



Exploring Anaphoric and Cataphoric References Used in “Bright, an English Textbook”

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Abstract

This study aims to investigate the use of anaphoric and cataphoric references in narrative text in “Bright An English” Textbook for 8th-grade junior high school students, and to identify the most commonly used in the texts. This study examined the data that contained the anaphoric and cataphoric by the theory of Halliday and Hasan (1976). The study used a qualitative descriptive approach because it dealt with descriptive. The main data for this study was “Bright, an English textbook” for 8th-grade junior high school students, written by Nur Zaida and published by Erlangga. The results showed those anaphoric and cataphoric references contained in the English textbook; 22 sentences had anaphoric and cataphoric references in detail of which fifteen sentences were anaphoric, and seven sentences were cataphoric. “Bright, an English textbook” for eighth-grade junior high school students frequently uses pronominal anaphora because it addresses the referent of the anaphora with a pronoun. Pronouns were important because they linked sentences, which helped to avoid the nouns being used repeatedly. Besides, the cataphoric reference was rarely used, which is considered more difficult for 8th graders to understand.

Keywords: *Anaphoric; Cataphoric; English Textbook; References*

Introduction

To teach learning content to pupils, teachers have to be in a way that can assist students in carrying out the teaching and learning process. Textbooks are one of the most popular educational tools. Spahr (2018) states that a textbook is a book used by instructors to assist them in instructing the students in the class on the lesson. The source of the lesson's content, the proportion of taught skills, and the varieties of student language practice engagement can be found in textbooks. Ayu and Indrawati (2019) mention that a textbook is a valuable tool for self-directed learning, a source of presentational material, a source of ideas and activities, a resource for students to consult, a syllabus that reflects predetermined learning objectives, and support for inexperienced teachers who are still building their confidence.

Textbooks significantly support the teaching and learning processes. However, it is

frequently discovered that the information is not consistently representative and complete enough, resulting in the pupils do not comprehend the textbook's contents. Consequently, a reference term is required to resolve this issue so pupils can comprehend the meaning of the text reading. The meaning of a text can be combined from one or several sentences. Texts have a structure derived from the fact that it acts as a unit about their context. It means, without structure, a text is just a collection of separate words unrelated to one another because each line has its meaning and context (Nurhikmah, 2016).

Meanwhile, reference is an expression that refers to anything from the text in a sentence. Lestari (2019) states that a referring expression is a phrase used when speaking to refer to anything from a person (or a group of clearly defined items or persons) and is used with a specific reference in mind. Someone used a pronoun, one of the less informative pragmatic forms, to make a referring statement, which the listener must interpret in light of the surrounding context (Fedele & Kaiser, 2014). It means, References are employed as linkages to assist the readers and listeners in understanding the substance of the text. Andriani & Supartini (2020) References are divided into endophoric and exophoric. Endophoric references indicate anything within the text; they can be either anaphoric and relate to text that comes before or cataphoric and refer to text that comes after (Genc & Bada, 2006). Endophoric is divided into two types, anaphoric and cataphoric (Andriani & Supartini (2020). Anaphoric is a reference to something that has appeared at a previous point. For example, "Kate is married. She has two children". *She*, in this sentence, is anaphoric of *Kate*. Cataphoric references or passing on the opposite of anaphoric referring to words mentioned later. For example, "He has a new blue bicycle. Mike bought it yesterday". *Mike*, in this sentence, is cataphoric of *He*.

Gundel (2005) stated that Anaphoric and cataphoric references are other elements that may affect how the reader organizes a text. If anaphoric allusions serve a cohesive purpose, they should have a measurable psychological impact on the reader when they are present in a sentence. The concept refers to outdated information and acts as a marker for the reader's knowledge (Sultonov & Zebinso, 2021). Anaphoric references refer to a concept or word introduced in a previous phrase. References should aid the readers in organizing the information they are reading because they remind them of information they have already read. The time needed to read sentences and paragraphs having references should be shorter than the time needed to read paragraphs containing lexical items instead of references because references do not convey fresh information like that found in lexical items.

