References in EFL Students' Expository Texts

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Abstract

The present research seeks to examine the use of references in students' expository texts. The present research concentrated specifically on the types of references used by students. The present research utilized qualitative research methods and a case study design. The site selected for the present research is a public vocational high school in Cirebon. Respondents in the present research are comprised of nine tenth-grade students. The documents of nine students' expository texts served as the data that were analyzed utilizing the reference device concept. In their writing, respondents employed three distinct categories of references, including personal, demonstrative, and comparative references. The reference appeared 174 times, with personal references occurring 54 times, demonstrative references 107 times, and comparative references 13 times. These references aid in monitoring the participants inside the text, reducing repetition and inefficiencies, and drawing the focus of the reader to the essential arguments of the text.

INTRODUCTION

Writing has become a challenging skill since it requires more than just placing words into phrases or paragraphs, the writer must also have excellent grammar, organize thoughts rationally, and make the end output readable (Pertiwi & Kareviati, 2021). Cer (2019) states that Writing is a difficult activity since it is one of the talents required to develop the symbols and signs needed to represent our feelings and thoughts. Therefore, it is crucial for students to enhance their language and express themselves through writing. The interaction within students and teacher consists of the students listening with no response to what the teacher says. In order to establish two-way communication, students must actively participate in interactions with the teacher and with one another. There is a correlation between classroom interactions and interactions between students and teachers throughout classroom activities. Interaction is one method for facilitating the instruction and learning process (Charisma & Defalni, 2019). Consequently, a teacher is expected to have been able to develop positive, engaging, and interactive relationships with students, particularly in the classroom. With effective interaction, it is possible to prevent students from becoming fatigued, and it is simpler to comprehend the presented material, particularly when writing skills are being acquired.

Text is a form of writing that students complete in English lessons. According to Halliday and Hasan (1976), "text" is any passage, spoken or written, of any length that does not form a coherent whole. It is a functional unit of language, not a grammatical unit like a clause or a sentence, and its size is unimportant. Shen et al., (2002) note that texts are frequently viewed as a series of appropriate grammatical structures.

Therefore, instruction may employ "slot and filler" frameworks in which sentences with various meanings can be generated by altering the words in the slots. It is important for a text to have texture, as this will help the words stick together and create a more cohesive whole. Texture is the result of the interplay between coherence and cohesion (Halliday & Hasan, 1976). The coherence of a text is established by the way in which it interacts with its social and cultural context, whereas cohesion describes the way in which its parts are held together (Eggins, 2004). Vany et al., (2014) state that a piece of information serves as a tie or cohesive device if it is addressed in the text again and is dependent on another element. When utilized correctly, cohesive devices allow the writer to join together seemingly unrelated sections of text. Therefore, a cohesion device is necessary to assist the author in conveying his idea by means of the connections within words and sentences. There are five different kinds of cohesiveness, or cohesive devices, including reference, conjunction, substitution, ellipsis, and lexical cohesion (Halliday & Hasan, 1976).

There is a wide variety of text types. In Indonesia, especially in Senior High School, numerous forms of texts are studied, including narrative, expository, descriptive, and procedure texts, among others (Aprilina et al., 2022). The present research will focus on expository text. According to Smith (2016), expository texts, also known as informational texts, provide facts and information about a topic. These scholarly works are prevalent in disciplines such as science, history, and the social sciences. From the preceding explanation, it is obvious that the topics addressed within the expository are actual events that are supplemented with other information that represents the viewpoint of the writer and is reinforced by actual evidence. Typically, senior high school students encounter difficulties in constructing expository text. The difficulty occur when the teacher asks students to try to write a word or sentence in English by employing appropriate references to refer person or non-person in each sentence. Halliday and Hasan (1976) introduced the concept of cohesive devices which addresses the diversity of references used by students and demonstrates the cohesion of their writing as the analytical framework for the present research.

