

Discourse analysis: A reference approach to investigating a good speech script



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ABSTRACT

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The purpose of this study was to investigate a good speech script by examining the types and functions of references in Joe Biden's victory speech using Hasan and Halliday's theory. The use of references is crucial for avoiding misunderstandings and effectively conveying information from sentences. This study used content analysis as a descriptive-qualitative method. The data used in this study consisted of Joe Biden's speech script as president of the United States of America. According to Halliday and Hasan's theory, there are three types of references: personal, demonstrative and comparative. Anaphora and cataphora are the two types of reference functions. The researchers followed Creswell's concept in collecting and analyzing the data. Identification of the references used in Joe Biden's victory speech, classification of the references' types, data analysis (marking each reference that appears in the video), classification of terms that contain reference words in the video, assignment of codes to each reference category (personal, demonstrative and reference) and finally an explanation of the purposes of the references used in Joe Biden's victory speech were all aspects of the process. The results revealed that the speech script contained 395 instances of references including 236 instances (60%) of personal pronouns, 152 instances (38.5%) of demonstrative references, 7 instances (1.5%) of comparative references and 198 instances of reference functions with 128 instances (64.5%) being anaphora and 70 instances (35.5%) being cataphora. It is intended that this research will serve as a guide for others to use while speaking in order to reduce misunderstandings and improve the effectiveness of information.

Contribution/ Originality: This study is a discourse analysis perspective on analyzing a speech which is a very unique and special kind of discourse. The result of this study is proven to be a reference for someone to be selective in creating a good speech to avoid misunderstandings and ensure that information is comprehended widely.

1. INTRODUCTION

Language is a fundamental aspect of communication that plays an irreplaceable role in our daily lives. It enables individuals to express their thoughts, opinions and desires to others. According to Sinamo, Herman, and Marpaung (2023), language is a system of sounds used by members of social groups to cooperate, communicate and identify one another. Language holds immense significance in shaping our personal and collective cultural identities, serving

as a means of communication, cultural transmission and a marker of belonging. It serves as a symbolic tool for fostering mutual understanding within society. [Castilo \(2015\)](#) asserts that language is a strategic tool employed in verbal communication. However, in addition to appreciating the value of language, it is critical to consider how we might conserve and advance the usage of a variety of languages in our daily interactions as members of society and as global citizens ([Hoque, 2017](#)). Conventional practices serve as a representation of language and help in defining its meanings. It is challenging to imagine how individuals can interact and form relationships without the medium of language. Humans depend on language as a necessary tool for daily communication ([Simbolon, Sinurat, & Silalahi, 2023](#)).

The act of transmitting information from one place, person or group to another is an essential component of communication. This process comprises the dissemination, reception or exchange of thoughts, data, signals or communications through suitable channels to convince, obtain, supply or articulate emotions. [Lunenburg \(2010\)](#) characterizes communication as the conveyance of understanding and knowledge from one individual to another. Every communication transaction involves a sender and a receiver. Communication is essential as it brings people together, fosters closeness and facilitates self and others ([Mantovan, 2020](#)). Languages serve as a means of communication and can be expressed through spoken and written words. Written language can be found in novels, speech scripts, newspapers, movie subtitles, magazines, poems and other literary works. On the other hand, spoken language is used in discussions, movies, songs and speeches ([Herman, Sulistyani, Ngongo, Fatmawati, & Saputra, 2022](#)). Language is integral to our existence as human beings since social interaction and communication are fundamental aspects of our nature. A discourse is a group of related claims that are used in written and spoken communication to express a common meaning. Discourse is a field of study within linguistics that focuses on how individuals interpret texts and engage in social interactions ([El Saj, 2012](#)). According to [Herman, Van Thao, and Purba \(2021\)](#), it encompasses the largest level of linguistic analysis. Discourse analysis examines the relationship between language and the contexts in which it is used whether in verbal communication or various forms of written literature. [Ghofar \(2018\)](#) defines discourse analysis as a fully developed linguistic element consisting of a sequence of coherent and cohesive phrases that are in line with the situational context. In other words, discourse involves measurable units of language that can be formed by a single paragraph or a series of sentences. According to [Purba and Herman \(2020\)](#), discourse analysis explores language use beyond the level of individual sentences ([Sukrisno, 2010](#)). It encompasses sentences, phrases or linguistic units found in spoken or written texts. Discourse examines the various techniques employed by speakers to create coherent and cohesive sentences. A logical and coherent explanation and development of each sentence or paragraph form an integrated unit. At the highest level, discourse relies on other elements of language such as words, phrases, clauses and sentences to convey meaning to readers and listeners. This harmony between language elements is referred to as cohesion which is crucial for readers and listeners to fully understand literary works and other forms of discourse.

