

## ANAPHORIC AND CATAPHORIC REFERENCES IN EFL TEXTBOOK

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### ABSTRACT

This research aims to find the types of references that are mostly depicted and the types of anaphoric reference is widely used in reading text from English textbook. The researcher analyzed the data using anaphoric and cataphoric reference theories from Halliday and Matthiessen (2014) to find the types of references that are mostly depicted and also used theories from Mitkov (2013) to find the types of anaphoric references is widely used in recount text from the *Bahasa Inggris* textbook. This research uses the critical discourse analysis method. The object of this analysis is recount text from *Bahasa Inggris* textbook for the 10<sup>th</sup> grade students of senior high school, written by Utami Widiati, Zuliati Rohmah, and Furaidah, published by the Ministry of Education and Culture. This study employed document analysis in collecting data. The result showed that the types of references that are depicted in the recount text is anaphoric references. There were 29 sentences referring to anaphoric references and only 4 sentences referring to cataphoric references. The types of anaphoric references is widely used in recount text is pronominal anaphora.

*Keyword: anaphoric, cataphoric, references, english textbook*

### INTRODUCTION

In the teaching and learning process, the teacher must have a media that can help them to carry out the teaching and learning process so that the teacher can convey learning material to students. One of the most common teaching media is textbook. According to Harmer (2007), course book or textbook is a book that the teachers use to help them in explaining the lesson for students in the class. Textbook can provide the basis for lesson content, balance of skills taught, and the types of language practice that are followed by students. Cunningsworth (1995) cited in Ayu & Indrawati (2019) argues that textbooks are an effective resource for self-directed learning, an effective source for presentational material, a

source of ideas and activities, a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who are yet to gain confidence. Textbook have a major role in supporting the teaching and learning process. However, it is often found that the material is not always representative and comprehensive enough, so that students do not understand the contents of the textbook. Therefore, to solve this problem, a reference word is needed so that students can understand the meaning of the reading text.

Reference is a word that is used to refer to something of the text in a sentence. Bublitz & Norrick (2011) reference has been defined as a static relationship between expressions and the things they denote. Reference is used as links in a text to help listeners and readers know and identify the content of a text. There are two types of references, anaphora and cataphora. Anaphora reference may point backwards to the history of the unfolding text, that is, to a referent that has already been introduced and is thus part of the text's system of meanings (Halliday & Matthiessen 2014: 625). Anaphora where perform is used to refer back to something that has been mentioned earlier. For example, "Amy went to the party. She sat with Sara." *She* refers back to *Amy*; therefore, *she* is an anaphoric reference. According to (Mitkov, 2013) there are also 6 different types of anaphora such as:

- 1. Pronominal anaphora:** According to Mitkov (2013:47), the set of anaphoric pronouns consists of all third person personal, possessive, reflexive pronouns that refers to the previous word and pronoun plus the and relative are anaphoric too. For example: *Lucy* went to cinema. *She* was happy. *She* refers back to *Lucy*.
- 2. Lexical noun phrase anaphoric:** Lexical noun phrase anaphoric is realized syntactically as definite noun phrase, also called definite descriptions and proper names. For example: Roy Keane has warned Manchester United he may snub their pay deal. United's skipper is even hinting that unless the future Old Trafford Package meets his demands, he could quit the club in June 2000. In this text, Roy Keane has been referred to by anaphoric pronouns (he, his, himself) but also by definite descriptions (United's skipper).

3. **Noun Anaphoric:** Noun phrase anaphora should not be confused with the anaphoric relation between a non-lexical proform and the head noun or nominal group of noun phrase. Noun anaphora represents a particular case of identity of sense anaphora. For example: I don't think I'll have a sweet *pretzel*, just a plain *one*. The non-lexical proform of *one* constitutes an example of a noun anaphor. Note that one points to the noun *pretzel* and not to the noun phrase *a sweet pretzel*.
4. **Verb Anaphoric:** Among the other varieties of anaphoric according to the form of the anaphor, verb anaphora should be mentioned in this sentences: Romeo Dallaire, the Canadian general in charge, *begged for reinforcements*, so *did* Boutros Ghali. The interpretation of *did* is determined by its anaphoric relation to its antecedent in the preceding clause. the verb anaphor *did* in this sentence replaces the verb phrase *begged for reinforcements*.
5. **Adverb anaphoric:** Adverb anaphoric can be locative Such as *there* or temporal anaphora such as *then*. For example:
  - a. Will you walk with me to *the garden*? I've got to go down *there* and Bugs has to go to the longhouse.
  - b. For centuries archeologists have argued over descriptions of how Archimedes used concentrated solar energy to destroy the Roman fleet in *212BC*. Historians have said nobody *then* knew enough about optics and mirrors.

