



EFL STUDENTS' CREATIVITY REFLECTED IN THE USE OF CATAPHORIC REFERENCES IN STUDENT CREATIVE WRITING

KREATIVITAS MAHASISWA EFL TERCERMIN DALAM PENGGUNAAN RUJUKAN KATAFORA PADA PENULISAN KREATIF MAHASISWA

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Abstract

This study explores the impact of cataphoric references on coherence and creativity in non-native English speakers attending university-level creative writing courses. This research aims to address the question of whether students' creativity is reflected through the use of cataphora in their writing. Using qualitative descriptive analysis, the author focuses on creative writing works from a Creative Writing Course at Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung, employing purposive sampling from two students' compilation books for diverse representation. Data collection involved systematically reading the compilation books, and noting instances of cataphoric and anaphoric references. The collected data were organized into tables, categorizing passages based on Longacre's text types. Analysis centers on cataphoric and anaphoric references, guided by Halliday and Matthiessen's theoretical framework (2014). This theoretical lens guided the exploration of the roles of cataphora in different text types and the subsequent understanding of its impact on students' creativity. The findings reveal that cataphora can function as both cohesive and creative tools, enhancing the creative dimension of a text by instilling suspense or a sense of anticipation. Interestingly, texts that abstain from using cataphora and solely utilize anaphora may enhance creativity through diction diversification. However, it is acknowledged that determining whether students' creativity is reflected through the use of cataphora in their writing presents challenges. The study's limitations stem from the analysis of purposive samples, thus restricting the generalizability of the results. Despite limitations, this study significantly contributes to understanding the creative dimensions of cataphoric references in non-native English-speaking students' writing.

Keywords: *cataphora, Creative Writing Course, creativity, reference*

Abstrak

Studi ini mengeksplorasi dampak referensi katafora terhadap koherensi dan kreativitas pada penutur bahasa Inggris non-asli yang mengikuti kelas penulisan kreatif tingkat universitas. Penelitian ini bertujuan untuk menjawab pertanyaan apakah kreativitas mahasiswa tercermin melalui penggunaan katafora dalam tulisan mereka. Dengan menggunakan analisis deskriptif kualitatif, penulis berfokus pada karya-karya penulisan kreatif dari mata kuliah Creative Writing di Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung, dengan menggunakan sampel purposif dari dua buku kompilasi mahasiswa untuk representasi yang beragam. Pengumpulan data dilakukan



dengan membaca buku-buku kompilasi secara sistematis, dan mencatat contoh-contoh referensi katafora dan anafora. Lensa teoretis ini menuntun eksplorasi peran katafora dalam berbagai jenis teks dan pemahaman lanjutan tentang dampaknya terhadap kreativitas siswa. Hasil penelitian menunjukkan bahwa katafora dapat berfungsi sebagai alat peningkat koherensi dan kreativitas, meningkatkan dimensi kreatif teks dengan memunculkan unsur ketegangan atau rasa antisipasi. Menariknya, teks yang tidak menggunakan katafora dan hanya menggunakan anafora dapat meningkatkan kreativitas melalui diversifikasi diksi. Namun, penulis mengakui bahwa menentukan apakah kreativitas siswa tercermin melalui penggunaan katafora di karya mereka tidak dapat dipastikan. Keterbatasan penelitian ini berasal dari analisis sampel purposif, sehingga membatasi generalisasi hasil penelitian. Terlepas dari keterbatasannya, penelitian ini secara signifikan berkontribusi dalam memahami dimensi kreatif dari referensi katafora dalam tulisan siswa yang bukan penutur asli bahasa Inggris.

Kata kunci: katafora, kata rujukan, kreativitas, mata kuliah Creative Writing

Introduction

Creative writing, when offered as a university course, serves as an artistic outlet for students to express themselves through writing. Larkin (2009) emphasized that a creative writing course is a craft, equipping students with writing skills that foster individual writing awareness and the ability to engage in effective writing processes. Both aspects play crucial roles in producing written works. Throughout this course, students not only develop their writing skills, but also explore diverse perspectives by exposing themselves to various types of texts.

However, the objective of developing students' writing skills in this course presents a challenge. For non-native English speakers, mastering writing skills, especially in creative writing, is often perceived as a formidable

task. Proficiency in mechanics and processes, such as the content organization, vocabulary usage, punctuation, and spelling, is considered a prerequisite. Only after acquiring these foundational skills can students focus on creativity (Abdalla Elhussien Mohammed, 2019).

