

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents finding and discussions of reference in the academic spoken discourse of twenty students. The kinds of academic spoken discourse analyzed are thesis presentation and presentation from Academic Presentation class in which the students give speech and act as the researcher from the journal they found. This study analyzes 20 transcribed presentations based on the theory of cohesion proposed by Halliday and Hasan as well as Eggins' theory in understanding the connection between reference and texture.

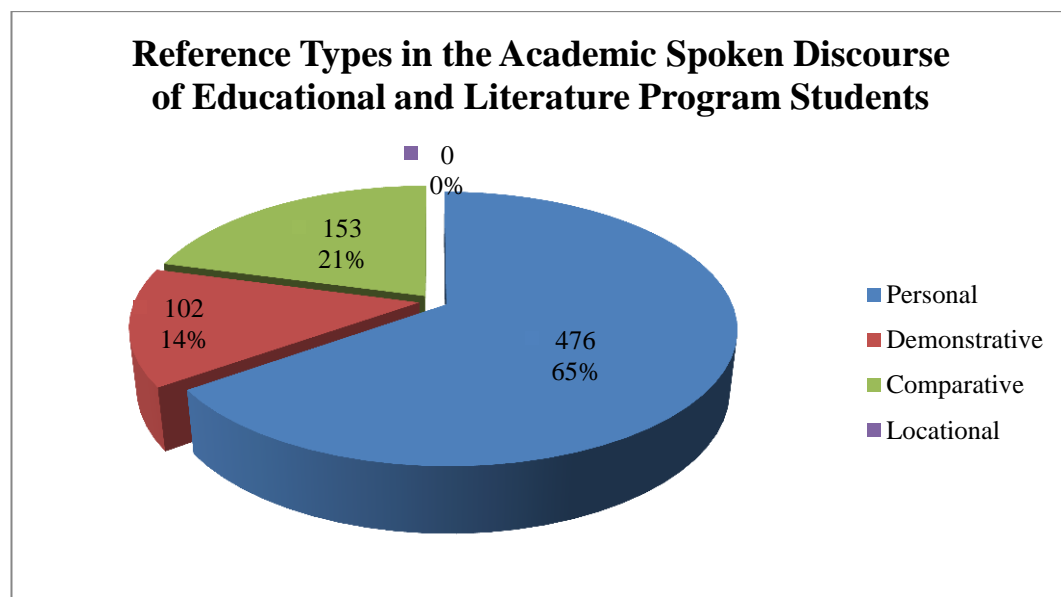
4.1 Data Description

The data analyzed in this study were taken from the transcription of English department students' presentations, 10 from thesis presentations, 10 from academic presentations in Academic Presentation class. These ten thesis presentations were collected from the students of English department both literature and educational program year 2009 and 2010 who graduated in 2014. The remaining ten presentations are obtained from junior students year 2011 in Academic Presentation class both literature and educational program. The total number of reference in 20 presentations is 2200 references separated from 1104 sentences.

4.2 Reference Types in the Academic Spoken Discourse of Educational and Literature Program Students

Analyzing the reference types in academic spoken discourse of educational and literature program students, the writer found that there are 730 reference types grouped into personal reference as the highest reference used with 476 references, followed by comparative reference with 152 references, slightly lower than comparative reference, there is demonstrative reference with 102 references, and completely unusable reference, the locational reference with 0 reference.

Diagram 4.1: Reference Types in the Academic Spoken Discourse



The diagram is manifested through two types of academic spoken discourse in which taken from thesis presentation and academic presentation both delivered by English department students respectively from two majors, Educational Study Program and Literature Study Program.