As previously illustrated with first and second personal pronouns, adverbs of this type are frequently used not anaphorically but deictically, taking their meaning from contextual elements such as the time or location of utterances. It has already been shown that the anaphors can be verbs and adverbs, as well as nouns and noun phrases and thus span the major part of speech categories.
6. **Zero anaphoric:** Zero anaphors are invisible anaphors at first glance they do not appear to be there because they are not overtly represented by a word or phrase. For example: Peel an onion and slice it, drop the slices into hot oil, cook for three minutes. When the interpretation requires us to identify an entity, as *in cook for three minutes*, and no linguistic expression is present, it is called zero anaphoric.

Another type of reference is cataphoric, cataphora reference may point 'forwards' to the future of the unfolding text, that is, to a referent that is yet to be introduced (Halliday & Matthiessen 2014:625). Cataphora occurs when the word perform is used to explain the references in a text. For example, "As soon as he arrived, Mike visited his parents." She is a cataphoric reference that looks forward to Mike. In this study, the researcher analyzed recount text. According to Hyland (2004: 29) cited in (Sari, et.al 2018) recount is typically tells entertain by dealing with a sequence of events that establishes a relationship between a writer/reader and speaker/listener. Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The purpose of recount text is to tell what happened or to retell events for the purpose of informing and entertaining.

Based on the description above, the researcher tried to find out the types of references that used in recount texts of the English textbook based on the theory of Halliday & Matthiessen (2014) the researcher also used theories from Mitkov (2013) to find the types of anaphoric references is widely used in recount text from the *Bahasa Inggris* textbook for 10<sup>th</sup> grade senior high school published by Ministry of Education and Culture.

## METHOD

According to Fairclough (1995: 7) cited in Darlan (2011) reveals that CDA is an approach that has function in analyzing text and is closely related to socio-cultural. It can be concluded that, in analyzing a discourse, especially analyzing the discourse in a text, one can find out the content and meaning of a sentence. CDA is one from the perspective that we know about language. CDA is a point of view in which the language itself is understood as a representation that plays a role in shaping certain subjects, themes of particular discourse, and the strategies it contains. The objective in this study is the recount text in *Bahasa Inggris* textbook for 10<sup>th</sup> grade senior high school written by Utami Widiati, Zuliati Rohmah, and Furaidah. From the source of data, the researcher analyzed the data using anaphoric and cataphoric reference theories from Halliday and Matthiessen (2014).

This study employed a document analysis as a technique for collecting data. Marshall & Rossman (1995) as cited in Anggun (2016) the use of documents often entails a specialized analytic approach called content analysis. The raw material for content analysis may be any form of communication, usually written materials (textbooks, novels, newspapers, e-mail messages); other forms of communication— music, pictures, or political speeches—may also be included. However, this research uses an English textbook, entitled Bahasa Inggris for 10<sup>th</sup> Grade Senior High School, to gather the data. In order to collect the data, the researcher does some steps according to (Miles B et al., 2014) concept consist of data condensation, data display and drawing conclusions. First, the author focuses on examining four recount texts contained in EFL textbooks. Then, the author displays the data which contains the anaphoric and cataphoric references, specifically and clearly. The author shows which sentences contain anaphoric and cataphoric references and why they are categorized as they are found in recount texts. Last, the author concludes the result of the research based on the research problem and reference theories that are used.

## FINDINGS AND DISSCUSION

### FINDINGS

Table 1 reference analysis in recount text (Cut Nyak Dhien)

No.	Paragraph	Sentences	Reference	Explanation
1.	1 <sup>st</sup>	<b>Data 1:</b> Cut Nyak Dhien was a leader of the Acehese guerrilla forces during the	Anaphoric	The word <b>she</b> refer to previous section of the text, that is “Cut Nyak Dhien.”