Coherence is achieved through the use of formal linguistic means and one of the key ways to establish cohesion is through lexical cohesion and grammatical cohesion. Grammatical cohesion is extremely important in establishing cohesiveness since it ensures that a written work makes sense and is easy to read. Grammatical cohesion refers to the relationship between elements in a discourse that is realized through grammar. In other words, grammar serves as the foundation of language and determines how language is organized or structured by its users to form coherent sentences. According to [Resmi et al. \(2023\)](#), speaking English fluently is one of the key competencies that students need to acquire. They need to be aware of the rules of the English language in order to prevent mistakes. They will be able to use the appropriate linguistic structures to communicate their ideas, feelings and desires after they have mastered English grammar. [Burviana \(2018\)](#) defines grammatical coherence as the use of grammatical elements to connect sentences in a text thereby creating a coherent meaning. Grammatical cohesion is evident when there are elements that can be linked together in a cohesive manner.

During the process of constructing cohesive and well-formed sentences, individuals may face various difficulties. These difficulties may result from linguistic barriers, comprehension of the information being communicated and the ability to identify the primary idea or aspect of a conversation. Moreover, problems may also arise from a lack of proficiency with the elements of English language such as grammar. These factors contribute to the challenges individuals face in identifying and constructing sentences. According to [Herman et al. \(2021\)](#), grammar plays a significant role in enabling language to be accepted and understood by people as it provides information that aids in the comprehension of the audience or reader. There are different cohesive methods such as conjunction, ellipsis, reference and substitution within the category of grammatical cohesiveness. Researchers are particularly interested in reference as a component of grammatical cohesion. Reference refers to the relationship between the entities being referred to and the symbols or words used to represent them. [Halliday and Hasan \(1976\)](#) identify three types of reference: personal reference, demonstrative reference and comparative reference. Personal reference pertains to the use of categories of people in a speech scenario. It involves referring to individuals or groups of people based on their roles or functions. On the other hand, demonstrative reference refers to a method of indicating orally a certain referent occurrence. The speaker indicates the proximity or closeness of the referent event in order to identify it. Comparative reference involves indirect references using adjectives. This type of reference is used to keep an identity and similarity comparison between objects with the help of particular tracking criteria. According to [Ghofar \(2018\)](#), it is necessary to have a thorough comprehension of cohesive devices in particular in order to create coherent sentences. Writing well-structured texts that successfully communicate information to readers requires an understanding of cohesion, especially grammatical coherence. Repeating the same word or sentence excessively can make the meaning of the discourse more difficult to comprehend ([Sihombing, Herman, & Saputra, 2022](#)). Texts become easier to understand when there is a clear relationship established between sentences and paragraphs especially when speech texts are involved. [Hidayat \(2016\)](#) also emphasizes that cohesiveness is a crucial aspect of successful writing. Cohesion refers to the grammatical and lexical connections that hold a text or sentence together and give it meaning. Researchers have concluded that the use of reference is vital for understanding the meaning of discourse. There is no need for unnecessary repetition by employing reference words or sentences that have been previously mentioned. Instead, pronouns can be used to replace the repeated information making the texts or sentences meaningful. For example, in Joe Biden's victory speech,

Example:

"As **I** said many times before, I'm Jill's husband and I would not be here without **her** love and tireless support of Jill."

In the given example, the word **I** serves as a reference to the speaker's or Jill's husband which is Joe Biden. Although Joe Biden's name is not explicitly mentioned in the speech, it is replaced with the pronoun **I**. This type of reference is categorized as a personal reference. Similarly, the word **her** refers to Jill and it is also a form of personal reference. The example demonstrates how the use of references contributes to creating well-structured and systematic sentences. By using references, repetitive words or phrases can be repeated with pronouns, eliminating unnecessary repetition. This enhances the cohesion of the discourse and facilitates understanding for readers and listeners. When a sentence is repeated multiple times within a text, it can make the meaning difficult to grasp. Therefore, selecting appropriate references is crucial to creating meaningful discourse ensuring ease of comprehension and maintaining a cohesive structure. The importance of references in communication is supported by experts in the field. [Yule \(2010\)](#) states that occasional misunderstanding can occur among language users. Hence, references, such as pronouns are used to refer back to specific words or sentences within the topic of conversation aiding in clarity and effective communication.

