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Salatiga,
Hormat Saya

[Signature]

(Al Najam Al Hayani)
A DESCRIPTIVE ANALYSIS OF THE STUDENTS’ MASTERY ON ANAPHOR AND CATAPHOR OF THE STUDENTS’ DESCRIPTIVE PARAGRAPH

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of SarjanaPendidikan Islam (S.Pd.I)
English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

By:
Al Haitami Ahkam
11310150

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
SALATIGA 2015
DECLARATION

In the name of the truth and responsibility, the writer writes a statement that this graduating paper is written by the writer himself, and it has not substance which is ever written or published. Whenever, this paper also has no contents of one other mind, except the information which is included into references as material reconciliation.

The writer is capable assure this the graduating paper if in the future this graduating paper is proved of containing other's idea, or in fact, the writer imitates the other's graduating paper. The declaration is made by the writer and the writer hopes that this declaration can be understood.

Salatiga, March 13th 2015

The Writer

Al Habib Ali

112 119 139
ATTENTIVE COUNSELOR NOTES
Case: Al Haitami Akuas’s Graduating Paper

Dear
Dean of Teacher Training and Education Faculty

Assalamu alaikum wr. wb.

After reading and examining Al Haitami Akuas’s graduating paper, entitled A Descriptive Analysis of the Student’s Mastery on Anaphor and Cataphor of the Student’s Descriptive Paragraph, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu alaikum wr. wb.

Counselor

Fasad Rizalino, M.Hum.
A GRADUATING PAPER

A DESCRIPTIVE ANALYSIS OF THE STUDENT'S MASTERY ON ANAPHOR
AND CATAPHOR OF THE STUDENT'S DESCRIPTIVE PARAGRAPH

WRITTEN BY:
AL HAJI AMI AHKAM
NIM: 113 18 159

has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on April 14th, 2015 and hereby considered to complete the requirements for the degree of Sarjana Pendidikan Ilmu (S.Pd.I) in English and Education.

Board of examiners

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Salatiga, April 14th, 2015

Director, Teacher Training and Education
MOTTO

IF YOU'RE TOO AFRAID OF MAKING MISTAKES
YOU WON'T BE ABLE TO DO ANYTHING

~Sanji~

(One piece anime character)
DEDICATION

I dedicate this graduating paper to:

1. My God, Allah SWT who is merciful and

2. My beloved parents, my mother, father, brothers and sisters who always support me materially and immaterially.

ACKNOWLEDGEMENT

Alhamdulillahirabbil ‘alamiin, than to Allah because the writer could complete this research as one of the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) of English Department of teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga.

This research would not have been completed without supports, guidance, advice, and help from individual’s institution. Therefore, the writer would like to express deep appreciation to:

1. Dr. Rahmat Hariyadi, M.Pd., as the rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Suwardi, M.Pd., as the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.
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4. Faizal Risdianto, M.Hum., as the conselor of this research, thanks you for suggestion and recommendation for this resarch from begining until the end.
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7. All of the librarians of State Institute for Islamic Studies (IAIN) Salatiga.
8. My big family thanks you for your support.
9. All of my friends of E class and the students of English Education Department 2010 thank you for the friendship and kindness.

Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The writer is pleased to accept more suggestion and contribution for the improvement of this graduating paper.

Salatiga, February 10th 2015

The Writer

[Signature]

Al Halim Alharm
113 19 120.
ABSTRACT


Keywords: anaphor and cataphor, descriptive paragraph

This study is mainly to describe the anaphor and cataphor in student’s descriptive paragraph. The objectives of the study namely: 1) to find the type of anaphor and cataphor which are applied by the students in writing descriptive paragraph, 2) to find the most dominant type of anaphor and cataphor which are applied by the students in writing descriptive paragraph. The writer use a descriptive qualitative method to classify and analyze the anaphor and cataphor (pronoun). The object of this study was 30 students’ descriptive paragraph. To get the data, this study used documentation method. The findings of this research are as follow: 1) 77% students used anaphor while 17% students used anaphor & cataphor. It was only 6% students’ used cataphor, 2) anaphor was frequently used by the students. Furthermore, it was the most dominant type of students’ descriptive paragraph.
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CHAPTER I
INTRODUCTION

A. Background of the study

For Indonesian students, English stands as a foreign language. As a foreign language, it is challenging lesson or subject. Because to understand the lesson, the learners have to know the meaning of each English words in Bahasa. Besides, English as international language, is important to be learned. Learning a foreign language/English is an integrated process that the learners have to study the four basic skills: listening, speaking, reading, and writing.

Writing is one of four basic skills. It is very important in teaching and learning English. Writing involves some language components (spelling, grammar, vocabulary, and punctuation). Writing involves transferring message from the thoughts to the form of written form using language. In writing process, thinking skill and creative skill are always involved. Not only that, but also it is supported by tight rules. Mastering vocabularies and tenses become the main key to get a good writing. In good writing, the appropriate vocabularies are choosen to arrange the words to be a sentence and develop it to be paragraph. Besides that, a compatible tense is used to express an event in certain time.

Spoken and written languages are obviously different; there are many differences between speaking and writing. Writing is not simply speech written down on paper. Learning to write is not a natural extension
of learning. Unlike speech, writing requires systematic instruction and practice. It is more restricted and generally follows a standardized form of grammar, structure, organization, and vocabulary. On the other hand it is more formal and compact than speaking. It needs hard thinking to produce idea, words, sentences, paragraph, and composition. It involves several components which have to be considered while a learner is writing.

Learning the writing skill is important to the students because it belongs to the basic language skills in English, just as important as speaking, listening, and reading. Since writing skill becomes the primary tool for recording and organizing knowledge, the students need to know some writing conventions such as constructions, paragraph, punctuations, etc. Beside that, the students need to know how to express idea in the short functional texts (procedure, descriptive, recount, narrative, etc.) by using appropriate language variation.

Nunan (1993:9) shares about Halliday (1985b) opinion that written language is used for action (for example, public signs, product labels, television and radio guides, bills, menus, telephone directories, ballot papers, computer manuals); for information for example, newspaper, current affairs magazines, advertisements, political pamphlets); and for entertainment (for example, comic strips, fiction books, poem and drama, newspaper features, film subtitles).

The crucial distinction between text and what other research methods take as their starting point is that a text means something to
someone, it is procedure by someone to have meanings for someone else, and these meanings therefore must not be ignored and must not violate why the text exists in the first place. Text—the reading of text, the use of text within a social context, and the analysis of text—serves as a convention metaphor in content analysis (Krippendorff, 2004:19). One of the important things in writing is about the structure.

Structure is, of course, a combining relation. The parts of a sentence or a clause obviously ‘cohere’ with each other, by virtue of structure. Hence they also display texture; the elements of any structure have, by definition, an internal unity which ensures that they all express part of a text. All grammatical units; sentences, clauses, groups, words are internally ‘cohesive’ simply because they are structured. Structure is one means of expressing texture.