The table 4.1 shows the calculation of reference types in academic spoken discourse:

Table 4.1: Reference Types in the Academic Spoken Discourse

Academic Spoken Discourse	Study Program	PERSONAL REFERENCE	DEMONSTRATIVE REFERENCE	COMPARATIVE REFERENCE	LOCATIONAL REFERENCE
Thesis Presentation	Educational Program Students	90	27	42	0
	Literature Program Students	83	45	30	0
Academic Presentation	Educational Program Students	165	14	56	0
	Literature Program Students	138	16	25	0

The discussion of findings will be explained in following parts:

4.2.1 Personal Reference

Personal reference is a reference which changes the head of reference to the personal pronoun. There are three types of alteration. They are personal pronoun, possessive determiners, and possessive pronoun. This reference type is the highest reference type used among others with 476 references or 65% from all

references. Followings are the use of personal reference in academic spoken discourse both education and literature study program:

- (1) **Schneider** in 1993 found this method and **he**, in that time, conducted a research on Japanese college student majoring in English. **(P1/S20)**
- (2) One of the most important of uses learning styles is that makes it easy for **the teacher** to incorporate the tool into **their teaching** for the learner. **(P7/S7)**
- (3) Today **I** would like to present my thesis about English teacher's question and learner's thinking skill. **(P3/S1)**
- (4) That's right, **we** are now one step closer to presidential election, and it will be held on July the 9th. **(P5/S7)**

In example (1), *he* is used to refer Schneider. Since the referring occurs in the same sentence, that personal pronoun is categorized as esphoric reference a part of endophoric reference. While in example (2), *their teaching* is referring to the teacher as possessive determiners. This kind of personal reference is also into esphoric reference.

Example (3) shows that the word *I* as cataphoric reference in which that this reference refers to something that exists in following sentence in text. The personal pronoun *I* will be revealed that it refers to *the researcher* in sentence number 35.

The personal reference in the academic spoken discourse has uniqueness. Since it is recorded and the writer is there to record the presentation, therefore any

ambiguity such as in the example (4) can be cleared up. If readers only read the transcription instead of watching the record or attend the presentation, the word *we* will create confusion even though the readers read all the transcription and create tracing line. Since the writer attended the presentation, the writer knows who the *we* speaker meant by. It is called exophoric reference in which the writer knows it refers to whom from immediate context.

This result where personal reference is the most frequently used also shows a contrast to one of the previous research done by Maulani (2011) which showed demonstrative reference as the most commonly used reference type. This result could happen due to the different contexts that both studies approach. One study in spoken discourse which the speaker usually maintains the identity of the speaker or the participants in the study by using the personal reference, and the other in written discourse – abstract – which avoids the personal reference to be used in that context.

4.2.2 Comparative Reference

Comparative reference keeps track of identity through the noun or adjective toward the head of reference mentioned. It doesn't necessarily same, it could be less or more. To be precisely, it shows a comparison to one item.

Since comparative has distinctive feature, it reaches the second highest reference used after personal reference that is particularly common in spoken discourse. With 152 references or 21% from all references, comparative reference could be understood by following examples:

- (1) So, **a smaller class** will make the teacher find it easier to get everybody attention and pay the attention to the students equally.
(P13/S15)
- (2) And the reason of Kick Ass 2 movie as the data, data of study because the after, after several investigation, it is found that Kick Ass 2 contain **more dysphemistic expression** rather than other American action movie.
- (3) It's **better** for English teacher and Content teacher to discuss regularly to discuss about what kinds of learning material that's suitable for them (P4/S77)

In example (1) and (2), the adjectives such as *a smaller class* and *more dysphemistic expression* are kinds of comparative reference that exists in a text. It shows that the comparison between the class in term of size and movie in term of total of dysphemistic expression. There can be many comparisons can be shown throughout this study. To be noted carefully, some of them don't have a head of reference as happened in example (3). The word *better* creates confusion to what system that previously teacher did so it should be improved. Therefore, it can't be classified as comparative reference since it has no head of reference.

The thing about comparative reference is that it is related to the comparison between one item and the other. Respectively, it creates huge number because participants in the study, some of them, talk about comparison between things. Therefore, comparative reference could achieve as the second highest number of reference type used.

