

# THE ANALYSIS OF SPOKEN AND WRITTEN DATA IN DISCOURSE ASPECTS

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**Abstract:** *Language learning is not merely about learning how to speak or write, but the essential meaning of learning a language is how to communicate using it. To communicate effectively, learners must be able to get the meaning through context. In discourse context takes an important role. Therefore, this study would benefit many people to show how discourse is analyzed through its detail sub-topics. The data were taken from interview recording and paragraph writing between two students. The data were analyzed through partial analysis and whole analysis. It was found that there were some parts of pragmatics topic and it is relevant as well.*

**Keywords:** *Context, Discourse, and Pragmatics*

**Abstrak:** *Pembelajaran bahasa tidak hanya sebatas belajar bagaimana caranya berbicara atau menulis, namun hal terpenting adalah bagaimana berkomunikasi menggunakan suatu bahasa. Untuk berkomunikasi secara efektif, pelajar bahasa harus memahami bagaimana caranya mengetahui makna melalui konteks. Dalam suatu wacana konteks atau situasi saat berbicara mempunyai peranan penting. Oleh karena itu, studi ini ingin menampilkan berbagai keuntungan dalam memahami wacana secara detil berdasarkan sub-topiknya. Data diambil dari hasil wawancara dan tulisan dua orang siswa. Data dianalisa melalui analisa secara terpisah dan menyeluruh. Hasilnya menunjukkan bahwa terdapat beberapa topik dalam pragmatik dan sangat relevan juga.*

**Kata kunci:** *Konteks, Wacana dan Pragmatik*

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## 1. INTRODUCTION

Learning a language is not always, and or enough to, the matter of learning vocabulary, grammar, and pronunciation. Learning a language deals with many aspects language form (vocabulary, grammar, pronunciation, etc) and also language function.

Language has a magical property (Gee, 1999): when we speak or write we craft what we have to say to fit the situation or context in which we are communicating. However, at the same time, the way we speak or write creates the situation or context. For example, a conversation between Student A and Student B in interview section.

Student A : “yes”

Student B : “yes.....

*Okay Len thank you so much for your time, I am really happy and glad to see you today.”*

Those two utterances will not be understood to whoever listens to them without knowing the context or situation. Some people might think those two girls are agreeing about something or they only want to have farewell after meeting. In fact, they are talking about Student A’s occupation. This is one of examples of the importance of context in understanding the meaning of the utterances. And/or the situation creates by our utterances or writing by seeing this following example.

*I am the third of four children in my family. In my family, I am little bit*

*quite person than others, because of  
that I try to be an independent girl.*

*(source: Student A's written data)*

It is obviously seen that Student A tries to create a condition/situation in readers' mind that she wants to be independent because of some reasons: (1) she is quite person and (2) she is the third position in her family. However, readers will not really get the ideas if they are not, again, in the same context to the writers' intention.

These kinds of phenomena are really often occurred in conversational context and written form. Therefore, we need a way of study in order to be able to analyze the phenomena since they will have different formulae and conventions which we follow; they will have different ways of opening and closing the encounter, different purposes, different role relationships, and different settings in some aspects of language linguistics, pragmatic, psycholinguistics, and sociolinguistics.

Discourse analysis is the way out of the problems. According to Brown and Yule (1983: 1) discourse analysis is the analysis of language in use. McCarthy (1991) believes that Discourse Analysis is concerned with the study of the relationship between language and contexts in which it is used. It grew out of work in different disciplines including linguistics, semiotics, psychology, anthropology, and sociology. We can use discourse analysis to enrich our competence in language function, language in use, so we are not only good in grammar. Then, we can have more understanding in language part. In conclusion, discourse analysis can be defined as the investigation of what that

language is used for in several aspect of linguistics in order to have better understanding.

This paper analyzed two data given. Firstly, written data which the writer got from Student A's paragraph. Secondly, spoken data which the writer got from students' interview recording. The writer tried to see them partially and simultaneously.

