

THE COMPETENCE OF THE EIGHT GRADE STUENTS OF SMP SANTO MICHAEL IN IDENTIFYING CATAPHORIC, ANAPHORIC, EXOPHORIC IN THE JAKARTA POST NEWSPAPERS

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ABSTRACT

The objective of this research is to find out the competence of the eight grade students of SMP Santo Mickael in identifying cataphoric, anaphoric, exophoric in Jakarta post article. The population of this research was the eight grader students, academic year 2015/2016.

In the data were analyzed, found that in this study the students had difficulty in identifying cataphoric, anaphoric, exophoric in Jakarta post article they still made many errors. The result of the research shows that the mean score of identifying cataphoric, anaphoric, exophoric in Jakarta post article is 23,16. The fact shown that the eight grade students have problems in comprehending cataphoric, anaphoric, exophoric.

Based on the result of the research, the researcher concludes that the students' competence in identifying cataphoric, anaphoric, exophoric still low. It means that teacher should pay attention in ELT process.

Key Word: Identify, The competence, Cataphoric Anaphoric , Exophoric

A. INTRODUCTION

1. Background

The development of technology allows people to communicate each other in many ways, whether it is in oral or written ways. Article is a piece of writing on a particular subject. They can be found in television, radio, newspaper.

To understand the text, it is important to study about cohesion. Cohesion means the unity or relation between sentences that exist in the text. Cohesion which consists of grammatical cohesion very essential to get a deep understanding in the text. Analyzing grammatical cohesion means that we analyze the surface structure, while from lexical cohesion we can analyze the deep structure that is focused on the content. In this study, the researcher just focuses on the reference, reference is divided into three categories, they are personal reference, demonstrative reference, and comparative reference. They can be found in the different place in text. Cataphoric is when we find antecedent by looking forward, Anaphoric is when we find antecedent by looking backward, Exophoric is shared knowledge or outside the text.

Based on researcher pre observation some students still difficult in identifying those reference and some students say they are easy. The researcher wants to know the competence of the seventh semester students in identifying Cataphoric, Anaphoric, Exophoric in Jakarta Post newspaper.

2. Problem statement

To what extend is the competence of the seventh semester students of English Department of FKIP UKI Toraja in analyzing Cataphoric, Anaphoric, Exophoric in Jakarta Post article?

3. Scope of the Research

This study focuses on the types of reference (context of situation) in Jakarta Post article entitled “**British Grandmother Prepares for Execution in Indonesia**”

B. REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

1. Discourse Analysis

In order to give more detail explanation about discourse analysis, some experts have given their interpretation of term. The definitions are represented in following part.

Cook (1989:6) says that “discourse analysis is the search for what gives discourse coherence”. So, when we try to find what gives a language in use coherence or unified whole as a unity of meaning, we do discourse analysis.

Brown and Yule (1983:1-8) state that discourse analysis is an analysis of language in use for communication. Brown and Yule then classify discourse based on language function and the process of production. According to the language function, discourse is divided into transactional discourse which stresses on the content and information, and interactional discourse which stresses on the social and personal connection. According to the process of production, discourse can be classified into written and spoken text.

McCarthy (1991:42) states discourse analysis is a vast subject area within linguistics, encompassing as it does the analysis of spoken and written language over and above concerns such as the structure of the clause or sentence. Based on the explanations above, it can be summarized that discourse analysis is process of analyzing discourse whether it is in written or spoken data.

2. Cohesion and Cohesive devices

A text must be cohesive, so we can get well-understanding about the text. A text is a unit of language. It is not just as grammatical unit but rather than a unit of different kind; a semantic unit. The unity here means a unity of meaning in a context and texture that expresses the fact that it relates as a whole to the environment in which it is placed. Being a semantic unit, a text is realized in the form of sentence. Any piece of language spoken and written in any style and involves any number of active participants that is operational, functioning as a unity in some context of situation,

constitutes a text. The expression of semantic unity of the text lies in the cohesion among the sentences of which it is composed.