		<p>Aceh War. <b>She</b> was born in Lampadang in 1848. (Line 1,2)</p> <p><b>Data 2:</b> Following the death of <b>her husband Teuku Umar</b> (Line 2,3)</p> <p><b>Data 3:</b> <b>she</b> led guerrilla actions against the Dutch for 25 years. (Line 3)</p> <p><b>Data 4:</b> <b>She</b> was awarded the title of Indonesian National Hero on 2 May 1964 by the Indonesian government. (Line 4,5)</p>	<p>Anaphoric</p> <p>Anaphoric</p> <p>Anaphoric</p>	<p>The word <b>her husband</b> refer to forward section of the text, that is “Teuku Umar.”</p> <p>The word <b>she</b> refer to previous section of the text, that is “Cut Nyak Dhien.”</p> <p>The word <b>she</b> refer to previous section of the text, that is “Cut Nyak Dhien.”</p>
2.	2 <sup>nd</sup>	<p><b>Data 5:</b> <b>Her father, Teuku Nanta Setia</b>, was a member of the ruling Ulèë Balang aristocratic class in VI mukim (Line 1,2)</p> <p><b>Data 6:</b> <b>her</b> mother was also from an aristocratic family. (Line 3,4)</p> <p><b>Data 7:</b></p>	<p>Cataphoric</p> <p>Anaphoric</p> <p>Anaphoric</p>	<p>The word <b>her father</b> refer to forward section of the text, that is “Teuku Nanta Setia.”</p> <p>The word <b>her</b> refer to previous section of the text, that is “Cut Nyak Dhien.”</p> <p>The word <b>she</b> refer to</p>

		<p><b>She</b> was educated in religion and household matters. (Line 4,5,6)</p> <p><b>Data 8:</b> <b>She</b> was renowned for <b>her</b> beauty, and many men proposed to marry <b>her</b>. (Line 6,7,8)</p> <p><b>Data 9:</b> Finally, <b>she</b> married Teuku Cik Ibrahim Lamnga, the son of an aristocratic family, when <b>she</b> was twelve. (Line 8,9,10,11)</p>	<p>Anaphoric</p> <p>Anaphoric</p>	<p>previous section of the text, that is “Cut Nyak Dhien.”</p> <p>The word <b>she</b> and <b>her</b> refer to previous section of the text, that is “Cut Nyak Dhien.”</p> <p>The word <b>she</b> refer to previous section of the text, that is “Cut Nyak Dhien.”</p>
3.	4 <sup>th</sup>	<p><b>Data 10:</b> In 1875, Cut Nyak Dhien and <b>her</b> baby (Line 1)</p> <p><b>Data 11:</b> along with other mothers, were evacuated to a safer location while <b>her husband Ibrahim Lamnga</b> fought to reclaim VI mukim. (Line 1,2,3)</p> <p><b>Data 12:</b> Lamnga died in action on June 29, 1878. Hearing <b>this</b>,</p>	<p>Anaphoric</p> <p>Cataphoric</p> <p>Anaphoric</p>	<p>The word <b>her</b> refer to previous section of the text, that is “Cut Nyak Dhien.”</p> <p>The word <b>her husband</b> refer to forward section of the text, that is “Ibrahim Lamnga.”</p> <p>The word <b>this</b> refer to previous section of the text, that is “Lamnga</p>

		Cut Nyak Dhien was enraged and swore to destroy the Dutch. (Line 3,4)		died.”
4.	5 <sup>th</sup>	<p><b>Data 13:</b> Some time later, Teuku Umar proposed to marry <b>her</b>. (Line 1)</p> <p><b>Data 14:</b> Learning that Teuku Umar would allow <b>her</b> to fight, <b>she</b> accepted <b>his</b> proposal. (Line 1,2)</p> <p><b>Data 15:</b> <b>They</b> were married in 1880. (Line 2,3)</p> <p><b>Data 16:</b> They were married in 1880. <b>This</b> greatly boosted the morale of Aceh armies in their fight against Dutch. (Line 2,3,4)</p>	<p>Anaphoric</p> <p>Anaphoric</p> <p>Anaphoric</p> <p>Anaphoric</p>	<p>The word <b>her</b> and <b>she</b> refer to previous section of the text, that is “Cut Nyak Dhien”</p> <p>The word <b>her</b> and <b>she</b> refer to previous section of the text, that is “Cut Nyak Dhien” and the word <b>his</b> refer to previous section of the text, that is “Teuku Umar”.</p> <p>The word <b>they</b> refer to previous section of the text, that is “Teuku Umar and Cut Nyak Dhien”.</p> <p>The word <b>this</b> refer to previous section of the text, that is “married”.</p>