Amidst the challenge of skill development, the use of references emerges as a cohesive tool in helping students with their creative writing process. A reference word serves as a substitute for an element within the text, establishing a smooth connection. Bublitz and Norrick (2011) define reference as a static relationship between expressions and the entities they denote. It acts as a crucial link, connecting the context from one sentence to another. Moreover, a reference serves not only as a structural necessity but also as a creative tool in



writing, preventing unnecessary repetition within the text.

One notable type of reference is cataphora, where reference words (e.g., the pronoun 'he') precede the entities they refer to (e.g., David). As proposed by Halliday and Matthiessen (2014), cataphora stands in contrast to anaphora, where antecedents act as referents. According to Halliday and Matthiessen, cataphora can serve various roles in a text, such as creating suspense, showcasing the importance of the referent, and clarifying the information that is being discussed. This highlights the roles of cataphora in both enhancing creativity and maintaining coherence. Due to the nature of preceding the references, cataphora is less commonly used compared to anaphora in a text (Awwad, 2017). Writers often employ cataphoric reference as a stylistic choice, creating a sense of anticipation. This practice contributes to promoting students' creativity, a key goal that creative writing courses strive to achieve.

In examining the relationship between cataphora and creativity, Wierzbicka (2014) employs a cognitive linguistic approach. According to Wierzbicka, cataphora functions as a cognitive tool, anticipating or introducing referents before explicit mention. This

anticipation effectively generates a sense of suspense and curiosity, thereby enhancing reader engagement and interest. Wierzbicka's exploration extends to the application of cataphora across various literary genres, encompassing poetry, prose, and drama. The study illuminates how cataphoric devices can be strategically utilized to create diverse artistic effects, thereby significantly contributing to the overall meaning and style of a text.

The theories proposed by Larkin (2009), Halliday and Matthiessen (2014), and Wierzbicka (2014) collectively provide a solid theoretical framework directly applicable to the objectives of this study. Larkin's insights into creative writing as a craft and the development of writing skills lay a crucial foundation for understanding the educational context. Simultaneously, Halliday and Matthiessen's examination of how cataphora functions in creating suspense, showcasing importance, and maintaining coherence establishes a solid theoretical foundation for exploring the creative dimensions of cataphoric references. Additionally, Wierzbicka's cognitive linguistic approach, which underscores cataphora as a cognitive tool enhancing reader engagement and curiosity, aligns with the study's central focus



on the connection between cataphora and creativity. A more detailed exposition of these interconnected theories not only strengthens the theoretical foundation of this research but also illuminates how each theory informs the specific research questions addressed in this study.

The exploration of cataphora in different types of texts within students' creative writing works, categorized as narrative, descriptive, expository, and procedural following Longacre's (1982) classification, serves as a pivotal focus in this paper. Fabb and Steen (2011) contribute to this discussion by examining how writers navigate standard writing styles, emphasizing the impact of genre variations on creative expression. They introduce key stylistic principles like rhetorical figures and figurative language, underscoring their role in creating novel and expressive effects in literature. Additionally, Longacre (1980) highlights that narrative and descriptive texts tend to employ more creative and figurative language. In contrast, expository and procedural writing emphasizes clarity, conciseness, and logical structure, as advocated by Strunk and White (2000) and Giltner (2005).

Despite this, few previous studies have exclusively focused on the analysis of

cataphoric references. Most of these studies have examined both anaphoric and cataphoric references within a single book or only one type of text. Consequently, it is challenging to conclude the creative nature of cataphora across various types of text. For example, in her study titled *Anaphoric and Cataphoric in EFL Textbook*, Indriyani (2022) identified 29 sentences with anaphoric references and only 4 with cataphoric references. Similarly, in their study, Jamilah, Larasati, and Nisa (2023) discovered 45 anaphoric references and 5 cataphoric references in the short story *The Chapel*. However, these studies only focus on anaphoric and cataphoric references as cohesive tools, not creativity tools. Hence, the author aims to explore the realm of creativity within students' creative writing through the use of cataphoric references.