Study about the structure, is related with cohesive of the text. The cohesive text can not be separated with the term anaphoric and chataphoric. What is the anaphoric and cataphoric term chosen at any particular point in the discourse? The question includes a number of other issues that relate the choice of a particular anaphoric and cataphoric term to the context of situation and the preceding text.

Carter (1987) in van Deemter (1992) cited by Krahmer and Piwek (2000:3) states, anaphora is the special case of cohesion where the meaning (sense and/or reference) of one item in a cohesive relationship. It can only properly be interpreted by considering the meanings of the other
items in the relationship. Beside, cataphora is a tie where an element in a text is connected to an element that follows later in the text, when an item points forward to the text. In a cohesive ties not only single elements are involved, but also a large chunks of text.

Anaphoric and Cataporic are related with a pronoun, a proper name, a definite noun phrase, an indefinite noun phrase, or a number of other possible types of noun phrase, depending on different factors: whether it was mentioned as a Subject or an Object; whether there are competing referents in the discourse; or what is most important at that particular point in the discourse. The difficulty lies precisely in determining what are the factors that affect the choice of anaphoric and cataphoric term.

Based on the short explanation above, the writer has an interest in analyzing the preference of using of anaphor and cataphor in writing text of the sixth semester students of STAIN Salatiga in the academic year 2014/2015, and carrying out the research entitled “A Descriptive Analysis of the Students’ Mastery on Anaphor and Cataphor of the Students’ Descriptive Paragraph”.

B. Problems of the Study

Based on background of study above, many problems arise. Some problems that can be identified are as follows:
1. What are the type anaphor and cataphor which are applied by the students in writing descriptive paragraph?

2. What are the most dominant type of anaphor and cataphor which are applied by the students in writing descriptive paragraph?

C. Objectives of the Study

Based on the problems of study above, the writer formulates the objectives of the study as follow:

1. To find the type of anaphor and cataphor which are applied by the students in writing descriptive paragraph.

2. To find the most dominant type of anaphor and cataphor which are applied by the students in writing descriptive paragraph.

D. Benefits of the Study

Writing is not only about experiences, knowledge, style, but also writing need more skill. Therefore, it is greatly expected that the findings of this study will give theoretically and practically contribution.

1. Theoretically

It is expected that the research findings will greatly enrich the knowledge of the use anaphor and cataphor in writing especially descriptive paragraph. It also expected that the research findings will be beneficial as useful information or additional knowledge about overcoming some problems in writing for the following researchers or
writers who want to conduct a further research related anaphor and cataphor study.

2. Practically

It is hoped that the research findings can give a new inspiration or knowledge to the writing teachers of the advantages of anaphor and cataphor in teaching writing subject. Therefore, teacher may create a positive environment to support students in the writing process to approach a good writing.

E. Review of Previous Study

There is related research have been done previously. This previous research has their own specification related to the subject and the object of the research. In order to help conduct this research, the researcher read a previous research as the examples and literally reviews.

The previous research was conducted by Breheny (1998). He conducted a paper entitled “Pragmatic Analyses of Anaphoric Pronouns: Do Things Look Better in 2-D?” In this paper he compared pragmatic accounts of anaphoric relations between indefinites and pronouns. This paper is concerned with discourses of the form in focusing on the anaphoric dependence between the pronouns in the second sentence and indefinites in the first sentence.

The various analyses of such discourses can be classified as being either dynamic or not. Among the non-dynamic analyses, there are what
will be called linguistics and pragmatics. A major concern of the first part of this paper will be to show that among non-dynamic approaches, there is good reason to think that some kind of pragmatic account might be on the right track. Though he aim to present some strong positive evidence for the pragmatic account which is also very problematic for dynamic approaches to meaning and discourse, he will not explicitly examine the question about the prefer ability of dynamic vs pragmatic accounts.

From the previous research there is different about the content. In Richard’s paper contain about compared pragmatic accounts of anaphoric relations between indefinites and pronoun. In this graduating paper, the researcher conducts a research “A Descriptive Analysis of the Students’ Mastery on Anaphor and Cataphor of the Students’ Descriptive Paragraph”.

In this research, the researcher analyzed anaphor and cataphor used to applied in the descriptive paragraph which is created by students.

F. **Scope of the study**

This is a descriptive qualitative research carried out at sixth semester of IAIN Salatiga. The study focuses on students’ mastery of anaphor and cataphor in students’ writing task. The research attempts to identify the anaphor and cataphor in writing descriptive paragraph.
G. Outline of the Graduating Paper

This research is written systematically in order that easier to read and understand. This research is divided into five chapters and each chapter has several sub-chapters.

Chapter I is introduction. It consists of background of the study, problem statement, and objective of the study, benefit of the study, scope of study, and graduating paper organization.

Chapter II covers theoretical framework. This chapter includes meaning of definition of anaphor and cataphor, writing, and descriptive text.

Chapter III provides setting of the subject, research methodology, data presentation also the procedure of the research.

Chapter IV covers data analysis. It concerns with data analysis and discussion of research finding.

Chapter V is closure as the end of the graduating paper by giving conclusions and suggestions.

CHAPTER II

THEORETICAL FRAMEWORK

Yule (1996:03) explains about pragmatics. Pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by listener (or reader). It has consequently more to do with the analysis of what
people mean by their utterances than what the words or phrases in those utterances might mean by themselves. In other word, *pragmatics is the study of speaker meaning*.

This type of study necessarily involves the interpretation of what people mean in a particular context and how speakers influences what is said. It requires a consideration of how speakers organize what they want to say in accordance with who they’re talking to, where, when, and under what circumstances. In other word, *pragmatics is the study of contextual meaning*.

This approach also necessarily explores how listeners can make inferences about what is said in order to arrive at an interpretation of the speaker’s intended meaning. This type of study explores how a great deal of what is unsaid is recognized as part of what is communicated. We might say that is the investigation of invisible meaning. In other word, *pragmatics is the study of how more gets communicated than is said*.

This perspective then raises the question of what determines the choice between the said and the unsaid. The basic answer is tied to the notion of distance. Closeness, whether it is physical, social, or conceptual, implies shared experience. On the assumption of how close or distant the listener is, speakers determine how much needs to be said. In other word, pragmatics is the study of the expression of relative distance.
Based on previous explanation, the writer get the conclusion that in pragmatics study is talk about the relation of points that is related with communication. It is form of speaking or writing.

Talk about writing, in the study of pragmatics, there are important points of study in pragmatics that is also important in writing. Those points are main item in this study. The points are reference and inference, anaphor and cataphor, and discourse.