Halliday and Hasan (1976) define reference as the particular characteristics of the material that is marked for retrieval. Moreover, Eggins (2004) explains that the reference refers to how the author introduces and subsequently keeps track of participants inside the story. Participants are the people, locations, and things discussed in the text. In other words, references indicate to the attendees or topics discussed in the text, which are subsequently referred to repeatedly to indicate the topics discussed. Halliday and Hasan (1976) assert that reference can also be classified as either situational or exophoric and textual or endophoric which are subdivided into anaphoric and cataphoric. According to Eggins (2004), an anaphoric reference takes place when the referent has already been mentioned in the text. Anaphoric is the word, typically a pronoun, used to maintain reference to someone to something that already mentioned (Desi et al., 2014). Moreover, Halliday and Hasan (1976) state that cataphoric is the use of an explicated pronoun preceding a reference. When the referent does not yet exist but will be revealed later, it is referred to in a cataphoric. (Eggins, 2004).

Halliday and Hasan (1976) determine three categories of reference including personal, demonstrative, and comparative. Personal references are made through the category or person based on their function in the context of the speech act. Personal pronouns (I, me, you, you, we, us, they, them, it, it, she, her, he, him, one), possessive determiners or possessive adjective (their, her, his, your, my, our, its, one's), and possessive pronouns (yours, mine, ours, theirs, his, hers, one's) are all part of the category of personal reference. Furthermore, demonstrative reference is fundamentally a type of pointing. The referent is located on scale of proximity, and the person then recognizes it. This, that, these, those, here, there, the, now, and then are kinds of demonstrative reference. Moreover, comparative reference is an

indirect comparison using resemblance or identity. Eggins (2004) adds that comparative reference is performed by comparing the similarities or identities of elements in a text using comparison adverbs and adjectives. In Halliday and Hasan's (1976) framework, same, equal, identical, identically, such, similar, so, likewise, similarly, other, different, else, differently, otherwise, more, fewer, less, further, so, as, equally, many, better, and good are include in comparative reference.

Adiantika (2015) examined nine students' essays in his analysis of cohesive devices in the expository writing of EFL students. With 196 occurrences (35.1%), the research disclosed that reference is the most prevalent cohesive device. In 182 instances (32.6%), it is followed by conjunction. In addition, lexical cohesion occurred 179 times (32%), while substitution occurred just twice (0.4%). According to the research, the majority of students employed numerous repetitions in their writing. Students with inadequate vocabulary knowledge have a tendency to escape repetition. They frequently engage in excessive repetition. In addition, they appear fully aware that they employ these repetitions to mitigate for their limited range of words. As a result, the beneficial impact to the technique of keeping track of the participants is predominantly demonstrated by the extensive use of lexical cohesion, especially repetition. The present research puts an emphasis on the use of reference in students' expository writing. It covers the variety of reference used by the students to create a cohesion text, and to reveal the contribution of reference to students' expository writing. The present research uses the concept of reference brought by Halliday and Hasan (1976) as its analytical framework. Therefore, the present research attempts to address the following research questions:

1) What types of references are identified in EFL students' expository texts?
2) How do references contribute to EFL students' expository texts?

METHOD

The present research employs qualitative methods. The design of the present research is a case research. The purpose of the current research is to analyze the reference devices used by students when composing their texts. As a result, the basis for selecting the method is the fact that the current research uses document observation to directly assess the students' written work that was completed in the classroom. The participants of the present research included nine students of tenth-grade as the participants from one public vocational high school in Cirebon. The participants were specifically picked from three categories with each three students in it including advance, average and lower level of achievement define by the teacher from the students' assignment. In analyzing the documents, the present research employed the conceptual frameworks of Halliday and Hasan (1976) regarding the notion of reference device analysis along with an analysis sheet altered from Bahaziq (2016).

