

**SELF-REFERENCE AS FRAMING IDENTITY IN WRITTEN AND
SPOKEN COMMUNICATION**

THESIS

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HUMANITIES FACULTY

**MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF
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AND SPOKEN COMMUNICATION**

THESIS

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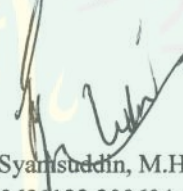
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MOTTO

And He found you lost and guided (you)

(Ad-Dhuha/93:7)



DEDICATION

I dedicate this thesis to:

My kindest daddy, Madali

My best mommy, Umi Tri Widayati

My loveliest brother, Firman Aji Saputra and

My dearest pal, Oman Agung Gumelar



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All praise to Allah S.W.T. as the highest power, who gives His blessing for all creatures in the universe. *Shalawat and Salam* praised to our one and only beloved Prophet Muhammad SAW, the messenger as well as the one who brings us the brightest light. Both are the biggest helps in my life, therefore I could accomplish my thesis under the title *Self-reference as Framing Identity in Written and Spoken Communication*.

I was able writing this thesis no other because there were many guidance, advice and help given to me during writing it. Therefore, I would like to send my deepest gratitude to those who are obviously merit for me. First is my best advisor whom I got the best guidance from, Dr. Meinarni Susilowati, for all her supports, critical advices and unsurpassed enlightenment. I also would love to thank to my best mate ever, Wildan Habibi, who had accompanied me going everywhere I needed when writing this thesis. My warm regards should be given also to my friends whom I struggled with; Zuna Rokhmani, Kamalatul Hafidzoh, Muyassaroh, Nurtamin, Arif Angga Putra, Wildan Akbar Nugraha and Fitrah Ramadhan (with S.S title after their names) . I always hope Allah bless them all.

Malang, June 2016

The researcher

ABSTRACT

Mahrnunisa, Dewi Khoiru Umma. 2015. *Self-reference as Framing Identity in Written and Spoken Communication*. Thesis. English Language and Letters Department. Faculty of Humanities. Maulana Malik Ibrahim State University, Malang.
Advisor: Dr. Meinarni Susilowati

Keywords: *Identity, Interactional identity, Relational identity, self-reference*

This study examined the use of self-reference to seek the different usages of interactional and relational identities proposed by Tracy (2002). The use of self-reference was not merely seen from the different form of each self-reference, but investigated deeper by scrutinizing how it is employed, either as subject, possessive or object pronoun. Not only investigating the use of self-reference, this study also examining the functions of the self-reference. This research was brought about as an attempt to answer these following research problems; 1) How do the students function self-reference within the written proposal 2) How do the students utilize self-reference in spoken seminar of the proposal as framing the identity in written language communication

In answering those proposed questions, descriptive qualitative method was employed. The research instruments are; five chosen video recordings of research subjects' presentation, observations and interview. The data were further analyzed by identifying the use of self-reference, exposing the functions, and determining the framing of research subjects' identity. Meanwhile, the research subjects were the 8th semester students of English Language and Letters Department of Islamic State University of Malang who presented their proposal. The data gained from the research subjects' written proposal and their oral presentation.

This study found that the used of self-reference could be utilized in analyzing one's identity, especially on their interactional and relational identities. The different used and function of self-reference framed different emphasize on research subjects' identity as the researcher within their own studies. Not only framing their identity as the researcher, this study also disclosed both the interactional and relational identities had by the research subjects'. The findings show that the all employment of self-reference as; subject, possessive or object reference also the functions of self-reference as; stating a goal or purpose, explaining methodological procedure, elaborating an argument, expressing self-benefits and stating results or claims are fulfilled by the data.

Based on the findings, it is advised for further researchers to analyze deeper and broader the notion of language and identity by examining the four types of identity proposed by Tracy (2002). Further, it is suggested to do the research within daily conversation to get a real-life data in seeking the master and personal identities, which are not yet investigated in this research. Additionally, the future researchers may also investigate the data from others language and identity theories, such as proposed by Gee (2005) to broaden the findings. Since, Gee (2005) has dissimilar aspects to be seen from the relation between language and identity.

ABSTRACT

Mahrnunisa, Dewi Khoiru Umma. 2015. *Referensi-diri sebagai Pembentukan Identitas dalam Komunikasi Lisan dan Tulisan*. Skripsi. Jurusan Bahasa dan Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Dr. Meinarni Susilowati

Kata Kunci: *Identitas, Identitas interaksional, Identitas relasional, Referensi-diri*

Penelitian ini menguji tentang penggunaan referensi-diri untuk melihat perbedaan pemanfaatan identitas interaksional dan relasional yang diusung oleh Tracy (2002). Penggunaan referensi-diri tidak hanya dilihat dari perbedaan pemanfaatan masing-masing referensi-diri, akan tetapi diinvestigasi lebih dalam dengan meneliti bagaimana referensi diri tersebut dipergunakan, baik sebagai kata ganti subyek, kepemilikan atau obyek. Riset ini dilakukan sebagai upaya untuk menjawab pertanyaan penelitian berikut ini: 1) Bagaimana murid memfungsikan referensi-diri dalam proposal tertulis mereka 2) Bagaimana murid menggunakan referensi diri dalam seminar lisan mereka.

Metode deskriptif kualitatif digunakan dalam menjawab pertanyaan diatas tersebut. Instrumen penelitian ini meliputi: lima video presentasi terpilih dari subyek penelitian, observasi dan wawancara. Data yang didapat, kemudian dianalisis lebih jauh dengan mengidentifikasi penggunaan referensi diri, menyingkap penggunaannya dan menentukan pembentukan identitas subyek penelitian. Sementara itu, subyek penelitian ini adalah mahasiswa semester delapan jurusan Bahasa dan Sastra Inggris UIN Malang yang mengajukan proposal skripsi mereka. Data penelitian ini diperoleh dari proposal tertulis dan presentasi lisan subyek penelitian.

Penelitian ini menemukan bahwa penggunaan referensi diri dapat dimanfaatkan dalam menganalisis identitas seseorang, khususnya pada identitas interaksional dan relasional. Perbedaan penggunaan dan pemanfaatan dari referensi-diri membentuk penekanan berbeda pada subyek penelitian atas jati diri mereka sebagai peneliti dalam penelitiannya sendiri. Penelitian ini juga memperlihatkan identitas interaksional dan relasional yang dimiliki subyek penelitian. Penemuan ini menunjukkan bahwa semua penggunaan referensi-diri sebagai kata ganti subyek, kepemilikan dan obyek ada di dalam data, begitu pula dengan fungsi referensi diri.

Berdasarkan pada penemuan yang ada, disarankan bagi para peneliti di masa mendatang untuk menganalisis lebih mendalam dan luas mengenai teori bahasa dan identitas dengan meneliti keempat tipe identitas yang dikemukakan Tracy (2002). Lebih jauh, diusulkan pula untuk melakukan riset dalam percakapan sehari-hari untuk mendapatkan data yang berbeda dan original dalam mencari identitas utama dan pribadi, dua tipe identitas yang belum dibahas dalam penelitian ini. Sebagai tambahan, untuk mengembangkan penemuannya, peneliti di masa yang akan datang bisa pula menginvestigasi datanya menggunakan perspektif lain dari teori bahasa dan identitas ini, seperti yang dikemukakan oleh Gee (2005).

مستخلص البحث

مهرنساء، ديوي خير أمة. المرجعية الذاتي عام 2015. كما تأطير الهوية في كتابة وتحدثا الاتصالات. أطروحة. اللغة الإنجليزية وقسم الآداب. كلية العلوم الإنسانية. مولانا مالك جامعة ولاية إبراهيم مالانج. المستشار: الدكتورة مينارني سوسيلو واتي. كلمات البحث: الهوية، هوية تفاعلية، والهوية العلائقية، إشارة الذاتي

بحثت هذه الدراسة حول استخدام إشارة الذاتي لمشاهدة الفرق في استخدام هوية تفاعلية والعلائقية التي كتبها تريسي (2002) ترقيته. لا ينظر إلى استخدام إشارة الذاتي فقط من الاختلافات في استخدام كل مرجع الذاتي، ولكن التحقيق بشكل أعمق من خلال دراسة كيفية استخدام إشارة الذاتي على حد سواء باعتبارها ضمير الموضوع، ملكية أو كائن. وقد أجريت هذه الدراسة في محاولة الإجابة عن الأسئلة البحثية التالية: 1) كيفية تمكين الطالب إشارة الذاتي في اقتراحهم مكتوبة (2) كيف للطلاب استخدام الإشارة في ندوة عن طريق الفم.

المنهج الوصفي النوعية المستخدمة في الإجابة على السؤال أعلاه. أداة الدراسة ما يلي: خمسة عروض فيديو من مواضيع مختارة من البحوث والرصد والمقابلات. يتم الحصول على البيانات، ثم لمزيد من التحليل للتعرف على استخدام إشارة الذاتي، الكشف عن هوية المستخدم وإنشاء الموضوعات البحثية. وفي الوقت نفسه، فإن موضوع هذه الدراسة هو الطالب الفصل الدراسي الثامن تخصص في اللغة الإنجليزية وآدابها مالانج الذي قدم اقتراح أطروحة. تم الحصول على البيانات البحثية من الاقتراح المكتوب والعرض الشفوي من الموضوعات البحثية.

وجدت هذه الدراسة أن استخدام المرجعية الذاتية يمكن استخدامها لتحليل هوية الشخص، لا سيما في هوية تفاعلية وعلائقية. الاختلافات في استخدام والاستفادة من المرجع الذاتي تشكل تركيز مختلف على الخاضعين للدراسة على هويتهم كباحث في أبحاثه الخاصة. وتبين هذه الدراسة أيضا هوية من الموضوعات البحثية تفاعلية والعلائقية التي تملكها. وتشير هذه النتائج إلى أن جميع استخدام إشارة الذات كموضوع الضمير، والملكية، والهدف من ذلك هو ضمن البيانات، فضلا عن وظيفة ذاتية المرجع.

وفقا لهذا الاختراع، فمن المستحسن للباحثين في المستقبل لتحليل أكثر عمقا وعلى نطاق واسع على نظرية اللغة والهوية من خلال دراسة أربعة أنواع من هوية أعرب تريسي (2002). وعلاوة على ذلك، يقترح أيضا لإجراء البحوث في الأحاديث اليومية للحصول على بيانات مختلفة ومبتكرة في البحث عن الهوية الشخصية والرئيسية، نوعين من الهويات التي لم يتم مناقشتها في هذه الدراسة. وبالإضافة إلى ذلك، لتوسيع اكتشافه، يمكن للباحثين في تاريخها في المستقبل أيضا التحقيق في البيانات باستخدام منظور آخر لنظرية اللغة والهوية، على النحو الذي اقترحه جي (2005)

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CHAPTER I

INTRODUCTION

This chapter contains the background of the study, including the research problems, its significance, scope and limitation of the study, also the definition of the key terms. In addition, this chapter also discusses the research methodology utilized in conducting the research.

1.1 Background of the Study

Nowadays, people recognize that the way others identifying someone else's identity is changing. Identity is no longer seen from administrative stuffs. Identity is treated as something fragmentary and in flux as well. People might switch their identity in order to suit the needs of the moment they exist that time. Recently, identity is defined as unstable feature, which is incredibly dynamic and situated abilities, performed through talking process and changed from one circumstance to another (Young, 2008). Andrews (2010) also said that all aspects of identity are interrelating one another in any occasion had by the person; therefore an individual could perform more than one identity in given contexts. This kind of identity then would indeed shape the way people communicate and use the language as the existence of one identity or other identities they have. Further, Edwards (2009) acknowledged that the language people used, forms a significant role of their sense of who they are – of the identity.

This study focuses on the changing use of self-reference of the students on the different form in employing language, both on written and spoken forms in academic atmosphere. Such change would reveal both the interactional and

relational identities chosen by the students, as they need to give different proportion within different occasion by using their language in communication means. It focuses on the different use of self-reference; the narrow attention is made with the intention to have a depth-analysis. The analysis of this change will also disclose echoing needs of the intended meanings the students had.