A. Reference and Inference

According to Yule (1996:18) that reference as an act in which a speaker, or writer, uses linguistic forms to enable a listener, or reader, to identify something. Those linguistic forms are referring expressions, which can be proper nouns (for example, ‘Shakespeare’, ‘Cathy Revuelto’, ‘Hawaii’), noun phrases which are definite (for example, ‘a man’, ‘a woman’, ‘a beautiful place’), and pronouns (for example, ‘he’, ‘her’, ‘it’, ‘them’).

For successful reference to occur, it must also recognize the role of inference. Because there is no direct relationship between entities and words, the listener’s task is to infer correctly which entity the speaker intends to identify by using particular referring expression. It is not unusual for people to want to refer to some entity or person without knowing exactly which ‘name’ would be the best word to use. For example, ‘the blue thing’, ‘that icky stuff’, ‘what’s his name’, ‘the thing amazing’, relies on the listener’s ability to infer what referent in mind.
Based on this explanation, reference and inference are about referent that someone uses to mention what thing they mean. It is uses the proper nouns, noun phrases, and pronouns. They are related with the other item in study of pragmatics that called anaphor and cataphor.

B. Anaphor and Cataphor

Anaphor and cataphor is one item of pragmatic study. Anaphor is the word, typically a pronoun, used to maintain reference to someone or something already mentioned (Yule, 1996:127). In the study, anaphor called as anaphoric reference that is a process of continuing to identify exactly the same entity as denoted by the antecedent. Cataphora, the use of word (typically a pronoun) to introduce someone or something that is more fully identified later.

As Brown claims (1984: 192-193) where the interpretation lies within a text, this is called endophoric relations and do form cohesive ties within the text. Endophoric relations are of two kinds: those which look back in the text for their interpretation are called anaphoric relations, and those which look forward in the text for their interpretation are called cataphoric relations. Just to be clear, look at the simple example from Brown (1984:193):

*Anaphoric*: Look at the sun. It’s going down quickly

*(It refers back to the sun)*

*Cataphoric*: It’s going down quickly, the sun

*(It refers forwards to the sun)*
In the same line, Duskova (1999:36) claims that: **Anaphora** – a tie where an element in a text is connected with some previously mentioned element, pointing back to the text. For example:

*Mr. Kaplan rose, inspiration in his eyes. His smile was so wide that his face seemed to be one ecstatic cavern. He cast majestic glances to both sides, as if reading the tribute in the faces of his fellow students.*

(Duskova, 1999: 37).

**Cataphora** – a tie where an element in a text is connected to an element that follows later in the text, when an item points forward to the text. For example:

*This is how you get the best results. You let the berries dry in the sun, till all the moisture has gone out of them. Then you gather them up and chop them very fine.* (Duskova, 1999: 37)

Note: in a cohesive ties not only single elements are involved, but also a large chunks of text, typical of the demonstrative ‘this’ as in our example refers to the next sentences.

There is classified of pronoun that in this study called anaphor or cataphor:

*Table 2.1 Clasified of Pronouns*
<table>
<thead>
<tr>
<th>Personal pronouns as subjects and objects (he/him, they/them, etc.)</th>
<th>The Beatles were probably the most famous British pop group. They first came to public attention in the 1960s.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possessive pronouns (his/her/their, etc.)</td>
<td>Their songs are still popular.</td>
</tr>
<tr>
<td>Demonstrative pronouns (this, that, these, those)</td>
<td>This group from Liverpool...</td>
</tr>
<tr>
<td>Adverbs of time and place (then, there)</td>
<td>It was unusual then for groups based outside London to achieve recognition.</td>
</tr>
<tr>
<td>Indefinite pronouns (one[s], some, any, etc.)</td>
<td>People still argue over which of the group was the most talented one.</td>
</tr>
<tr>
<td>The verb do as a substitute for a predicate</td>
<td>John Lennon wrote songs and Paul McCartney did too.</td>
</tr>
<tr>
<td>So as a substitute for an adjective, adjective phrase, or noun phrase</td>
<td>They were both very talented and it is very difficult to say which of them was more so</td>
</tr>
</tbody>
</table>
C. Reference in Discourse

According to Yule (1996:83) discourse analysis covers an extremely wide range of activities, from the narrowly focused investigation of how words such as ‘oh’ or ‘well’ are used in casual talk, to the study of the dominant ideology in a culture as represented, for example, in its educational or political practices. Discourse analysis focuses on the record (spoken or written) of the process by which language is used in some context to express intention.

In the use of reference/inference especially anaphor/cataphor, the requirement of an antecedent expression in the text is not considered crucial. In this study, anaphor/cataphor covers any expression which the speaker or writer uses in referring on the basis of which the hearer or reader will be able to pick out the intended referent given certain contextual and co-textual conditions.

One of aspect of the treatment of pronouns, reference, or especially anaphor/cataphor, should be noted, because it determines the nature of the discussion. Reference (pronouns) has concentrated almost exclusively on the interpretation, and not the production, of pronouns. This probably reflects the general fact that observes, most of the linguistic literature is written from hearer’s or reader’s point of view.
In this study, the writer analyzes reference (anaphor/cataphor) on descriptive paragraph. It is important to build a good paragraph that has coherence in each sentence.

D. Descriptive paragraph

1. Definition of Descriptive Paragraph

Descriptive paragraph is a part of factual genres. Its social function is to describe a particular person, place or thing (Wardiman, 2008:122). Description is about sensory experience-how something looks, sounds, tastes. According to Clouse (2004:142) Description adds an important dimension to our lives because it moves our emotion and expands our experience. Description expands our experience by taking us to place we might not otherwise know much about, which explains the popularity of descriptive travel essay in magazines and newspaper.

The following list contents descriptive words for each of the five senses. Note that some of the words are more specific than others (Clouse, 2004:150).

Table 2.2. List of descriptive words

<table>
<thead>
<tr>
<th>Sight</th>
<th>Sound</th>
<th>Smell</th>
<th>Touch</th>
<th>Taste</th>
</tr>
</thead>
<tbody>
<tr>
<td>Light</td>
<td>Noise</td>
<td>Musty</td>
<td>Soft</td>
<td>Salty</td>
</tr>
<tr>
<td>Glare</td>
<td>Bang</td>
<td>Fresh</td>
<td>Velvety</td>
<td>Sweet</td>
</tr>
<tr>
<td>Moonlight</td>
<td>Tinkle</td>
<td>Rain washed</td>
<td>Sharp</td>
<td>Sour</td>
</tr>
</tbody>
</table>
2. Purpose of Descriptive Paragraph

As social beings, the writer wants to share our experience, so the writer and the reader write to others to describe things such as vacations, childhood homes, and people we encounter. The writer use description to persuade others to think or act in particular ways: advertisers describe products to persuade us to buy them; travel agents describe locales to entice us to visit them; and real estate agents describe properties to stimulate a desire to see them. As the example in the following chart show, the purpose of descriptive paragraph enables to entertain, express feelings, relate experience, inform, and persuade (Clouse, 2004:143).