This result also gives new insight where one previous related study found no comparative reference occurred (Maulani, 2011) and there is only a little number of comparative reference in the second previous related study (Rahmawati, 2012). This may happen due to some presentation titled in the study require the speaker to analyze and compare between one object to the other, hence, it enriches the amount of comparative reference in the study.

4.2.3 Demonstrative Reference

Demonstrative reference keeps track the reference using proximity references like *this, these, that, those, here, there*, etc. This reference type has 102 references or 14% from all references. Followings are the use of demonstrative reference in academic spoken discourse both education and literature study program:

- (1) And **this** is another strategies in feminist translation, from Nicole Brossard, Luise von Flotow, Chamberlain, and Barbara Godard. (P19/S24)
- (2) And as you can see in **this slide**, **these** are the surveys conducted on the act of abortion. (P12/S18)
- (3) So, **this** is the result of teacher's feedback in relation to the students' thinking skill. (P9/S65)

These three examples (1), (2), and (3) show the existence of demonstrative reference in which that these references are used to refer the head by using proximity reference. The reference could also be modified followed by noun in

the example (2), *this slide* displays that the reference changed by the specific point. This study also excludes the use of *the* as demonstrative reference since it is already definitive and *the* takes huge number in every spoken discourse in this study.

Despite the fact this type of reference is on the third place, this is still slightly lower than the comparative one. It supports the previous related studies how demonstrative references are commonly used in the spoken discourse that have no significant different with the written text.

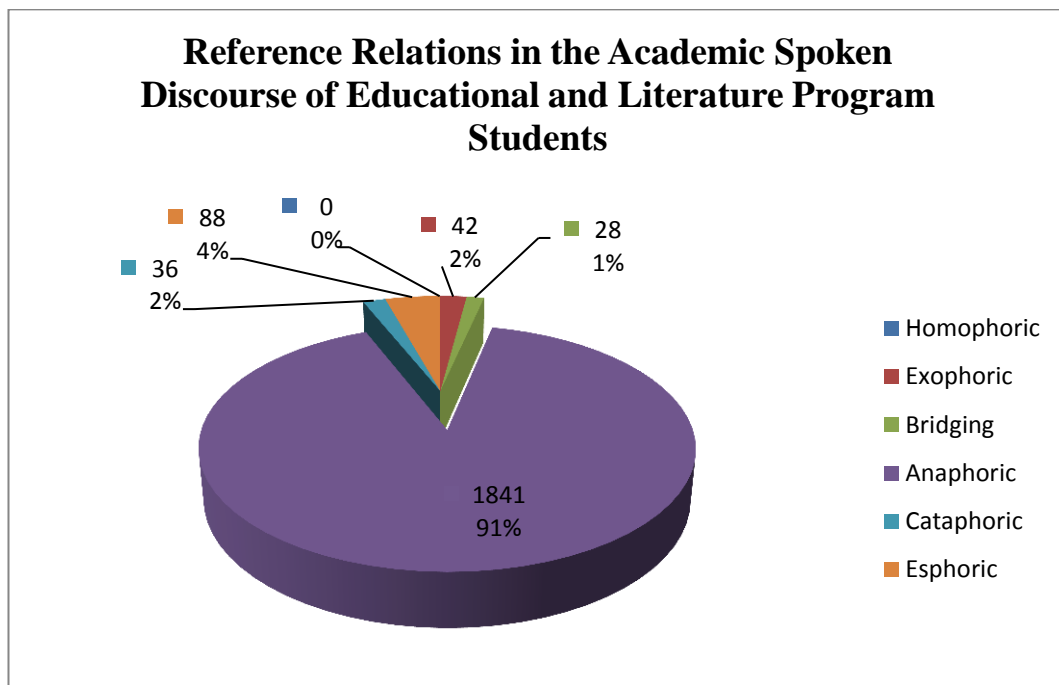
4.2.4 Locational Reference

Locational reference is kind of reference which involves not the identification of a participant in a text (a person or thing), but the identification of a location in time or space. Therefore, this study finds no locational reference because the study focused on the academic spoken discourse that doesn't talk anything about place or direction, instead mainly focus on idea and abstract things. The possible scenario where locational reference could occur may be on the daily spoken discourse such as asking for direction or giving procedure. This result also proves a similarity between the previous related studies and the current study since the context used by previous related study is also in the academic context.