In this research, the researchers referred to a previous thesis conducted by [Al-Khalidy \(2018\)](#) titled "*Discourse Analysis of References in the Speech of Amir of Qatar Sheikh Tamim Bin Hamad Al-Thani in the 72nd Session of the United*

Nations General Assembly". The previous research focused on grammatical cohesiveness particularly as it related to references, and was founded on Adetunji (2006) theory of grammatical coherence. The researchers identified a problem in understanding speech references as listeners sometimes struggle to determine their precise meanings. It was noted that people interpret texts and words not only based on their context but also on their linguistic meaning. The researchers in this study examined the frequency of occurrence of individual, demonstrative and comparative references as part of their analytical investigation. The findings revealed that personal references were the most frequently used type of reference in the speech followed by demonstrative references. Comparative references were found to be the least frequently occurring type of reference.

The researchers identified the following problems based on the research's historical context and the earlier discussion:

1. What are the types of references found in Joe Biden's victory speech?
2. What are the functions of references found in Joe Biden's victory speech?

These research questions aim to investigate the specific types of references used in Joe Biden's speech and to determine the functions or roles these references serve within the speech. The researchers can analyze and understand how references contribute to the coherence and meaning of the discourse in Joe Biden's victory speech by addressing these questions.

2. LITERATURE REVIEW

2.1. Discourse Analysis

Discourse examines how individuals derive meaning from and comprehend text and social interactions in the field of language study. Drid (2010) further asserts that discourse represents a comprehensive and meaningful unit that conveys a complete message. Analysis serves as a method to evaluate the existing discourse present in both textual and contextual communication messages. Discourse analysis encompasses various forms of texts including speech scripts, newspaper articles, books (essays, novels and fiction) and election campaign advertisements. This analytical approach allows us to observe the organization, usage and comprehension of messages. Moreover, it provides insight into the diverse strategies employed by communicators (writers, speakers and directors) in their quest to convey a specific purpose or meaning through the delivery of discourse.

According to Drid (2010), discourse analysis (DA) involves the examination of language in its broadest sense to understand social interactions, encompassing face-to-face conversations, non-verbal communication, images, symbols and documents. Halliday and Hasan (1976) emphasizes that discourse analysis focuses on how speakers combine sentences to form larger units of speech. Herman et al. (2022) further describe discourse analysis as a multidisciplinary field that incorporates theories and analytical methods such as linguistics, sociology, philosophy and psychology. Importantly, discourse analysis has provided frameworks and approaches to address issues in various fields including education, cultural studies and communication. Discourse analysis has a wide range of applications, thus covering them all in detail would be beyond the scope of this introduction.

A thorough investigation of discourses, including their description, interpretation, justification and in certain cases, criticism is included in discourse analysis. This analysis also explores the development of discourses and their consequences for the phenomenon being studied. Discourse is defined by linguistic traditions mostly as units of written and spoken communication emphasizing textual and conversational content. However, discourse also refers to research that clarifies the relationships between language and its context. Gee (1999) posits that discourses encapsulate the multitude of ways humans interweave language with non-linguistic elements like distinct modes of thought, action, interaction, valuation, emotion, belief and the use of symbols, tools and objects in fitting contexts and at suitable times. People are able to imagine and identify various identities and activities, assign particular meanings to the physical world, distribute social goods in particular ways, make significant relationships between our experiences and give preference to particular symbol systems and knowledge types over others due to this

discourse. Gee (1999) further proposes that “recognition” is a pivotal element of discourses. When language, action, interaction, values, beliefs, symbols, objects, tools and locations are amalgamated in a way that others perceive you as a distinct type of individual engaged in a specific activity in the present moment, it fosters a discourse. Discourse can manifest in both written and verbal forms with every statement involving a speaker and a listener as discourse participants. It necessitates the integration of language, actions, responses and ways of thinking, believing, valuing, and using various symbols, tools and objects to represent a socially recognizable identity. Discourse units are more difficult to define than sentences which have clear boundaries. Moreover, according to Khalifah and Wibowo (2019), discourse analysis is a multidisciplinary approach that focuses on language in use. It covers both spoken and written modes, each of which has different aspects such as syntax, vocabulary and situational context.