Halliday and Hasan state that cohesion refers to a semantic or meaning relation that exist between two or more element within a text that are important to the interpretation of it. In this case, there are two elements. They are the presupposing and the presupposed. The one that presupposes the other and the other that is presupposed. It means that cohesion occurs when the interpretation of some element in the text is dependent on that of one another. Cohesion is then accordingly required to show how sentences, which are structurally independent of one another, may be linked together through particular features of their interpretation. Halliday and Hasan, moreover state that since the general guiding principle in language is expressed through the grammar and others through vocabulary. Therefore, we can refer to grammatical cohesion and lexical cohesion.

As stated earlier, cohesion refers to a semantic or meaning relation that may be set up either within a sentence or between sentences within a text and this relation can be realized by formal linguistic devices. The formal linguistic devices proposed by Halliday and Hasan are cohesive devices. Halliday and Hasan divide cohesive devices into two characteristics, endophora and exophora. Endophora refers to textual meaning and is divided into anaphora and cataphora. If the relation presupposes something that has gone before, it is called anaphora, while if it is presupposed by something in the following, it is called cataphora. Exophora links the language with the context of situation and it does not contribute to the integration of one passage with another so that the two together form part of the same text. Hence it does not also contribute directly to cohesion as has been defined earlier. Therefore, cohesion in a text deals more with endophora than exophora.

3. Reference

According to Halliday (1976:31) state reference is the specific nature of the information that is signaled for retrieval in the case of reference, the information to be retrieved is the referential meaning, the identity of the particular thing or class of

things that is being referred to, and the cohesion lies in the continuity of reference whereby the something enters into the discourse a second time.

Halliday and Hasan (1976:33) state reference within text can be classified into two items. They are exophoric (situational) and endophoric (textual) that covers anaphoric (to preceding text) and cataphoric (to following text).

- a) Exophoric refers to an item in the world out of the text, because it is not text internal. They are not truly cohesive, but it is an equally important part of the reader or listener's active role in creating coherence.

e.g. Look at that! That means the sun.

- b) Endophoric refers to textual items.

By contrast to exophoric, endophoric reference is cohesive. Endophoric can be classed into two groups. They are:

(1) *Anaphoric*, it refers to an item by looking back in the text (backward reference) in order to find the interpretation of the item.

e.g.: Look at the sun, it's going down quickly. (It refers back to the sun)

- c) *Cataphoric*, it refers to an item by looking forward. It is straightforward in order to find the interpretation of the item.

e.g.: It's going down quickly, the sun. (It refers forward to the sun)

Halliday and Hasan (1976:37) divide reference into three types. They are personal, demonstrative, and comparative.

(1) Personal Reference

Personal reference is reference by means of function in the speech situation, through the category of person. The category of personal includes the three classes of personal pronouns, possessive determiners (possessive adjective) and possessive pronouns.

The reference items refer to something by specifying its function or role in the speech situation. This system of reference is known as person, where 'person' is used in the

special sense of role; the traditionally recognized categories are first person, second person, and third person, intersecting with the number categories of singular and plural. Personal pronoun is used both as subject and as object. It is in the form of not only singular but also plural. Personal pronoun which is categorized used in order to find the interpretation of the item. To make clear, further explanation can be seen on the table presented below.

Table 2.1: The categories of Person System

		Subject	Object
Singular	First person	I	Me
	Second person	You	You
	Third person	He /She/It	Him /Her/It
Plural	First person	We	Us
	Second person	You	You
	Third person	They	Them

Here is an example of personal pronoun:

John has moved to a new house. He built it last year.

The example above has personal pronoun “he” that functions as head. He refers back to John is non-possessive proper noun as head.

Possessive Determiners (Possessive Adjective)

Possessive determiners has function as modifier, in term of class determiners, such as, *my, your, our, his, her, their, its*. It is located in front of noun. Here is an example of possessive determiner:

John’s house is beautiful. His wife must be delighted with it. The example above has possessive determiner “his” which refers back to John’s wife.