Seeing the reasons above, this paper came into two aims. First, general aim is to see language used/function in two different forms written and spoken. Second, specific aims are to see the coherency and relevancy of those two data; to see the written data in term of linguistics, vocabulary used, socio/psycholinguistic, and pragmatic; to see the spoken data in terms of adjacency pairs, exchanges, turn-taking, interactional and transactional talk, socio-psycholinguistics, and pragmatic.

This paper is hoped to help teachers in teaching English, in terms of language used and function for their students, since language in used either in spoken or written form will not only talk about surface structure but deep structure as well.

## **2. METHODOLOGY**

As previously stated, discourse analysis is the analysis of language in used. There are some aspects dealing with this discourse analysis. It is, at the outset, needed to know the basic theory of all aspects discussed in discourse analysis. The aspects discussed are these follow:

## 2.1 Relevancy

It is derived from the word relevant. It means closely connected with something; appropriate in the circumstances (Hornby: 1995). In speaking and also writing we must have topic framework which represents the area of overlap in the knowledge which has been activated and is shared by the participants at a particular point in a discourse. The relevance can be seen as Grice suggests, there is a general agreement of co-operation between participants in conversation, and then each participant can expect the other to conform to certain conventions in speaking. These conventions or maxims have to do with the quantity (or informativeness), the quality (truthfulness), the manner (clearness), and relevance of conversational contributions. In result of having no relevance, speaker and listener, writer and reader will not be in line and get each other understanding.

In this case, the writer saw the relevance of two data, spoken and written data, whether they are in one topic since they both are assigned in the same topic *“How do You See Yourself, Life, and the World?”*

## 2.2 Coherency

Coherent means logical or consistent, easy to understand, and clear (Hornby: 1995). We can say, at glance, that coherence dealing with the topic framework between those two data in terms of their consistency on the topic and understandable by others. Coherence, if it is seen as maxims of Grice, it is likely dealt with the

manner (clearness). For example, there are two sentences in questioning something.

*Ratna : “The way of testing is not always appropriate to all situation in testing context, why?”*

*Wulan : “Why is testing way inappropriate to all situation in testing context?”*

From those two questions above, Wulan’s question can be more in coherence because it is clear to use and understand rather than Ratna’s.

## 2.3 Linguistic

The study of a language is the meaning of linguistics. There are many aspects of linguistics such as phonology, morphology, syntax, semantic, and pragmatic. Common mistakes occurred that most of people think that linguistic is only dealt with the language form but, actually, linguistics is also dealt with language in used in certain context in every spoken and written language.

To see the data given, I will see the written data linguistically in terms of Grammar – references (anaphoric, cataphoric, exophoric), conjunction, article, theme and rheme, topic and comment, subject and predicate, tense and aspect – Vocabulary – lexical cohesion, function and content words, register, modality – Socio/psycholinguistics, pragmatic.

### 2.3.1 References

Brown and Yule (1983) suggest that reference is words refer to things. Reference items in English include pronouns, demonstrative, and article. References are used in language either spoken or written in order to vary the sentences and still coherent to the topic.

Furthermore, there are three kinds of references. (1) *Anaphoric Reference*, a word in a text refers back to the previous ideas in the same text to see the meaning, usually known ‘looking backward’. For instance, I met FitriAndhika yesterday, and **he** looked awesome. ‘He’ is the anaphoric reference which refers to FitriAndhika. (2) *Cataphoric Reference*, a word in a text refers to the following ideas to see the meaning, usually known ‘looking forward’. For example, When **he** knew it, John was shock. ‘He’ is the cataphoric reference which refers to John. (3) *Exophoric Reference*, a word in a text which refers to something based on the cultural background possessed by the speaker/listener and/or writer/reader, usually known as looking outward. For example, **the government** will investigate the Century Bank scandal. In this case, ‘the government’ is the exophoric reference because it needs someone cultural/prior knowledge about which government. Singaporean might have no ideas if he/she listens to this statement but Indonesian will.

### 2.3.2 Conjunction

It is believed that providing cohesive ‘ties’ which bind a text together will keep the topic in coherence. The cohesive ‘ties’ is also known as conjunctions. Halliday (1985:302-9) offers a scheme for the classification of conjunctive relations and includes phrasal types as well as single-word everyday items such as *and*, *but*, *or*, *etc*. This following table is the list based on Halliday’s three category headings of *elaboration*, *extension*, and *enhancement*.