The author is motivated by a gap in research to uncover the importance of this gap in the broader context of creative writing education. While existing literature often emphasizes the need for foundational writing skills in creative writing courses, especially for non-native English speakers, the specific role of cataphoric references as both cohesive and creative tools has been overlooked. The creative potential inherent in cataphora is



often undervalued, presenting a missed opportunity to improve the pedagogical strategies applied in creative writing courses. This study aims to fill this critical gap by delving into the unexplored realm of cataphoric references. Understanding how cataphoric references enhance creativity is essential for educators and researchers, particularly when working with EFL (English as a Foreign Language) students. By addressing this gap, we aim to offer practical insights to enhance the teaching and learning of creative writing.

The specific choice to focus on cataphoric references as a measure of creativity in student writing is supported by its relatively infrequent occurrence in texts compared to anaphoric references. Unlike anaphora, where antecedents act as referents following the reference, cataphora precedes the entities they refer to, creating a less common but stylistically impactful linguistic choice. This deliberate selection acknowledges the unique challenges and creative nuances associated with the use of cataphora, making it a compelling and insightful measure of creativity within the context of student writing.

The study aims to fill the identified research gap by thoroughly examining how

cataphoric references are used in various types of creative writing by EFL students. The specific objectives include understanding the different roles of cataphora in narrative, descriptive, expository, and procedural texts, analysing common patterns of cataphoric usage, and contributing to a better understanding of how cataphoric references enhance the creativity of students. By explicitly outlining these objectives, the research seeks to uncover how EFL students express their creativity through the use of cataphora in their writing. The analysis of cataphoric references across different text types will offer valuable insights into the creative aspects of student writing, ultimately providing a clear response to the main research question. In essence, this research aims to establish a link between the application of cataphora and the demonstration of creativity in the written works of EFL students, to improve teaching and learning methods in creative writing within educational contexts.

Furthermore, the study holds substantial practical implications for educators and curriculum developers involved in teaching creative writing to non-native English speakers. By uncovering the creative potential within cataphoric references, the



findings of this research offer valuable insights into enhancing pedagogical strategies within creative writing courses. Educators can use this understanding to tailor their approaches, addressing challenges faced by non-native English speakers and creating a more inclusive learning environment. Furthermore, the findings can guide the development of curricula, emphasizing the significance of incorporating cataphoric references in creative writing courses. This research advocates for a more nuanced and comprehensive language education approach, providing practical applications for educators and curriculum planners.

Method

This research adopted a qualitative descriptive method to meet its objectives. The qualitative descriptive approach was chosen for its capacity to provide a detailed account of a phenomenon without delving into complex interpretations or theories about how it functions. According to Lambert and Lambert (2012), qualitative descriptive studies emphasize a clear, descriptive presentation of data, logically organized based on the method of data collection. This method was selected to maintain a focus on

offering a comprehensive description of the studied phenomena without manipulating variables.

The population for this study comprised students enrolled in the Creative Writing Course at *Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung* from the TBI 5A Class and TBI 5C Class. The purposive sampling method was employed to gather rich and detailed information from participants who could provide unique perspectives on the research topic (Patton, 2002). This study purposefully selected two specific student compilation books, namely *Creative Writing: TBI 5-A* and *Creative Writing: TBI 5-C*, to represent a diverse range of creative writing works produced by students. These books collectively featured 88 and 85 short works respectively, spanning various types of texts.

For each type of text (narrative, descriptive, expository, and procedural), two samples were selected from each compilation book: one featuring cataphoric references and one with only anaphoric references. This allowed for a detailed comparison of creativity within each text type. The passages chosen from each sample were quoted for comparative analysis. The primary instrument for data collection involved a thorough



reading of both selected compilation books. The researcher systematically noted each occurrence of cataphoric references during this reading process, recording these notes in a structured manner to capture essential information about the type of text, specific data, and instances of cataphoric reference.

While recognizing the potential benefits of suggestions to enhance the study, such as incorporating additional qualitative approaches, broadening the sample, and including interviews or focus groups, it's important to acknowledge practical constraints. These ideas may not be feasible due to time constraints, requiring a more extended and resource-intensive research design. The study's limitations, influenced by practical considerations, restrict the effective implementation of these suggestions. Despite these constraints, the chosen qualitative descriptive method is considered appropriate for its ability to provide a detailed understanding of the phenomenon within the available resources and timeframe.