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>To entertain</td>
<td>An amusing description of a teenager’s bedroom</td>
</tr>
<tr>
<td>To express feelings</td>
<td>A description of your favorite outdoor retreat so your reader understand why you enjoy it so much</td>
</tr>
<tr>
<td>To relate experience</td>
<td>A description of your childhood</td>
</tr>
</tbody>
</table>
To inform (for a reader unfamiliar with the subject)  
A description of a newborn calf for a reader who has never seen one

To inform (to create a fresh appreciation for the familiar)  
A description of an apple to help the reader rediscover the joys of this simple fruit

To persuade (to convince the reader that some music videos degrade woman)  
A description of a degrading music video

3. Structure and Example of Descriptive Paragraph

a. Generic structures of a descriptive paragraph are as follows:

1. Identification: identifies the phenomenon to be described

2. Description of features: describes features in order of importance:
   - Parts/things (physical appearance)
   - Qualities (degree of beauty, excellence, or worth/value)
   - Other characteristics (prominent aspects that are unique)  
   (Wardiman, 2008:122).

b. Generic features of descriptive paragraph are:

1. Verb in the present tense
2. Adjective to describe the features of the subject

3. Topic sentences to begin paragraphs and organize the various aspects of the description (Anderson, 1998:26).

c. Example of Descriptive Paragraph

Gregory

Gregory is my beautiful gray Persian cat. He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of a ballet dancer. His pride, however, does not extend to his appearance, for he spends most of his time indoors watching television and growing fat. He enjoys TV commercials, especially those for Meow Mix and 9 Lives. His familiarity with cat food commercials has led him to reject generic brands of cat food in favor of only the most expensive brands. Gregory is as finicky about visitors as he is about what he eats, befriending some and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and stain your favorite trousers. Gregory does not do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends. After my guests have fled, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing, habits. (example by: Barbara Carter, 2011)

CHAPTER III

RESEARCH METHODOLOGY

This research method of study was described into five points, they were type of the study, object of the study, data source, method of data collecting, and
A technique of data analysis. The explanation of each point is discussed further into detail explanation.

**A. Type of the Study**

In analyzing of the anaphor and cataphor which are applied by the students in the writing descriptive paragraph, the writer used descriptive qualitative research method. Moleong (2002:3) state qualitative research method is defined as a research procedure which produces descriptive data in the form of words written or spoken of the person. In line with the statement, Moleong (2002:3) define that qualitative research method is specific tradition in social science, which fundamentally relies on the observation of humans in its own region and relate to the person in a language and terminologies.

In this study the writer used descriptive research approach. Arikunto (1990: 310) argues that descriptive research was not purposed for examine some hypothesis, but only describe the reality about kinds of variable, sometimes the condition of the research also demanding about proving a hypothesis but it is unusual. In other statement, Arikunto (2010:3) stated that descriptive research is the study intended to investigate the situation, condition, circumstances, events, and other activities, and the result presented in the form of the research report.

**B. Procedure of the Study**
Isaac and Michael (1984:46) state that the purpose of descriptive research is to describe systematically the facts and characteristics of a given population or area of interest, factually and accurately. Descriptive research is used in the literal sense of describing situations or events. Dealing with it, the writer defined the procedure of the study based on that theory. The procedure of descriptive research as follows:

1. To define the objectives in clear, specific terms. What facts and characteristics are to be uncovered?

2. To design the approach. How will the data be collected? How will the subjects be selected to insure they present the populations to be described? What are instruments or observation techniques are available or will need to be developed? Will the data collection methods need to be field-tested and will data gatherers need to be trained?

3. To collect the data,

4. To analyze the data,

5. To draw the conclusion, and

6. To report the result.

The writer conducted those steps as a guide in this study.

C. Object of Study

The object of the study was the anaphor and cataphor written in the student’s descriptive paragraph. The number of the paragraphs that were analyzed by the writer was 30 paragraphs. Anaphor and cataphor became the
important part in the paragraph. Knowing the anaphor and cataphor could help in clearly understanding the paragraph.

D. Data Source

Data source is subject where the data acquired (Arikunto 2010:172). In the line with the statement, Arikunto (2010:22) states that data sources of qualitative research is presented in spoken or written that accurate by the researcher, and the things detail monitored in order to be able to catch the implicit meaning on the document or the thing. Data source should original, however if the original source is difficult to get, photocopy or imitation is not be a problem, as long as the evidence can be acquired.

To analyze the anaphor and cataphor found on the student’s descriptive paragraph, the writer took the descriptive paragraph from the sixth semester students of State Institute for Islamic Studies (IAIN) Salatiga in the academic year 2014/2015. Those descriptive paragraphs stand as the primary data source in this study. According to Arikunto (2010:22) primary data source is data in the verbal form or word that spoken, gesture or attitude done by the trustworthy subject, in other word this is research subject related to researched variable.

E. Method of Collecting Data

In this study, the writer used documentation as the method of collecting data. Arikunto (2010: 274) defines a documentation method is finding data that related by using book, transcript, newspaper, magazine,
ancient inscription, notes of a meeting, agenda, etc. Compared to other method this method is rather not difficult. In the term if a mistake is made the data sources still remind and doesn’t change. Documentation method is observed not living but inanimate object. The writer held the documentation by collecting the data sources, they were the student’s descriptive paragraph of the sixth semester students of State Institute for Islamic Studies (IAIN) Salatiga in the academic year 2014/2015. There are 30 descriptive paragraphs.

F. Technique of Data Analysis

The writer concerned on the use of anaphor and cataphor on the student’s descriptive paragraph. Therefore, in analyzing the data, the writer used the theory from Krippendorff (2004: 25) below:

1. Identification

Identification was conducted to determine the variation anaphor and cataphor used in the student’s descriptive paragraph. By these step, the writer could determine the anaphor or cataphor type which were applied by the students.

2. Classifying/ Unitizing

Classifying performed to classify between anaphor and cataphor provided in the student’s descriptive paragraph. Moreover, the writer could
determine the most dominant anaphor or cataphor type which was applied by the students.

3. Tabulating

Once the data was grouped, the writer created a table in the form of a diagram where it clarified the ratio between the number of anaphor and cataphor.

4. Describing

After the third step, the writer conducted the last step, which is the description of the result of the data analysis. In this, the writer described the data presented.

Considering the steps above, the writer drew the conclusion of the data analysis and finally the writer reported the result of the study.

CHAPTER IV
DATA ANALYSIS AND DISCUSSION
This chapter consists of two main parts, the first part is about data analysis result of the anaphor and anaphor that found in pre test and post test, the other one is discussion about result students’ task.

A. Data Analysis

Based on the 30 data of the student’s descriptive paragraph, the writer presents and analyzes those data to answer the problems of statement in the chapter I. Those are presented in the table 4.1.