In its relation with language, many aspects of identity could be analyzed. This paper then identifies the relation between language and identity in line with the types of identity proposed by Tracy (2002) (Young, 2008) which explores that identity has four different kinds, they are; master, interactional, personal and relational identities. However, this paper discusses only two kind of identities; interactional identities and relational identities. Those two kinds of identities were taken because the definition of identity as unstable features is in line with the sense of interactional and relational identity. While the other two, master and personal identities, are identified as something stable and static. This statement is supported by Tracy that master and personal identities are considered to be fairly stable, while interactional and relational identity are more dynamic and situated in specific interactions (Young, 2008).

Since this research is using the change on the use of self-reference in identifying the changing of identity taken by the subject of the research, thus the unstable and more applicable features of identity are interactional and relational. Interactional identity refers to the roles taken by somebody in a communicative context with specific other people (Young, 2008). For instance, a person may act as a nice neighbor when she was in the house, but she can also be a distinctive teacher when she was in the class and she will become a very warm wife when

she was with her husband. The way that the woman talks in these different interactional identities is likely to differ (Young, 2008). Accordingly, the roles that the woman takes in communicating with those different people within dissimilar situations are related to relational identity. On the other hand, relational identity deals with the relation had by the people within the communication, either in a precise conversational partner while communicating or a specific communication (Young, 2008).

From aforementioned definitions, it can be concluded that both interactional and relational identities are so in flux and occasionally applied based on the moment when someone exists. Therefore, someone might change the identity either in the same or different occasion (Young, 2008). Thus, these kinds of changing and applicable identities which will be investigated in this research, because only those two kinds of identity are correlated with the topic discussed in this paper.

The framing of interactional and relational identity was seen by using the notion of self-reference. Self-reference was taken as the tool to analyze the change of interactional and relational identities. Since it is believed that when someone takes different proportion of self-reference in different communicative forms, they switch the identities they had purposively (Basthomi et.al, 2015). Furthermore, as inspired from Hyland's (2002b) works of 'leaving the personality behind the door' Basthomi et.al (2015:1100) stated that the choices of whether to use self-presentation or impersonality in academic discourse have a main part in framing the authors' identity. From aforementioned point of views, therefore this research

investigated different proportion of interactional and relational identities, both in written and spoken communications through language.

However, the analysis of self-reference in this study cannot merely be judged from the different form of the self-reference, but it should be enlarged by seeing the five discourse functions of self-reference (Hyland (2002a) as cited in (Basthomi et.al (2015:1106)), those are; stating a goal or purpose, stating results or claims, expressing self-benefits, elaborating an argument and explaining methodological procedure. Further, the analysis can also be seen from the changing on the employment of the self-reference as: a) subject reference, b) possessive reference and c) object reference within the written and the presentation on seminar of the proposal.

The changes on the use of self-reference in spoken and written language communication may result to ventriloquizing. The term “ventriloquizing” was firstly introduced by Tannen, but in similar vein, Schiffirin (1993) had already labeled the phenomenon as ‘speaking for another’. Tannen (2007:55) defined ventriloquizing as phenomenon by which a speaker positions him -or herself as another speaker or as another non-speaker by means of pronoun choice, paralinguistic and prosodic features and other linguistic markers of points of view. She also stated that this term signifies to follow Bakhtin (1981) “words uttered in such way to emerge at particular distance from the interlocutors’ lips” (Basthomi et.al, 2015).

In academic writing, such as research proposal, it is assumed that by using the first person pronoun ‘I’, a researcher states the argument much stronger than

those who are using impersonality ways, like having self-references (e.g. the researcher, the author, the writer) in presenting themselves within the academic writing. This statement is supported by some linguists who said that explicit self-representation in academic writing will strengthen the authors' ideas (Ivanič, 1998; Hyland, 2001; Harwood, 2005) as cited in Basthomi et.al, 2015. However, from the studies conducted by Basthomi et al. (2015), it is found the abundant uses of the term *the researcher* as the author self-reference in Indonesian academic writing. It can be concluded from the research that Indonesian was less framing their identities as the researchers within their own studies.

These days, language and identity has become one of popular topics to be analyzed within linguistics studies. Convincing that statement, these are some results of the previous researchers whose studies are concerning about language and identity. Andrews (2010) discussed the recent influx of Latino immigrants in the Mid-West United States that affected to the increasing of the number of Mexican students' identity seen from the language they used in school. Then Alméciga (2013), studied the identity-forming from discourse point of view on ELT in Colombia, the identity stuffs are seen from three different categories; being bilingual, being successful and being Colombian. Susilowati (2013) focused her research on language and identity occurred within academic sphere. She analyzed about the teachers' representation of the identity within EFL classroom interactions. Then, there is also Basthomi, Wijayanti, Yannuar, & Widiati, (2015) whose research focused on the written ventriloquizing phenomena seen from the use of self-reference.

Number of researchers from different perspectives had conducted studies on language and identity. What makes this paper dissimilar from the previous studies is the tool of analysis employed in analyzing the identity of the language from the data. This study utilizes self-reference, the use and its function employed, in analyzing the changing of relational and interactional identity in written and spoken language communication as revealing the ventriloquizing phenomena done by the subjects of the research. Furthermore, unlike the above previous studies, this research examines not only spoken language use but also the written form as well. The hypothesis of the potential findings from this research is that the framing identities seen from the employments of self-reference in communicating ways through language.

Moreover, notwithstanding those aforementioned studies on language and identity analysis done within academic surroundings as well as this paper scrutinizes language and identity in academic sphere, the subjects taken for this study is dissimilar. If Andrews (2010) took immigrant students in Mid-West, Almeciga (2013) focused on ELT in Colombia, Susilowati (2013) analyzed the teachers or lecturers of certain university and Basthomi et.al (2015) studied the particular college students paper, this study then took the written research proposal as well as recorded the seminar of the proposal. The research subjects came from the students of Maulana Malik Ibrahim State Islamic University, Malang. The subjects were taken from the students in the 8th semester in English Department, who were proposing the research topics for their undergraduate thesis.

The research subjects, who were investigated in this study, were students of English department who were having the seminar proposal. The subjects were chosen to fulfill the purpose of this study in investigating the use of self-reference within language communication in academic sphere. The academic field can be seen from the proposed research from the subjects in order to gain their bachelor degree by finishing the *skripsi*. *Skripsi* here is one of the kinds of academic writings produced by college students as the partial fulfillment in gaining the bachelor degree. Moreover, the proposed topic of the paper was presented formally in front of the examiners; in this case the examiners were the advisor and two lecturers, who are the expertise of the proposed topics. In the other hand, since the subjects of the research are college students, it is believed that the students' maturity and experiences provide good capability and wise choices in articulating their thought in given context and circumstance, specifically in employing either the interactional or relational identity.

In addition, the data was taken from both subjects' written proposal and the spoken presentation, which were recorded during the talk. Those two kinds of data are taken since one of the needs of this study is identifying the interactional identities had by the subjects of the study. This study then focuses on the use of self-reference had by the subjects of the research both on their written and spoken language communication to see the objectives in using different self-reference.

1.2 Research Questions

Below research-problems are proposed to see the possibility of the different used of interactional and relational identities, seen from the use of self-

reference, might had by the students as they were writing the academic research proposal and presenting the research proposal in front of the reviewers.

1. How do the students function self-reference within the written proposal as framing the identity in written language communication?
2. How do the students utilize self-reference within the proposal seminar as framing the identity in spoken language communication?

1.3 Research Significance

Considering some gaps found in this study with other previous studies, analyzing the use of self-reference to seek the framing of interactional and relational identities within academic sphere is significant. Theoretically, since this study emphasizes on the phenomenon of various ways on utilizing of self-reference both in written and spoken forms of language communication within academic sphere, it aims to develop the understanding the notion of language and identity. The result of the study hopefully can give new ideas and contributions in the field of language and identity, particularly seen from the use of self-reference.

The contribution is commonly for the field of linguistics and particularly in the study of language and identity. In the field of linguistics, this study investigates the sub-topic of self-reference within written and spoken language communication. Whereas, the findings of the research in terms of framing identity seen from the use of self-reference might be useful insight of language and identity. Since, the result is believed as a new-fangled findings within this topic. Thus, this study can enrich the concept of language and identity seen from the use

of self-reference in written and spoken language communication within academic environment.

For practical contribution, the findings of this study can give proportional guidelines for anyone who is having any forms of academic language communication, either in spoken or written form, how to position themselves appropriately with the required sphere context. Also, this study provides the empirical sources of the chosen topic to be one of the references in doing the same focus of research.

1.4 Scope and Limitation

This study focuses on investigating the use of self-reference within the written and the spoken language communication in academic context. The academic spheres of the language communication are resulted from the process of writing the research proposal for students' undergraduate thesis and presenting the research proposal.

This study focuses on the use of the writers' self-reference only, since it wants to analyze the framing identity of the researcher. To see the different use of the interactional and relational identities, this research employs self-reference as the tool to analyze it. It focuses only to the use of self-reference to gain a depth-analysis of the study; therefore the discussion of the result would not be puzzled. The limitation of the topic also comes from the kinds of the investigated identity; it only focuses on the use of interactional and relational identity.

Furthermore, due to the limited time given and number of equipments had in doing this research, not all of the students of English Language and Letter who

are having seminar of the proposal could be recorded as they are presenting the research. Furthermore, some students delivered their proposal at the same time in some different places. Therefore, only a chosen couple numbers of students, selected from the data richness of variation, are assumed as sufficient data.

1.5 Definition of Key Terms

To avoid misinterpretation, several terms used in this research are defined;

- 1) Identity: unstable feature, which is incredibly dynamic and situated abilities, performed through talking process and changed from one circumstance to another (Young, 2008)
- 2) Interactional identity: role that people take on in a communicative context with specific other people (Tracy, 2002 as cited in Young, 2008)
- 3) Relational identity: the relation had by the people within the communication, either in a precise conversational partner while communicating or a specific communication (Tracy, 2002 as cited in Young, 2008)
- 4) Self-reference: The use of self-referential within the language communication process that contains a reference to itself, its writer or other work by that writer (Bublitz & Norrick, 2011)

1.6 Research Method

Below are some sub-topics which explain the research design, research instrument, data source, data collection also data analysis.

1.6.1 Research Design

This research uses a set of procedures in order to seek the answers of the questions proposed, systematically. It is categorized as descriptive qualitative study. This paper is classified as qualitative study since it is not used to either draw generalization or verify the theory, but attempts to portray the phenomenon, which becomes the topic of the research. It is also qualitative study because one of the aims of the research is to get a comprehensive understanding of the notion of language and identity seen from the use of self-reference within academic atmosphere of the subjects of the research. Further, this research is descriptive research due to the fact that this study both describes and interprets the different used of self-reference done by the students on the different form of employing language, both on written and spoken forms to see the relational and interactional identities.

1.6.2 Research Instrument

In collecting the data, three different techniques were utilized. Those are video recording, observation and interview. Video recordings were done to record the research subjects' presentation of the research proposal to gain the spoken forms of the data. Observations of the videos were used to make script of the video recording and to compose the excerpts of the written data that employed self-references. Finally, interviews were done to clarify the research subjects' motives in employing self-referring, both on their written and spoken forms of language communication.

1.6.3 Data Source

The data that were analyzed within this study is the use of self-reference done by the students of English Language and Letter Department of Maulana Malik Ibrahim State Islamic University of Malang who were doing research for their undergraduate thesis. The data were taken from both written and spoken forms of research proposal. The written data was taken from the written proposal had by the subjects, while the spoken form was recorded when the subjects delivered their proposal within a seminar.

1.6.4 Data Collection

Since there are two different forms of data, the method to gather the data was on two different forms. The written data were assembled by having the soft files of the research proposal, sent through e-mail, obtained from every student, while the spoken data were collected from the recordings done when they have the seminar of research proposal. In collecting the data, the first step was gaining those both forms of data, the taped video and the file of the written proposal.