The collected data, including instances of cataphoric and anaphoric references and relevant details, were systematically organized into tables. These tables were systematically arranged based on the types of

text proposed by Longacre (1982) including narrative, descriptive, expository, and procedural text. Within these tables, the data were further classified under 'passage' and 'cataphoric reference,' while data lacking cataphoric references were solely categorized under 'passage.' This meticulous approach ensured a well-structured analysis, with a specific focus on the use of cataphora.

The cataphoric and anaphoric reference theory proposed by Halliday and Matthiessen (2014) played a pivotal role as the theoretical framework guiding the analysis. It is crucial to note that the cataphoric and anaphoric reference theory by Halliday and Matthiessen (2014) served as a robust foundation for the analysis. Specific criteria and guidelines, informed by the theoretical framework, were employed to identify and analyse cataphoric references in student writing. This involved a systematic approach during the thorough reading of the compilation books, with a focus on the type of text, specific data, and instances of cataphoric reference. The integration of the theoretical framework ensured consistency in data interpretation, enhancing the theoretical grounding of the study and providing a more rigorous analytical process.



The research prioritized presenting a comprehensive description of phenomena without manipulating variables. To facilitate an understandable analysis, the author systematically organized notes into tables. Given the qualitative nature of the study, conventional statistical tests were not applicable. Instead, the approach involved a comparative analysis, contrasting two sets of texts from each compilation book: one incorporating cataphoric references and the other relying solely on anaphoric references. This comparative strategy was employed to simplify the exploration of the distinct roles played by cataphora and anaphora within similar text types, aiming to enhance the clarity of their respective influences on students' creativity.

The research concluded by synthesizing the findings derived from the analysis of the collected data, aligning the results with the research problem, and the reference theories employed. This ensured a robust and insightful understanding of the role of cataphora in students' creativity within the creative writing works from the Creative Writing Course at *Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung*. The author approached data interpretation with reflexivity in mind, guided by the principles of

reflexivity. Drawing from Leavy's (2017) emphasis on self-awareness and critical reflection in research, the author underscored the significance of acknowledging personal biases, assumptions, and experiences that may impact the interpretation and reporting of data. To address potential subjectivity, the author consistently engaged in reflective practices during data interpretation. Regular self-audits were conducted, prompting an examination of the researcher's own perspectives and potential biases that could influence the study. The author remained vigilant about preconceived notions, actively trying to set aside personal assumptions during the analysis. If biases were identified, conscious efforts were made to acknowledge them, ensuring transparency and accountability throughout the research process.

Result and Discussion

Result

This study reveals three significant findings, namely:

1. Cataphora can function as both cohesive and creative tools.
2. The use of cataphora enhances the creative dimension of a text by instilling suspense or a sense of anticipation.



3. Texts that abstain from using cataphora and only utilize anaphora may enhance creativity through diction diversification.

Comparisons Between Cataphoric and Non-Cataphoric Samples

Samples are analysed by examining and describing whether the presence or absence of cataphora influences the creative aspect of the texts. In the narrative sample (Table 1), the author recounts her high school experience during a campus tour, employing narrative tools such as 'and the next morning' and 'after that' to illustrate the sequence of events in the story. Notably,

the cataphoric reference, instead of building anticipation, functions as a transitional tool, ensuring a fluid connection between sentences. The phrase 'the campus destination' serves this purpose by linking the concept of the campus tour introduced in the preceding sentence to the subsequent statement, '...my school always visited *Institut Teknologi Bandung*.' This use of cataphora clarifies that the specified campus destination is *Institut Teknologi Bandung*. Thus, in this case, cataphora serves a more functional role in maintaining a logical and organized structure, not necessarily as a creative element to make the writing more sophisticated.

Narrative Samples

Table 1. Cataphoric Reference in Narrative Text

Passage	Cataphoric Reference
"A campus tour is an annual event held by my school. The campus destination never changes. From year to year, my school always visited <i>Institut Teknologi Bandung</i> also known as ITB... There are more than four hundred students... We arrived in Lembang at night and the next morning our group went to Tangkuban Perahu. After that, we went to our main destination or the campus" (Intan Safitri et al, 2023, p. 33).	'The campus tour destination' refers forward to ' <i>Institut Teknologi Bandung</i> .'

