

CHAPTER I

INTRODUCTION

1.1. Background

Cohesion is a key element in constructing meaningful discourse because it provides linguistic links that connect sentences into a unified text. Grammatical cohesion, particularly reference, plays an important role in maintaining the flow of information in academic writing. Halliday and Hasan (1976) explain that cohesive ties enable readers to follow the development of meaning across sentences, allowing ideas to be systematically connected. Therefore, understanding cohesion is essential for analyzing how coherence is achieved in written texts.

One important concept in reference is endophora. According to Halliday and Hasan (1976), endophoric reference occurs when the interpretation of a linguistic item depends on another element within the same text. Endophora is divided into two main types, namely anaphora and cataphora. In this study, the focus is on these two types of endophoric reference. Anaphora refers to information that has been mentioned earlier in the text, while cataphora refers to information that appears later in the text (Virdaus et al., 2021).

Over the past five years, empirical studies show that learners frequently rely on referential devices in writing. Anaphoric references occur more frequently than cataphoric references in various genres such as student essays, textbooks, and news articles (Benu et al., 2022; Virdaus et al., 2021). In Indonesian EFL contexts, students also tend to rely more on reference and conjunction than on substitution or ellipsis, which affects the cohesion of their writing (Ulfa & Ramadhani, 2024; Warna et al., 2023).

Similar patterns are found among Indonesian learners at different levels. Students often experience difficulties in using reference devices accurately and consistently. At Artha Wacana Christian University (UKAW), students also face challenges in organizing ideas and applying referential devices effectively (Nenotek, 2022). However, most previous studies focus on senior students,

leaving a gap in understanding intermediate learners, particularly third-semester students.

Third-semester students represent an important stage in academic writing development because they are transitioning from basic to more advanced writing skills. Previous studies also indicate that cataphoric references are cognitively more demanding than anaphoric references (Foley, 2024; Lyu, 2024), making comparison between both types relevant.

Although studies on anaphora and cataphora exist in broader contexts (Foley et al., 2024; Wang et al., 2023), research focusing on Indonesian EFL learners remains limited. Therefore, this study aims to investigate the use of anaphoric and cataphoric references in academic writing by third-semester students at Artha Wacana Christian University. This study is expected to contribute to discourse cohesion studies and academic writing instruction.

1.2. Research Problems

1. What types of endophoric references are used in the academic writing of third-semester students?
2. To what extent do third-semester students use endophoric references in their academic writing?

1.3. Aim of Study

This study aims to investigate the use of endophoric references in the academic writing of third-semester students of the English Education Study Program at Artha Wacana Christian University. Specifically, the study aims to identify the types of endophoric references, namely anaphoric and cataphoric references, used by the students and to examine the extent of the use of endophoric references in their academic writing. This study is based on Halliday and Hasan's (1976) theory of cohesion, which classifies endophoric reference into anaphoric and cataphoric reference as cohesive devices in discourse. The findings of this study are expected to provide insight into students' use of references in academic writing and contribute to the improvement of teaching and learning practices in writing courses.

1.4. Significance of the Study

This study was important because it contributed to both the theoretical and practical aspects of English language education. Theoretically, this study enriched discourse analysis by examining the use of endophoric references in the academic writing of Indonesian EFL students, a field that had been relatively unexplored (Ulfa & Ramadhani, 2024; Warna et al., 2023). Endophoric references, which include anaphoric and cataphoric references, played an important role in creating cohesion and coherence within written texts. In practice, the findings provided insights for lecturers and curriculum designers to improve teaching strategies and help students strengthen cohesion in their writing (Foley, 2024; Lyu, 2024). By addressing these needs, this study made a meaningful contribution to the development of more effective writing instruction and supported students in producing clearer and more cohesive academic texts.

1.4.1. Implication

The findings of this study hopes that endophoric references played an important role in maintaining cohesion in students' academic writing. The identification of 92 endophoric references, all of which were classified as anaphoric references, indicated that students tended to rely on backward reference to connect ideas and avoid unnecessary repetition in their texts.

The findings of this study revealed that only anaphoric references were identified in the students' academic writing. All endophoric references found in the essays referred back to information that had already been mentioned in the text. The absence of cataphoric references suggested that the students were more familiar with using anaphoric references than cataphoric references. This finding implied that students had limited awareness of the different types of endophoric references and their functions in academic writing. Therefore, greater attention should be given to the teaching of reference as a cohesive device, particularly the use of both anaphoric and cataphoric references.

The findings also had theoretical implications for Halliday and Hasan's (1976) theory of cohesion. The dominance of anaphoric references supported their view that reference functioned as an important cohesive device that created semantic relationships within a text. The students' use of reference items helped

connect ideas across sentences and contributed to textual unity. However, the absence of cataphoric references indicated that the students tended to rely on a limited range of cohesive strategies. Therefore, the findings suggested the need to develop students' understanding of different forms of endophoric references in order to enhance cohesion and coherence in academic writing.

Furthermore, the findings implied that explicit instruction on referential cohesion could help students improve the clarity and organization of their academic writing. By understanding how endophoric references functioned within a text, students might be able to produce more cohesive and coherent academic texts.

1.4.2. Application

The findings of this study provide practical guidance for teaching and learning EFL academic writing.

1. For lecturers: The findings of this study provided useful information for lecturers in designing teaching materials and classroom activities related to cohesion in academic writing. The results could help lecturers develop targeted exercises and provide more effective feedback to assist students in using endophoric references accurately and appropriately. Since the findings revealed the dominance of anaphoric references and the absence of cataphoric references, lecturers could also introduce a wider range of cohesive devices, including cataphoric references, to help students develop more varied writing strategies.
2. For students: This study increased students' awareness of how endophoric references, particularly anaphoric references, functioned in constructing cohesive academic texts. As a result, students could improve their ability to produce more cohesive and coherent writing. Students could also practice identifying reference items in reading materials, revising their own essays to improve cohesion, and applying various reference forms appropriately to avoid unnecessary repetition and maintain the flow of ideas.
3. For Future Researchers: This study provided a foundation for future research on endophoric references and referential cohesion in different educational contexts and proficiency levels. Future researchers could conduct comparative

studies, investigate the effectiveness of instructional strategies related to endophoric references, or explore the use of both anaphoric and cataphoric references in different genres of writing. Further studies could also examine the factors that influenced the absence of cataphoric references in EFL students' academic writing.