After having both recorded and written data, in order to seek the use of self-reference, the video was watched and analyzed. The analysis done by writing down if there was any used of self-reference had by the subjects. In addition, in collecting the spoken data, the time of taken data is limited until minute 4 because the data more than that limited time is saturated. This was revealed when the analysis was done to all more than four minutes recorded-videos of the research subjects. While for the written proposal file was quoted as the excerpt that has the use of self-reference. The sample of the self-reference analyzed, the analysis was

done by marking and grouping the use of self-reference based on its functions and employments, in this study including first person pronoun –I and its possessive form; third person pronoun –we and its possessive form; other self pronoun –the researcher, the author, the writer, etc.

1.6.5 Data Analysis

The analysis of the data was started by just listing the used of self-reference in both written and spoken data forms. After having the list of the use of self-reference, it was continued by distinguishing the different use of self-reference done by the subjects of the study. The grouping was based on the use either the first person pronoun (I) and second person pronoun (we or other self pronoun, i.e. the researcher, the author, the writer, etc) done by each research subjects within either their written or spoken data. This step was taken since, only the different use of self-reference could conceal the changes of interactional and relational identity.

The first step helps answering both the first and the second research questions, but yet not revealing the deep analysis of the changing on relational and interactional identity as the approach employed in answering both research questions. The deeper analysis was seen from the different employment of self reference; as subject, possessive or object reference and the functions of self reference; stating a goal or purpose, stating results or claims, expressing self-benefits, elaborating an argument and explaining methodological procedure. The criteria of above functions and employments were seen from research subjects' contexts of written and spoken language communication.

Moreover, to have a deep analysis of the study on the changes of interactional and relational identity, the next step taken as analyzing the different use and function of the self-reference done by the subjects of research in different occasion to comprehend which self-reference assumed as the most appropriate use of self-reference. After having that step, the gained data was analyzed by comprehending it with the theory and elaborating the results based on the findings within the data. From that particular step, the conclusion of the research was drawn.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about theoretical frameworks of the research and details of the theory also exploration of the related previous studies including its gap with the present research.

2.1 Theoretical Frameworks

2.1.1 Self-reference

This study uses the notion of self-reference as the main tool in analyzing the changing of both interactional and relational identities within academic atmosphere done by the subjects of the research. Therefore, it is strongly important to discuss further about the notion of self-reference. Literally, self-reference means a self-referential book, film, play, etc. contains a reference to itself, its writer or other work by that writer (Cambridge, Digital Dictionary, 3rd edition). However, if coming back to the traditional definitions given by some linguists, the definitions are quite varied. Lyons (1968:404) stated reference as ‘the relationship which holds between words and things is the relationship of reference; words refer to things’ (Brown & Yule, 1988). Taken from the same source, Strawson (1950) said “referring” is something that someone can use an expressive to do. Different insight stated within Bublitz & Norrick, 2011, they were stated that the notion of reference has two different meanings, those are static notion and dynamic notion. Static notion means as static relationship between expression and the things they denote (Bublitz & Norrick, 2011:347), while the dynamic notion is defined as a collaborative activity of speakers and

hearers who activate extra-linguistic mental representations by using language (Bublitz & Norrick, 2011:348).

Coming to a more specific kind of reference, there will be self-reference. It is particularly a significant character since it is adding to both manifesting authors' position within the text and forecasting a positive image that could shape the writers' persuasiveness in the argumentation and presentation of research findings (Mur-Duenas & Šinkuniene, 2016). Hyland (2001, 2002) argued that self-reference is able to allow academic to portray the author as the expert, reliable members of a given disciplinary community (see Mur-Duenas & Šinkuniene, 2016). Cited from the same source, Nuyts (2001:391) stated that self-reference or personal pronouns can help mitigate the proposition they modify, especially in combinations with mental state predicates, which create the effect of the speaker 'voicing a tentative and personal opinion which may be wrong'.

In certain rhetorical situations, self-reference is highly believed could strengthen the argument of the author and clarify the perspectives. While writing which excludes personal pronoun or disguises the author self representation frequently results in less compelling statement and arguments, and it may appear to straddle issues. It is believed that by using the first person pronoun 'I', researcher states the argument much stronger than those who are using impersonality ways, like having self-references (e.g. the researcher, the author, the writer) in presenting themselves within the academic writing (Basthomi et.al, 2015).

However, seen from some personal experiences, some teachers or lecturers even professors habitually advise the students not to write in a way utilizing the personal voice by using first point of view of self-reference (Hyland, 2002 as in Basthomi et.al, 2015). It might be caused that the personal opinions might be resulted from lack of scholarly sources or an extensive focus on the personal opinions may come across as narcissism of self-absorption or a lack academic rigor. Another logic reason behind avoiding the word 'I' might be by eliminating the use of self-reference, an author could supposedly address the subject more clearly and less-subjective.

In its relation with the investigation on the use of self-reference and the identity, the parts of self-reference that is employed in this paper is the five different ways of functioning of self-reference proposed by Hyland (2002a), namely stating a goal or purpose, stating results or claims, expressing self-benefits, elaborating an argument and explaining methodological procedure (see Basthomi et.al, 2015:1106). The investigation not only came from the functions of self-reference but also from the types of self-reference used as: a) subject reference, b) possessive reference and c) object reference within the written and the seminar of the proposal.

2.1.2 Language and Identity

The theory of language and identity is utilized as the main analysis of this research. The part of the theory taken from language and identity is the theory introduced by Tracy (2002). This research focused on investigating the changing

of interactional and relational identities, which were two of the kinds of identity proposed by Tracy (2002) beside master and personal identities.

It is quite confusing when people are talking about one's identity, an individual might have a mate for very long time and presume that he knows anything about the mate, but one day the mate could surprise him by showing an action or a reaction he never knew before. He might note his mate by saying 'why are you so weird today?' or 'I never knew that you could be mad that way'. Another example may come from someone who moved from a village to a city, in its very beginning his friend would easily notice his different accent from the people of the city, but afterwards they might hardly notice the accent he had before (Young, 2008). The language we use creates a significant part of our sense of which we are –our identity (Edwards, 2009).

Linguists define identity in many ways differently, but Young (2008) identified that identity has two directory meanings. The first denotation defines identity as a stable sense of self-hood attached to one's physical body and it will be somehow firm although it changes overtime (Young, 2008). This first sense of identity facilitates distinguishing one person from another, even when the two people have the same name. While, another meaning of identity, it refers to what people do in particular context (Young, 2008). From these two different approaches of identity, at last come four different types of identity proposed by Tracy (2002) (see Young, 2008), those are; master identity, personal identity, interactional identity and relational identity.

First is master identity, it deals with defining people from some categories (such as; gender, race or ethnicity, age, profession, religion, physical ability, notion of origin, sexual orientation and many others) of personhood that are relatively stable and unchanging (Tracy, 2002 as cited in Young, 2008). In the other hand, Pierre Bourdieu indexed master identity as the notion of *habitus*. *Habitus* means socially acquired, predispositions, tendencies, propensities or inclinations, which are revealed in many ways, including ways of talking (Young, 2008:109). One of the real examples of this notion comes from an individual's dialect or accent that mostly follows the origin from where that person comes, either the nationality or ethnicity.

The second type of identity is personal identity. This is the kind of identity that is attributed to the person on the basis of his attitudes and behaviors toward some issues and also those aspects of people that index the way they talk and usually conduct themselves (Tracy, 2002 as cited in Young, 2008:110). Personal identity engages other people in forming the identity for someone on the basis of how those people recognize the person to talk and behave. The process of forming one's identity is defined as *altercasting* by social-psychologists; McCall and Simmons (1978) (see Young, 2008). However, it must be noticed that personal identity is not only *altercasted* by other people, but also claimed by the person itself, for sure.

Afterwards, there is also interactional identity. It deals a specific role chosen by an individual as he has an interaction with specific other people (Young, 2008). The example can be taken from (Young, 2008):

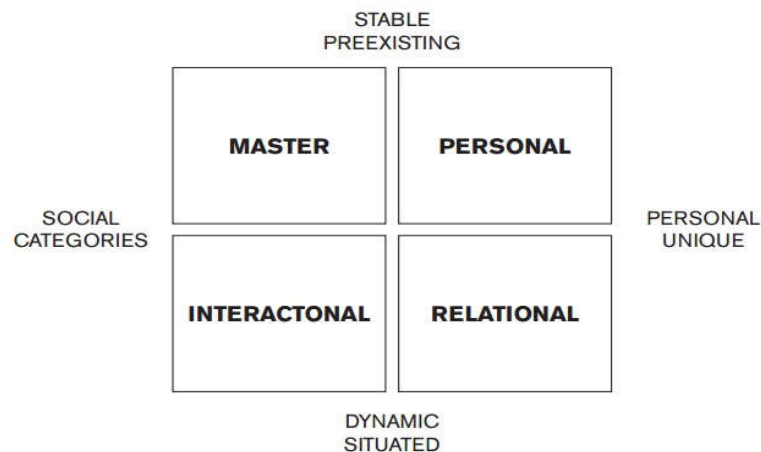
Joey is my next-door neighbor, he is my friend Dan’s oldest child, he works for Gumby’s Pizza, he is friends with my daughter Jenni, and he shares an apartment with some buddies from high school.

His identities in interaction with other people are: next-door neighbor in interaction with me, son in interaction with his father, employee in interaction with his boss at work, and roommate in interaction with the people he lives with.

From above example, it can be understood that Joey performed some different plays in interacting with other people, but it should be known that those roles played do not determine the kind of interaction that occurs. The agency that an individual exerts in forming an identity in a particular conversation is an effort to make what Tracy calls a relational identity (Young, 2008).

Relational identity is ‘the kind of relationship that a person enacts with a particular conversational partner in a specific situation’ and she remarks that ‘relational identities are negotiated from moment to moment and are highly variable’ (Tracy, 2002:19) as cited in Young (2008). Or in other definition, relational identity can be meant as the relation had by the people within the communication, either in a precise conversational partner while communicating or a specific communication.

The aforementioned kinds of identity had summarized by Tracy ((2002) figure 1.2 p. 120) as cited in Young (2008) within below figure:



In conclusion, the different used of self-references would frame different kinds of identities, as master, personal, interactional or relational identities. Yet, this study focused only on the employment of self-reference in framing interactional and relational identities. Since, only those two of identities categorized as in flux kinds of identity had by a person while communicating.

2.1.3 Spoken and Written Text

Since this study focuses on the chosen topic within both spoken and written data forms, it is significant then to explore the differences between spoken and written text. It should be noted that the term 'text' here does not merely refer to the commonly printed materials, the word 'text' means anything as long as it is produced word, punctuations or lineation accurately (Brown & Yule, 1988). When this term deals with spoken form, the simplest view to assume is that a tape-recording of communicative act will preserve the word 'text' (Brown & Yule, 1988: 9). Further, observed from the manner of the production, there are two different kinds how to produce a text in language communication; spoken and written language (Brown & Yule, 1988).

There is a clear gap between spoken and written language. In spoken language, the speaker has availability in full range of 'voice quality' effects that includes facial expression, postural, and gesture system (Brown & Yule, 1988). Dissimilarly, in writing a text, one cannot give more expression they wanted to deliver, unless by giving some codes. In the other hand, a writer has 'a record' of the language production, it can be edited, overviewed, even removed. While a

speaker, once the text comes out from the lips it is no longer revocable. Thus, the text cannot be 'repaired' anymore.

When coming to text in written form, a writer has to make a considerable effort of interpretation to assign a value to some of legible words (Brown & Yule, 1988, p. 8). It must be clear, that a printed version of a handwriting text has a sense of interpretation. For example, below text is one of the handwritings, written by five-year-old child:

1. The lion *wos* the fish to *ti* it
2. The cat wants to get *dwon* the *steis*
3. With *qwt* to *asthnb thelion* (Brown & Yule, 1988, p. 9)

From above handwriting, the possible interpretation may come is 'the lion wants the fish, to eat it. The cat wants to get down the stairs. Without to disturb the lion'.

Coming to the spoken text, an analyst will transcribe the taped-voice in order to obtain the data. In performing the data, linguists, yet, have no standard conventions for representing the paralinguistic features (Brown & Yule, 1988). However, investigated from the taped-voice, the effect of the words uttered still can be distinguished, whether it is said kindly, politely, harshly or brutally. It can be seen from the rising and falling intonation of the interlocutor. Furthermore, if in written text there is capitalization and punctuation to show different aim, hesitation and stressing of the spoken words could show the same point.