4.3 Reference Relations in the Academic Spoken Discourse of Educational and Literature Program Students

Dissecting the reference relations in academic spoken discourse of educational and literature program students, the writer found that there are 2200 reference relations sorted into anaphoric reference as the highest reference relation with 1841 references, followed by esphoric reference with 88 references, pursued by exophoric reference with 42 references, slenderly lower than exophoric reference, there is cataphoric reference with 36 references, came after cataphoric, there is bridging reference with 24 references, and entirely never use in this study, the homophoric reference with 0 reference.

Diagram 4.2: Reference Relations in the Academic Spoken Discourse



The pie diagram is attested through two types of academic spoken discourse in which taken from thesis presentation and academic presentation both delivered by English department students respectively from two majors, Educational Study Program and Literature Study Program.

Here is the clear table to show the calculation:

Table 4.2: Reference Relations in the Academic Spoken Discourse

Academic Spoken Discourse	Study Program	HOMOPHORIC REFERENCE	EXOPHORIC REFERENCE	BRIDGING REFERENCE	ANAPHORIC REFERENCE	CATAPHORIC REFERENCE	ESPHORIC REFERENCE
Thesis Presentation	Educational Program Students	0	20	7	563	13	21
	Literature Program Students	0	3	9	467	1	29
Academic Presentation	Educational Program Students	0	18	7	467	16	14
	Literature Program Students	0	1	5	344	6	24

The discussion of findings is explained in following parts:

4.3.1 Anaphoric Reference

Anaphoric reference is a reference relation that relates the item to the item mentioned in previous sentence. The sentence mentioned is not limited to the exact previous, it could be linked to the very earlier of the text. This reference relation is the highest reference type used among participants with 1841 reference relations or 91% from all reference relations. This is the most reference relation type since the application of this reference relation can prevent the listener from misunderstanding or ambiguity. Therefore, speaker usually puts the term or the item first, then changes it with whatever reference type – personal, demonstrative, etc - used. Followings are the use of anaphoric reference in academic spoken discourse both education and literature study program:

- (1) My name is **Speaker A. (P1/S6)** - And then because of that **I** would like to introduce this technique, pair taping. **(P1/S12)**
- (2) Good morning lectures, my name is **Speaker H. (P8/S1)** - **The researcher** analyze the facial expression, and also body language. **(P8/S73)**
- (3) Good morning, **ladies and gentlemen. (P13/S2)** - So, have **you** ever been studying in big class and it must feel a little crowded, right? **(P13/S6)**
- (4) Good morning to the **honorable lecturers. (P18/S2)** - Thank **you (P18/S49)**

In example (1), the name of *Speaker A* is referred anaphorically by the word *I*. This means that the referring happens when the item has already been mentioned. The example (2) shows that the distant between two items refer and referred is not something problematic. The example (2) displays that possibility where the latest sentence could still refer to the earliest word in a speech.

The example (3) and (4) shows the similar relation between one item to other item. The word *ladies and gentlemen* is referred anaphorically by *you* as similar as *honorable lecturers* being referred by *you*. The problem of using anaphoric reference is when the speaker refer it incompletely or too far from the original item. If that happens, ambiguity usually occurs. Therefore to limit that ambiguity happens, speaker always continues to refer the item by using similar word such as in example (2) where the speaker always refers herself as *the researcher*.

