

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Conclusion

Based on the findings and discussion presented in the previous chapter, two conclusions can be drawn regarding the use of anaphoric and cataphoric references in the academic writing of third-semester students of the English Education Study Program at Artha Wacana Christian University.

First, the study identified a total of 92 reference items in the students' academic writing. Although this study investigated both anaphoric and cataphoric references as types of endophoric reference, all identified reference items were classified as anaphoric references, while no cataphoric references were found. This finding indicates that the students consistently relied on backward reference by referring to information that had already been mentioned in the text. The findings demonstrate that anaphoric reference served as the primary cohesive device used by the students to establish relationships between sentences, maintain the continuity of ideas, and create coherent academic writing.

This finding supports the theory proposed by Halliday and Hasan (1976), who state that reference is one of the most important grammatical cohesive devices in discourse. It is also consistent with Ngongo (2019), who explains that reference contributes to textual cohesion by linking one part of a text to another, enabling readers to interpret meaning more effectively. Furthermore, the findings are in line with Benu et al. (2022) and Virdaus et al. (2021), who reported that EFL learners tend to use anaphoric references more frequently than cataphoric references because backward reference is easier to process and apply in writing.

Second, the study found two grammatical forms of anaphoric reference, namely personal references and demonstrative references. Of the 92 identified anaphoric references, 52 were personal references and 40 were demonstrative references. The personal references included the subject pronouns *he*, *she*, *it*, and *they*; the object pronouns *him*, *her*, *them*, and *us*; the possessive determiner

their; and the reflexive pronoun themselves. The demonstrative references consisted of this, that, these, those, and the. Among all reference items, it was the most frequently used personal reference, whereas that was the most frequently used demonstrative reference. These findings indicate that the students relied more on personal references than demonstrative references to maintain cohesion, avoid unnecessary repetition, and establish clear relationships between ideas throughout their academic writing.

Overall, the findings indicate that the students were able to use anaphoric references effectively to produce cohesive academic texts. The dominance of anaphoric references demonstrates that backward reference was the students' primary strategy for maintaining textual cohesion. These findings support Halliday and Hasan's (1976) theory that reference functions as an essential cohesive device in discourse and reinforce the views of Ngongo (2019), Benu et al. (2022), and Virdaus et al. (2021) regarding the predominance of anaphoric reference in EFL learners' writing. However, the absence of cataphoric references suggests that the students' use of cohesive devices was still limited. Therefore, greater exposure to and practice with various types of referential cohesion, particularly cataphoric reference, may help students develop more varied and sophisticated cohesive strategies in academic writing.

5.2. Suggestions

Based on the findings of this study, several suggestions are proposed:

1. For Students

Students should continue developing their understanding of cohesive devices, particularly endophoric references, in order to improve the quality of their academic writing. They should practice using various reference forms appropriately to create more cohesive and coherent texts. In addition, students are encouraged to become familiar with both anaphoric and cataphoric references so that they can employ a wider variety of cohesive strategies in their writing.

2. For English Lecturers

English lecturers should provide more explicit instruction regarding the use of cohesive devices, especially endophoric references, in academic writing classes. Lecturers may also design writing activities that encourage students to use different types of references effectively in order to strengthen textual cohesion and coherence. Special attention should be given to introducing cataphoric references, as none were found in the students' essays.

3. For Future Researchers

Future researchers are encouraged to conduct further studies on endophora using larger samples or different types of written texts. They may also investigate the use of both anaphoric and cataphoric references in various genres of writing or compare the use of endophora among students at different levels of language proficiency. Furthermore, future studies may explore the factors influencing the absence of cataphoric references in EFL students' academic writing and examine how students can be encouraged to use a wider range of cohesive devices.