Above theory about written and spoken text used as the guidance of taking and interpreting data gained from subjects of the study. It is also supporting the

choice taken to take the two forms of data, that both the spoken and the written data could be considered as text that are able to be investigated in a research.

2.2 Previous Studies

Language and identity has become one of the most interesting and popular topic to be investigated within the field of linguistic study in recent years. There are plenty researchers whose topics of research is related with language and identity. Below paragraphs are listing and reviewing further of some studies on language and identity;

The first previous study taken comes from Andrews (2010). The origin of this study comes out because of the recent influx of Latino immigrants in the Mid-West United States that affects into the increasing number of Mexican students in school. This condition then attracted Andrews to study about the immigrants' construction of new identities in unfamiliar environment, since he assumes that by learning a language, it will involve acquiring another identity to learn a novel and a different grammar. This condition would indeed shape the construction of new identity for the Mexican students.

In this study, Andrews related the notion of identity by Gee (2001) and linguistic code choice by using Gee's (2005) method of critical discourse analysis in interpreting the data. His subjects of study are six females and seven males Mexican students of Black Water High School. From his research, Andrews concludes, when students speak a language, they make a statement about the kind of language speaker they intend to communicate at the moment through their choice of linguistic code. He also advises that schools need to reexamine the

language policies and the attitudes toward Latino students. Further, he states that schools should create spaces in the classroom for Mexican students to enact and develop students' linguistic identity of Spanish-speakers since the primary language plays an important role in acquiring and developing literacy.

The similar topic of the research on language and identity had been done by Wilder Yesid Escobar Almegica (2013), entitled *Identity-forming Discourses: A Critical Analysis on Policy Making Processes Concerning English Language Teaching in Colombia*. This study investigated a critical problem about asymmetrical power relationships and uneven conditions in English language education exerted via identity shaping discourses. The research was using critical discourse analysis method which would characterize the discursive strategies;

1. Unveil power structures
2. Means of control, and
3. Subject positioning of submission and dominance inherent

Within three main categories; being bilingual, being successful and being Colombian. The subjects of the study in this research came from the examination of written text, to characterize identity related process shaped by educational policies regarding English language education in Colombia. This research, at last, concluded that discourse was being employed by the Colombian Ministry of National Education strategically to protect ideologies and enlarge gaps between socio-economy groups.

Another research on language and identity was done by Meinarni Susilowati (2013) who was researching about how the subjects of the research,

English teachers, symbolized their identity within classroom interactions, how the teachers represented the identity in their own utterances. The subjects of Susilowati's research were the lecturers in State Islamic University of Malang; it was due to its potential situation that could rouse the emergence of teachers' identity as *etic*, *emic* and negotiation data.

Some of the findings in this research are first, the immediate appearance of the teachers' identity represents the culturally bound and socially constructed identity representation. Second, the teachers strategies of revealing some specific roles of identity indicated them as the *problematizer*, the member of stereotyped cultural group of people, the membership of academic society, the language evaluator and the inclination toward the youth's life. Another result she found was that the teachers' strategies of indexing to particular groups illustrated the teachers' local, national, religious and academic identity.

The last previous study discussed in this part is the research conducted by Basthomi, et al (2015) which becomes the starting point and the main reference, besides the books talked in the literary frameworks, in doing this research. The research investigated the use of author self-reference in the form of third person point of view in academic writing. It also examined the result of the study on the relation of author-self reference with ventriloquizing phenomena introduced by Deborah Tannen. Subjects of the study came from C-SMILE (Corpus of State University of Malang Indonesian Learners') that had 124 theses and 138 research articles of EFL learners, who were undergraduate students of English Letter department in the State University of Malang. The result of this study shows abundant uses the term 'the researcher'

as author self-references had by the subjects of the research. The ample uses of the term was influenced by habitual practices of ventriloquizing in the subjects' of the study everyday communication, using either the L1 or L2.

The aforementioned studies gave so much helps in doing this research, both as the guideline and reference of the methodology could be gone through. But, it should be noted that there are some clear gaps between this study and previous researches. What makes this paper dissimilar from the previous studies is the tool of analysis employed in analyzing the identity of the language from the data. This study utilizes self-reference, the use and its function employed, in analyzing the changing of relational and interactional identity in written and spoken language communication done by the subjects of the research. Furthermore, unlike the above previous studies, this research examines not only spoken language use but also the written form as well. The hypothesis of the potential findings from this research is that the framing identities seen from the employments of self-reference in communicating ways through language.

Moreover, notwithstanding those aforementioned studies on language and identity analysis done within academic surroundings as well as this paper scrutinizes language and identity in academic sphere, the subjects taken for this study is dissimilar. If Andrews (2010) took immigrant students in Mid-West, Almeciga (2013) focused on ELT in Colombia, Susilowati (2013) analyzed the teachers or lecturers of certain university and Basthomi et.al (2015) studied the particular college students paper, this study then took the written research proposal as well as recorded the seminar of the proposal.

CHAPTER III

FINDINGS AND DISCUSSION

This chapter presents the data gained from the result of the observations and analyzes the data relevant to answer the research problems.

3.1 Findings

There were five students taken as the subject of the study. It was found 47 data in spoken form and 36 data in the written form. The data reduction was done since in collecting the spoken data, the data which come after minute-4 showed similar patterns; the repetition of the employment and function of self-reference were happened. The 69 spoken data became only 48 data. In comprehending the dissimilar employment on kinds of identity, the research draws on theory of language and identity proposed by Tracy, 2002 (as cited in Young, 2008) and the use also the functions of self-reference as well. The theory of language and identity is utilized to analyze the framing of identity on the both interactional and relational identities. The theory on self-reference is employed as a tool to research those different framing of identity, also to see the different framing of interactional and relational identities, raised by the subject of the study within spoken and written forms. It uses self-reference since it has a strong relation with self-effacing device as a strategy to disguise authors' identity (Basthomi et.al, 2015).

Below data was alternately ordered from subject 1 to 5. It is served starts from the written data and is followed by the spoken data. Since this research investigated dissimilarity used of self-reference within two kinds language

communication, written and spoken, subject 1 in written data is the same person with subject 1 in spoken data in order to make the comparison clearer. Further, for the written data, it was chronologically ordered from subjects' written proposal's pages. Within the below data, it is written as (p. ...) boldly, for example **(p.3)** this means the datum was taken from page 3 of subjects' written proposal. Whilst, for the spoken data, the coding system was merely written based on the time the self-reference uttered by research subjects. It is written within a bracket boldly, for example **(02.08)**, this means that the data was gotten in minute 2 pass 8 seconds.

3.1.1 Written Data

The written data were gotten from the received email of the proposals sent by the subjects of the study. The written data is needed to compare the different used of self-reference between the written form of data and its spoken form. The written data are the research proposal presented by the students, as the subjects of the study, within their seminar proposal. Abundant used phrase "the researcher", or other common form i.e. the writer, the author, is found within this study.

Subject 1

Datum 1.1

(p. 3) [...] in order to make this study more specific, **I** only fix on examining preferred and dispreferred responses [...]

In the above excerpt, the subject used the first person pronoun to refer to herself.

The self-referring is categorized as subject reference. It also has a function as elaborating an argument. It is subject reference because the word 'I' stands as the subject of the sentence and it is stating a goal or purpose. Because, in that writing,

the research subject explains the reason why she chose only preferred and dispreferred responses to be used in analyzing her research. This statement was uttered when she presented about her research background. It talks her focus of study and theory of her research. Actually, when the research subject wrote '*I only fix on [...]*', this strengthens her identity as a researcher who stated about the specification of the theory she used within her study. It is because she clearly showed where she stands within her research and had a power to make a decision.

Datum 1.2

(p. 5) I decide to investigate this movie by using preferred and dispreferred responses now that it provides rich data from monolog and dialogues [...]

Datum 1.2 provides an example on the use of the first person pronoun and the function of elaborating an argument. It is elaborating an argument because the research subject argued about her decision to utilize a particular movie to be further analyzed by using preferred and dispreferred notion. This is part also still one of the explanations of research background. Further, the sentence '*I decide to investigate this movie [...]*' in contrast with datum 1.1, strengthens her position as the researcher and asserts her choice about particular problem in her study.

Datum 1.3

(p. 7) However, practically, I can give empirical data that designed or scripted conversations provide preferred and dispreferred responses

The above excerpt utilizes the first person pronoun, I, that has a position as subject reference and functions as expressing self-benefits. It is grouped as expressing self-benefits because in that excerpt, the research subject stated her capability of providing a designed empirical data, which contain preferred and

dispreferred responses. In addition, the excerpt is one of the parts of research significance. The sentence *'practically, I can give empirical data that [...]*' showed the power of being researcher, because, here, she can give practical significance through her study.

Datum 1.4

(p. 8) Furthermore, **I** focus on investigating how preferred and dispreferred responses used in Ant-Man movie, including kinds and its functions.

The datum above can be found within the subject's scope and limitation of the research. It is, again, using the first person pronoun. The function of the self-reference in this excerpt is as stating a goal or purpose since within that excerpt the subject of this research talks about her intention to focus on the notion of preferred and dispreferred responses in Ant-Man movie. Likewise datum 1.2, the sentence in datum 1.4, *'I focus on investigating how preferred and dispreferred responses [...]*' empowers the writer's argument. Thus, the impression emerges in this excerpt is the researcher is qualified enough in analyzing the particular topic.

Datum 1.5

(p. 8) On the other hand, due to the limited time, **I** choose to only use this theory in investigating only one movie, Ant-Man movie. Also, since **I** use movie as subject of this study, **I** cannot do observation such as asking directly to the characters about the reasons they produce the utterances.

Datum 1.5 also can be seen in the scope and limitation of the research. In this datum, the research subject uttered her limitation to have a broader analysis of the movie. The limitation comes from her disability to do an interview, for example, to the characters of the movie. The author self-reference employed in this data is first person pronoun, I, and it is functioned as elaborating an argument. The

argument is her limitation in doing a broader analysis. In addition, within those three uses of first person pronoun, I, the research subject used clear and explicit word, as in some previous data, these clear and explicit diction strengthen her self-identity as a researcher.

Datum 1.6

(p. 10) I use human instrument in this study now that other instruments cannot be done in this study, except **me myself**.

Within above datum, it can be seen that the research subject is still employing the first person pronoun in referring herself and it is standing as subject reference.

But, it should be seen that the above datum also contains the phrase ‘me myself’.

This phrase then is also categorized as self-reference to be used as object reference. The function of aforementioned author self-references in this excerpt is as elaborating an argument. Since, it is talking about the research instrument utilized in the study. In fact, in this datum, the subject should not write the word *myself*. It would be better if she wrote ‘[...] *except me as the researcher*’ to emphasize her identity.

Datum 1.7

(p. 11) Therefore, in order to investigate the organization of preferred and dispreferred responses used in this movie, **I** am the one who collects, investigates, describes and interprets the data that are already provided in this movie.

The statement in datum 1.7 is the continuance of the argument in datum 1.6 when the research subject elaborated her argument about the research instrument in her study. The self-reference employed is the first person pronoun, I, and it is functioned as expressing self-benefits. After arguing about the chosen kind of

human instrument in previous datum, in this datum the research subject shows her benefits as the consequence of choosing human as the research instrument. She stated that she was the only one who collects, investigates, describes and interprets the data as she demonstrating her functions within the study. This condition makes the research subject positions as the researcher much clearer.

Datum 1.8

(p. 11) Thus, **I** take the data from directly watching the movie and downloading the script in <http://www.springfieldspringfield.co.uk>. Moreover, **I** choose this movie intentionally as the subject of this study because [...]

Datum 1.8 deals with the way the research subject gained her research object which is related to data collection. It still uses the first person pronoun to refer the writer of the study. The first self-reference has a function as explaining methodological procedure she took to gain the data she wants by watching the movie and downloading the script from particular link in the internet. While the second emergence of first person pronoun, has a function as elaborating again the argument why she took the particular movie to be analyzed. In addition, both usages of first person pronoun are used as subject reference. These subject references later make the research subject's identity as the researcher more obvious due to its diction of explaining the steps of data collection.