Compared to anaphoric references, cataphoric references are less frequently used since they point ahead in the text, implying that the speaker or writer would name the referent later rather than doing so right away (Awwad, 2017). Furthermore, Virdaus and Rifa'i (2022) argue some grammarians refer to the action or outcome of one linguistic unit referencing another as a cataphora or forward reference. A cataphora, in contrast to an anaphora, refers to something that has not yet been mentioned. It means the reference direction within the sentence or speech; cataphors are sometimes called backward anaphors. As a result, a cataphor looks downward while an anaphor looks back (up) for the term it refers to (ahead).

Anaphoric and cataphoric have been conducted by Indriyani (2022). Anaphoric and Cataphoric References in EFL Textbook. Only four phrases made use of cataphoric references, but 29 did so with anaphoric references. Pronominal anaphora is one of the anaphoric references that recount texts frequently use. Then Lestari (2019), Anaphoric and Cataphoric References in Surah An-Nisa of Holy Quran Translation by Abdullah Yusuf Ali. The study's result revealed that the most common type of reference is anaphoric, followed by cataphoric and zero anaphora. After that, Panggabean and Khatimah (2022), found

Anaphoric and Cataphoric References in The Novel of Kite Runner. 9 cataphoric references and 19 anaphoric ones were found throughout the book.

There is a similarity among studies to this study which uses anaphoric and cataphoric references for getting data analysis. This current study differs from what has been done by previous researchers; this research will concentrate on reference analysis in narrative text writing in junior high school textbooks with the title "Bright An English" for the eighth grade. Based on the above statement, the gap in this study was the researcher intends to identify what types of references are used and the most commonly found in narrative texts in the textbook "Bright An English" in this study. However, the researcher also limits the analysis to the narrative text that consists of the "Bright An English" textbook. As a result, these research questions were; 1. What kinds of references can be found in narrative texts in the book "Bright An English" in grade 8 junior high textbooks? 2. What kinds of references are most commonly found in narrative texts in the book "Bright An English" in grade 8 junior high school?

Reference

Reference, according to Halliday and Hasan (1976) cited in Genc and Bada (2006), said the special character of the data that is requested for retrieval. The information to be recovered in the instance of reference is the referential meaning, or the identification of the specific thing or class of things that is being referred to; the coherence is found in the continuity of reference, where the same thing is brought up again in the discourse. Lestari (2019), states references to the speaker or written part are viewed as acts. Reference, then, may be defined as an activity taken by a speaker or writer to employ language that enables a listener or reader to recognize something. The specificity of information identified for retrieval is known as a reference. This means that a reference is an activity that relates to a prior or subsequent element. Furthermore, Hidayat (2017) mentions reference examines how language and non-linguistic reality interact. When a word refers to another word, it is called a reference.

Some words in every language need to be understood about something else rather than being understood on their own. The information is signaled for recall of the referential meaning, hence the term reference for this process. References that serve as cohesive links include demonstratives (verbal pointing), comparatives (deictic or non-deictic), and personals (including pronouns, possessive adjectives, and possessive pronouns) (Alsaawi, 2016). In line, Sari et al., (2022) assert grammatical cohesiveness includes repetition, conjunction, ellipsis, substitution, and lexical cohesion, such as collocation and reiteration (i.e., synonym, superordinate, and general noun). There are various subcategories of grammatical cohesiveness. First, there are three categories of reference: personal, demonstrative, and comparative.

Indriyani (2022), mentions references might be either anaphoric or cataphoric. Cataphoric reference could mean forward to the text's future that has not yet been presented. Warid et al., (2021) said reference make sense using additional signaling components (words or pieces). Interpreting what signaling elements convey requires referential meaning. Due to the distinctive meaning of the information that is referred to, reference is described as a particular type of cohesiveness. References resemble definite articles in their traits. It has a distinct meaning that can be ascertained by the reference's situational context can ascertain. For instance, they have two children, Ani and Ana are married. At the same time, anaphoric reference may point back to the history of the unfolding text, that is, to a referent that has already been introduced and is thus a part of the text's system of meanings.