Table 2. Narrative Text without Cataphoric Reference

Passage
"Nora Fatehi is one of my favorite public figures. She is a Muslim girl of Moroccan descent who was born in Canada and ended up becoming a popular artist in India. But all her current success is not as easy as people imagine. Because of that, I decided to write a short biography of her life story on this blog" (Salsabila et al, 2023, p. 27).



In the absence of cataphoric references in the narrative sample (Table 2), the author utilizes only anaphora, specifically with the pronouns 'she' and 'her,' following the introduction of Nora Fatehi. These instances of anaphoric references serve as cohesive tools, enhancing overall coherence and preventing repetitive language. It is evident that, in this context, the anaphoric references play a role in maintaining a smooth flow of information. However, their primary function is to ensure clarity and avoid redundancy rather than adding a creative dimension to the text. Consequently, in this case, anaphora does not contribute significantly to infusing creativity into the text.

Descriptive Samples

In the descriptive sample (Table 3), the author intends to evoke a poetic and admiring sentiment, employing repetition patterns in the phrase 'you are...'. This is an instance of anaphora, but interestingly, it doesn't avoid repetition; instead, it embraces it, creating a poetic feeling. It also makes the readers curious as to who 'you' is. Throughout the text, the author expresses a profound sense of marvel and fascination, specifically directed towards the beauty of the sky and clouds. Thus, the use of cataphora plays a role in crafting an atmosphere of anticipation and mystery.

Table 3. Cataphoric Reference in Descriptive Text

Passage	Cataphoric Reference
"You are beautiful, you are bright...you are amazing, you are charming, I like to look at you, I like to imagine about you, I also have impossible hopes about you, often I am fascinated by you and also often my smile is engraved because of you, my happiness is simple when my eyes look at you. Sky and clouds, I'm your fan. Every morning when the sun rises between the two of you, I always wait for that moment..." (Salsabila et al, 2023, p. 72).	'You' refers forward to 'sky and clouds.'

Table 4. Descriptive Text without Cataphoric Reference

Passage
"Honestly the best thing I can find from the presence of rain is the chill it brings. How the cold pierced the skin forced many people to stay under the covers, warm themselves and continue to sleep. Very unproductive indeed, but occasionally there are times when I like to enjoy life by sleeping" (Intan Safitri et al, 2023, p. 124).

The repetitive mention of 'you' in consecutive sentences in the first paragraph creates suspense, leaving readers intrigued about the identity of this elusive 'you.' It isn't until the final sentence of the first paragraph that the author unveils the subject, revealing 'you' as the sky and clouds. This use of cataphoric reference not only adds a layer of anticipation but also contributes to the overall poetic feel of the text. The repetitive structure not only reflects admiration but also enhances the reader's engagement by prompting curiosity and creating a sense of discovery within the text. In this way, a cataphoric reference serves as a creative tool, enriching the text with both anticipation and a deep appreciation for the beauty of nature.

In the descriptive sample without cataphora (Table 4), the author discusses rain and its association with memories. In this specific passage, the author explores how the cold accompanying rain induces sleepiness. The repeated use of 'the cold' and 'the chill' exemplifies an anaphoric reference where synonyms are employed to avoid repetition. Given that 'cold' and 'chill' are synonymous, the author utilizes this form of anaphora not only for its functional role in enhancing text cohesion, but also as a creative tool. Authors

can employ such anaphoric references to diversify the language in their works, preventing monotony and adding a creative flair. Thus, in this instance, even in the absence of cataphora, a text using only anaphora proves valuable in incorporating creativity into written work.

Expository Samples

In the expository sample (Table 5), the author explores the theme of insecurity and how it manifests in different people. The introductory sentence, starting with the cataphoric reference 'this topic,' may be a deliberate choice the author took to pique readers' curiosity. By mentioning how 'this topic' is relevant to both the author's personal experience and many others, the author aims to get readers curious and engaged. Beyond its creative application, the use of cataphora in this text also serves a functional role in connecting sentences and ensuring a smoother transition. This is evident in the recurrence of 'this topic' in both the opening and subsequent sentences. Hence, in this instance, cataphora serves a dual purpose, contributing to both the creative appeal and the structural coherence of writing.



Table 5. Cataphoric Reference in Expository Text

Passage	Cataphoric Reference
“This topic is related to my condition right now then how to deal with it. I feel this topic is related to most people and what it is about insecurity” (Intan Safitri et al, 2023, p. 152).	“This topic” refers forward to ‘insecurity.’