The gathering of data for the present research was undertaken directly in the classroom over a period of multiple meetings. At the beginning of the first meeting, the author of this study was introduced to the students who were present. The purpose of the second meeting with the research authors was to provide a brief explanation of what expository text is, including its functions, linguistic characteristics, and constituent parts. The expository text that had been deliberated at the previous meeting was briefly reviewed at the third meeting. Then, as participants, the students were given the task of writing an expository text on a predetermined topic. The fourth meeting consisted of the subject teacher examining the students' writing results for later evaluation and grading, establishing the criteria for the students' scores, and selecting three students to represent each English achievement ability, namely proficient, intermediate, and bottom. As evidence of the application of this research, documentation such as photographs and field notes are also essential.

Expository text written by students were assessed using a theoretical framework based on Halliday and Hasan's (1976) concept of reference device analysis. To analyze the data in this research, four approaches were used. First, the present research divided each text into clauses. Since the primary data for the present research consisted of nine multi-paragraph expository writings by students, it is crucial that a thorough analysis be conducted. Therefore, each text must be divided into clauses for the present research. The recognition of references constituted the second critical data analysis technique. The present research prioritized reference-related words in this manner. It is critical to identify the clause's recognized reference. In terms of Halliday and Hasan's (1976) framework, there are three types of references including personal, demonstrative, and comparative reference. Consequently, classification is also a crucial step in the current research. In this procedure, the present research classified the highlighted terms of reference devices: persona, demonstrative, and comparative reference. In order to determine where words reside, classification must therefore be initiated. Initiating descriptive quantification was the final step in the present research. To compute references in the expository writing of students, descriptive quantification is essential. This method was also advantageous for elaborating, enhancing, and illustratively illustrating the results of the present research. After identifying and classifying the terms, the present research began its presentation by illustrating the frequency of the reference's occurrence through descriptive quantification.

RESULTS AND DISCUSSION

The findings of the present research are to elucidate the categories of references found in students' expository texts and how these references contribute to students' expository texts.

Types of reference identified in students' expository writing

The present research identified three different types of references including personal, demonstrative, and comparative reference in the nine documents of students' expository writing. There are certain items that students use as personal references in their expository writing. For instance, *"I, my, they, their, them, we, our, it, its, you, your, and one's"*. In addition, some demonstrative references that students use in their expository writing are presented. Such as *"this, these, that, those, the, here, there"*. In addition, the students' expository writing incorporates comparative references. Such as *"equal, such, other, different, more, unlike, rather"*.

The three varieties of reference devices were present in the expository writing of the students. The amount of reference devices in students' expository writing is presented in Table 1. This table displays the entire amount of occurrences of reference devices found in students' expository writings.

Table 1 the Occurrence of Reference Device

Reference type	References' Occurrence
Personal Reference	54
Demonstrative Reference	107
Comparative Reference	13
References used in total	**174**

The reference appeared 174 times in Table 1 with 107 occurrences, demonstrative reference was the most frequently occurring device. It is then followed by 54 instances of personal reference and 16 instances of comparative reference in the students' expository writing. From Table 1, it can be inferred that students utilized demonstrative references the most to enhance text cohesion. It is assumed that the majority of students recognize or require demonstrative references.

The present research discovered personal references in the expository text. I, my, they, their, them, we, our, it, its, you, your, and one's appeared 54 times in students' expository writing. The personal pronoun "it" appears 19 times in nine documents that have been analyzed. The frequency of personal references in students' expository writing can be determined as follows:

Table 2 the Occurrence of Personal Reference

Type of references	Name of References	Number of references
Personal Reference	I	8
	my	2
	they	3
	their	7
	we	2
	our	1
	it	19
	its	6
	one's	1
	them	1
	you	3
	your	1
Total of occurrence		**54**

The example of personal reference appeared in the second paragraph of document five.

Example #1 in D5/P2
Many graffiti artists use ***their*** work to raise awareness of social issues and to promote messages of hope and unity.

The example of the personal reference *"their"* is located in the second paragraph of document number five. The personal reference *"their"* in the text refers to the graffiti artists. The term *"their work"* refers to the artwork or graffiti produced by artists. *"Their"* is identified as anaphoric because it alludes to the artists.