Textbook

The importance of the English textbook is notable for both teachers and students. When providing the content, it serves as a guide for the teachers, but it also provides the required information through various explanations and exercises. It affects the attitudes and performance of the students toward the course materials. It is a fact that students would participate actively in class when they enjoy their textbooks. Ayu and Indrawati (2019), argues that the most crucial component of using textbooks in the classroom is for teachers to make an effort to interest students with the material they will be studying and provide them with plenty of opportunities to converse in English. Mohammadi and Abdi (2014) cites a textbook as a tool for delivering the subject matter and a place where students may practice skills including listening, speaking, pronunciation, vocabulary, grammar, reading, and writing. Simply said, a textbook is helpful to teachers in implementing the curriculum because it is focused on what is needed, serves as director, and gives students a chance to study.

Furthermore, Gheitasi et al. (2022) argue textbook may serve as a guide, a resource, a de-skilled, a trainer, an authority, and an ideology. It means a textbook is a valuable tool for self-directed learning, presentational content, ideas and activities, student reference, and syllabus when they mirror predetermined aims of education and help inexperienced educators who are still building their self-reliance. In addition, Widyasari et al. (2020) said the main benefit of using textbooks is that they are psychologically necessary for students because their development and achievement can be quantified. Because they set the criteria for instruction, textbooks have an impact on the teaching and learning process. In short, using a textbook in the classroom can guarantee that students of various levels will learn the same material, allowing for equal evaluation of each student.

Method

The Study Design

The study used a qualitative descriptive approach because it dealt with descriptive data rather than numerical data. Qualitative information is obtained in the form of images, written words, phrases, or symbols that depict or illustrate socially significant individuals, acts, and events (Pamela, 2008). Descriptive analysis that employs the approach of seeking, gathering, interpreting, analyzing, classifying, and generating a conclusion is known as descriptive analysis (Lestari, 2019). This study tried to find the references in the "Bright An English" textbook for eighth-grade junior high school students. Therefore, the researcher analyzes, classifies, and interprets the kinds, functions, and meanings of the references.

Data Collection Technique

This study used documentation as the source of data collection. The data used in this study was an English textbook with the title "Bright An English" as the main data. The documentation included content (words) and photos that were captured without the involvement of researchers. After being examined by the researcher there are four narrative texts found in "Bright, An English" textbook for eighth-grade junior high school students. The document is a methodical process for looking at or assessing documents, both printed and digital (Bowe, 2009). In order to extract meaning, gain insight, and create empirical knowledge, document analysis necessitates the examination and interpretation of data. The researcher also used the human as an instrument (Human Subject). The subject instrument is the study starts and finishes with the self and biography of the researcher (Peredaryenko & Krauss, 2013). This implies that the researchers functioned as a tool in identifying the references contained in the Bright An English Text Book. The researchers read "Bright an English textbook" for eighth-grade junior high school. The researchers then gathered, identified, categorized, described, and analyzed it.

Data Analysis Technique

To obtain the data, this study does some steps. First, read the text, then classify the sentences that supposed to be anaphoric and cataphoric, and after that, the data containing anaphoric and cataphoric is explained by the theory (Halliday & Hasan, 1976). To examine the data, this study went through several procedures. Identified, categorized, and described the anaphoric and cataphoric references.

Results

In this section, the researchers present the results of data analysis of anaphoric and cataphoric reference that were discovered from the textbook of eight grade students. The results showed that there were 22 references found in the four descriptive texts of the textbook. The number of occurrence types of anaphoric and cataphoric reference are presented below:

Table 1. Anaphoric and Cataphoric References Found in the Textbook

| No. | Anaphoric | Cataphoric | Number of sentences |
|--------------|-----------|------------|---------------------|
| Text 1 | 7 | 1 | 8 |
| Text 2 | 6 | 0 | 6 |
| Text 3 | 2 | 0 | 2 |
| Text 4 | 0 | 6 | 6 |
| Total | | | 22 |

As presented in Table 1, the total number of references are 22 sentences. There are 15 sentences referring to anaphoric and 7 sentences referring to cataphoric. From the table 1, it can be seen that anaphoric reference was the most dominant references with 7 sentences presented in the text 1. Meanwhile, the cataphoric reference was only one sentence found in the text 1. In addition, the results show that anaphoric reference was the second highest proportion usage with 6 sentences while the cataphoric reference could not be found in the second text. For the text 3, it shows that the anaphoric reference was the minority usage between the first and second text. In the text 3, the cataphoric reference was absent. Meanwhile, the number of references in the text 4 were opposite with the text 2 . The cataphoric reference was the most prevalence usage in the text 4 while the anaphoric reference could not be found.