Table 4.1 Distribution of the Student’s Descriptive Paragraph

<table>
<thead>
<tr>
<th>No.</th>
<th>Student’s Descriptive Paragraph</th>
<th>Pronoun</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Beach Parangtritis is fairly well-known tourist destination in Yogyakarta in addition to other objects such as Samas beach. Baron, Kukup, Krakal, and Glagah. Parangtritis has a uniqueness that is not found in the views other destination besides the big waves are also the existence of mountains of sand around the beach, which is usually called dunes. This attractions has been managed by the Bantul pretty well, ranging from lodging facilities and markes selling souvenirs Parangtritis.</td>
<td>This, beach parangtritis</td>
<td>Anaphor</td>
</tr>
<tr>
<td>2</td>
<td>When I went to the zoo last week, I see a big animal. It has a log tail and four legs. I did not know why but it has small eyes. This is a unique animal because usually it has two tusk (on their face near mouth). I can’t forget if it has long trunk. Its’ trunk use to take their foods. The most popular agains about the part of their body is the wide of</td>
<td>I, This, It</td>
<td>Cataphor</td>
</tr>
<tr>
<td></td>
<td>their ears. Usually they like eat green grass. <strong>It</strong> life in the forest or zoo. Can you tell me what it is? Of course it is <strong>Elephant</strong>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Yesterday I just bought my new watch. I do really love it. My watch is simple. It looks very nice, elegan, and expensive. It costs just 25.000 rupiah. I wear it to school, work, and walk around. My watch has brown color. On the circle of it, there is a gold color. It’s very pretty. I love my watch</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I, My watch, It</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anaphor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I have a close friend for two years. Her name is Latifah. I first met with her when we following OPAK at campus. I know when she deliver her speech in front of all people. To introduce herself for everyone we’ve been friends ever since. Latifah is my classmate also. She is quite good looking, slim, and tall. She had olive skin and wear hijab. Latifah is very outgoing. She is friendly and got sense of humor. However, she can be a bit immature sometimes. She acts childishly when she doesn’t get what she need. But, she include hard-worker. Until at this time, Latifah had four job although she is a colleger.that’s great because she can balancing all of them. She was inspired me. Surely, we’ll always be close friend.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I, Her, My, She, Me, Latifah</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anaphor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I’m a fruit. I have a soft stem and soft branches. My leaves is long and green. When I old. I have a bud. When I am not ripe yet my color is green. Then, if I ripe my color is yellow. When my skin can to mask or clean the face. Usually, my flesh fruit make to fried, boiled, crsipy chips. Many people like me also a monkey. Who am I?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I, My, Me</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anaphor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I have an idol, <strong>they</strong> are famous boyband in the world. <strong>They</strong> are</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I, They, It</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anaphor &amp;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
artist from SM entertainment in South Korea. The name is EXO. EXO fans called EXO-L. EXO has **12 members**. **They** are 2 part of EXO. **EXO-M** for promotion in Mandarin, the member’s name are Kris as leader, Tao as rapper, Lay as lead dancer, Luhan and Chen as main vocal, Xiumin as vocal. 4 of them are Chinese, they are Kris, Tao, Lay, and Luhan. Then, **EXO-K** for promotion in Korea, the member’s name are Suho as leader, Baekhyun and D.O as main vocal, Chanyeol and Sehun as rapper, Kai as lead dancer. They have many song like MAMA, history, wolf, growl, overdose, and so on. EXO has received many awards in Korea also in the world, like Billboard. It proved that they are international artist. Each of the member has unique side. For examples, Baekhyun and Chanyeol as mood maker in EXO, Kris as dady and Suho as mother because they always take care about EXO’s member, D.O as chef and so on. Now, EXO just has 10 members, because of 2 memebers were out. But, although it happen, EXO still has many schedules and then on May 2015 they will come back with new song.

<table>
<thead>
<tr>
<th>7</th>
<th>Japan is one of the developed countries in the Eastern Asia. Located in the pasific Ocean, which has a great capital city called Tokyo. About 5 million people every year choose Japan for their destination trip as traveling. It also has many special characteristic as a country. One of those is fashion. Japan is known as fashionable country, Japanese always make a something new that is followed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>It, Japan</td>
<td>Anaphor</td>
</tr>
</tbody>
</table>
another country. Its mean that Japan is like trend setter. Japan also well known with the comics and anime. So many comics are produced by Japan every year.

| 8 | I have a friend. **Her** name is **Clara**. She live in USA. I never meet her, but everyday I have communication with her. She often teach me about English. I am so happy to have her. She is so kind and friendly. I know her from skype. Then, everyday we have communication clearly. Our friendship will never die. | I, Her, Clara, She, Our, Then | Anaphor & Cataphor |

| 9 | Evryone has an idol. They look from all of side that idol. I have on idol too. **He** is an actor. His name **Kim Soo Hyun**. Kim Soo Hyun is the one of Korean famous actor who has very handsome face. He has small ayes and sharp nose. His tall is more than 170 cm. His hairstyle is often change but the color always black. When he wear his clothes even not too good he always look fashionable. Kim Soo Hyun is funny person and make his friend feel happy closee to him. | They, I, He, His, one, Him | Anaphor & Cataphor |

| 10 | Borobudur is Hindu – Budhist temple. It was built in the nineth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia. Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Budist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire adifice is | Borobudur, it, | Anaphor |
crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and starways. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

| 11 | This is not a stuff or the big one or what. Thi is a person. The most important person. She is a girl. She has a pair of good eyes. She is very pretty. She has a long black hair. She has a tall body too. Sshe is a kind person. She is very important person. | This, She | Anaphor |

| 12 | When I do prayer in mosque, I see a group of girls who looks so happy. There are five girls in that group. The firs girl from my left hand side, wears a cream veil, a red blouse and a black skirt. Then the second girl wears the same skirt but she wears a brown veil. The third girl which I call “the blues”, wears blue colour for her veil, blouse and also her skirt. Then the fourth girl looks so sweet with her pinky-soft dress. She looks so dominate in that group. And the last one is a girl who wears a glassess on her eyes. She looks busy with her book. When I finish my prepaation to the next class, “the blues” girl come to me. She asks my permition to lend her a pancil. She says that she losts her pencil, so I give her my pencil and permit her to save it. | I, there, my, she, me, it, the blues | Anaphor |