One interesting aspect of discourse analysis to explore is grammatical cohesion. It differs from other cohesive elements in a text, such as synonyms, superordinates and collocations. Grammatical cohesion pertains to the grammatical structure of the text and the relationships it forms. Halliday and Hasan identified five general categories of cohesion devices that contribute to coherence in texts: reference, ellipsis, substitution, lexical cohesion and conjunction. Grammatical cohesion encompasses reference, substitution and ellipsis while lexical cohesion and conjunctions lie on the boundary between grammatical and lexical devices as conjunctions have both grammatical and lexical components. According to Muhyidin (2018) the relationships between sentences and paragraphs in a speech are vital for creating coherence in a discourse. These relationships ensure that the discourse flows smoothly and coherently.

Discourse refers to the unity of a text whether it is in spoken or written language. It does not necessarily have to adhere to rational and logical constraints. Examples of discourse include poems, conversations and tragedies. The unity of discourse structure is more closely related to lexical unity than syntactic unity.

2.2. References

According to Hidayat (2016) a reference is the act of one word pointing to another. It establishes a relationship between entities or facts that can be discerned at varying distances within the text. References enable speakers or writers to signal whether something is reiterated from another part of the text or if it is being introduced for the first time. Its function is to usher in and monitor the identities of participants throughout the text. Sentences can achieve cohesion by pointing back to prior participants or forward to forthcoming ones in the text. Eggins (1994) as quoted in Hameed (2008) suggests that referencing cohesion retrieves presupposed information in the text and for cohesion to be achieved, the referents must be recognizable. In written text, referencing indicates how the author introduces participants and sustains continuity in tracking them throughout the text.

Hidayat (2016) highlights the strong relationship between reference and the representation of meaning as a part of the sign system. Reference is a form of grammatical cohesion and refers to a specific linguistic unit that points to another language unit (or a referent) that precedes or follows it. Emilia, Habibi, and Bangsa (2018) assert that a reference identifies an item introduced in the text.

2.3. Types of Reference

Halliday and Hasan (1976) identify three primary types of reference: personal reference, demonstrative reference and comparative reference.

2.3.1. Personal Reference

According to Hameed (2008), personal reference involves the use of items that refer to their referents by outlining their function in the speech situation. It identifies the first person as the ‘speaker’, the second person as the ‘addressee’ and the third person as the ‘other participant’. Personal reference is facilitated through the use of

personal pronouns which signify the category of the person. This category consists of three classes: personal pronouns, possessive determiners (or possessive adjectives) and possessive pronouns.

Table 1 presents three classes of personal references.

Table 1. Three classes of personal references.

Personal references		
Personal pronouns	Possessive pronouns	Possessive determiners/Identifiers
I, you, we, they, he, she, it and one	Mine, yours, ours, theirs, him, hers, its and one's	My, your, our, their, his, her, its and one's

For example:

“Mr. Smith was absent yesterday. He attended a meeting in Medan.”

In the second sentence, *he* refers to *Mr. Smith* mentioned in the preceding sentence. *He* is an example of a personal reference as a personal pronoun indicating the third person.

2.3.2. Demonstrative Reference

The second form of reference is termed demonstrative reference. Demonstrative reference uses a speech context to identify referents uses a proximity scale to indicate referents and is in contrast to personal reference (Hameed, 2018). It involves verbal indication wherein the speaker pinpoints or highlights the referent event by positioning it on a scale of closeness. Demonstrative reference can be categorized into three classes: selective nominal demonstrative, adverbial demonstrative and the definite article ‘*the*’. Selective nominal demonstrative refers to the placement of an object as exemplified by the sentence, “*Those* books must be distributed to all the children in the orphanage”. Adverbial demonstrative refers to the placement of a process in space or time and is directly used in the sentence, for example, “I will visit my best friend *then*”. The definite article ‘*the*’ refers to the placement of an object, as in the case of “*The* new dress looks stunning”.

Table 2 presents three classes of demonstrative reference.

Table 2. Three classes of demonstrative references.