4.3.2 Esphoric Reference

Esphoric reference exists when the referent occurs in the phrase immediately following the presuming referent item (within the same nominal group / noun phrase, not in a separate clause). This reference is on the second rank following anaphoric reference with 88 reference relations or 4% of all references. Here are the examples of esphoric reference occurred in a spoken discourse:

- (1) The first one is according to www.reading.co.uk, peer assessment involves **student** take a responsibility for assessing **the work of their peers** against set assessment criteria. **(P6/S13)**

- (2) Classroom interaction aims to make **students** learn and giving **them** opportunity to be the interaction, **they** using English in English classroom interaction. **(P10/S9)**
- (3) **We** have to hire the teacher and use much money to develop the school system, but if **we** want to have a better education for children, reducing class is the best way to do. **(P13/S25)**

Exophoric reference as explained earlier is able to be defined simply where the head of reference or referred item is on same sentence with the referring item. In example (1), the word *student* which is a head of reference is on the same sentence with its own reference, *the work of their peers*. Sometimes, there are two references occurred in one sentence including its head of reference like the example (2). The word *students* are being referred in the same sentence by the word *them* and *they*. The example (3) could create ambiguity where the head of reference, *we*, and its reference, *we*, only stops in one sentence, and has no chance to continue defining what the speaker means. Since the writer of this study is there to record the speech, the example (3), the word *we*, could be interpreted as speaker which is acting researcher and the audience who listens to the presentation that being persuaded by the researcher.

4.3.3 Exophoric Reference

Exophoric reference is seen from the immediate context of situation. This reference occurs when the identity of presuming reference is retrieved from shared immediate context. Being the third position of the most relation reference applied,

exophoric reference has 42 reference relations or 2% from all reference relations.

Here is the example of exophoric reference found in the study:

- (1) The researcher in this study used discourse analysis and **this** is qualitative classroom discourse based on Douglas's theory that stated in his theory that discourse analysis means study that consist of group or individual discourse in one circumstance. **(P8/S28)**
- (2) The writer found, in the finding, the writer found all five types of code mixing based on categories and words as seen **on table**. **(P16/S42)**
- (3) **This** is the table in categorizing and interpreting the data. **(P19/S34)**

In example (1), the reader of this study can't easily comprehend the word *this* as same as *on table* in example (2) and *this* in example (3). Watching the speaker's hand or the slide displayed, it is important thing to understand to which the word refers to.

The example (1) displayed the word *this* as the presenter shows the slide about methodology the presenter used. *This* means referring to the methodology of the study applied. Then, example (2) expose the word *on table* as the speaker currently shows the table on slide. The last, in example (3), the speaker just showed the audience the table that the presenter used in the study.

Exophoric reference is the unique reference relation since anyone who wants to understand the word such as *this*, *that*, *on that table* should attend the presentation by themselves. This kind of reference relation often occurs in the spoken discourse. Gesture and the demonstrative word are used to minimize the

word and create efficient presentation since it eliminates the excessive word and redundant word.

4.3.4 Cataphoric Reference

If anaphoric reference refers to the previous item in text, the cataphoric reference does the otherwise; it refers to the following item in a text. With 36 reference relations or 2% from all relations, the cataphoric reference is slightly lower than exophoric reference. Following are the example of cataphoric reference found in this study:

- (1) Yes, in this beautiful chances, **I** would like to thank you for coming, **my friends, my seniors, and my beloved lecturer.** (P1/S3)
- (2) **These individuals** discover information through listening and interpreting information by the means of pitch, emphasis and speed. (P7/S25)
- (3) Indonesian government in 1976 actually created **an institution** that help all the low and middle class in Indonesia who expect to have a house by credit. (P6/S14)

Cataphoric reference as explained earlier is the relation between two items which the referred identity is on the next sentence before the referring item. In example (1), the bold words are able to be identified as having this cataphoric relation since the referred identity 'the speaker of presentation' is put after these words. In example (2), *these individuals* is confusing, but after seeing the next sentence, anyone will understand that that item refers to *auditory learners*. The

same pattern similar to what happens in example (3), the word *an institution* will be revealed as BTN bank in the next sentence.