Datum 1.9

(p. 11) Firstly, **I** watch this for two times, firstly, **I** watch this movie to surely understand its plot and the content of this movie, and secondly, **I** watch this movie to check each utterance that is produced by each character, and **I** guess whether the utterances contain with preferred and dispreferred responses or not.

Some appearance of first person pronoun author self-references in above excerpt are similarly functioned as explaining methodological procedure. This excerpt can be found as the part of data collection. In this datum, the research subject explains some stages she had to go through to gain the data she needed. As in previous datum, in this datum, due to its diction of explaining the steps of data collection, the identity of the research subject as the researcher is clearer and stronger.

Datum 1.10

(p. 11) Secondly, to collect the data, **I** search the script in <http://www.springfieldspringfield.co.uk>. **I** choose this link because it is trusted and accessible source to get the data. Thirdly, **I** read the script while watching the movie to ensure that it is a truly script of this movie so the utterances in movie and in script are similar.

Likewise datum 1.9, this datum is the part of data collection, since it talks about the stages in collecting the data, the author self-references that appear in this datum indeed have a function as explaining methodological procedure.

Nevertheless, the last 'I' in that excerpt is elaborating an argument about the reason why the research subject needed to watch the movie again, as she needed to ensure the validity of the script with movie. In above datum the research subject's identity as the researcher is shown from the choice of explicit and distinct verbs in doing data collection.

Datum 1.11

(p.11-12) The last is **I** focus on marking the utterances in the script that consist of preferred and dispreferred responses which are going to be analyzed and categorizing its sequence, such as question-answer, request-accept/decline, etc. The criteria of utterances that **I** mark is the utterances which indicate preferred and dispreferred responses [...]

Since datum 1.11 still talks about the steps of data collection, the function of the self-reference in this excerpt is still as explaining methodological procedure. The use of self-reference is also still first person pronoun, I. The first 'I' in this excerpt illustrates the research subject's action in gaining the data she needed, while the second 'I' in this excerpt gives further explanation of the previous first person pronoun, I.

Datum 1.12

(p. 12) Firstly, I categorize the utterances that contain with preferred and dispreferred responses and its context. Secondly, I analyse which utterance that contain preferred responses and which utterance that [...]

Datum 1.12 is one of the parts of research method. It explains about the data analysis of the study. Since it deals with some steps in analysing the data, the uses of self-reference in this data indeed function as explaining methodological procedure. The explanation of methodological procedure started when she is categorizing the data and secondly analysing the data which contains preferred and dispreferred responses. Similarly as previous data, this datum still employs the first person pronoun to refer the writer of the research and the diction of the verbs following the first person pronoun strengthens the research subject's identity as the researcher.

Datum 1.13

(p. 12) Thirdly, I explain the kinds of preferred and dispreferred responses found in this movie by using the theory of preferred and dispreferred responses, [...]

Datum 1.13 is the continuance of datum 1.12 which explores about the steps of data analysis. Therefore, this datum still employs the same first person pronoun and has the same function of self-reference as explaining methodological

procedure. In addition, the same distinct diction empowers the research subject's identity as the one who has the main responsibility of the research.

Datum 1.14

(p. 12) [...] for example **I** explain the type of preferred and dispreferred responses that is more dominant used by the characters in this movie.

The above excerpt employs the same type of self-reference as in all previous data, it is first person pronoun, I, but it has a function as expressing self-benefits. The expression of self benefits shown when the subject research stated her role in analyzing the data by explaining the certain topic on the type of preferred and dispreferred responses that is more dominant used by the characters in particular movie that becomes her research object. Similarly as previous data, this datum still employs the first person pronoun to refer the writer of the research and the diction of the verbs following the first person pronoun strengthens the research subject's identity as the researcher.

Datum 1.15

(p. 12-13) Fourthly, **I** interpret the functions of using preferred and dispreferred responses in this movie. The interpretation based on looking at the context or setting when the utterances produced by characters. The last is **I** summarize the findings and discussion of this study.

This last excerpt of data discusses again about the steps of data analysis of the research subject's study as in datum 1.12 and datum 1.13. Due to its sameness, the use of self-reference in this excerpt has a function as explaining methodological procedure. The form of the author self-reference is also the same. It is using the first person pronoun, I. When someone is interpreting, means that he or she makes a decision about intended meaning. This decision of determining the intended

meaning shows a big responsibility, the big responsibility shows a glaring identity as a researcher.

From above aforementioned 15 data, it can be seen that the only author self-references employed by the research subject is the first person pronoun –I. There is also a datum that has an object reference that used the self-reference ‘me, myself’. This phrase is still the part of the first person pronoun, I. ‘Me’ is the object form of I, while ‘myself’ is the reflexive form of the same word, I. Even though employing the same self-reference in the whole written proposal, each data has different proportion of the usage of self-reference and its functions as well. The data provides the use of self-reference as subject reference as in datum 1.1, 1.2, 1.3, 1.4, etc and the only object reference exists in datum 1.6. The functioning of self-reference in this data inter alia; as stating a goal or purpose (datum 1.4 and 1.8), explaining methodological procedure (datum 1.1.8, 1.9, 1.10, 1.11, 1.12, 1.13 and 1.15), elaborating an argument (datum 1.1, 1.2, 1.5, 1.6 and 1.10), and expressing self-benefits (1.3, 1.7 and 1.14).

The difference of the usage and the functions of author self-reference here can be drawn into the notion of language and identity proposed by Tracy 2002 (as cited in Young, 2008), particularly, in the analysis of interactional and relational identity. First, interactional identity, it deals with the role people take in a communicative context with specific other people (Tracy, 2002 as seen in Young, 2008). The communicative context is the subject research played a role as the author of academic research and puts the readers as the partner of having communicative means. In this role she decided to use the first person pronoun to personify herself clearer instead of disguising the identity. By having so, the

research subject fulfils the opinion comes from some linguists Ivanič, 1998; Hyland, 2001, 2002b; Harwood, 2005, who said that explicit self-reference in academic writing is strengthening authors' ideas (Basthomi et.al, 2015). The second type of identity to analyze this data is relational identity. Relational identity refers to the relation people have in a communication (Tracy, 2002 as seen in Young, 2008). The relation that this subject built with the communication partner is between herself, since she directly utilized the word I without disguising her identity and the readers of her research.

Subject 2

Datum 2.1

(p. 4) Therefore, in this research, **the researcher** will examine the cohesion and coherence features on the written text as task planning of ESL students in State Islamic University of Malang for their oral performances.

Above datum uses the third person pronoun –the phrase ‘the researcher’, in referring the writer of the study. This third person pronoun is employed as subject reference and functioned as stating a goal or purpose had by the subject of the study as well. The purpose or goal stated in this data is the research subject’s intention to examine cohesion and coherence theory in written task planning of ESL students in their oral performances. Moreover, it would be better if after the use of self-referring, the research subject used the phrase ‘be going to’ instead of using the word ‘will’, since ‘be going to’ is more considered as a well-planned stage rather than ‘will’.

Datum 2.2

(p. 6) As the focus in this research, **the researcher** strongly deals with the role of written task planning which composes of the cohesion and coherence devices [...]

Excerpt 2.2 is also employing the third person pronoun as in previous datum.

Dissimilarly, the function of the self-referring in this datum is for expressing self-benefits. The benefit was shown when the subject research gave a big concern and dedication in analyzing a particular topic she chose to be her research background. Additionally, the excerpt *'the researcher strongly deals with [...]*' reinforces the identity of the research subject as a researcher. It is due to the obvious decision she made by using the phrase *'strongly deals'*.

Datum 2.3

(p. 6) For investigating this research, **the researcher** selects the EFL students in State Islamic University of Malang as the subject to complete the potential findings of the research.

This datum 2.3 utilizes the phrase 'the researcher' as self-referring of the author in the study had by the research subject of this study. 'The researcher' is one of the kinds of author self-references. This phrase in that excerpt has a function as elaborating an argument that contains research subject's basis in selecting students of State Islamic University of Malang as her research subject in her study. Not only functions as elaborating an argument, but the phrase also explain the research subject's part as the researcher in doing the data collection process.

Datum 2.4

(p. 6) Meanwhile, due to the limited time and energy, **the researcher** deliberately collects the data of the written task planning merely in [...]

Likewise datum 2.3, datum 2.4 still uses 'the researcher' as the self-referring way to refer the author of the research and functions that self-referring as elaborating

an argument. The research subject argued about the choice of her subjects of research due to some limitations she had in doing the research. This excerpt can be found in scope and limitation part within research background. But, considering the diction, it would be much better if after the phrase ‘the researcher’, the word *deliberately* is removed. Because of that ‘deliberate data collection’ the step she took could be concluded as done clumsily without providing any criteria of data.

Datum 2.5

(p. 6) [...] this research may not cover any potential findings obtained and prevent **the researcher** to gain more complete data on more various types of questions which commonly on all the oral performances performed in classroom activity [...]

Differently from earlier data, this datum which still uses the third person pronoun; employs the self-reference form as an object reference that has a function in elaborating an argument of the possible findings could be revealed later on after analyzing the gained data. The employment of the phrase ‘the researcher’ in this excerpt does not play an exceed role in representing the position of the research subject as a researcher, since, as it is stated before, that this self reference was only used as object reference.

Datum 2.6

(p. 8) Moreover, **the researcher** also used pragmatic approach which focuses on the intended meaning of the EFL students on their written task planning through the coherence and cohesion devices on the text.

Above datum uses the phrase ‘the researcher’, which is one of the kinds of author self-reference. The self-referring is used as subject reference and functioned as elaborating an argument had by the subject of this study. The argument is talking

about the research subject's choice of pragmatic approach to be utilized in her study.

Datum 2.7

(p. 8) The instrument used in this research is human instrument because other instruments cannot be done in this research, except **the researcher herself** who will collect and analyze the data.

Above datum uses the third person pronoun –the researcher as object reference and functions that self-reference to explain a methodological procedure of research instrument within her study. Not only writing the phrase ‘the researcher’, but the research subject in this excerpt also adding the word ‘herself’ in referring the research instrument of her study. The word herself is also categorized as self-reference since it is the reflexive form of the word ‘she’ that refers to the author of the research. As in datum 1.6, which employs the word ‘myself’ as referring herself, this datum uses the word ‘herself’ as referring the research subject to be the researcher. It would be enhanced the research subject's identity if she wrote the stressing on the phrase ‘the researcher’ by adding the word only or no more than, etc. besides, the word ‘will’ within above excerpt is better altered with ‘be going to’ which shows a more well-planned strategy in doing data collection.

Datum 2.8

(p. 8) **The researcher** will also observe the written task planning of EFL students in State Islamic University of Malang for their performances in their public speaking class.

In this datum 2.8, the phrase ‘the researcher’ is employed again as subject reference and functioned as explaining methodological procedure. The procedure she wrote in this excerpt is the early stage of collecting the data for her study. The stage of collecting data was done through observing the written task planning of EFL students for their performances in Public Speaking course. Further, it would

be better if after the use of self-referring, the research subject used the phrase ‘be going to’ instead of using the word ‘will’, since ‘be going to’ is more considered as a well-planned stage rather than ‘will’.

Datum 2.9

(p. 8) However, for the observation, this research more focuses on non-participant observation for **the researcher** will not involve to the activity and merely observe the text as their task planning

This excerpt provides a datum of self-referring used as object reference and operated as explaining methodological procedure. The procedure talked in this excerpt is the part of observing the research subject of her study. Still, the selected self-referring in this excerpt is third person pronoun. Again, it is strongly recommended to alter the word ‘will’ with ‘be going to’ to construct a good impression of the researcher’s identity and capability in doing the research. It is due to the fact that ‘be going to’ is more considered as a well-planned stage rather than ‘will’.

Datum 2.10

(p. 8) By conducting the research, **the researcher** accumulates the data in several steps. First, **the researcher** will list all the tasks of EFL students in their classroom activities in State Islamic University of Malang. Second, **she** will mark the appropriate tasks which used task planning in their activities. Then, **she** will collect all the task planning as the primary data.