Demonstrative references		
Selective nominal	Adverb	Definite article
This, these, that and those	Here, now, there and then	The

For example:

“I saw many people at the beach *there*”.

In the sentence, *there* is a demonstrative reference functioning as an adverbial demonstrative. It explains the place condition and is categorized as a cataphoric reference because the reference is explained before it.

2.3.3. Comparative Reference

The third type of reference is a comparative reference. According to Emilia et al. (2018) comparative reference involves indirect reference using identity or similarity through the use of adjectives. In other words, comparative reference is a form of cohesion that demonstrates a comparison between two things. Comparative reference can be divided into two classes: the general class (identity, similarity and difference) and the particular class. In the general class of comparative reference, things are compared to show likeness or unlikeness without considering any specific property. This refers to referential property as something being similar to or different from something else. This particular class of comparative reference involves comparison between things. In other words, it expresses the comparability between things.

Comparative reference can further be divided into three subcategories: numerative, epithet, and adjunct. Numerative comparisons are denoted by words like *same, equal, identical, similarity, additional, other, difference* (in the general class), and *more, fewer, less, further, so, as + numeral* (in the specific class). Adjunct comparisons are indicated by words such as *identically, as, so, likewise, similarity, otherwise, else, differently* (in the general class), and *better, so, as, more, less + adverb* (in the specific class). Epithet comparisons are signified by the word ‘*such*’.

Table 3 presents three classes of comparative references.

Table 3. Three classes of comparative references.

Comparative references		
Numerative	Adjunct	Epithet
Same, equal, identical, similarity, additional, other, difference, more, fewer, less, further, so, as and numeral.	Identically, as, so, likewise, similarity, otherwise, else, differently, better, so, as, more less and adverb.	Such

For example:

“He and uncle are different.”

In this example, the referents are *he* and *uncle*, and the comparative reference is *different* which points forward to the comparison being made.

2.3.4. Function of Reference

In terms of its function, reference can be classified into two categories: exophoric reference and endophoric reference Hidayat (2016).

2.3.4.1. Exophoric Reference

Exophoric reference also known as situational reference involves referring to something based on its identification within a specific context. According to Emilia et al. (2018) references can either be within the text (endophoric) or situated in the context of a situation (exophoric). On the other hand, endophoric reference is commonly referred to as textual reference which means referring to something identified within the surrounding text. Endophoric references typically appear when the interpretation is confined to the text itself while exophoric references occur when the interpretation extends beyond the text and is related to the situational context.

2.3.4.2. Endophoric Reference

Endophoric reference is a term within the field of semantics that refers to a kind of referencing where the referent can be found within the confines of the text itself. According to Emilia et al. (2018) endophoric reference can be further divided into two subtypes: Anaphoric and cataphoric. Anaphoric also referred to as "backward-looking," is when the referent is mentioned prior to its pronoun. For instance, in the sentence “The teacher asked Ahmad to read the book, hence he read the book,” he refers back to Ahmad. Conversely, cataphoric or "forward-looking" is when the referent is mentioned after its pronoun as in “This animal likes to eat a banana. Monkey likes to eat a banana.”

Halliday and Hasan (1976) as quoted in Emilia et al. (2018) segregated reference into two main categories: exophora and endophora in their comprehensive study on textual cohesion in English. The term exophoric reference is applied when the referent is an entity in the real world such as when *his shirt* or *your uncle* are mentioned. On the other hand, endophoric reference is used when the referent is within the text itself and is referred to through linguistic means. In addition, Maryati and Suprpti (2018) proposed that references can be categorized as either “endophoric” or “exophoric” based on their functions. They further elaborated that endophoric

reference can be split into anaphora which refers to a preceding part of the text, and cataphora which refers to a forthcoming part of the text.

1) Anaphora

- 1) According to Hidayat (2016) anaphora is a structure of language that emphasizes the recurrence of words, phrases or sentences usually at the start of a sentence or following a comma. The purpose of this repetition is to emphasize or strengthen the idea or concept being conveyed. Essentially, anaphora involves a subsequent reference to an entity (antecedent) that has already been introduced in the text. This usage of an expression that specifically depends on a preceding expression (the antecedent) is a key characteristic of anaphoric reference. In practical terms, anaphora is the repetition of an entity (the antecedent) by the speaker (the anaphor) signifying a return to that initial entity. Here, antecedents are considered to be previous elements or information stored in memory or context that are indicated by an expression in a particular clause or sentence. Anaphora is demonstrated by the following examples: "Jane dropped the glass. It shattered loudly."
- 2) "Sheina and Vika go to the supermarket and they walk together."
- 3) "The party started and that was pleasant for everyone."