Further, the present study also provides the example of references analysis both anaphoric and cataphoric. In order to limit the data analysis, the researcher only presents several examples as the representative data from the texts of the textbook. The limitation of data analysis was done by researchers to simplify the data interpretation. Besides, since the references have same pattern analysis, it helps the researchers to avoid the repetition of data analysis from anaphoric and cataphoric reference.

Table 2. Representative Examples of Anaphoric Reference Analysis in Recount Text

| No. | Title of the Text | Sentences | Reference | Page |
|-----|--|---|-----------|------|
| 1 | 1 st Text (Hero, My Pet) | <i>Hero</i> is 40 cm long and about 2,5 kg. It likes vegetables very much (Data 1) | Anaphoric | 123 |
| 2 | 2 nd Text (My Sam) | <i>Sam</i> is a helpful robot. He plays with me and helps mum serve meals (Data 10) | Anaphoric | 133 |

| | | | | |
|---|--|--|-----------|-----|
| 3 | 3 rd Text (My Shaun the Sheep Bolster) | My uncle visited my house. He brought me a bolster wit the head of Shaun the Sheep (Data 15) | Anaphoric | 131 |
|---|--|--|-----------|-----|

From Table 2, the sentences above are categorized as the anaphoric reference because the anaphoric occurs when a word refers to something that has already mentioned earlier of a sentence. From the first sentence, it shows that the word “it” (pronoun) refers to “hero”. The explanation about Hero occurs earlier than the pronoun (it). For the second sentence, it is also included as the anaphoric reference because the pronoun (he) refers to “Sam” which has been stated earlier. For the last sentence, the phrase “my uncle” occurs first before the word “he”. It can be seen that “he” as a pronoun which refers to my uncle. Hence, the three sentences above are classified as anaphoric references.

Table 3. Representative Examples of Anaphoric Reference Analysis in Recount Text

| No. | Title of the Text | Sentences | Reference | Page |
|-----|---|---|------------|------|
| 1 | 1 st Text (Hero, My Pet) | As <i>its</i> strong legs, Hero uses it for swimming and climbing trees (Data 8) | Cataphoric | 131 |
| 2 | 4 th Text (My New Backpack) | <i>Its</i> color is soft green. The backpack is made of strong fabric (Data 18) | Cataphoric | 131 |
| 3 | 4 th Text (My New Backpack) | In the <i>next part</i> , I put my money and my library card in the pocket (Data 22) | Cataphoric | 131 |

As presented in Table 3, it shows that cataphoric references are the opposite of anaphoric reference. Those sentences are classified as cataphoric because a word refers to something that mentioned later of a sentence. From the first sentence, it can be seen that the word “it” as a pronoun refers to “Hero” (as the pet). The word “Hero” occurs after the first sentence stated. In addition, from the second sentence, the word “its” also a pronoun which refers to the forward section, that is “backpack”. Then, for the last sentence, the phrase “next part” refers to the forward explanation, that is “the pocket”. The section which is mentioned later is categorized as cataphoric reference.

Discussion

Based on the results from the tables above, it is indicated that anaphoric references were the dominant proportion usage which mostly found in the recount text of the eight-grade textbook. This occurrence occurs because the information of the descriptive text refers to the earlier word which has been mentioned. From all the texts presented in the textbook, they describe about the things and animals which the construction of the sentences were in the form of pronominal anaphora. This also happens because the use of anaphoric pronouns is relatively easy to understand, and this is in accordance with the