Above datum discusses about the steps of data collection done by the research subject in doing her study. Since it deals with the steps of collecting data, the self-reference in this excerpt is functioned as explaining methodological procedure and utilized as subject reference. Likewise the earlier data, this datum still has third person pronoun –‘the researcher’. In this datum, it can also be seen that the research subject used the word ‘she’ in referring the author of the research.

Datum 2.11

(p. 8) After accumulating all of the data, **the researcher** will analyze them in some stages. Firstly, examining the grammatical and lexical of written task planning based on the cohesion devices of Halliday and Hasan theory (1976).

This last datum is talking about the steps should be gone through in analyzing the research by consistently using the third person pronoun –‘the researcher’. This condition results to the same utilizing of self-reference as subject reference also the same functioning of self-reference as explaining methodological procedure as in earlier datum that deals with some steps of data collection. Lastly, the word ‘will’ is better altered with ‘be going to’ which shows more a well-planned stages of data analysis rather than using the modal ‘will’

The entire data which gained from subject 2 employ the third person pronoun –‘the researcher’ in referring the author of the research who becomes research subject in this study. Similarly as subject 1, in talking about the research instrument, subject 2 wrote an object reference as ‘the researcher herself’.

Afterwards, in datum 2.10, the research subject also referred herself by having the word ‘she’. Entirely, the data from subject 2 provides the use of self-reference as subject reference in datum 1.1, 1.2, 1.3, 1.4, 1.6, 1.8 and so on, while the object reference exists in datum 1.5, 1.7 and 1.9. Talking about the functions of self-reference, the data from subject 2 offer data that utilized as stating a goal or purpose (datum 2.1), explaining methodological procedure (datum 2.7, 2.8, 2.9, 2.10 and 2.11), elaborating an argument (datum 2.3, 2.4, 2.5 and 2.6) and expressing self-benefits (datum 2.2).

The variation of the employment and its function of self-reference in aforementioned data reveal the changing of one’s identity by utilizing different

proportion of self-reference, even it was written in the same form of third person pronoun. By differently positioning herself within the writing, this research subject played a role as ‘the researcher’ within the writing, which means that she was disguising her own identity. This disguising of identity supported Hyland’s work (2001, 2002a, 2002b) which stated that non native speakers of English that the using of first person pronoun, ‘I’, is still problematic (Basthomi et.al, 2015). The relation she built within her writing with the readers, who are the partners of her written language communication, is merely between the researcher and the readers of the research result.

Furthermore, not only exposing on interactional and relational identities, from the data, the research subject of this research was also showing her master identity. Master identity is an identity which refers to one’s gender, age, nationality, religion and regional origins (Young, 2008). The master identity revealed from this subject is her gender as women by using the self-reference ‘she’ and ‘herself’, which is the reflexive form of the word ‘she’.

Subject 3

Datum 3.1

(p. 4) There are some reasons why **the researcher** takes political campaign speech as the source of this research; [...]

The above datum employs the third person pronoun –the researcher, as the author self-references. Further, this datum utilizes the self-reference as subject reference and functions it as elaborating an argument. The argument in this excerpt is the research subject’s opinion why he chose political campaign speech as the source of his research.

Datum 3.2

(p. 6) From those previous studies, **the researcher** proposes the research on Van Dijk's socio-cognitive model of critical discourse analysis as the gap which focuses on the discursive strategy of power relation in political campaign speech.

Datum 3.2 talks about the research subject's reasons in selecting van Dijk's socio-cognitive model of critical discourse analysis as the theory in analyzing the study and as the gap with some previous studies he brought in his study. In this datum, the research subject used third person pronoun by utilizing the phrase 'the researcher'. This phrase later, stands as subject reference and functions as elaborating an argument in this excerpt.

Datum 3.3

(p. 8) In fact, there are several speeches by Donald Trump but **the researcher** takes only one speech to be research source as it is newest and also it serves the richness of data.

The above excerpt of datum 3.3 uses the phrase 'the researcher' as the author self-references. This self-referring is used as subject reference and functioned as elaborating an argument. The argument is about linguistic uniqueness of the research object he took for his study.

Datum 3.4

(p. 9) The main instrument of this research is **the researcher himself** who collected and analyzed the data.

The last excerpt from subject 3 is the use of self-reference in the form of third person pronoun –the researcher himself. Here, the self-referring has a position as object reference and has a function as explaining methodological procedure. This datum uses the word 'himself' as way in referring the research subject as the only

researcher who could go through the research process. It is better to just emphasize the power of the phrase ‘the researcher’ as framing the power of the researcher’s identity as the stakeholder of the research.

Similarly as the data gained from subject 2, in this subject 3 the entire data used the third person pronoun as the author self-references by having the phrase ‘the researcher’ with the addition of the word ‘himself’, which is the reflexive form of pronoun ‘he’. The data gives the examples of utilizing self-reference as subject reference (datum 3.1, 3.2 and 3.3) and object reference (datum 3.4). The instance of the functions of self-references in aforementioned data were only two; as elaborating an argument (datum 3.1, 3.2 and 3.3) and explaining methodological procedure (datum 3.4).

The impersonality by employing the phrase ‘the researcher’ in above data supports Wijayanti and Widiati, 2012; Basthomi et.al, 2015 findings which revealed the abundant uses of the phrase ‘the researcher’ in Indonesian academic writing. Further, this impersonality also deals with interactional identity, when the research subject was differently positioning himself within the writing; this research subject played a role as ‘the researcher’, which means that he was disguising her own identity from the readers –his partner of written language communication. In addition, the relation he constructed within his writing with the readers is solely between the researcher and the readers of the research result.

Subject 4

Datum 4.1

(p. 3) And, it also will increase **our** awareness about Indonesian culture.

Above sentence in datum 4.1 employs the word ‘our’ as the author self-reference. ‘Our’ is the form of possessive word for pronoun ‘we’. While ‘we’, it stands as first plural subject pronoun. This self-reference is used as possessive reference and functioned as stating results or claims. The result is not yet gained actually, because the sentence is using the modal ‘will’, which means, the result will be gotten only if the condition and term are applied. As stated before in earlier data, this modal of ‘will’ weakens the research subject’s position as the researcher since he does not give an appropriate diction within the writing. Also, the word ‘our’ in this excerpt sets the researcher as one of the parts of the people who might get some benefits from the research, not as the one who enlightens others knowledge.

Datum 4.2

(p. 5) Thus, **the writer** also hopes to reveal the participant’s understandings about code switching.

Datum 4.2 has a third person pronoun –the writer as the author self-reference. This self-referring is used as subject reference and functioned as expressing self-benefits. The self-benefit is shown, when subject 4 hoped that his findings will increase participants’ understandings about code switching. Furthermore, the diction of the word ‘hopes’ after the self-reference ‘the writer’ also fades the research subject’s power as the researcher, who actually must give new enlightens through his research to the readers.

Datum 4.3

(p. 6) And then, **we** will collect the code switching phenomenon from this video.

The last datum from subject 4 uses the first plural subject pronoun –we, to be the author self-reference. The datum uses the self-referring as subject reference and functions it as explaining methodological procedure. It is categorized as explaining methodological procedure because the self-reference is employed in discussing the steps of data collection. In the earlier data, it has mentioned that the modal ‘will’ is better replaced with ‘be going to’ form which reflects more a well-planned step of doing methodological procedure within academic sphere. Therefore, the position of the research subject as the researcher will be more respected.

Unlike previous data, subject 4 provides different usage of self-references by having possessive word for pronoun ‘we’, third person pronoun –the writer, and first plural subject pronoun –we. Those three data also have different usage and function. Datum 4.1 which uses ‘our’ as self-referring strategy, positions the self-reference as possessive reference and functions it as stating results or claims. Whereas, datum 4.2, which uses the third person pronoun –the writer, uses the self-reference as subject reference and functions it as expressing self-benefit. Lastly, datum 4.3 that has first plural subject pronoun –we, employs the self-reference as subject reference to explain methodological procedure.

If dealing with the notion of language and identity, the use of the word ‘we’ if it is seen from the perspective of identity, from interactional identity, the subject takes a role as the part of the readers, who are the partner of his written language communication. Since he did not use the singular self-pronoun but plural self-pronoun, ‘we’, and because there is no other partner for his written language communication except the reader, it is strongly believed that the word ‘we’ is used

to hook the readers of his research. From the relational identity, the kind of relationship that tried to be built is a close relation between the writer and the reader, since the writer tried having a same self-referring with the readers.

Subject 5

Datum 5.1

(p. 5) The researcher is the main instrument in this research. **He** comes to the Public Speaking class in which the subjects of the research are performing their tasks.

The above datum uses the third person pronoun and the third subject pronoun –he as the author self-reference. Both self-references in this excerpt use as subject reference and function as explaining methodological procedure. The methodological procedure, again, deals with some stages in data collection.

Datum 5.2

(p. 6) The data of this research is directly taken and recorded by **the researcher** during the classroom activities in Public Speaking Course.

Datum 5.2 is yet dealing with the steps of data collection. However, in this datum, because the sentence is passive, thus the self-reference is used as object reference and still functioned as explaining methodological procedure. Also, the explanation of what would be done by the researcher in gaining the data is explicitly uttered. This systematic action of doing the methodological procedure strengthens reader's impression towards research subject's capability as a researcher. Therefore, the identity of the research subject as the main researcher in his study is seen in better ways.

Datum 5.3

(p. 6) Some steps are done by **the researcher** to collect the data.

Similarly as earlier data, datum 5.3 is also closely related with the step of collecting data. Therefore, the function of the self-reference in this datum is as explaining methodological procedure and the usage as object reference.

The entire data gained from subject 5 employ the third person pronoun. One of it is used as subject reference (datum 5.1) and the rest of the data used the self-referring as object reference (datum 5.2 and 5.3). Seen from the function of author self-references, the entire data functioned it as explaining methodological procedure. When the research subject was differently positioning himself within the writing; this research subject played a role as ‘the researcher’, which means that he was disguising her own identity from the readers –his partner of written language communication. In addition, the relation he constructed within his writing with the readers is solely between the researcher and the readers of the research result.

From above data, it can be inferred that the most of the research subjects employed the phrase ‘the researcher’ as referring themselves within the writing as the researcher of their own studies. Besides using the phrase ‘the researcher’ there is also a research subject who utilized the first person pronoun, I, in her written research proposal. Further, there is also a subject of the research who used the first singular pronoun ‘we’ in referring himself as the researcher. Some of the employments of self-references are successfully framing the research subjects’ identity as a researcher, while some others are not.

3.1.2 Spoken Data

The spoken data were gained from the research subject's recordings. The recordings were done during the research subjects' presentation on their research proposal seminar.

Subject 1

Datum 1.1

(02.08) I take only preferred and dispreferred responses in **my** research. Because preferred and dispreferred responses is a key feature of adjacency pairs.

In above datum, the research subject used the first person pronoun –I and possessive pronoun –my in referring herself as the researcher of the study. The ‘I’ self-referring stands as subject reference, while the ‘my’ self-reference stands as possessive reference. Both subject and possessive reference play the same role as stating a goal or purpose. The purpose is taking preferred and dispreferred responses notion to have a deeper analysis of adjacency pairs. Talking about the use of possessive reference –my, this self-referring gives a strong impact of referring the research subject's identity as a researcher within the study. It is due to the fact that the possessive reference –my here gives strong insight to the readers that the research is hers.

Datum 1.2

(02.38) My research question only one, it is [...]

Datum 1.2 uses the self-referring ‘my’ as possessive reference but, this possessive reference fits none from five of the functions of self-reference functioned in this study. Since, none of the functions fixed with this datum. In this datum the

personal pronoun ‘my’ functions as showing the research subject’s possessiveness of the study. It shows the power of the writer in making decisions of writing the research problems.

Datum 1.3

(03.48) First, **I** watch this movie for two times, firstly.

The above datum employs the first person pronoun –I as subject reference and functions that subject reference as explaining methodological procedure. Without further supporting statement of using self-reference the first person pronoun –I in this datum has a less power of representing research subject’s identity as a researcher than the self-referring in datum 1.1.