<p>| 13 | My mother’s name is Rusdiharti Rahayu. She is beautiful mother. My mother have straight hair and white skin. She is kindness | My mother Rusdiharti | Anaphor |
| 14 | charitable. Her hobbies is watching tv. My mother work in Apacinti Corp as export office. Favorite food her like is chicken noodle. Every Saturday she have practice aerobic gymnastic to keep healty. My mother always care about her healty and always keep healty live. | Rahayu, she, her |
| 15 | I live with my grandmother in Ungaran. I live in Gebugan village. My house is not big but it’s very comfortable for me. Every morning when I open the door I see the beautiful scenery, because in front of my house there is a field that is very beautiful. The fresh air always I feel everyday. Clean and comfort I always feel. There is a living room, a dining room, two bedroom, a kitchen and a bathroom. I always miss my house when I am going for a long time to another place. I’d love to be the part of my house. | I, my house, there, me |
| 15 | If someone hear the word ‘mother’, usually they will imagine about a woman with full of love and care. I will also imagine that. It is because my mother is a person who love and take care of me until I grow up. I really thankfull for what she has been doing for me. <strong>Her</strong> love is never end up, that I never repay it with anything. My mother has beatiful name, her name is <strong>Rintini</strong>. Her age is 49 right now. Although her age is not young anymore, she still look pretty and young. She has short black hair and little bit curly. Her body is tall and thin. She has brown skin and soft hand. I like when her soft hand touch me. I has been learning many things from her. She is a har worker. She do all the homr work with happiness and sincere. She never complant | I, it, my mother, she, her, me, them |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>about anything, but if she know her children do something bad, she will address them, my mother is a strong and smart woman. She can face and solve every problems easily and calmly. That’s why I pick her as my inspiration.</td>
<td>I, there, my mother, my father, it</td>
<td>Anaphor</td>
</tr>
<tr>
<td>I have pretty blue eyes, and dark brown hair. I have two sisters and one brother. I live in small house. It has five room. There are two bedrooms, one living room, a kitchen, a bathroom. My father’s name is Muzamil. My mother’s name is Sri Ratna Wati. I also have little garden behind my house. There many plants and flower. My favorite flower is rose. Everyday I always pour it, so my plants can grow well.</td>
<td>I, there, my mother, my father, it</td>
<td>Anaphor</td>
</tr>
<tr>
<td>I live in little family. There are one older brother, and one younger sister. Also my lovely father and mother. The best annoyed person in my family is my older brother. He has tall body. His hair is curly and the colour is black. He always distrubs me in everyway. Everythings of mine are always commented by him. Sometime mocking me. One word to him is always “cruel”, but I remebered when I went to anothher country to have a school, I missed his annoying. Now I realize every people have the different way to love, and different way to give the affection.</td>
<td>I, there, my older brother, he, him, me</td>
<td>Anaphor</td>
</tr>
<tr>
<td>My theatre room is located in PKM 1. It is located beside fotocopy shop. It has wide yard. You can find a pool. If you stand in front of my theatre room, you shall see that there are so many painting on the wall. One of my favorite painting in my theatre room is “mbak Sri”</td>
<td>My theatre room, it, you, there, we</td>
<td>Anaphor</td>
</tr>
<tr>
<td>Page</td>
<td>Text</td>
<td>Anaphors</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>67</td>
<td>which is drawed by Mr. Asrofi. There is a computer beside brown</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cupboard. Some instrument music such as guitar, biola, jimpe are</td>
<td></td>
</tr>
<tr>
<td></td>
<td>putted in separated room. Cupboard which is used in my theatre room</td>
<td></td>
</tr>
<tr>
<td></td>
<td>has some part to keep helmet, books, and bags. My theatre room</td>
<td></td>
</tr>
<tr>
<td></td>
<td>also has a special room. Usually, we wiscuss many things there.</td>
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</tr>
<tr>
<td>19</td>
<td>I have a pet. It is a cat. It always sleeps with me. He likes eat</td>
<td>I, it, me,</td>
</tr>
<tr>
<td></td>
<td>fish. Its colour are white and black. It has a flat nose and it has</td>
<td>he, we</td>
</tr>
<tr>
<td></td>
<td>smooth fur he always play with me. It look so cute when play a ball</td>
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<tr>
<td></td>
<td>with me. I think we can live together for a long time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rocky is my cat.</td>
<td></td>
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<tr>
<td>20</td>
<td>My best friend is Agus Solikhin and he is my classmate. We often</td>
<td></td>
</tr>
<tr>
<td></td>
<td>play together. Agus comes from educated family. his father and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>mother are a teacher. He is punctual, well-educated, and has good</td>
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<tr>
<td></td>
<td>manner. He is hard working and always does his homework. He always</td>
<td></td>
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<tr>
<td></td>
<td>get a good score and all teachers have a high opinion of him.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agus Solikhin has a well built body. He is gentle but fearless. He</td>
<td></td>
</tr>
<tr>
<td></td>
<td>likes play football, volly and basketball. He is also plays the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>guitar, and he makes his parents very proud of him. He secures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>good mark and usually top in class. He is inspires me to work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>harder. I am happy to have such a friend.</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Taylor Swift is American singer. She is very famous and multitalented. She was born on December 13, 1989. She has short blonde hair and beautiful face. She is very tall and energic. Taylor Swift has so many popular song. She gets so many awards for her</td>
<td></td>
</tr>
</tbody>
</table>
song, Blank Space which became number one in Billboard tells her story of life. On that song, she says that she has so many ex boyfriends and many people has bad perspective of her.

My most valuable possession is an old, slightly warped blond guitar—the first instrument I taught myself how to play. It's nothing fancy, just a Madeira folk guitar, all scuffed and scratched and finger-printed. At the top is a bramble of copper-wound strings, each one hooked through the eye of a silver tuning key. The strings are stretched down a long, slim neck, its frets tarnished, and the wood worn by years of fingers pressing chords and picking notes. The body of the Madeira is shaped like an enormous yellow pear, one that was slightly damaged in shipping. The blond wood has been chipped and gouged to gray, particularly where the pick guard fell off years ago. No, it's not a beautiful instrument, but it still lets me make music, and for that I will always treasure it.

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs. She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too. She is a very good child, wife and mother. She always takes care of her family. She likes her house to be

| 169 | Blank Space which became number one in Billboard tells her story of life. On that song, she says that she has so many ex boyfriends and many people has bad perspective of her. |
| 22  | My most valuable possession is an old, slightly warped blond guitar—the first instrument I taught myself how to play. It's nothing fancy, just a Madeira folk guitar, all scuffed and scratched and finger-printed. At the top is a bramble of copper-wound strings, each one hooked through the eye of a silver tuning key. The strings are stretched down a long, slim neck, its frets tarnished, and the wood worn by years of fingers pressing chords and picking notes. The body of the Madeira is shaped like an enormous yellow pear, one that was slightly damaged in shipping. The blond wood has been chipped and gouged to gray, particularly where the pick guard fell off years ago. No, it's not a beautiful instrument, but it still lets me make music, and for that I will always treasure it. |
| 23  | My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs. She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too. She is a very good child, wife and mother. She always takes care of her family. She likes her house to be |

| I, Madeira, it |
| Anaphor & Cataphor |

| My mother, she, her, I, mom, us |
| Anaphor |
clean and organized. She is a very organized person and all things in the house are in the right place. She doesn't like messes. She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