Table 6. Expository Text without Cataphoric Reference

Passage
“ <i>Larung Sembonyo</i> is a marine alms culture that has been carried out from generation to generation by the ancestors of the Prigi fishing community, manifested in traditional ceremonies. This is a form of gratitude for the Prigi fishing community for the marine products that have been obtained. This ceremony is also a request for the safety of the Prigi fishing community when looking for fish in the sea” (Salsabila et al, 2023, p. 31).

Without the presence of cataphoric references in the expository sample (Table 6).

While there are no instances of cataphoric references, anaphoric references, particularly the use of 'this' when referring to *Larung Sembonyo* and the repetition of 'this ceremony' to denote the tradition, play a crucial role. They serve to prevent redundancy and enhance the overall coherence of the text. The author effectively avoids repetition through the strategic use of anaphora. However, it's noteworthy that the frequent recurrence of phrases like 'this ceremony' and 'this tradition' throughout the text, while promoting cohesion, lacks a variety in expression, limiting the creative aspects of writing. Therefore, in this instance, the extensive use of anaphoric references contributes to text cohesion, but does not

introduce a diverse range of language to enhance creativity.

Procedural Samples

In the procedural sample (Table 7), the use of cataphora appears to work as a functional tool, helping the text flow smoothly from one sentence to the next. The cataphoric reference is placed in the middle of the passage and does not function as a creative element to build anticipation or curiosity. The author uses 'their instincts' to make a smooth transition to the next sentence, discussing a hamster's territorial instinct. This information is valuable for pet owners who are considering hamsters as pets. So, in this instance, the cataphoric reference serves a practical rather adding a creative touch.

In the procedural sample (Table 8), where cataphoric references are not utilized, discusses performing a butterfly hug, the author guides readers on the technique without employing cataphoric references. Instead, anaphoric references using pronouns and synonyms are present, such as 'this method' and 'it,' to denote the concept of a butterfly hug. These anaphoric references function as practical tools, facilitating a smooth transition between sentences and enhancing overall text coherence. However, in terms of creativity, these instances of anaphora primarily contribute to the functional aspect of the text rather than adding creative elements. Thus, in this context, the use of anaphoric references proves valuable for maintaining coherence in the procedural instructions but does not specifically enhance the text's creative aspect.

Discussion

The analysis of various textual samples illustrates the nuanced impact of cataphoric references on narrative, descriptive, expository, and procedural writing styles. Across these genres, cataphoric references are found to play a multifaceted role, often emphasizing functional aspects of improving the text's whole cohesiveness while occasionally contributing to creative dimensions such as creating a sense of anticipation and inciting curiosity of readers.

Cataphoric Reference in Narrative Writing

In narrative writing, as observed in the first sample, cataphoric references are employed for transitioning between sentences, ensuring a fluid connection and a logical progression of events.

Table 7. Cataphoric Reference in Procedural Text

Passage	Cataphoric Reference
"If you can't understand their instincts, the hamster might get stressed or even die. It should be noted that hamsters are territorial animals that really care about their territory" (Intan Safitri et al, 2023, p. 155).	'Their instincts' refers forward to 'territorial.'

Table 8. Procedural Text without Cataphoric Reference

Passage
"A butterfly hug is the act of hugging yourself. This method can overcome anxiety, worry, fear, trauma, and excess emotions. The ways to practice it:" (Salsabila et al, 2023, p. 103).

The link between different elements of the text is established by clarifying that 'the campus destination' refers to *Institut Teknologi Bandung*. This function aligns with Hasan and Matthiessen's (2014) framework that underscores the role of cataphora in clarifying information. Contrary to Longacre's (1980) assertion that narrative tends to use creative language, in this case, the author does not use cataphora to add a creative touch. Instead of serving as a creative element, cataphora in this context functions primarily as a tool for maintaining coherence. The choice of cataphoric references clarifies specific concepts and destinations, thereby enhancing the overall structural organization of the text.