**Table 1. Halliday’s conjunction category**

Type	Sub-types	Examples
Elaboration	Apposition Clarification	In other words Or rather
Extension	Addition Variation	And/but Alternatively
Enhancement	Spatio-temporal Causal-conditional	There/previousl y Consequently/i n that case

Halliday also reached the explanation about the taxonomy types of explicit of conjunctive relations as these follows: (1) Additive: and, or, furthermore, similarly, in addition. (2) Adversative: but, however, on the other hand, nevertheless. (3) Causal: so, consequently, for this reason, it follows from this. (4) Temporal: then, after that, an hour later, finally, at last.

### 2.3.3 Article

Not much can be discussed in this article part. Articles are also known as determiners such as the, an, a, and that. Article/determiners are included as function words or grammatical words. Similarly, article is a word which is used with a noun, and which shows whether the noun refers to something definite or indefinite (Richards, Platt, and Platt: 1992). The main use of definite article in English is to show that the noun refers to a particular example of something, e.g.: (1) By referring to something which is known by both the speaker and listener. (2) By referring backwards to something already mentioned. (3) By referring forward to something. (4) By referring to something as a group or class.

The main use of indefinite article in English is to show that the noun refers to

something general or to something which has not been identified by the speaker.

### 2.3.4 Theme and Rhemevs Topic and Comment

What comes before the subject of the clause, or subject itself if nothing comes before it, the “theme” of clause or sentence. The remainder of the clause (everything after the theme) is rheme (Gee: 1999). In addition, McCarthy believes that theme is the same as topic and rheme is the same as comment.

**Table 2. Theme and Rheme Examples**

Theme (topic)	Rheme (comment)
I	‘m sitting here....
This bed	was full of daffodils....

### 2.3.5 Subject and Predicate

Subject is generally the noun, pronoun or noun phrase which typically precedes the main verbs, determines concord, refers to something about which a statement or assertion is made in the rest of the sentence. Meanwhile, predicate is the part of a sentence which states or asserts something about the subject.

### 2.3.6 Tense and Aspect

Tense is the relationship between the form of the verb and the time of the action or state it describes. Meanwhile, aspect is grammatical category which deals with how the event described by a verb is viewed, such as whether it is in progress, habitual, repeated, momentary, etc. Aspect may be indicated by prefixes, suffixes, or other changes to the verb or by the auxiliary verbs. English has two aspects: progressive and perfect.

## 2.4 Vocabulary

In terms of vocabulary, there are some parts will be discussed such as lexical cohesion, function and content words, register, and modality.

### 2.4.1 Lexical Cohesion

Lexical cohesion has some parts of repetition which means restating an item in later part of the discourse by direct repetition, it is called repetition. Lexical also deals with antonym and synonym of a word.

### 2.4.2 Function and Content Word

Function words (also sometimes called “grammatical word”) belong to smaller category which are said to be closed category, such categories are determiners, pronouns, prepositions, and quantifiers. Content words (also sometimes called “lexical word”) belong to the major part of speech: noun, verb and adjective.

### 2.4.3 Register

Register is speech variety used by a particular group of people, usually sharing the same occupation (doctors, lawyers) or the same interest. A particular register often distinguishes itself from other registers by having a number of distinctive words.

### 2.4.4 Modality

Modality is not always about the use of modal verbs (can, must, shall, and will). Actually, the vocabulary of modality includes

verbs such as *appear, assume, guess, look as, obviously, etc.*

## 2.5 Socio/Psycholinguistics

Sociolinguistics allows us to see the sense of language from the social view. We do not always see the language in language form or in one perspective only. Then, psycholinguistics allows us to see the language from the psychology view.

## 2.6 Pragmatics

Pragmatics does not give more attention in syntax or semantic used in language. This brings more consideration on contextual information. Pragmatics is more on the way of how to interpret the elements such as *here, I, now, this, and that*.