| 24 | We know, most cats look so cute and clean, so is my cat. My name is Bugel. Do you want to know about my cat?. It is so soft. And makes me always want to hug him. He has beautiful eyes. And he also has sharp teeth and of course my scar. The whiskers in his mouth to make the funny. However, although he looks very cute and funny, when he's angry or wants to catch prey such as mice, it is very scary for me. Claws are sharp and seem so long. His voice sounded like a tiger also changed. I never approached him when he was angry. That cat Bugel. |

| 25 | The Monas National Monument is a 132-meter tower in the center of Merdeka Square, Central Jakarta, Indonesia Jakarta, is the capital of the state. It symbolizes the struggle for Indonesian independence of our country. The monument consists of a 117.7 m obelisk on a 45m square platform at a height of 17 m. The towering monument symbolizes the philosophy of Lingga and Yoni. Resembles a phallus, or pestle mortar pestle and Yoni resembles rice or mortar, two important things in the tradition of Indonesian agriculture. Construction began in 1961 under the direction of President Sukarno, the first |

| 24 | We, Bugel, she, me, I, he, him, |
| 25 | It, the monument, |

Anaphor & cataphor
<table>
<thead>
<tr>
<th>president of the us and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil, and now the monument calls.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time. When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room. My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on. Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house. I know it is a very small house; but it is the best place I have ever seen.</td>
<td>I, it, this, my mother's</td>
</tr>
<tr>
<td>My Sphynx cat is the only pet I have. He has a little hair but is not totally hairless as he has peach fuzz over much of his body. His coat is often a warm chamois. My Sphynx has a normal cat proportion. I like his tail although my mom says that it is like a rat’s tail. I love his usual color varieties including, tortoiseshell, chocolate, black, blue, lilac, chocolate etc. He is really an</td>
<td>My Sphynx, I, he, his, him</td>
</tr>
</tbody>
</table>
amazing cat. Believe it or not, he is very intelligent cat. He can respond my voice commands. He is really funny as well as my friends get a joke. I love him so much as I love my mother.

Michael Douglas is a very famous and popular American actor. He is about sixty years old. He is a slim person and he is average height. He has got light brown eyes and short fair hair. His wife is a very beautiful British actress who is named Catherine Zeta-Johns, she has got green eyes and long straight black hair. They have got a daughter who is two years old. They all live in the United States Of America.

Hi, my name is Lizzie and my surname is Brown. I’m ten years old and I’m American. I live in 27 Lincoln Street in New York. It is a big city in the USA. I’m tall and thin. I’ve got long brown hair, black eyes, a small nose and a big mouth. I’m wearing a yellow blouse, an orange skirt, pink socks and blue trainers. Today I’ve got two nice bunches with two yellow ribbons in my hair. I’m good-temperate, polite and happy. My favorite food is pizza and my favorite drink is coke. I like cats very much. I can play tennis, but I can’t play basketball.

Jacques has been my close friend for two years. I first met him on a school exchange trip to Calais, France. I asked him the way to the library and we started talking. We’ve been friends ever since. Jacques is quite good-looking. He’s tall and slim, with olive skin and curly dark hair. Like many French
people, he has a great sense of style, so he always looks well-dressed even in casual clothes. Jacques is very outgoing. He is always friendly and loves to have fun. He’s got a fantastic sense of humor and he always makes me laugh. However, he can be a bit immature at times. For example, when he doesn’t get what he wants, he acts childishly and stamps his feet. Jacques is very keen on water sports. He likes sailing and he spends a lot of time on his boat. He enjoys scuba diving, too, and loves exploring life under sea. All in all, I’m glad to have Jacques as my friend. It’s a pleasure to be with him and I really enjoy his company. I’m sure we’ll always be close friends.

Note: the pronoun blocked and underline to show the cataphor.

From the table above, can be classified that there are 2 students who use cataphor, 5 students use anaphor and cataphor, and 23 students keep in use the anaphor in making descriptive paragraphs. Each of them is explained in the next discussion.

B. Discussion

From the table 4.1, the writer found that there type of reference and inference which are applied by the students in making the descriptive paragraph. The first is Anaphor, second is Cataphor, and the last is combination of Anaphor and Cataphor. From the explanation, the writer
makes a table and a figure to show the comparisons among them, so they are easily identified.

Table 4.2 Distribution of Application the Type

<table>
<thead>
<tr>
<th>No.</th>
<th>Type</th>
<th>Number</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Anaphor</td>
<td>23</td>
<td>77%</td>
</tr>
<tr>
<td>2.</td>
<td>Cataphor</td>
<td>2</td>
<td>17%</td>
</tr>
<tr>
<td>3.</td>
<td>Anaphor and Cataphor</td>
<td>5</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.1 Distribution of Application the Type

From the table 4.2 and figure 4.1, can be seen clearly that the use of anaphor type in making the descriptive paragraphs is more dominant than others. It means that almost of the students prefer to use anaphora than
cataphora or both. In more detail, the explain each of type in the example (1) – (6) below:

Example (1):

Taylor Swift is American singer. She is very famous and multitalented. She was born on December 13, 1989. She has short blonde hair and beautiful face. She is very tall and energetic. Taylor Swift has so many popular song. She gets so many awards for her song, Blank Space which became number one in Billboard tells her story of life. On that song, she says that she has so many ex boyfriends and many people has bad perspective of her. (by: Dwi).

From the example (1), there are pronouns "she" and "her" that are used as a substitute for Taylor Swift, a person who in the grammar is included in the category of the things. Mentioning the object at the beginning before the use of pronouns is included the category of anaphora.

Example (2):

My mother’s name is Rusdiharti Rahayu. She is beautiful mother. My mother have straight hair and white skin. She is kindness charitable. Her hobbis is watching tv. My mother work in Apacinti Corp as export office. Favorite food her like is chicken noodle. Every Saturday she have practice
aerobic gymnastic to keep healthy. My mother always care about her healthy and always keep healthy live.

The example (2), there are pronouns "she" and "her" that are used as a substitute for “My mother”, a person who in the grammar is included in the category of the things. Mentioning the object at the beginning before the use of pronouns is included the category of anaphor.

After analyzed the example (1) and (2), the writer conclude that those example show the type of descriptive paragraph that is Anaphor. The next type that is explained by the writer is Cataphor. The writer exemplifies in (3) and (4) bellow:

**Example (3):**

> When I went to the zoo last week, I see a big animal. It has a long and four legs. I don’t know why but it has small eyes. This is a unique animal because usually it has two tusk (om their face near mouth). I can’t forget if it has long trunk. Their trunk use to take their foods. The most popular agains about the part of their body is the wide of their ears. Usually they like eat green grass. They life in the forest or zoo. Can you tell me what it us? Of course it is Elephant. (by: Anila Jati Perdana Sari).