Cataphoric Reference in Descriptive Writing

In the descriptive sample, as demonstrated in the third sample, cataphoric references take on a more creative role. The use of the repetition pattern of 'you are...' creates an atmosphere of anticipation and suspense. This aligns with the function of cataphora in building suspense, as proposed by Hasan and Matthiessen (2014). Wierzbicka (2014), using a cognitive approach, discovered that cataphora can evoke a sense of anticipation in readers. This

observation is also in line with Longacre's (1980) assertion that, in descriptive writing, language tends to be creative and imaginative. What adds an intriguing layer is that contrary to the typical use of reference words to avoid repetition, in this case, they were deliberately reiterated—a pattern commonly found in poetry. Notably, no existing literature mentions the use of cataphora in such a manner. This anomaly could be a valuable area for future exploration. Thus, cataphora emerges as a versatile tool, serving both functionally and creatively, enhancing the descriptive text with emotional depth and engaging the reader.

Cataphoric Reference in Expository Writing

Moving on to expository writing, as demonstrated in the fifth sample, cataphoric references are strategically inserted to pique readers' curiosity and engagement. Despite Strunk and White's (2000) argument that emphasizes conciseness in expository writing to avoid ambiguity, in this case, the use of 'this topic' to start a sentence creates ambiguity. Nevertheless, the choice of starting with 'this topic' serves as an effective hook to draw readers into the discussion on insecurity. This aligns with the function of

cataphora, as outlined by Hasan and Matthiessen (2014) and Wierzbicka (2014), wherein it generates anticipation and mystery. The intentional use of 'this topic' at the sentence's outset may also be interpreted as an endeavor to underscore the subject's significance, consistent with the proposal of Hasan and Matthiessen. The recurrence of 'this topic' in subsequent sentences ensures a smooth transition, contributing to both the creative appeal and structural coherence of the expository piece.

Cataphoric Reference in Procedural Writing

In procedural writing, as depicted in the seventh sample, cataphoric references function predominantly as a practical tool. This aligns with Strunk and White's (2000) emphasis on clarity, conciseness, and logical structure in procedural writing. Placed in the middle of the text, the phrase 'their instincts' is used to transition smoothly to the next sentence, which discusses hamsters' territorial behavior. This coherence is attained by explicitly clarifying that the reference to 'their instincts' pertains specifically to the concept of 'territorial,' in line with the role of cataphora proposed by Hasan and Matthiessen (2014). This cataphoric reference serves a functional purpose, conveying valuable information to

pet owners without necessarily adding a creative touch to the procedural text.

The Absence of Cataphoric References

In the samples where cataphoric references are absent (2, 4, 6, and 8), anaphoric references are utilized. These references use pronouns and synonyms to refer to something previously mentioned. This aligns with the cohesive role of anaphora, as emphasized by Indriyani (2022) and Jamilah, Larasati, and Nisa (2023). Although, in some instances, anaphora proves beneficial in fostering creativity through variations in diction to avert repetitive language, its primary function lies in ensuring clarity and minimizing redundancy. The creative aspect typically associated with anaphora is not as prominent in these instances.

Study Limitations

The scope of this study was limited to the examination of cataphoric references in creative writing works from two specific compilation books. The findings were specific to the chosen population and could not be generalized beyond this context. Limitations included potential biases in the sampling process and the constraints inherent in a qualitative descriptive study. While the study



provides valuable insights into the creative use of cataphora within this specific context, caution should be exercised when extending these findings to other populations or educational settings.

Regarding the study's generalizability, the author recognizes the potential bias in selecting works to represent the overall population. By choosing specific texts or authors from only two compilation books, there's a risk of introducing bias that might affect how cataphoric references in creative writing are presented. This limitation could influence the external validity and generalizability of the findings, as the chosen texts might not fully capture the diverse spectrum of creative writers and their distinct writing styles. Therefore, it is advisable to exercise caution when extending the results to a broader population of creative writers.

Furthermore, the author recognizes that the qualitative descriptive approach utilized in this study may present difficulties when attempting to generalize the findings. While the study focuses on a descriptive exploration of cataphora's creative and functional roles, it might lack the depth and precision that a more targeted qualitative or quantitative study could offer. This awareness highlights the need for future research to

adopt varied methodologies, including more detailed qualitative analyses or quantitative assessments. Such methods are essential for a more comprehensive understanding of the intricate connection between linguistic choices, creativity, and individual writing practices in the specific context of cataphoric references in creative writing.