In these examples, the pronoun **it** in sentence (1) refers to 'the glass,' **they** in sentence (2) refers to 'Sheina and Vika,' and **that** in sentence (3) refers to 'the party started'. These expressions, 'the glass,' 'Sheina and Vika,' and 'the party started', function as antecedents as they are the initial expressions. On the other hand, **it**, and **that** are examples of anaphora as they are expressions that refer back to the antecedents.

2) Cataphora

According to Hidayat (2016) a cataphoric reference is a linguistic construct that anticipates a subsequent passage in order to indicate the elements to which a pronoun refers. Yule (1996) further clarifies that a cataphora involves a referent that has not been introduced previously. In essence, cataphora is the use of an expression that relies on a subsequent expression for its meaning. It is essentially the reverse of anaphora. The following sentences can assist to demonstrate cataphora:

- 4) "After he entered, Vincent immediately hugged his mother."
- 5) "A little boy, William, was playing at the playground."
- 6) "If you want some, here is some candy."

In sentence (4), the pronoun 'he' anticipates 'vincent, in sentence (5), 'a little boy' refers forward to 'William', and in sentence (6), 'some' is a reference to 'candy'. These expressions 'he' in sentence (4), "a little boy" in sentence (5) and "some" in sentence (6), function as cataphors since they precede the expressions they refer to. Conversely, 'Vincent' in sentence (4), 'William' in sentence (5), and 'candy' in sentence (6) function as postcedents as they are expressions that follow the cataphoric expressions.

3. RESEARCH METHOD

3.1. Research Design

This study implements a qualitative descriptive approach with a particular emphasis on content analysis. According to Andayani et al. (2023) descriptive qualitative research is a method that employs sincerity in data collection aiming to construct a model using words and phrases. Ary, Jacob, and Sorensen (2010) assert that qualitative researchers endeavor to comprehend phenomena holistically focusing on the broader picture rather than dissecting it into discrete variables. Creswell (2012) characterizes qualitative research as the collection, analysis and interpretation of comprehensive narrative and visual (nonnumerical) data to deepen the understanding of a specific

subject matter (Herman, Purba, Thao, & Purba, 2020). He further articulates that the primary objective of qualitative research is to illuminate a social situation or activity from the viewpoint of the research participants. Qualitative research methods are deployed to gain insights into the behavior and perceptions of the target group towards a specific subject. Various techniques such as grounded theory, ethnography, case studies, content analysis and phenomenological methods can be employed in qualitative research (Creswell, 2012).

In this study, content analysis is employed as the research methodology. Content analysis pertains to the systematic examination of communication content which can be derived from various sources like newspapers, comedy texts, voice scripts, magazines, literary texts etc. This study scrutinizes references in Joe Biden's speeches categorizing them and discerning their purposes.

3.2. Data Sources

According to Ngongo, Maromon, and Loba (2022) data is factual information or details used to address or resolve a research topic. For this study, the primary data source is a video from YouTube: <https://youtu.be/1AfNYztas2c>. This video, with a duration of 15 minutes and 19 seconds features a speech by Joe Biden titled "Joe Biden's victory speech" which was broadcast on 8 November 2020.

The subject of this research is the aforementioned speech while the object of inquiry is the reference found within the speech. The particular speech was chosen for analysis for several reasons. Firstly, it frequently became a trending topic on YouTube following the presidential election in the United States. Secondly, several previous studies have analyzed references and the researchers observed that this speech contained numerous references that had not been analyzed before. Thirdly, the researchers hold admiration for president Joe Biden who had the perseverance to run for president three times and demonstrated a positive outlook in his speech. His humility and leadership abilities further inspired the researchers. Lastly, the speech was selected due to the abundance of reference words contained within it. Consequently, the researchers analyzed the video of the speech with the primary aim of identifying and examining these references.