Datum 1.4

(03.52) **I** watch this movie to understand its plot and the context

Similarly as datum 1.3, this excerpt employs first person pronoun as subject reference to state a goal or purpose. The purpose of research subject in this excerpt is to comprehend the plot and its context of the movie that became the research object of this research subject by watching it. No different with datum 1.3, datum 1.4 has a less power of representing research subject’s identity as a researcher.

Datum 1.5

(03.57) And secondly **I** watch the movie to check each utterance and guess whether [...]

This datum 1.5 is continuance of datum 1.4 as the part of explaining research analysis stages. It uses first person pronoun –I as subject reference to state a goal or purpose. Dissimilarly with other most previous data which commonly use the

self-referring as explaining methodological procedure while the excerpt is the part of research method, either data collection, research instrument or data collection.

From above data gained from subject 1, the entire five data used the first person pronoun –I with an addition of a possessive pronoun ‘my’ in datum 1.1. Further, the self-referring was functioned as stating a goal or purpose (datum 1.1, 1.4 and 1.5), explaining methodological procedure (datum 1.3) and elaborating an argument (datum 1.2). The use of self-reference indeed reveals the identity of the subject of the research as the researcher within her own study. However, the use of first person pronoun which followed by the use of possessive pronoun strengthens the research subject’s identity as a more qualified researcher.

Subject 2

Datum 2.1

(00.07) **I** would like to present [...]

From above excerpt, it can be easily seen the use of first person pronoun as subject reference to state a goal or purpose. The goal or purpose is that the intention of the speaker to present about her research proposal. However, it should be noted that when the data was taken, the research subject discontinued her speaking at that time, her identity representation as a researcher yet could not be seen in this excerpt.

Datum 2.2

(00.12) **I** will present [...]

This datum 2.2 is the continuance of datum 2.1. It uses first person pronoun –I as subject reference to state a goal or purpose. The goal or purpose of this excerpt is

similar as in datum 2.1; it is the research subject's intention to present her research proposal. Unfortunately, this datum is yet unfinished by the speaker. Thus, the identity of the research subject as a researcher is just weakly appeared in this excerpt.

Datum 2.3

(00.17) I would like to present about **my** research proposal entitled [...]. The 'I' self-referring stands as subject reference, while the 'my' self-reference stands as possessive reference. Both subject and possessive reference play the same role as stating a goal or purpose. The purpose is presenting the research proposal had by the research subject. As in datum 1.1, the combination of first person pronoun as subject reference and its possessive pronoun as possessive reference produced a great framing of identity had by the research subject as a researcher within her own study. It is due to the fact that the possessive reference –my here gives strong insight to the readers that the research is hers not others.

Datum 2.4

(00.46) In oral performances, as **we** know, such as in children speech [...]. Differently, in this excerpt, subject 2 used first plural person pronoun –we to elaborate an argument. 'We' here might stands as the hook between the research subject, who acted as the speaker, and the hearers of the presentation. The use self-pronoun 'we' weakens the research subject's identity as a researcher, since by employing 'we' as self-referring, means that the research subject positioned herself as a researcher equally with the listeners.

Datum 2.5

(01.29) Before **we** going to the next explanation, [...]

Likewise datum 2.4, this datum also employs first plural person pronoun but it fits none of the self-reference's functions. As in datum 2.4, 'we' here has apposition as the hook between the research subject, who acted as the speaker, and the hearers of the presentation. The use self-pronoun 'we' weakens the research subject's identity as a researcher, since by employing 'we' as self-referring, means that the research subject positioned herself as a researcher equally with the listeners.

Datum 2.6

(03.42) [...] **the researcher** will examine the features of cohesion and coherence paragraph

The above datum employs third person pronoun 'the researcher' and functions it as stating a goal or purpose. The purpose is that the research subject's intention to examine the features of cohesion and coherence paragraph. Unluckily, within this datum the research subject put the modal 'will' right after the third person pronoun. As it has already stated before in earlier data, it would be much better if modal 'will' is replace with 'be going to' form, considering its function to build a better reliance from the listeners.

From above all data, it can be seen that the unfinished sentence in presenting the research proposal could not reveal the subject reference's identity as a researcher. Further, the use of first plural pronoun also weakens the research subject's position as a researcher, since she considered that she had an equal position with her language partner communication, in this case the listeners.

Subject 3

Datum 3.1

(00.03) I would like to give you explanation about **my** research proposal under the title [...]

The form of using the first person pronoun followed by possessive pronoun in datum 1.1 and 1.2 is repeated in this datum 3.1. Therefore, the explanation is the same as in datum 1.1 and 2.3. Discussing about the use of possessive reference –my, this self-referring gives a strong impact of referring the research subject's identity as a researcher within the study. It is due to the fact that the possessive reference –my here gives strong insight to the readers that the research is his own research.

Datum 3.2

(00.32) That is why **I** use political speech as **my** subject research.

This data also employs two kinds of self-reference as in datum 1.1, 2.3, and 3.1. Those are first person pronoun –I and possessive person pronoun –my. Though, the function of self-reference in this excerpt is not as stating a goal or purpose as earlier data, but it is functioned as elaborating an argument. The argument is about the reason why he chose political speech as his research object. Similarly as previous data, this kind of using two different self-references draws a better framing of an identity as a researcher.

Datum 3.3

(00.48) I use the theory proposed by van Dijk Critical Discourse Analysis.

The above excerpt uses the first person pronoun –I and functions it as elaborating an argument about the theory proposed to do the data analysis.

Datum 3.4

(01.10) I use van Dijk's theory of Critical Discourse Analysis that consists of three dimensions.

This datum 3.4 uses the first person pronoun –I and functions it as elaborating an argument about the theory proposed to do the data analysis. Nonetheless this datum has similar form of writing with datum 3.3 this datum gives a stronger impression for the readers about the research subject's identity as a researcher. It is because this datum provides a farther explanation than the previous data.

Datum 3.5

(01.41) [...] Donald Trump, I use Donald Trump as **my** research subject because Donald Trump [...]

In this datum, the self-reference that are employed those are; first person pronoun –I and possessive pronoun –my. The first person pronoun –I stands as subject reference, while the possessive pronoun as the possessive reference. Both self-references are functioned as stating a goal or purpose. The goal or purpose is telling Donald Trump's linguistic uniqueness, thus he was chosen as the object of the data.

Datum 3.6

(02.35) And for the previous study, I found four previous studies

In this datum, the research subject used first person pronoun as the author self-reference and functioned it as expressing self-benefits. The benefit was shown from the statement, that he found some previous studies to support his research.

This condition actually is framing the identity of the research subject as a responsible researcher. By searching and finding the previous studies mean that he

did an effort to write a good research proposal as acted to be a responsible researcher.

Datum 3.7

(02.46) And from the previous studies I found the differences between my proposal and the previous studies

Datum 3.7 is indeed the prolongation of datum 3.6, since it still talks about the previous studies. Differently, this datum discusses about the gap found between the previous studies and research subject's work. Again, this condition results to a good framing identity as a responsible researcher seen from the context of the writing. Besides the use of possessive pronoun in referring the work after having first person pronoun supports the previous statement of research subject's framing identity as a researcher. In addition, the first person pronoun here stands as subject reference, while the possessive pronoun plays a role as possessive pronoun and both of them have a function as expressing self-benefits. This fact supports the previous statement about the research subject's framing identity to be a responsible researcher.

Datum 3.8

(02.53) I use Critical Discourse Analysis to analyze power domination using discursive strategy and socio cognitive level of Critical Discourse Analysis.

The above excerpt discusses about research subject's choice of theory to analyze power domination using discursive strategy. Thus, the self-reference, which is in the form of first person pronoun, functions as elaborating an argument of choosing the particular to be applied within the research. Further, the self-reference is positioned as subject reference.

Datum 3.9

(03.40) [...] this research used **the researcher himself, I**, as the primary instrument

As in its written form, the use of reflexive form of pronoun is strongly suggested not to be used. It is because that reflexive form does not refer the subject into the identity as a researcher but it is revealing the research subject's master identity, either as man or woman –seen from the use of the reflexive form of himself or herself. Talking about the self-reference, this datum employs three different self-reference; 'the researcher', 'himself' and 'I'. Those three self-references are used as object reference and functioned as expressing self-benefits.

Datum 3.10

(03.54) **I** use the data analysis and the data collection [...]

This last datum from subject 3 uses the first person pronoun –I and functions it as subject reference to state a goal or purpose.

From above data gained from subject 3, some of the data wisely used self-referring notion in framing a good identity as a researcher within particular study. One of the examples of good strategy in employing the self-referring to frame a fairly good identity is by giving a direct and explicit explanation about what would be doing within the research. The good framing identity as a researcher can be seen in datum 3.6 and 3.7. Overall,

Subject 4**Datum 4.1**

(00.06) [...] **I** want to discuss about **my** research proposal entitled [...]

The first data from subject 4 is maximizing the function of self-reference as stating a goal or purpose. The goal is that the research subject wanted to discuss about his research proposal, which was dealing with the notion of flouting maxim. The forms of self-references are as subject reference, I, and possessive reference, ‘my’. By saying ‘*my research proposal [...]*’, the research subject actually framing as the only person who is responsible to that work he is going through.

Datum 4.2

(00.17) Before, **I** am going to explain what is “code switching”

By explaining the notion of code-switching to the audience of the seminar of research proposal, this is framing the subject’s self-benefits as a researcher. First-person pronoun is employed as subject reference with the aim as expressing self-benefit.

Datum 4.3

(00.35) **We** can conclude that code switching is [...]

‘We’ here might stands as the hook between the research subject, who acted as the speaker, and the hearers of the presentation. The use self-pronoun ‘we’ weakens the research subject’s identity as a researcher, since by employing ‘we’ as self-referring, means that the research subject positioned herself as a researcher equally with the listeners.

Datum 4.4

(01.10) What is the concern of **my** research proposal?

This datum uses possessive pronoun –my as possessive pronoun and functions as nothing, since the datum does not fit any functions of self-reference employed in

this study. Moreover, by using interrogative sentence while having spoken language communication within academic atmosphere weakens the research subject's identity as a good researcher. The question was showing the research subject's confusion. Thus, it is strongly advised not to use interrogative sentence.

Datum 4.5

(01.19) Based on **my** research questions, it is to discover [...]

The above data employs possessive pronoun –my as the possessive reference and aims as expressing self-benefits. The benefit which is stalked here is closely related with the identity of research subject as a researcher by saying ‘*based on my research questions*’.

Datum 4.6

(01.32) and the type of code switching **I** use [...]

Datum 4.6 uses the first person pronoun –I and aims as stating a goal or purpose. The purpose is his choice of code-switching theory that he assumed as the most appropriate theory to investigate his research problems. However, the framing of the identity as a researcher is less elaborated, since there is no affirmation about the researcher's identity as a researcher. He needs to give a more powerful diction to show his existence as a researcher.

Datum 4.7

(02.15) In this proposal **I** would like to use qualitative methodology [...]

Above excerpt employs I, which is first person pronoun, as subject reference and heads for stating a purpose or goal of research method he would employ. The use of ‘*would like to*’ right after the first person pronoun –I is quiet bothering, since it

weakens the researcher's identity as a qualified and firm researcher. This *'would like to'* must be replaced with a stronger word in showing the decision he made.

Datum 4.8

(02.42) [...] when **we** want to know [...]

'We' here might stand as the hook between the research subject, who acted as the speaker, and the hearers of the presentation. The use self-pronoun 'we' weakens the research subject's identity as a researcher, since by employing 'we' as self-referring, means that the research subject positioned herself as a researcher equally with the audience of the seminar.

Datum 4.9

(02.45) [...] but qualitative methodology, if **we** want to know **our** data deeper

Datum 4.9 uses first plural pronoun –we and its possessive form –our, the first self-reference is used as subject reference and the second is used as possessive reference. Again, the use of 'we' and its possessive form, 'our' should be reduced, or better deleted due to its effect of weakening the research subject's identity as the main researcher.

Datum 4.10

(03.10) And why **I** choose the data because [...]

In this last datum, the first person pronoun is used as the subject reference and aimed as elaborating an argument. Further, the research subject employed again the question word *'why'* in delivering his arguments. This condition declines his capability as a qualified researcher. It is better to say the purpose directly.