target of students who are still in grade 8 of junior high school. For example, from the data 15 in the table “My uncle visited my house. He brought me a bolster with the head of Shaun the Sheep”. The word “he” as a personal pronoun from my “uncle”. This means the anaphoric references provide links with their predecessor. As asserted by Zineb (2017), pronominal anaphora is the most common type where a referent is referred by a pronoun. The pronominal anaphora such as *he, she, it, its, her, his, and theirs*. A pronoun is used to substitute a person, place, animal or thing. A pronoun is often used to refer to a noun that has already been mentioned. The finding of this research is in accordance to studies by Panggabean & Khatimah (2022); Lestari (2019); Indriyani (2022) which indicated that anaphoric references were mostly described in descriptive text from English textbook. Additionally, Genc and Bada (2006) stated that using pronoun can make a text effectively as it does not mention a noun continuously. In the text, pronouns are very essential since they are used to make the sentences related to each other to avoid the nouns from being repeated continuously. Therefore, it will be easier for readers to understand the content and meaning of the recount text because each paragraph is interrelated.

It is then followed by cataphoric, which was found seven sentences. Cataphoric references, however, are rarely found in descriptive texts in the textbook. The cataphoric references became rarely found in the text because this kind reference is quite complex compared to the anaphoric. This result is also in line with Indriyani (2022); Azarizad & Tohidian, (2012); Panggabean & Khatimah (2022); Lestari (2019); Virdaus & Rifa'i (2022); Nurhikmah (2016). The cataphoric references became rarely found in the text because the use of cataphoric was harder to understand by the eight-grade junior high school. For instance, from the fourth descriptive texts which presented in the textbook, there were only seven cataphoric references found in the textbook from the two texts (Hero, My Pet and My New Backpack). The construction of sentences in the descriptive text were in the form of simple sentence. Meanwhile, the cataphoric sentences are commonly found in the compound and complex sentences. For example, in the data 8 from the table 3, “as *its* strong legs, **Hero** uses it for swimming and climbing trees”. The cataphoric was used in the form of compound sentence which marked by the word “as”. Cataphoric references are not related because they provide links afterwards. Meanwhile, the cataphoric references could not be found in the other two descriptive texts. This happens because the two descriptive text only (My Sam & My Shaun the Sheep Bolster) were dominant with anaphoric references with the information in the form of simple sentences. Cataphora is often only used for rhetorical effect to build tension and provide imagery. Cataphora is also sometimes used in a subordinate clause in a sentence and is often used to provide a description before a name (Sultonov & Numonova, 2021).

As one of the media for learning English in the classroom, the textbook has a very important role in student development. It is essential to incorporate and distribute various types references, both anaphoric and cataphoric in the construction of the text. A great number of various types of references will familiarize the students with the phrases and sentences to arrange a good writing, especially in descriptive text. A text or paragraph that uses cohesion and coherence is likely to be good writing. Cohesion is used to connect the text so that the reader may grasp what the material is about (Dashela & Mustika, 2021). Therefore, it is essential for the book developers, book designer, as well as English teachers to be knowledgeable to arrange the use of anaphoric and cataphoric references as well as the role they play in a text (Salgado, 2022). Because these are vital tools for expressing coherent information, English teachers must educate their students on how to use these linguistic components as instruments for establishing cohesiveness in written discourse.

Conclusion

According to the discussion's findings, anaphoric references are the types of

references that appear the most frequently in Bright, an English textbook. The employment of anaphoric references, which contribute to cohesiveness, can help the sentences in a text relate to one another. As a result, it will be simpler for pupils or readers to comprehend the text's meaning. Twenty-two sentences have possibly anaphoric and cataphoric references. Fifteen sentences are anaphoric, and seven sentences are cataphoric. Pronominal anaphora is frequently employed in Bright, an English textbook for junior high school students in the 8th grade, because a pronoun addresses the referent of pronominal anaphora. In order to prevent the nouns from being repeated constantly, pronouns are crucial since they are employed to connect sentences. Bright, an English textbook for eighth-grade junior high school students, regularly uses pronominal anaphora.

This study has a limitation, which was to find how often anaphoric and cataphoric references are used in narrative text in English textbooks; four narrative texts were the only ones evaluated, therefore one drawback. For further research, make an effort to familiarize themselves with referencing, especially argumentative, descriptive, and persuasive text in English textbooks for higher-level schools.

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