4.3.5 Bridging Reference

Bridging reference occurs when a presuming reference item refers back to an early item from which it can be inferentially derived. This reference relation happens when the referring item has two conditions: what is made by someone, or who someone made that. The bridging reference in this study has 28 reference relations or 1%. Coming are the example of bridging reference:

- (1) I use this theory of Female and Male Language to support my analysis from **Robin Dunbar and Adelaid. (P19/S25)**
- (2) The first one by **Nopita Mulyani. (P16/S16)**
- (3) One of them is **Thomas Wayne** on dissertation of First Principle of Government. **(P15/S22)**

These three examples (1), (2), and (3) completely depict what the bridging reference means. It shows the relation between one item to other item in term of possession or the actor of that item. In example (1) the bold name is the actor behind the theory of female and male language. While in example (2), the bold name is the writer of previous study on that context. Then in example (3), the name *Thomas Wayne* is related to the dissertation he made. To conclude, bridging reference is unique relation since it happens in anywhere it wants as long as there is condition occurred as stated above.

4.3.6 Homophoric Reference

Homophoric reference is seeing the identity of presuming reference from the general context of culture. The context of culture is by mean a thing that audience and speaker shared as member of this world or a culture. Therefore the use of homophoric reference will be unwise to use since all presentation in the study require a context (academic), meaning that only certain individuals from that context will understand and not everyone in the world. Hence, homophoric reference may only occur in the daily conversation scenario.

4.4 The Reference Used in Academic Spoken Discourse Related to the Creation of Texture by Participants

The findings show the presenters in this study have already made the exact reference chain according to texture of presentation. The texture of presentation the presenters made is determined from three longest reference chains that will be termed as major reference. These three major references will be perceived as the main message since the frequency of the word is high. Then, to analyze the academic spoken discourse, the term ‘appropriate’ will be used to indicate the major reference match to the title of presentation and the otherwise is for ‘inappropriate’.

The finding reveals that 19 participants have already make reference to the creation of texture in presentation, and only 1 is not. The other consideration is some presenters are still using the pronoun *I* which is not suggested to be used in context of academic.

Followings are the examples taken from the extract:

Table 4.3: Major Reference Relation to the Creation of Texture

Example	Major References	Title of Presentation
1	<ul style="list-style-type: none"> • The Translation of Pride and Prejudice into Indonesian: Feminist Translation Strategy (59) • I (20) • The novel Pride and Prejudice (10) 	The Translation of Pride and Prejudice into Indonesian: Feminist Translation Strategy
2	<ul style="list-style-type: none"> • Pets (43) • Everyone (36) • I (16) 	The Ethical Problems in Pet Keeping
3	<ul style="list-style-type: none"> • The students (19) • An effective warm up (10) • Warm downs (10) 	Warm downs: effectively ending ESL/EFL lessons

In example (1), this is a good presentation since the highest major reference could match with the title of the presentation. Another consideration is that this presentation has many words *I* that is not suggested to be used in context of academic. While in the example (2), there is no major reference close to the title. The ‘pets’ reference only refers to the animal in general context. Hence this presentation is considered inappropriate. Another addition is that this presentation used too many *I* like the first example. In example (3), even though the fact that ‘the students’ reference have more chains than the ‘warm downs’, this presentation could still be recognized since one of the major references matched with the title of presentation. Another note could be given is the “An effective warm up” reference chain has similar amount with the ‘warm downs’. This case

could create misleading toward what the presenter's focus whether warm down or warm up.

The thing about reference related to texture is how focus the speaker in maintaining the intended information to audience. The speaker is in the state of confusion when delivering the speech, the information given is misleading or far from the expected information as cleared by Halliday and Hasan. The more speaker use reference in replacing the head item, the more airing the word has. It will make the audience remember to the more airing word rather than the less one as stated by Eggins.