## 2.7 Adjacency Pairs

Adjacency pairs refer to 'conversational sequences' in which an utterance by one speaker depends upon an utterance made by another speaker. It is a sequence of two related utterances by two different speakers. The second utterance is always the response to the first.

In addition, pairs of utterances in talk are often mutually dependent; a most obvious example is a question predicts an answer, and that an answer presupposes a question.

## 2.8 Exchanges

Exchanges are the pattern of *the initiation and the follow-up move*. For example, teacher asks her student to ask her friends then it follows-up to the next student.

## 2.9 Turn-Taking

Discourse analyst has tried to observe how the speaker and listener manage their talk and how they take turns at talk. Turn-taking allows us to see back-channel of language in daily used such as *mm, ah-ha, yeah, and etc.*

## 2.10 Interactional and Transactional Talk

Interactional talk possesses some functions such as the lubrication of social wheels, establishing roles, conforming and consolidating relationship, expressing solidarity. Furthermore, transactional talk is for getting business done in the world. Its functions are to tell somebody something they need to know, to affect the purchase of something, to get someone to do something.

## 3. RESULT AND DISCUSSIONS

This paper analyzed those two data given by seeing them partially and simultaneously.

### 3.1 Partially Analysis

Firstly, spoken data, interview result, will be analyzed by using adjacency pairs, exchanges, turn-taking, interactional –

transactional talk, socio/psycholinguistics, and pragmatic. Secondly, written data will be analyzed by seeing it linguistically in terms of grammar (references, conjunction, article, theme and rheme, topic and comment, subject and predicate, and tense and aspect), vocabulary (lexical cohesion, function and content words, register, modality), socio/psycholinguistics, and pragmatics.

### 3.2 Whole Analysis

The data gotten, spoken and written data, will be analyzed by seeing them in their relevance and coherence.

### 3.3 Spoken Data

This spoken data is seen by some aspects linguistics, socio-psycholinguistics, and pragmatic.

#### 3.3.1 References

These spoken data has those three references, anaphoric, cataphoric, and exophoric. Anaphoric reference mostly occurs in this interview result. Let us see the example of them below.

*Student B : "oh, really good parents. ....both of your majors are English so who inspired you, actually, to take English as your major."*

*Student A : "ehmm... my father. .... because **he** was very want....."*

'He' refers to father from the previous sentences. Student A stated that her father inspired her to

take English and then she gave the reason by replacing 'my father' with pronoun 'he'.

*Student B : "Why? Is that because of your students are naughty?"*

*Student A : "No uh..., not naughty. **They** are very active....."*

'They' is also anaphoric reference since it refers to 'students' on the previous sentence.

There is only one cataphoric reference occurred during the conversation. The example is as this below.

*Student B : "Do you want to change your **occupation** may be as an officewoman or the other one?"*

'Occupation' is a cataphoric reference. It refers to office woman in the next sentence.

In addition, exophoric reference just occurred once during the conversation.

*Student B : "What about uh.....your study continuation. Now, ....because you know, we as **women**, do not need to have....."*

'Women' in that sentence is exophoric because it requires cultural background knowledge to be able to get the idea. Women, in this case, refer to Indonesian women.

#### 3.3.2 Conjunction

The conversation also used conjunction to keep their idea coherent and relevant. There were only two types of conjunctions used. First, enrichment for causal relation, e.g. *Student B: "Both of your majors are English so who inspired you....."*. In this case, 'So' is conjunction in terms of causal function. Second, extension for additive relation, e.g. *Student B: "Okay...and what about your teaching*

experience.....do your teaching experiences distribute mental **and** psychological development to your life?" 'And' is the additive conjunction.

### 3.3.3 Article

There were definite and indefinite articles. There were two example in that conversation.

- (a) Student B : "Do you want to change .....as an office woman or **the** other one?"
- (b) Student A : "No, because uh..... I am very happy to be **a** teacher now."

From those two examples, 'the' is definite article which refers to something known both by the speaker and listener. Meanwhile, 'a' is indefinite article which refers to something as a group or class.