3.3. Research Instruments

Research instruments are tools used to gather data. Common data collection methods in qualitative research include observation, interviews, questionnaires and document or artifact analysis (Ary et al., 2010). These instruments not only facilitate the research process but also enhance its clarity, comprehensiveness and systematic approach. Researchers use additional tools in addition to primary resources to collect data. The instruments employed in this study include the following:

1. The speech script which serves as the primary research document.
2. A laptop was used to view the video of the speech.
3. Notebooks or note-taking materials are used to jot down significant points from the video.

3.4. Data Collection Technique

Data collection is the process of gathering and categorizing information often involving note-taking. The researchers used library research, a method used in academic studies to collect data from documents for this study. According to Creswell (2012) documents can serve as a valuable source of data for qualitative research. The process of data collection was executed in the following stages:

1. Searching the video of Joe Biden's victory speech on YouTube.
2. Downloading the video for offline analysis.
3. Watching the video while concurrently reading the script to ensure comprehensive understanding.
4. Transcribing the script that was included in the video.
5. Observing and analyzing the data.

- Collecting utterances from the speech script for further study.

3.5. Data Analysis Technique

The first steps in data analysis involve organizing a large volume of information, converting it from oral or written form to a typed document and deciding whether to analyze the data manually or using a computer (Creswell, 2012). The researchers for this study followed these procedures:

- Identifying the references used in Joe Biden’s victory speech. Classifying the types of reference used in the speech.
- Analyzing the data by marking each reference that appears in the video.
- Classifying each term that has a reference or creating a list of reference words that appear in the video.
- Assigning codes to each reference which may include personal references, demonstrative references and comparative references.
- Describing the functions of the references used in Joe Biden’s victory speech.
- Drawing conclusions based on the analysis.

4. RESULTS AND DISCUSSION

4.1. Findings of the Study

This research yielded two significant findings: firstly, the identification of reference types based on Halliday and Hasan’s theory and secondly, the determination of reference functions as per Hameed’s theory. The findings derived from careful data analysis are briefly outlined as follows:

4.1.1. Types of References

The data analysis revealed three types of references in Joe Biden’s victory speech: personal reference, demonstrative reference and comparative reference. The analyzed data comprised 395 instances of these references. Personal references accounted for 236 instances (60%), demonstrative references for 152 instances (38.5%) and comparative references for 7 instances (1.5%). A detailed depiction of these types can be found in the subsequent Table 4 and Figure 1:

Table 4. Reference types in Joe Biden’s victory speech.

No	Reference types	Frequency	Percentage
1	Personal reference	236	60%
2	Demonstrative reference	152	38.5%
3	Comparative reference	7	1.5%
Total		395	100%

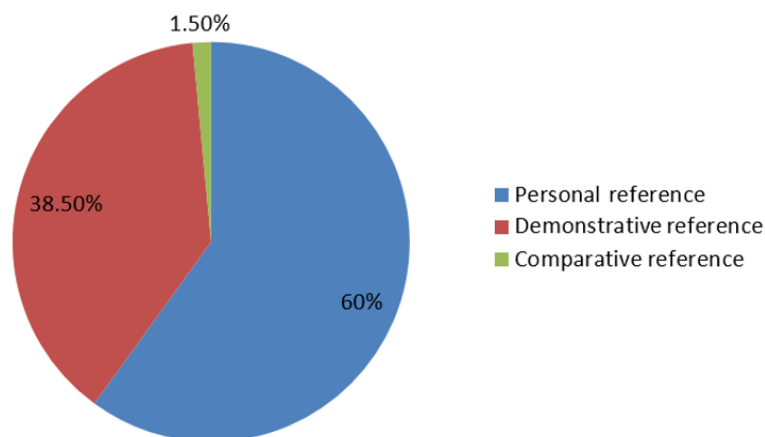


Figure 1. Reference types in Joe Biden’s victory speech.

4.1.2. Functions of References

The data analysis revealed two functions of references in Joe Biden’s victory speech namely anaphora and cataphora. The analysis identified 198 instances of these functions with 128 being anaphora and 70 being cataphora.

Table 5 presents the functions of references in Joe Biden’s victory speech.

Table 5. Functions of references in Joe Biden’s victory speech.

No.	Function of reference	Frequency	Percentage
1.	Anaphora	128	64.5%
2.	Cataphora	70	35.5%
Total		198	100%

Figure 2 illustrates the functions of references in Joe Biden’s victory speech.