5.	6 <sup>th</sup>	<p><b>Data 17:</b> Undersupplied, Teuku Umar surrendered to the Dutch forces on September 30, 1893 along_with 250 of <b>his men</b>. (Line 2,3)</p> <p><b>Data 18:</b> The Dutch army welcomed <b>him</b> and appointed <b>him</b> as a commander, giving <b>him</b> the title of Teuku Umar Johan Pahlawan. (Line 3,4,5)</p> <p><b>Data 19:</b> Two years later Teuku Umar set out to assault Aceh, but <b>he</b> instead deserted with <b>his</b> troops taking with them heavy equipment, weapons, and ammunition, using these supplies to help the Acehnese. (Line 6,7,8)</p> <p><b>Data 20:</b> <b>This</b> is recorded in Dutch history as “Het verraad van Teukoe Oemar” (the treason of Teuku Umar). (Line 8,9)</p>	<p>Anaphoric</p> <p>Anaphoric</p> <p>Anaphoric</p> <p>Anaphoric</p>	<p>The word <b>his</b> refer to previous section of the text, that is “Teuku Umar.”</p> <p>The word <b>him</b> refer to previous section of the text, that is “Teuku Umar.”</p> <p>The word <b>he</b> and <b>his</b> refer to previous section of the text, that is “Teuku Umar.”</p> <p>The word <b>this</b> refer to previous section of the text, that is “deserted”</p>
6.	7 <sup>th</sup>	<p><b>Data 21:</b></p>	Anaphoric	The word <b>him</b> refer to

		<p>Teuku Umar was killed during a battle when the Dutch launched a surprise attack on <b>him</b> in <u>Meulaboh</u>. (Line 1,2,3)</p> <p><b>Data 22:</b> When Cut Gambang cried over <b>his</b> death (Line 3)</p> <p><b>Data 23:</b> Cut Nyak Dhien slapped <b>her</b> and then <b>she</b> hugged <b>her</b> (Line 3,4)</p> <p><b>Data 24:</b> As Acehnese women, <b>we</b> may not shed tears for those who have been martyred.”</p>	<p>Anaphoric</p> <p>Anaphoric</p> <p>Anaphoric</p>	<p>previous section of the text, that is “Teuku Umar.”</p> <p>The word <b>his</b> refer to previous section of the text, that is “Teuku Umar.”</p> <p>The word <b>her</b> refer to previous section of the text, that is “Cut Gambang,” and the word <b>she</b> refer to previous section of the text, that is “Cut Nyak Dhien.”</p> <p>The word <b>we</b> refer to previous section of the text, that is “Acehnese women.”</p>
7.	8 <sup>th</sup>	<p><b>Data 25:</b> After <b>her husband</b> died, Cut Nyak Dhien continued to resist the Dutch (Line 1)</p> <p><b>Data 26:</b> Cut Nyak Dhien continued to resist the Dutch with <b>her</b> small army until its</p>	<p>Cataphoric</p> <p>Anaphoric</p>	<p>The word <b>her husband</b> refer to forward section of the text, that is “Cut Nyak Dhien.”</p> <p>The word <b>her</b> refer to forward section of the text, that is “Cut Nyak Dhien”</p>

	<p>destruction in 1901 (Line 1,2)</p> <p><b>Data 27:</b> as the Dutch adapted <b>their</b> tactics to the situation in Aceh (Line 2,3)</p> <p><b>Data 28:</b> Furthermore, Cut Nyak Dhien suffered from nearsightedness and arthritis as <b>she</b> got older (Line 3,4)</p>	<p>Anaphoric</p> <p>Anaphoric</p>	<p>The word <b>their</b> refer to” small army Cut Nyak Dhien.”</p> <p>The word <b>she</b> refer to previous section of the text that is “Cut Nyak Dhien.”</p>
	<p><b>Data 29:</b> One of <b>her</b> troops, Pang Laot, told the Dutch the location of <b>her</b> headquarters in Beutong Le Sageu. (Line 1,2)</p> <p><b>Data 30:</b> The Dutch attacked, catching Dhien and <b>her</b> troops by surprise (Line 2,3)</p> <p><b>Data 31:</b> <b>Her daughter, Cut Gambang,</b> (Line 3,4)</p> <p><b>Data 32:</b> <b>Dhien</b> was brought to Banda Aceh and <b>her</b></p>	<p>Anaphoric</p> <p>Anaphoric</p> <p>Cataphoric</p> <p>Anaphoric</p>	<p>The word <b>her</b> refer to previous section of the text, that is “Dhien.”</p> <p>The word <b>her</b> refer to previous section of the text, that is “Dhien.”</p> <p>The word <b>her daughter</b> refer to forward section of the text, that is “Cut Gambang.”</p> <p>The word <b>her</b> and <b>she</b> refer to previous section of the text, that is</p>