### 3.3.4 Theme and Rhemevs Topic and Comment

There were many sub themes/topics during the conversation. However, there was only one topic discussed in the conversation. The main topic was 'how do you see yourself, life, and world?' some sub themes/topics can be seen in this following table.

**Table 3. Theme and Rheme Analysis**

Theme (topic)	Rheme (comment)
My first teaching experience I	was in one of social institutions..... am a teacher of kindergarten and....

That doctrine	makes us lazy to.....
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### 3.3.5 Subject and Predicate

Student A : "No, because uh... I am very happy to be a teacher now."

The sentence above is one of examples which shows subject and predicate. The subject is 'I' and predicate is 'am'. Of course, every sentence will have different subject and predicate since they have different topic and comment on it.

### 3.3.6 Tense and Aspect

Two tenses which are mostly used during the conversation are past and present. From the first question by Student B, it is obviously seen that the tense used is past tense, e.g. "what was your dream when you were kid?" In addition, "do you want to change your occupation" is the example of present used. However, there were still mistakes made by the speaker about tense, e.g. when you **are** in first degree instead of when you **were** in first degree, because that sentence talked about past event. Unfortunately, no aspect occurred during the conversation.

### 3.3.7 Lexical Cohesion

The lexical cohesion deals with the repetition or restating the words. Student B did more repetition in questioning Student A. One of the examples was "Then, **who inspired you to take English as your major.....so who inspired you, actually,.....**" those bold utterances were the example of repetition in order to remind the interviewee after long



explanation. But no synonymy or antonymy happened in the conversation.

### 3.3.8 Function and Content Words

Function word and Content words are relatively used because those two words are closely related to grammar and lexical words.

### 3.3.9 Register

The interviewer and interviewee did not use a really formal register or language style. They also used a very common word so they can be easily understood. In other words, they used daily language talk.

### 3.3.10 Adjacency Pairs

The adjacency pairs of the conversation ran well because the interviewer and interviewee can manage their turn in utterances mutually question and answer, dependent, and predict one another. It can be seen as this conversation below

*Student B : "Oh... really good parents. Then, who inspired you to take English as your major because when you are in first degree, you take English literature and then now for your master degree, you take English education program. Both of your majors are English so who inspired you, actually, to take English as your major."*

*Student A : "Ehm... my father. because uh... she was very I want.....uh....because he was very want to I have a good English. Uh... he told me that if I*

*could master English well, I can do anything that I ... what I want"*

Those two utterances question and then answer one another. And farewell is also replied as farewell as this follows.

*Student B : "See you tomorrow"*

*Student A : "See you"*

### 3.3.11 Exchanges

No exchanges happened during the conversation all the utterances were all in form of question and answer as the adjacency pairs only.

### 3.3.12 Turn-Taking

The conversation appeared in the same turn-taking. Student A and Student B got eighteen turns for each. They turn take the conversation after they have listened their partner had done. Their turn-takings were smooth because they can manage it by the used of back channel.

*Student B : "Okay, ehmm... I have a question for you. What was your dream when you were kid?"*

*Student A : "Oh....actually uh.... that is very different uh... my dream when I was kid uh.... with I am today uh...."*

'Ehmm' and 'uh' are the examples of back-channel even though they can be used to make turn-taking smooth but they should not be used all the time because they will show that the speaker has no other ideas and needs more time to think.

### 3.3.13 Interactional and Transactional Talk

In the conversation of those two girls, interactional talk is happened but not for transactional talk. The utterances stated more on conforming and/or showing sympathy. This following utterance shows us how did Student A conforms something.

*Student B : "Oh really contrary then so, by the way, do your parents force you to be as you are now?"*

*Student A : "No, they give me uh... to choose. They gave me free to choose what I want since they saw my talent in language."*

Bold utterance is the way how did Student A conform the question above.

### 3.3.14 Socio-Psycholinguistics

There were some effects given by those two linguistics aspects. Student A, for example, tends to use Palembang accent when she speaks English and she also used Palembang way in speaking. Let us see the example.