The study also acknowledges that individual writing styles can significantly impact the use of cataphoric references. Factors such as personal preferences, prior writing experiences, and cultural influences may contribute to variations in students' approaches to incorporating cataphora into their texts. These individual differences could limit the generalizability of the findings. Another limitation arises from the challenge of discerning whether the use of cataphora is a conscious decision on the part of the students. The study assumes intentionality in the students' choice of linguistic devices, but without direct insights into their writing processes, it remains a conjecture. This limitation raises questions about the degree of awareness students have regarding the creative impact of cataphoric references in their writing.

Additionally, it's important to note that the study doesn't delve deeply into anaphoric

references. Although the study briefly discusses anaphora when cataphora is not present, the analysis of anaphora isn't as thorough as that of cataphora. Recognizing this, it's clear that a more balanced exploration of both types of references could give us a fuller understanding of how they function in creative writing. Taking a closer look at anaphoric references, with the same level of attention given to cataphoric references, could offer valuable insights into their roles in different writing styles. Future research could benefit from exploring both cataphoric and anaphoric references to better grasp their impact on narrative cohesion, stylistic expression, and creativity in writing.

Implications for the Research Question

Given these limitations, the study prompts a nuanced consideration of whether students' creativity is accurately reflected through the use of cataphora. The identified patterns offer insights into the creative potential of cataphoric references within the studied context. However, the limitations emphasize the need for cautious interpretation and suggest that the relationship between cataphora and creativity may vary based on individual writing styles and conscious decision-making.

The study, therefore, highlights the importance of context-specific interpretations

and calls for further research that explores the broader landscape of cataphoric references in creative writing across diverse student populations. This would contribute to a more comprehensive understanding of the interplay between linguistic choices, creativity, and individual writing practices.

Conclusion

In exploring the intricate relationship between cataphoric references and creativity in students' writing across various genres, this study has uncovered nuanced findings. The central question guiding this study was whether students' creativity is accurately reflected through the use of cataphora. The identified patterns shed light on the creative potential of cataphoric references within the studied context. The objectives were met through a comprehensive analysis of cataphoric usage across different writing genres. Cataphora is identified both as a cohesive and creative tool. Its functional aspect is evident in maintaining overall structural coherence, particularly in narrative writing where it aids in fluid transitions.

Creatively, cataphora introduces suspense and anticipation, as observed in descriptive writing, where deliberate repetition enhances the emotional depth of the text. Interestingly, texts abstaining from cataphora, relying solely on anaphora,

showcase creativity through diction diversification. These findings, while offering valuable insights into the interplay between linguistic choices and creativity within the specific context of the study, call for a nuanced consideration of the broader implications and the need for further exploration in diverse student populations.

Despite the valuable insights gained, the study acknowledges certain limitations. The findings are specific to the chosen population and may not be generalized beyond this context. Individual writing styles, personal preferences, and cultural influences significantly impact the use of cataphoric references, challenging the generalizability of the results. The study also grapples with the challenge of discerning whether the use of cataphora is a conscious decision on the part of students. The scope was confined to examining cataphoric references in creative writing from two compilation books, potentially introducing biases in the sampling process. The qualitative descriptive study format imposes constraints, limiting the generalizability of findings. Individual writing styles and the assumed intentionality behind linguistic choices pose further challenges.

In light of these limitations, this study emphasizes the importance of context-

specific interpretations. Further research is recommended to explore the broader landscape of cataphoric references in creative writing across diverse student populations. A specific recommendation is made to investigate the creative impact of repetitive cataphora, an area not extensively explored in existing literature.

This study makes a significant contribution to the existing body of knowledge by addressing a notable research gap in the exploration of cataphora and its role in creativity across diverse genres of student writing. While existing literature has delved into the broader relationship between linguistic devices and creativity, the specific focus on cataphoric references and their creative impact has been notably sparse. By meticulously examining narrative, descriptive, expository, and procedural texts, this research uncovers the nuanced ways in which cataphora operates as both a cohesive and creative tool.

The findings not only provide valuable insights into the interplay between linguistic choices and creativity within the studied context but also fulfil a critical research need in understanding the often-overlooked role of cataphora in shaping students' written expression. This study, therefore, not only

contributes to the theoretical understanding of linguistic creativity, but also informs pedagogical practices by highlighting the importance of considering cataphoric references in fostering creativity across diverse genres of student writing.

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