In summary, students employ personal reference to establish the identity of individuals and objects that have been mentioned elsewhere in the text, either prior to or following the specific term, both within and beyond the confines of the text, thereby facilitating comprehension.

The present research found that students used demonstrative references 107 times in their expository texts. The text contains demonstrative references *"this, these, that, those, the, here,* and *there."*

Table 3 the Occurrence of Demonstrative Reference

Types of references	Name of references	Number of references
	this	9
	these	3
	that	5
	those	3
	the	74
	here	2
	there	11
Total of occurrence		**107**

The example of demonstrative reference occurred in the third paragraph of document one.

Example #2 in D1/P3
Second, graffiti is vandalism. ***Those*** in favor of this view point believe that graffiti is nothing more than act or defacing public property.

The demonstrative reference *"those"* found in document one's third paragraph. In this paragraph, *"those"* refers to the people. The phrase *"those in favor"* refers to the people who consider graffiti to be vandalism. Since *"those"* refers to the preceding clause, it is defined as anaphoric.

The use of demonstrative references in expository texts facilitates the application of determiners and adverbs by students to establish connections with other segments of the text. Furthermore, demonstrative reference assists students in addressing individuals in either large and small numbers, as well as a particular term or phrase.

According to the analysis of student writing, the comparative reference occurred 13 times with the references including *"equal, such, other/others, different, more, unlike,* and *rather."*

Table 4 the Occurrence of Comparative Reference

Type of references	Name of references	Number of references
Comparative Reference	equal	1
	such	1
	other/others	6
	different	2
	more	1
	unlike	1
	rather	1
Total of occurrence		**13**

The comparative *"equal"* appeared once in the student's writing.

Example #1 in D9/P4
The last, graffiti is made by someone who is not an artist, which means that there are no ***equal*** parts in graffiti.

The reference *"equal"* is used to indicate similarity in the example contained in paragraph four of document nine. The phrase *"no equal parts in graffiti"* refers to the fact that separate artists created the graffiti art, hence there is no similarity between them.

The utilization of comparative references in expository texts produced by students serves the purpose of highlighting the similarities or contrasts between the subjects discussed within the text.

The Contribution of Reference in Students' Writing

Adiantika (2015) examined nine students' essays in his analysis of cohesive devices in the expository writing of EFL students. According to the research, the majority of students employed numerous repetitions in their writing. Students with inadequate vocabulary knowledge have a tendency to escape repetition. They frequently engage in excessive repetition. In addition, they appear fully aware that they employ these repetitions to mitigate for their limited range of words. As a result, the beneficial impact to

the technique of keeping track of the participants is predominantly demonstrated by the extensive use of lexical cohesion, especially repetition.

In line with the findings of the present research, after analyzing and reviewing the students' texts many times. The present research discovered that the majority of students use references to monitor the participants in the text. Students also use this device to draw the focus of the reader to the essential argument by pointing to something from either inside (anaphoric) or outside (exophoric) the text. Students also use comparative references to reduce repetition and inefficiency because of their effectiveness in reducing textual inefficiency.

Monitoring the participants inside the text

According to Eggins (2004), participants are the persons, places, and things discussed in the text. The connections also assist readers in determining whether the referents originate from within the text (internal entity) or from outside the text (external entity). Through sequences of participant occurrences, readers apprehend the roles of text participants and appear to perceive the text as one coherent entity (Halliday & Hasan, 1976). The present research has revealed that students employ the strategy of recurrence of reference as a means of effectively monitoring the participants inside the text. The presence of the phenomenon can be observed in the following examples mentioned below:

Example #1 in D1
First, graffiti is a form of art. **Graffiti artists** see themselves as visual storytellers, tackling social and political issues through **their** work. This form of art can be seen in cities around the world with mural and painting that capture the essence of the community. Graffiti has also helped to revitalize areas that were once rundown, giving them a new lease on life. These artists see themselves as contributing to the local culture and view **their** work as a way of bringing the community together. #P2
The last, that there is a fine line between art and vandalism. **Graffiti artists** can be highly skilled and produce intricate and beautiful works of art, but **they** sometimes point on other people' property. While graffiti can bring beauty to an area it can also annoyance and resentment if it is not approved by the property owner. #P4

The preceding example from document 1 illustrates the use of personal references to trace participants. "Graffiti artists", "they", "their", "areas", and "them" are the four entities tracked by the author in the passage below. The first entity in this text is indicated by the use of "graffiti artists" in the second sentences of paragraphs 2 and 4. Additionally, the phrase "graffiti artists" is followed by the anaphoric references "their" (second sentence of paragraph 2) and "they" (second sentence of paragraph 4). They are anaphoric because the participant is retrieved from within the text and has been mentioned explicitly previously. In other words, there is a corresponding entity (graffiti artists) for these references (their-they).

Example #3 in D9
Graffiti is writing or a drawing made on a wall or other surface, usually as a form of artistic expression, without permission and in public view. **Graffiti** rangers from simple written words to elaborate wall painting, and has been around since ancient times, with examples dating back to ancient Egypt, ancient Greece, and the Roman Empire. #P1
First, **I** usually see **graffiti** on the walls that are called artists, and **I** see that **graffiti** is colored with spray paint and marker, the **graffiti** is drawn by local people. #P2
Second, **graffiti** can decorate a community on the eyes of some people. The political and social themes of **graffiti** can represented by power. **Graffiti** exemplifies freedom of expression often times, they will stand and look at the **graffiti**, never moving from that people. They really like it and ensnare their minds with opinions. #P3

Additionally, the instance of repetition is illustrated by the preceding example, which is derived from document nine. First, the term "graffiti" is repeated four times, including graffiti-graffiti-graffiti-

graffiti. The chain begins with the word "graffiti" (repeated twice in paragraph 1), which is repeated three times in paragraph 2 and four times in paragraph 3.

The second repetition involves the word "I": I-I in the second paragraph. The sequence begins with "I" (sentence #1, 1 time), which is repeated in sentence #2 (sentence #2, 1 time).

The inclusion of personal references in students' expository writing serves the purpose of monitoring the participants mentioned or discussed within the text. This is achieved through the repetition or replacement of words that refer to these individuals, thereby enabling readers to comprehend the central theme of the subject matter under consideration.

Reducing repetition and inefficiencies

The second contribution of references in students' texts is reducing repetition and inefficiencies. In addition, these can increases the efficiency of the text. This contribution to the expository writing of students is implemented through reference as a semantic relation and substitution as a lexico-grammatical relation. Halliday and Hasan (1976) state that "reference is a relation at the semantic level, whereas substitution is a connection at the lexico-grammatical level, the level of grammar and vocabulary, or linguistic form."

Comparative reference is an additional technique used to reducing repetition and inefficiency. Example #5 from document seven illustrates the use of demonstrative references to avoid repetition.

> Example #5 in D7
> Second, one of the main benefits of **text graffiti** is that **it** can reach **a wide audience** in an accessible and attractive way **rather** than relying on academic or institutional settings to disseminate information directly to society. #P2

The term "rather" indicates the occurrence of comparative reference. The comparative allusion "rather" refers to graffiti's broader audience reach. The writer modifies the clause "reach a large audience" by adding the word "rather." The author strives to make the text more efficient by eliminating repetition and redundancy. Another reference also indicated the occurrence of personal reference "it" which refers to text graffiti. The reference "it" is used to make the text more efficient by eliminating repetition.

The use of demonstrative reference is another method for reducing repetition and inefficiencies. Example #6 from document one demonstrates the use of personal reference to avoid redundancy.