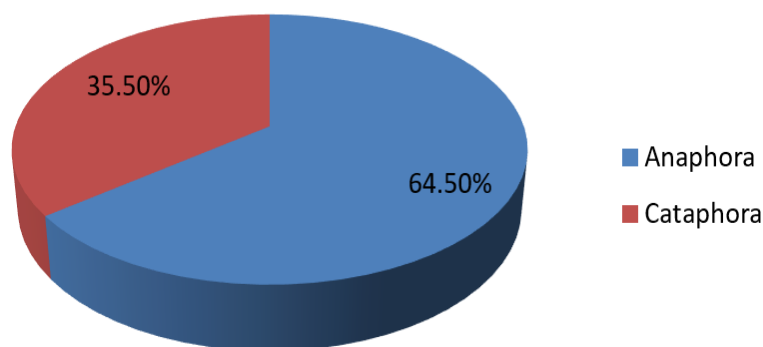


Figure 2. Functions of references in Joe Biden’s victory speech

4.2. Discussion

This section delves into a detailed discussion of the research findings which have been analyzed and classified. The focus of this discussion is on the types and functions of references identified in Joe Biden’s victory speech.

There were 61 references including 30 personal references, 30 demonstrative references and 1 comparative reference derived from data 1 which was taken from the speech's first paragraph. In terms of reference function, there were 30 instances comprising 20 anaphoras and 10 cataphoras. The second paragraph's data included 71 references: 51 personal, 19 demonstrative and 1 comparative reference. The function of these references included 24 anaphoras and 10 cataphora totaling 34 instances. Finally, the third paragraph's data showed 54 reference data. These included 32 personal references, 21 demonstrative references and 1 comparative reference. In terms of function, there were 19 anaphoras and 11 cataphora making a total of 30 instances. There were 88 reference data points in data 4 which was taken from the speech's fourth paragraph. These included 44 personal references, 42 demonstrative references, and 2 comparative references. The reference functions were made up of 25 anaphoras and 14 cataphora totaling 39 instances. Data 5 taken from the fifth paragraph revealed 62 reference data points, consisting of 41 personal references, 19 demonstrative references and 2 comparative references. In terms of reference functions, there were 22 anaphoras and 17 cataphoras, amounting to 39 instances. Lastly, Data 6 derived from the sixth paragraph presented 59 instances. These comprised 38 personal references and 21 demonstrative references. The reference functions included 18 anaphoras and 9 cataphora totaling 27 instances.

There are several similarities and differences when comparing this research with a previous study conducted by Normah (2013) titled “Analysis of Grammatical Cohesion in Stephenie Meyer’s Novel ‘The Second Life of Bree Taner’”. One of the main similarities lies in the methodology. Both studies used a descriptive qualitative research approach and applied the theory of Halliday and Hasan (1976) to determine the types of references. Moreover, both studies found that personal references were the most dominant type in the data. However, there are some notable differences as well. The most significant difference is the source of the data. This study analyzed a speech script,

while Normah's research examined a novel. Additionally, this research expanded beyond just identifying the types of references to also examining their functions which was not done in the previous study.

Normah's research found that the personal references in the novel mostly referred to the main character. In contrast, this study defined two purposes of references, namely anaphora and cataphora along with three categories of references: personal, demonstrative and comparative by using Joe Biden's victory speech as data. In a nutshell, both studies share some methodological similarities. They differ in terms of data sources and the depth of analysis. This research provides a more comprehensive examination by including both types and functions of references found in a different data source a victory speech by Joe Biden.

5. CONCLUSION

Based on the comprehensive analysis and discussion outlined above, the researchers have drawn the following conclusions regarding the use of references in Joe Biden's victory speech:

1. The speech contains three types of references: personal, demonstrative and comparative. This indicates a diverse use of references throughout the speech. The most dominant type found was personal references which primarily referred to the main character or personal pronoun in the speech. This dominance suggests that personal references were the speaker's preferred method of conveying his message.
2. In addition to the type of references, this research also identified two functions of references: anaphora and cataphora. Anaphora refers to instances where a reference is made to something that has been previously introduced or is already known. In contrast, cataphora involves referencing an expression that follows the reference.

No instances of exophora which refers to items outside the text were found in this research due to the focus of this study being strictly on references within the text or endophora. In a nutshell, this research has provided valuable insights into the use of different types and functions of references in a speech context with particular focus on Joe Biden's victory speech.

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