*Student A : "My first teaching experience was in one of social institutions in Yayasan Pondok Bina Seni Budaya. Uh.... There I tea...ehm.. I taught anak-anak jalanan. And it was very excited for me because **anak-anak jalanan** there very enthusiastic to learn English"*

Bold utterances does not occur in English but does occur in Palembang. This can be happened because of the effect of socio factors and then, it is dealt with sociolinguistics. In addition, psychology of linguistics is also giving effect because the interviewer and interviewee can be nervous because of psychology factor.

### 3.3.15 Pragmatics

It means that the meaning of utterances as the whole or in context meaning. Those utterances cannot be gotten the meaning if we do not know the context. For example,

*Student A : "Yes"*

*Student B : "Yes...Okay Len thank you so much for your time, I am really happy and glad to see you today."*

People will not know the meaning of yes if they do not know the context.

## 3.4 Written Data

This written data is also seen by some aspects linguistics, socio-psycholinguistics, and pragmatic.

### 3.4.1 Linguistically

From the references, the written data does not possess all references. It only possesses one kind of reference that is cataphoric reference. For example, the writer used 'I' to refer to herself after stating her name and title. Then, in form of conjunction, the paragraph has some conjunction in some types and relation. They are (1) Additive relation, from the word furthermore and in addition. e.g. **Furthermore**, for me world is something like a bowl, it is a place for us to explore and improve all of the contents of our life to be a good person. And **In addition**, since I know about dreams, I have dreams and try to make it true with my big effort and of course supports from my family and friends. (2) Causal relation, from the word so. e.g. *Talking about life, related to my explanations before about how I see myself, so life for me is a struggle.*

No indefinite article found in the written paragraph, but there are some definite article for example *How I spend my time to do my best with **the** responsibility, and how I appreciate myself. In addition, since I know about dreams, I have dreams and try to make it true with my big effort and of course supports from my family and friends.*

The topic of the written paragraph was about the way she sees herself, life, and world and all comments are the ideas of how she explained the topic. Tense which was mostly used was present and no aspect found in that written paragraph. There was still some mistakes of tense used which it was supposed to use past tense. It was *Since I was kids, **I always try to do everything by myself.***

Lexical cohesion, the writer used **always** more in repetition. The writer wrote always in every sentence she wrote. e.g. ***I always try to do everything by myself, I always be confident to do all and always try to be myself,*** and etc.

The writer did not use any special register in writing her paragraph. She used common English language so it is not really hard to get the ideas of the writing since there are no special words.

### 3.4.2 Socio-Psycholinguistics

It seems that the writer is still influenced by her first language (sociolinguistic), there were some mistakes found in terms of tense. In addition, the writing is monotonous without any varying words. It can be caused by two factors firstly, it is because her social and secondly, it is because her psychology (lack of confidence).

### 3.4.3 Pragmatically

The writer refer herself to 'I', pragmatically, the context of the written paragraph is not really hard to be understood because the context is clear. The writer had written her name and stated the general topic at the outset. Then, the rest of the paragraph is totally talking about the writer and the topic scope. In conclusion, pragmatically the paragraph was in well managed context.

## 3.5 Whole Data Analysis

The data will be analyzed in terms of its coherent and relevant.

### 3.5.1 Relevant

It is dealt with closely connected with something; appropriate in the circumstances. Those two data, in my opinion, is less relevant. Even the topic is the same 'how do you see yourself, life, and world'. The spoken data is talking about Student A's inspiring person, education background, and teaching experience but the written data is talking more about her own characters rather than life and her world.

### 3.5.2 Coherent

It is about the consistency of the two data. The two data is having their coherent because in spoken data Student A stated that **her father is her inspiration** and then in written data Student A stated that by having **support from her family** and friends she tried to reach her dream.

## 4. CONCLUSION

From the discussions and data analysis, it can be concluded that (1) Someone can be badly

influenced in the way they speak and also write by their knowledge of linguistic, socio-psycholinguistic, and pragmatic knowledge. Mastering those three enable us to better user of English. (2) Relevant and coherent are needed to be understandable in communication either in spoken or written. And (3) Language forms is needed but language function is badly needed. Language function makes us understood by others.

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