

THE USE OF ENDOPHORA FOUND IN ACADEMIC WRITING BY THIRD-
SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF
ARTHA WACANA CHRISTIAN UNIVERSITY

ABSTRACT

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This study investigated the use of endophoric references in the academic writing of third-semester students of the English Education Study Program at Artha Wacana Christian University. The objectives of this study were to identify the types of endophoric references used by the students and to examine the extent of their use in academic writing. This study employed a descriptive qualitative research design. The data consisted of eighteen academic essays collected through a writing task and were analyzed using the qualitative data analysis model proposed by Miles, Huberman, and Saldaña (2014), including data condensation, data display, and conclusion drawing and verification. The findings revealed 92 endophoric references, all of which were classified as anaphoric references, while no cataphoric references were identified. The identified references consisted of 52 personal references and 40 demonstrative references. The most frequently used personal reference was *it* (18 occurrences), whereas *that* (17 occurrences) was the most frequently used demonstrative reference. It is suggested that the students predominantly used anaphoric references to establish cohesion in their academic writing. Although the students were able to use endophoric references effectively, the absence of cataphoric references indicates that they employed a limited range of cohesive strategies.

Keywords: *academic writing, cohesion, endophoric reference, anaphoric reference, cataphoric reference.*