Possessive Pronoun

Possessive pronoun has function as head, in term of class determiners, such as, *mine, yours, ours, his, hers, theirs, [its]*. It is located in the end of the sentence and it does

not follow noun. It is also located after the word ‘of’ if in front of it there is noun. Here is an example of possessive pronoun:

That new house is John’s. I didn’t know it was his.

The example above has possessive pronoun “his” which refers back to John’s. To make clear, here is the table of personal reference according to the class of person.

Table 2.2 : The categories of Personal Reference Items

	Possessive	
		Modifier
	Determiner	
	Mine	My
	Yours	Your
	Ours	Our
	His	His
	Hers	Her
	Theirs	Their
	[Its]	Its
		One’s

Demonstrative Reference

Demonstrative reference is essentially a form of verbal pointing. The speaker identifies the referent by locating it on a scale of proximity.

Demonstrative reference is divided into selective and non selective demonstrative. The neutral or non selective is indicated by ‘the’ and the selective is divided into two types, they are **participant (nominal) demonstrative and circumstantial (adverbial) demonstrative.**

The Selective Participant (nominal) Demonstrative

This kind of demonstrative refers to the location of something person or object- that is participating in the process. The words belong to nominal demonstrative, such as: *this, these, that, and those*. They belong to the class of determiners, and have the

experimental function deictic; in the logical structure they function either as modifier or as head. In this respect the nominal demonstratives resemble the possessive, which can also function either as modifier or as head.

Moreover, this kind of demonstrative occurs extensively with anaphoric function in all varieties of English, such as: *this*, *these*, *that*, *those*. In principle, they embody systematic distinctions. All of them have some relevance to cohesion, in they partially determine the use of these items in endophoric (textual) reference.

Near and Not Near: *this/these* versus *that/those*

Both *this* and *that* regularly refer anaphorically to something that has been said before, for example:

I like the lions, and I like the polar bears. *These* are my favorite. *Those* are my favorite too. In the example above there are two kinds of proximity: the lions and the polar bears have not only been mentioned by the speaker but also explicitly linked to his personal feelings, so that he naturally refers to them as *these*.

Furthermore, co-existing with this tendency is another one whereby proximity is interpreted in terms of time; in this case *that* tends to be associated with a past time referent and *this* for one in the present or future.

For example:

- a) We went to the opera last night. *That* was our first outing for months.
- b) We're going to the opera tonight. *This*'ll our first outing for months.

Singular and Plural: *this/these* versus *that/those*

This/that refer to count singular or mass nouns, *these/those* to count plural. The most important difference is that which separates the singular forms used as head (e.g.: *this* and *that* without following noun).

For example:

Last week Sally went to the supermarket. She bought T-shirt, trouser, and some furniture. *Those* are very expensive.

example above uses follow from the general nature of anaphoric reference items that they refer to the meanings and not to the forms that have gone before.

Head and Modifier: *this*, etc, as Pronoun versus *this*, etc, plus following noun

A demonstrative as modifier (demonstrative adjective) may refer without restriction to any class of noun. For example:

There's a cat trying to get in, shall I open the window? Oh, that cat. However suppose that we use the demonstrative alone, without a following noun. The reference may still be identical; but it may be broader, referring to the general class denoted by the noun, including but not limited to the particular member or members of that class being referred to in the presupposed item.

Extended Reference and Reference to 'fact': *this* and *that*

The use of demonstrative is to refer to extended text, including text as 'fact'. This applies only to the singular forms *this* and *that* used without a following noun. For example:

They broke a Chinese vase. (i) That was valuable. (ii) That was careless. In (i) *that* refers to the object *vase*; we could have *that vase* instead. In (ii) *that* refers to the total event, 'their breaking of the vase'.