In the example (3), there is a pronoun "I" at the beginning of the sentence that is used as the substitute of the first person namely the author of
the paragraph. Then there are the pronoun "it", "this", and "their" that are used as the substitute of the word "animal" in the previous sentence. Actually all the pronoun are not refer to the word "animal", but refer to the word "Elephant", that the location on the last sentence in the paragraph. This is the category of cataphora, which means using the pronoun before include or mention the item that is referred by that pronoun.

**Example (4):**

*I have a pet. It is a cat. It always sleeps with me. He likes eat fish. It colour are white and black. It has a flat nose and it has smooth fur he always play with me. It look so cute when play a ball with me. I think we can live together for a long time. Rocky is my cat.*

In the example (4), there is a pronoun "I" at the beginning of the sentence that is used as the substitute of the first person namely the author of the paragraph. Then there are the pronoun "it" and "he", that are used as the substitute of the word "pet" in the previous sentence. Actually all the pronoun are not refer to the word "cat", but refer to the word "Rocky", that the location on the last sentence in the paragraph. This is the category of cataphora, which means using the pronoun before include or mention the item that is referred by that pronoun.

Different with the example (1) – (4), the next example is combination of two types, Anaphor and Cataphor. In this type, the students use both of
Anaphor and Cataphor type in their descriptive paragraph. Combination of Anaphor and Cataphor is the last type of that is analyzed by the writer. The writer makes exemplifying in (5) and (6) bellow;

Example 5:

I have an idol, they are famous boyband in the world. They are artist from SM entertainment in South Korea. The name is EXO. EXO fans called EXO-L. EXO has 12 members.

They are 2 part of EXO. EXO-M for promotion in Mandarin, the member's name are Kris as leader, Tao as rapper, Lay as lead dancer, Luhan and Chen as main vocal, Xiumin as vocal. 4 of them are Chinese, they are Kris, Tao, Lay, and Luhan. Then, EXO-K for promotion in Korea, the member's name are Suho as leader, Baekhyun and D.O as main vocal, Chanyeol and Sehun as rapper, Kai as lead dancer. They have many song like MAMA, history, wolf, growl, overdose, and so on. EXO has received many awards in Korea also in the world, like Billboard. It proved that they are international artist. Each of the member has unique side. For examples, Baekhyun and Chanyeol as mood maker in EXO, Kris as dady and Suho as mother because they always take care about EXO’s member, D.O as chef and so on. Now, EXO just has 10 members, because of 2 memebers were out. But, although it happen, EXO still has many schedules and then on May 2015 they will come back with new song. (by: Tiara).
From these examples, the students use the anaphor and cataphor in their writing. In the sentence "I have an idol, they are famous boyband in the world. They are artists from SM Entertainment in South Korea. The name is EXO. EXO fans called EXO-L. EXO has 12 members" there is the pronoun "they" that is mentioned twice, it refers to the word "EXO" that is already in the next sentence. It is categorized as cataphor because the pronoun "they" is mentioned first before the word "EXO".

There is also the pronoun "they" that is located in the sentence "They are two parts of EXO". The pronoun "they" in this sentence refers to the noun that is contained after the sentence, which is "EXO-M and EXO-K", they are the part of the EXO.

Different with the pronoun "them" that refers to personnel of EXO and also the pronoun "they" that refers to personnel of EXO who is Chinese. Both pronouns are located after the words that are described namely personnel of EXO and personnel of EXO Chinese. This is called as anaphora or anaphoric reference.

From the explanation above, can be seen that the author of these paragraphs used two categories of writing a pronoun, that are anaphor and cataphor in making a paragraph especially in descriptive paragraphs.

Example (6):

We know, most cats look so cute and clean, so is my cat. My name is Bugel. Do you want to know about my cat?. It is so soft. And makes me always want to hug him. He has beautiful eyes. And he also has sharp
teeth and of course my scar. The whiskers in his mouth to make the funny. However, although he looks very cute and funny, when he's angry or wants to catch prey such as mice, it is very scary for me. Claws are sharp and seem so long. His voice sounded like a tiger also changed. I never approached him when he was angry. That cat Bugel.

From these examples, the students use the anaphor and cataphor in their writing. In the sentence "I never approached him when he was angry" that are located in the last paragraph, there is the pronoun "I" it is refers to the word "Bugel" that is about the name of writer of this paragraph. It is already in the previous sentence (second sentence). It is categorized as anaphor because the pronoun "I" is mentioned after the word "Bugel".

There are the pronoun "it", “he”, “his”, and “him” that also refers to the word “Bugel”, but those pronouns do not refer to the writer. They refer to the name of the cat “Bugel” that is located in the last sentence. This is the category of cataphora, which means using the pronoun before include or mention the item that is referred by that pronoun. From the explanation, can be seen that the writer of these paragraphs used two categories of writing a pronoun, that are anaphor and cataphor in making a descriptive paragraph.

After analyzed and discussed the data above, the writer makes summarize that there are three anaphor and cataphor types which are applied by the students in their descriptive paragraph. The first type is descriptive paragraph with Anaphor type, the second type is descriptive paragraph with
Cataphor type, and the last is descriptive paragraph with combination of Anaphor and Cataphor type. From the 30 data, the writer determines that the most dominant type which is applied by the students is Anaphor type in 23 data, followed by Anaphor and Catapor type in 5 data, and the least is Catapor type in 2 data.
CHAPTER V

CLOSURE

After conducting, presenting the data, analyzing the data and discussing the result, in this chapter the researcher would like to present the conclusion and suggestion of this research.

A. Conclusion

After the analyzing of the student’s descriptive paragraph in the previous chapter, the writer makes conclusions as follows:

1. 77% students used anaphor while 17% students used anaphor & cataphor. It was only 6% students’ used cataphor.

2. Anaphor was frequently used by the students. Furthermore, it was the most dominant type of students’ descriptive paragraph.

B. Suggestion

Based on the conclusion above, the writer proposes the suggestion to those who might be benefited to the result of this research.

1. For the readers

The researcher hopes that this research could be improve the reader’s knowledge about anaphor and cataphor in writing especially to make a descriptive text. This is also could be one the readers reference when study about anaphor and cataphor. It is also hopes after read this
research the readers would be understand if sometimes people have implied intentions in their text, so the reader can be communicate well with the others trough their written texts.

2. For the other researcher

The researcher hopes that this research could be one of the references in studying about anaphor and cataphor in paragraph especially in descriptive paragraph and hopes that in the future there will be other researchers who will conduct the same topic to complete this research although in different field.

3. For learning process

The researcher hopes by studying anaphor and cataphor may help students to reduce the sentences in making a paragraph or intention that may appear in the process of learning writing at the class. For teacher it can be use as authentic material to teach writing subject especially in anaphor and cataphor.
REFERENCES