	<p>myopia and arthritis slowly healed, but in the end <b>she</b> was exiled to Sumedang, West Java because the Dutch were afraid <b>she</b> would mobilize the resistance of Aceh people. (Line 4,5,6,7)</p> <p><b>Data 33:</b> <b>She</b> died on 6 November 1908. (Line 7)</p>	Anaphoric	<p>“Dhien.”</p> <p>The word <b>she</b> refer to previous section of the text, that is “Dhien.”</p>
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Based on the table 4 the type of reference that is mostly depicted is anaphoric reference. In text 4, there are 29 anaphoric references. Meanwhile, there are 4 cataphoric references found in text 4. For example in data 1 “*Cut Nyak Dhien was a leader of the Acehnese guerrilla forces during the Aceh War. She was born in Lampadang in 1848.*” This sentence contains anaphoric references because the word “**she**” refer to the previous section of the text, that is “**Cut Nyak Dhien.**” Meanwhile, in data 2 “*Following the death of her husband Teuku Umar.*” This sentence contains cataphoric references because the word “**her husband**” refer to forward section of the text, that is “**Teuku Umar.**”

## DISCUSSION

Based on the result from the finding table above, it can be concluded that the types of references that are mostly depicted in the recount text are anaphoric references. There are 29 anaphoric references and there are 4 cataphoric references found in the recount text from *Bahasa Inggris* textbooks. It's indicated that anaphora is very common and makes a significant contribution to many kinds of text (Halliday & Mattheissen, 2014). This means

that the information presented in the text refers to the words in the previous text and anaphora is quite prevalent and contributes significantly to a variety of texts. In addition, Halliday and Hasan (1976) as cited by (Akogbento, 2017) in cohesion the type of reference related to cohesion is only this anaphoric reference because anaphorists provide links with their predecessors whereas cataphorics are not related because they provide links afterwards. The results of this analysis indicate that the use of anaphoric references is mostly described in recount texts from English textbooks. In line with, Halliday and Hasan (1989:2) as cited by (Dashela & Mustika, 2021) explain that a text or paragraph that uses cohesion and coherence must be good writing. Cohesion is used to make the text interconnected so that the reader will understand the content of the text. From this statement, it can be concluded that the recount text from *Bahasa Inggris* textbooks for the 10<sup>th</sup> grade students of senior high school, written by Utami Widiati, Zuliati Rohmah, and Furaidah, published by the Ministry of Education and Culture is a good text because each paragraph contains cohesion. Therefore, it will be easier for readers to understand the content and meaning of the recount text because each paragraph is interrelated. While, the types of anaphoric references is widely used in recount text is pronominal anaphora. For example in data 1 from the finding table “*Cut Nyak Dhien* was a leader of the Acehese guerrilla forces during the Aceh War. *She* was born in Lampadang in 1848”. “*She*” as personal pronoun from “*Cut Nyak Dhien*”. According to Pandey, et.al (2013) stated that pronominal anaphora is the most common type where a referent is referred by a pronoun. A pronoun is used to substitute a person, place, or thing. A pronoun is often used to refer to a noun that has already been mentioned. According to Putriani (2015) stated that using pronoun can make a text effectively because it does not mention a noun continuously. In the text, pronouns are important because they are used to make the sentences related to each other, thus preventing the nouns from being repeated continuously.

## CONCLUSION

Based on the result of discussion, the types of references that are mostly depicted in the recount texts from *Bahasa Inggris* textbook are anaphoric references. The used of anaphoric references can make the sentences of the text connect to each other because anaphoric reference contains in cohesion. Therefore, it will be easier for students or readers to understand the content and meaning of the text. There are 29 anaphoric references and only 4 cataphoric references found in the recount texts from the *Bahasa Inggris* textbook. While, the types of anaphoric references is widely used in *Bahasa Inggris* textbook for the 10<sup>th</sup> grade students of senior high school, written by Utami Widiati, Zuliati Rohmah, and Furaidah, published by the Ministry of Education and Culture is pronominal anaphora because pronominal anaphora referent is referred by a pronoun. In the text, pronouns are important because they are used to make the sentences related to each other, thus preventing the nouns from being repeated continuously.

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