Anaphoric and Cataphoric Demonstrative

There is differentiation between *this* and *that* in extended text reference, which relates to their differentiation in terms of proximity. Whereas *that* is always anaphoric, *this* may be either anaphoric and cataphoric.

For example:

John likes to go to the library. He usually does this every Monday. This day he goes to the library borrowing some books. When I meet him, he is borrowing English Grammar Book. That book is very thick.

Those sentences have anaphoric *that*, one instance of anaphoric *this* and cataphoric *this*. Here *that* is anaphoric, referring back to English Grammar Book. While *this* is both cataphoric, pointing forward to every Monday, and anaphoric, referring to his activity, that is go to the library and borrow some books.

The Circumstantial (adverbial) Demonstrative

This kind of demonstrative refers to the location of a process in space or time, and they normally do so directly, not via the location of some person or object that is

participating in the process; hence they typically function as adjuncts in the clause, not as elements within the nominal group. They have a secondary functions as qualifier as in that man there.

There are four demonstratives adverb, such as *here, there, now and then*.

Demonstrative *there* is to be distinguished from pronoun *there* as in *there* as in there's a man at the door. (2) Demonstrative 'now' is to be distinguished from conjunction 'now' as in 'now what we're going to do is this'. (3) Demonstrative 'then' is to be distinguished from conjunction 'then' as in 'then' you've quite made up your mind?

Here are the examples that can give a clearer explanation:

- a. Do you play croquet with the queen today? You will see me there, said the cat.
- b. The plane touched down at last. Now we could breathe freely again.
- c. Why not tell your parents? Then we can stop pretending.

The meaning of 'there' in (a) is anaphoric and locative; it refers to 'playing croquet with the queen'. The temporal demonstrative 'then' and 'now' are much more restricted in their cohesive function. The cohesive use of demonstrative 'then' is that embodying anaphoric reference to time; the meaning is 'at the time just referred to'.

Here is the simple table to describe the demonstrative reference

Table 2.3 : The categories of demonstrative reference items

Semantic category	Selective				Non-selective
Grammatical function	Modifier/head Determiner		Adjunct Adverb		Determiner Modifier
Class	This	These	Here	Now	
Near	That	Those	There	Then	
Far					The
Neutral					

Comparative Reference

Comparative reference is indirect reference by means of identity or similarity. There are two kinds of comparative reference: **general comparison and particular comparison.**

(a) General Comparison

General comparison is meant comparison that is simply in terms of likeness and unlikeness, without respecting to any particular property: two things may be the same, similar or different. General comparison is expressed by a certain class of adjectives and adverbs. The adjectives function in the nominal group either as deictic or as epithet; it will be seen that this have different meanings. General comparison is expressed by such item as *same, equal, identical, such, similar, likewise, different, identically, similarly, differently and the like*. The following are the examples:

It is the *same* cat as the one we saw yesterday.

It is a *similar* cat to the one we saw yesterday.

It is a *different* cat from the one we saw yesterday.

(b) Particular Comparison

Particular comparison expresses comparability between things in respect of a particular property. The property in question may be a matter of quantity or of quality.

If the comparison is in terms of quantity, it is expressed in the enumerative element in the structure of the nominal group; either (a) by a comparative quantifier, e.g.: *more* in *more mistake*, or (b) by an adverb of comparison sub modifying of quantifier, e.g.: *as* in *as many mistake*.

For example:

There were twice as many people there as last time

In the examples above is comparison of quantity, with a enumerative as comparative that refers to (the people who were there) last time.

If the comparison is in the terms of quality, it is expressed in either of two ways: (i) in the epithet element in the nominal group, either (a) by a comparative adjective, e.g.: *easier, more difficult in easier tasks*, or (b) by an adverb of comparison sub modifying

an adjective e.g.: *so* in *so difficult a task*; (ii) as adjunct in the clause, either (a) by a comparative adverb, e.g.: *faster* in *Cambridge rowed faster*, or(b) by an adverb of comparison sub modifying an adverb, e.g.: *as* in *she sang as sweetly*.

