of research techniques use non-participant observation and documentation. The research provides findings without the need

for statistical analysis or quantitative measurement (Hamilton & Finley, 2019). So, the researcher did not use number or statistic form in this research. The researcher described and provided understanding about references found in the third semester English education students' composition based on Halliday and Hasan's theory. The object of this research are references found in the third semester English education students' composition. The data of this research are the composition made by the third semester English education students', which consisted of the written essays that involved references. The third semester English education students' composition served as the study's primary source of data. Non-participant observation and documentation is used by the researcher as a technique for data collection. The researcher concentrates on reading and analyzing the third semester English education students' composition.

3. RESULT AND DISCUSSION

After conducting the data analysis, the researcher will discuss the study's results in this section. Several words containing references were identified in the comparison and contrast texts written by third-semester students of English education at Muhammadiyah University of Surakarta. The researcher analyzed ten comparison and contrast texts. Additionally, the researcher examined the meaning of references in these students' writings.

The proportion of references used in the ten comparison and contrast texts by the third-semester English education students at Muhammadiyah University of Surakarta is presented in the table below.

Tabel 1. Proportion of References in Texts

No	Title	Endophoric		Exophoric	TOTAL
		Anaphoric	Cataphoric		
01	Skincare vs Make Up: Which is More Important?	12	-	10	22
02	Difference between Day School vs Boarding School	7	-	1	8
03	The Difference between Radio and Newspaper	9	-	7	16
04	Handwritten vs Typed Notes	12	1	13	26
05	Contrasting Lifestyle: Countryside vs Big City Living	8	-	-	8
06	Vegan Vs Vegetarian	16	-	4	20
07	Science vs Art: Which are the Most Viable in the Job Market?	6	-	2	8
08	Cushion vs Foundation, Same but Different?	3	-	6	9
09	Is It Better Online Or Offline Shop?	4	-	14	18
10	Hardcopy vs E-Books	9	-	4	13
TOTAL NUMBER		86	1	64	148
PERCENTAGE		58,11%	0,68%	43,24%	100%

According to Halliday and Hasan (1976), there are two types of 'phoric': exophoric and endophoric, with anaphoric and cataphoric references included under endophoric. The writer employs this theory to analyze references in compositions by third-semester students in the English Education program at Muhammadiyah University of Surakarta. A total of ten comparison and contrast texts were analyzed. Table 1 summarizes the use of anaphoric, cataphoric, and exophoric references in the students' texts. The findings in the table indicate a total of 148 occurrences of references across the ten students' compositions, which include anaphoric, cataphoric, and exophoric references. According to the table, there were 86 occurrences of anaphoric references, 64 occurrences of exophoric references, and only 1 occurrence of cataphoric references. Furthermore, cataphoric references were the least common, accounting for just 1 instance, or 0.68% of all references in the texts. Other references include 86 instances of anaphoric references (58.11%) and 64 instances of exophoric references (43.24%). It can be concluded that anaphoric references are the most prevalent and significantly contribute to students' text creation, particularly in comparison and contrast writings, while cataphoric references are the least favored among students.

4. CLOSING

According to Rebello et al. (2019), anaphoric references are closely linked to overall comprehension, as they establish a direct connection between local arguments and broader levels of understanding. A higher frequency of anaphoric references contributes to increased cohesion within a text. Halliday and Hasan (1976) emphasize that anaphoric references enhance cohesion by recalling previously mentioned entities and linking sentences through these connections. Therefore, texts that frequently utilize anaphoric references tend to demonstrate a strong degree of cohesion. In contrast, the use of cataphoric references, which occurred only once, may be influenced by the author's preferred writing style, the complexity of the arguments presented, or the author's background knowledge on the subject matter. Dashela and Mustika (2021) note that effective writing necessitates both cohesion and coherence within a text or paragraph. Cohesion aids in connecting the text, making it easier for readers to understand its content. From this viewpoint, the comparison and contrast texts created by third-semester English education students at Muhammadiyah University of Surakarta can be regarded as well-crafted, as each paragraph demonstrates cohesion. This interconnectedness improves readers' ability to grasp the content and meaning of the texts.

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