> Example #6 in D1
> Second, graffiti is vandalism. **Those** in favor of this view point believe that graffiti is nothing more than an act or defacing public property. Graffiti can cause damage to building, bridges, and other structures, causing many taxpayers money in repairs. Furthermore, graffiti often contains offensive language or symbols that can be seen as inappropriate for public spaces. **Those** against graffiti argue that it sends a message that it is okay to break the law and doesn't respect the property of others. #P3

Using the word "those" indicates the presence of demonstrative reference. The demonstrative reference "those" refers to certain individuals who viewed graffiti as vandalism. The reference "those" replaces the phrase "some individuals who believe that graffiti is vandalism." The author strives to make the text more efficient by eliminating repetition and inefficiencies.

Overuse of words might lead to a limited vocabulary. When a writer utilizes too many repeats of terms in his writing, it can lead to a limited vocabulary and lower writing quality. As a result, including comparative and demonstrative references in students' expository works helps to make the text more effective by decreasing word and phrase repetition.

Drawing the focus of the reader to the essential arguments of the text

Another contribution of references is drawing the focus of the reader to the essential arguments of the text. Reference, specifically repetition, is used to draw the focus of the reader to the essential arguments. The occurrence of the word reference is illustrated in example #7. The following is extracted from document number three:

Example #7 in D4
In this discussion I will discuss about "Graffiti is a special art". Before that, I will explain what graffiti is. The definition of **graffiti** is a scribble or art activity which uses a composition of colors, lines, shapes and volumes to write a certain sentence on the media. The tools used to create graffiti art today usually use spray paint cans and brush paint, which is where the two tools have different function. The term **graffiti** is taken from a Latin word which reads "graphium" which means writing. Originally this term was used to name writings on ancient building in Egypt and ancient Rome by archeologists. #P1
Next, why can **graffiti** be called special art? Because **graffiti** is a mural work, each of which has an aesthetic value that can have a different meaning when other people see **it**. #P2
The last, **graffiti** is a work of art that can change our mindset about work of art that beauty is not just one form, there are many form we must appreciate **its** beauty because all works of art are beautiful. #P3

The reference is intended to draw the focus of the reader to the word "graffiti" as the text's primary topic. The italicized phrases indicate repetition and occurrence of reference. "Graffiti" is traced by the anaphoric references "it" (paragraph 2) and "its" (paragraph 3). They are anaphoric because the topic has already been mentioned explicitly. It can be said that "graffiti" corresponds to the pronouns "it" and "its".

Repetition of personal references also serves to draw the focus of the reader to significant points or the essence of opinions raised by students in expository writing. Similar to the example described above, repetition of the subject in the student's expository text to accentuate the subject's essence and the student's point of view as the author of the expository text.

CONCLUSION

It is determined that nine students' expository writing contained three categories of reference devices, including personal, demonstrative, and comparative reference. In addition, demonstrative reference is the most commonly employed reference device. Consequently, followed by personal and comparative reference. It is also discovered that the majority of students use references to retain the participants. Students also use these references to draw the focus of the reader to the essential argument by pointing to something from within (anaphoric) or without (exophoric). Students use comparative and personal references) to reduce inefficiency because they effectively make the text less efficient. However, the excessive use of particular references by students results in inefficiency and makes their written texts difficult to comprehend. Consequently, their written texts will almost undoubtedly be less effective. In addition, the students focus predominantly on vocabulary and statement levels and disregard the significance of the text relationships. Understanding connections between and within sentences demonstrate this relationship.

The present research suggests that students be exposed to a large amount of English text written by native speakers that they can comprehend critically and analytically. For the teachers, the present research suggests to establish an active interaction with students in the class in order to explicitly teach the usage of references devices. It will help students gain a deeper understanding and knowledge of reference usage. Furthermore, the recommendation for further research to investigate or analyze the use of reference or another cohesive device introduced by Halliday and Hasan (1976) in various texts or

genres, such as argumentative, narrative, etc. It is also recommended that future research investigate the coherence of expository writing, as coherence is one of the text's textures along with cohesion.

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