For example:

- ✦ Similarly : They are treated *similarly* the same.
- ✦ Likewise : You like to do *likewise* your father has told you.
- ✦ Different : People are *different* as day and night.
- ✦ Otherwise : I must study hard *otherwise* I will fail the exam.
- ✦ So : It was hot *so* we went swimming.
- ✦ More : My stomach is so full, I can not eat *more*.
- ✦ Less : It would cost you *less* to go by car.
- ✦ Equally : Your car is *equally* good as mine.

C. METHOD

1. Data Sources

a. Primary sources

The primary source got from the eight grade students of SMP Santo Michael, Cimahi Bandung.

b. Secondary data

To complete and compose the primary source the researcher went to library and read some books, thesis as literature and also search information such as internet or website which relevant to the title of this research.

2. Population and Sample

In this research, the population was SMP Santo Michael, Cimahi Bandung academic year 2015/2016. It consists of 280 students. .Since the population is big, therefore the writer took Sample 30 students in randomly.

3. Research Instrument

Research instrument of this study was written test. Written test in the form of identifying Cataphoric, Anaphoric, Exophoric that aimed to know the students' competence .

4. Technique of Collecting and analyzing Data

In this field research, researcher gave written test. Written test is a technique in collecting data to find out and identify the students competence in identifying Cataphoric, Anaphoric, Exophoric in Jakarta post article.

The data obtained the written test tabulated and classified and the researcher analyze by using the following formula:

$$\overline{X} = \frac{\sum X}{N}$$
$$\overline{X} = m$$
$$\sum X = T$$

N = Number of respondent

The score which is students got in the written test, classified into several classifications as follows:

Range Score	Classification
85-100	Classified as very good
70-84	Classified as good
60-69	Classified as fair
45-59	Classified as poor
0-44	Classified as very poor

D. FINDING AND DISCUSSION

After collecting data through the written test, the researcher used formula students' score divided by total items times one hundred. It can be seen in the following table.

Based on the result, it was found that the mean score of the 30 students falls into “very poor” score classification.

In this part, the researcher would like to discuss the result of the data analysis relate with the problem statement. The purpose of the discussion is to relate between the result of the data analysis and the objective of the research which intend to find out the competence of the seventh semester students of English department of FKIP UKI Toraja academic year 2015/2016 in identifying Anaphoric, Exophoric, Cataphoric in Jakarta post article.

Based on the theory given by Halliday and Hasan (1976:31) reference is the specific nature of the information that is signaled for retrieval in the case of reference, the information to be retrieved is the referential meaning, the identity of the particular thing or class of things that is being referred to, and the cohesion lies in the continuity of reference whereby the something enters into the discourse a second time. Then Halliday and Hasan divided reference into two items based of context of situation, they are: exophoric (situational) and endophoric (textual) that covers cataphoric (to preceding text) and anaphoric (to following text).

Having analyzed the data from written test, the mean score of the seventh semester students of English Department of FKIP UKI Toraja stage in 23,16 it means that the mean score falls in very poor category. This is not good competence, therefore it must be increased. There are five possibilities that cause it, namely: the first is, students have limited knowledge about these types of reference that is why they could not identify the reference in the article. The second is, students do not have enough sources that relevant with. The third is, students do not desired to know if there is something that has not clear yet because students do not give attention to lecturer while explaining. The fourth is, examples that given difficult to understand by students. The fifth is, the lecturer should try the other method that encouraged students to study more about reference.

E. CONCLUSION AND SUGGESTION

Based on the analysis and the discussion in the previous chapter the researcher would like to put forward a conclusion as follow:

The competence of the seventh semester students of English Department of FKIP UKI Toraja is very poor in identifying Anaphoric, Cataphoric, Exophoric in Jakarta Post article. It was shown by the mean score obtained by the students through the written test that falls into very poor score classification.

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