The abundant uses of the first plural pronoun –we and its possessive form –our, were found from this research subject. The repetition of using question words also could be seen. Those two conditions, fades the research subject’s identity as a qualified researcher. Since the first plural pronoun and its possessive form makes his position as more important person, the main researcher, was gone. The questioning words also show his ambiguity and confusion in delivering the arguments.

Subject 5

Datum 5.1

(00.09) First of all, **I** want to tell you a story. **I** have a friend, her name is Nadya.

In this introduction, the research subject used first person pronoun –I. The first ‘I’ stands as subject reference and has a function to state a goal or purpose of giving new information. Then, the second ‘I’ also stands as subject reference but does not fit any functions of self-reference.

Datum 5.2

(01.19) Then, **I** can say that pronunciation is important.

In datum 5.2, the self-referring employed is still the first person pronoun which is functioned as stating results or claims. The claim is gained from the sentence, when the research subject said ‘*I can say that pronunciation is important*’. This statement was indeed produced due to some facts of data as the evidence.

Datum 5.3

(01.25) So, **I** decided to lay **my** research in this field

The 'I' self-referring stands as subject reference, while the 'my' self-reference stands as possessive reference. Both subject and possessive reference play the same role as stating a goal or purpose. The purpose is presenting the research proposal had by the research subject. The amalgamation of first person pronoun as subject reference and its possessive pronoun as possessive reference produced a great framing of identity had by the research subject as a researcher within her own study. It is due to the fact that the possessive reference –my here gives strong insight to the readers that the research is hers not others.

Datum 5.4

(01.29) And this is the title of **my** research [...]

Datum 5.4 uses the possessive pronoun as possessive reference and aims of stating a goal or purpose. The goal is informing the audiences about his title of the research. Due to the fact that he used the possessive pronoun 'my' it illustrates more his identity as the researcher.

Datum 5.5

(02.05) And, Indonesian researchers, **I** got [...]

Within above datum, the research subject uses the first person pronoun –I as subject reference and functions it as expressing self-benefit. The self-benefit is shown when he got some previous studies taken from Indonesian researchers. The expression of self-benefit here strengthens his identity as qualified researcher.

Datum 5.6

(02.39) So then, the gap **I** can take from this research is [...]

Datum 5.6 employs the same usage and function of self-reference as in datum 5.5. The first person pronoun is used as subject reference and aimed as expressing self-benefit. Thus, as in datum 5.5, this expression of self-benefit is also strengthening the research subject's position and identity as a researcher.

Datum 5.7

(02.48) [...] **I** can say they are the beginners

This datum uses the first person pronoun –I as subject reference and functions this subject reference as stating a result or claim. The claim he declared is of course, uttered after considering some facts he saw before.

Datum 5.8

(02.53) Or **I** can say they are not expected to have a good English speaking skill

Datum 5.8 is one of the reasons why the research subject could state a result or claim within the previous datum, datum 5.7. He was talking about the research subjects from the previous study he got. In that previous study, the researcher researched about the error of phonological stuffs from the beginners. From above datum it is stated as those who '*are not expected to have a good English speaking skill*'. His carefulness of seeing the gap and making a better research reinforces his identity as a competent researcher.

Datum 5.9

(02.59) So, that is why here, **I'm** taking the advanced learners

Datum 5.9 employs the first person pronoun as subject reference and uses it as elaborating an argument about the chosen research subject for his study. This datum is the continuance of datum 5.8

Datum 5.10

(03.06) The title is “pronunciation problems”, so that **I** want to take very problematic phonemes.

In this datum, the first person pronoun –I is employed as subject reference in elaborating an argument. The argument is dealing with his choice of focus in doing his research.

Datum 5.11

(03.14) Then, the subject that **I** decided to use is [...]

This datum is using the first person pronoun as subject reference in elaborating an argument of choosing the research subjects according to some considered conditions.

Datum 5.12

(03.33) So that **I** can judge them as advanced learners

Datum 5.12 is using the first person pronoun as subject reference as stating results or claims. The claim is about his research subjects’ capability as advanced learners seen from some perspectives. One of the considerations of judging the research subjects as advanced learners is that the research subject he took had already passed some speaking course during the time they study in college.

Datum 5.13

(03.59) [...] and **I** have proven this

The above datum uses the first person pronoun –I as subject reference and aims to express self-benefit. The benefit is shown when he stated that he has proven a particular thing related to his research. Having the expression of self-benefit here strengthens his relational identity as a qualified researcher.

Datum 5.14

(04.00) I have done **my** observation in public speaking course and **I** find like they pronounce [...]

The last datum has three uses of self-reference. Two of them are first person pronoun as subject reference and the other is possessive pronoun. Though written as different usages, those three self-reference functioned as the same, it is expressing self-benefits. By expressing self-benefits, this research subject frames his identity explicitly as a qualified researcher. Further, even though it is still research proposal and not yet approved by the examiners, he has done a primarily study related to his topic.

Considering some decisions of choosing the word and functions in utilizing the self-reference, this research subject successfully framed his identity as a capable researcher, as it can be seen in datum 2.2, 2.3, 2.5, 2.8 and 2.14. The mindfulness of the writing should also be appreciated. Furthermore, this subject 5 is the only research subjects who functions the self-reference as stating results or claims as it can be seen in datum 2.2, 2.7, 2.8 and 2.12

Above all, the inference could be drawn from aforementioned data is the ample uses of the first person pronoun 'I' as referring the research subjects' identity. They framed their identities directly as they are, no longer disguising their identity as 'the researcher' as in written data.

3.2 Discussion

The chosen notion of language and identity is one proposed by Tracy (2002) as cited in Young (2008). Tracy introduced four types of identity; master, interactional, personal and relational identities. However, due to its dynamic types

of identity would be analyzed, this paper focuses only two kinds of identity that are in flux and dynamic as well, those are interactional and relational identities. The analysis step for this research was going through by employing the theory of self-reference, seen from its changing and different using of employment. If the analysis is merely seen from the kind of author self-references used within the subjects' written data, the role of the interactional identity they took is solely as the researcher within a study. From the changing of the use and its functions, the findings of the data reveal the dynamic altering of interactional and relational identities.

This research discloses that the all kinds of self-reference; subject, possessive and object reference are employed by the research subjects both on their written proposal and their talks during the seminar of the research proposal. Not only employing all those kinds of self-reference usage, but they are also maximized the all five functions of self-reference; stating a goal or purpose, explaining methodological procedure, elaborating an argument, expressing self-benefits and stating results or claims. Those differences on its usage and functions of self-reference then also reveal the different identities had by the research subjects when they were both using and functioning the self-referring. The relation between framing identity and the used of self-reference will be further discussed and elaborated below.

3.2.1 Types of Self-reference and Its Functions used in Written Data

From above findings, it is found that the subjects of the research employed two kinds of the use of self-reference within the subjects' written research

proposal. Those findings are subject reference (found in datum 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, etc.) and object reference (found in datum 2.5, 2.7, 2.9, 3.1, 3.4 and so on). From the use of self-reference as subject reference, it fulfills four different functions of self-referring; stating a goal or purpose (datum 1.4, 1.8 and 2.1), explaining methodological procedure (datum 1.8, 1.9, 1.10, 1.11 and others), elaborating an argument (datum 1.1, 1.2, 1.5, 1.6, 1.10 and many more) also the last function; expressing self-benefits (datum 1.3, 1.7, 1.14, 2.2, etc.). While from the use of self-reference as object reference has only two different functions of self-reference; as elaborating an argument (datum 1.6, 2.5 and 3.1) also explaining methodological procedure (datum 2.7, 2.9, 3.4, 5.2 and 5.3).

The aforementioned data are the numbers of data that used the phrase ‘the researcher’ –and other phrase alike, i.e. the writer or the author, employing the first person pronoun – I and its possessive form –my, utilizing the first plural pronouns –we and its possessive form –our also a datum that used the third person pronoun –the researcher in writing the research proposal. It can be seen from aforementioned data that none of the data was functioning self-reference to state results or claims. It is strongly argued that since the form of the written data were just the research subjects’ proposals, therefore they did not have either results or claims of the research in their writing because they were yet analyzing their proposed topics.

The most employment of self-referring in the written form is the phrase ‘the researcher’. If above data seen from interactional identity point of view, it is dealing with the role taken by research subjects in a communicative context with specific people (Tracy, 2002 see Young, 2008). This result is in line with a

previous study done by Wijayanti and Widiati (2013) who found that the most common used of author self-references in English foreign language speaker is the term ‘the researcher’ (Basthomi et.al, 2015). Afterwards, Basthomi et.al (2015:1100) stated that the choices of whether to use self-presentation or impersonality in academic discourse have a main part in framing the authors’ identity. Thus, the aforementioned data on the use of self-reference can be analyzed to seek the framing of one’s identity.

As it is stated earlier, the choice on using self-referring can be the tool in analyzing one’s identity, from aforementioned data by performing themselves as ‘the researcher’, the research subjects were disguising their own identities. Analyzed from interactional and relational identities, the research subjects, who applied the third person pronoun, ‘the researcher’ played a role as an investigator within their studies and had a relation with the language partners as a researcher and the readers of their works, without exploring their master identities, i.e. name, gender, nationality, and so on. Dissimilarly, when the research subjects employed the first person pronoun ‘I’, they clearly stated where they stand within their own studies by showing a ‘power’ to make any decisions would be gone through in doing the research.

3.2.2 Types of Self-reference and Its Functions in Spoken Data

The first impression in analyzing the spoken form of the data is the ample uses of the first person pronoun; I. The word ‘I’ as first person pronoun used as subject reference (datum 1.1, 1.3, 1.4, 1.5, 1.6, 1.7 and so on), possessive reference (datum 1.2, 2.3, 3.1, 3.2, 3.5, 3.7 and others) and object reference

(datum 3.9). Every different usage of self-reference also has different functions of self-reference. The abundant use of the first person point of view demonstrates that the subjects of the study tended to ensure the examiners their capability in doing the research by using the first person point of view, I, so that tell the examiners and the audiences that he or she is the one who is responsible with the proposed topic for the research. Ivanič, 1998; Hyland, 2001, 2002b; Harwood, 2005 as cited in Basthomi et.al (2015) also believed this statement that by using directly the “I” self-reference, the researcher can be trusted as a more reliable researcher.

Seen from Tracy’s theory of language and identity, the above example demonstrated that those subjects of study performed themselves as the main researcher who is responsible to the topic of study they proposed. By having so, they try to ensure the examiners that their topics are worth to be analyzed. Since it is said that explicit self-representation in academic writing, in this context presenting the written proposal of research for undergraduate thesis, will strengthen the authors’ –the speakers- ideas (Ivanič, 1998; Hyland, 2001, 2002b; Harwood, 2005) as cited in Basthomi et.al, (2015).

Viewed from the interactional identity proposed by Tracy (2002), it can be said that they were only playing a role as, again, the trusted and reliable researcher. However, the relational identity they take cannot be detected, because the self-referring they use cannot lead to the inference that it uses for particular occasion while having conversation with different people. Nonetheless, it should be noted, even though using the same first person pronoun, each single of datum employs different usage and functions of self-reference. From above similar used

self-reference within the data either as subject reference, possessive reference or object reference it can be drawn into five different functions of self-reference. It means that there is a changing employment of self-reference even though it is written in the same form. It can be concluded then that the subjects of this research played some different roles of speaking interactions by using the same first person pronoun, I. This changing of different roles in framing the identity then, deals with the interactional identity (Tracy, 2002 see Young, 2008) as one from four different kinds of identity.

Another form of self-referring utilized by the research subjects within their spoken research proposal presentation is the word 'we' to refer themselves, as the speaker, and hook the listener to be the part of their talks. The examples of the data that used the word 'we' employ it to refer the author of the research proposal. In this situation, the subject of the study tried to bring the audiences in line with what they are talking about and have the same understanding about the topic being discussed. Further, the use of the word 'we' if it is seen from the perspective of identity, from interactional identity, the subjects take a role as the part of the audiences. Since he or she did not use the singular self-pronoun but plural self-pronoun, 'we', and because except the presenter the people who were on that room were the examiners and the audiences, it is strongly believed that the word 'we' is used to hook the audiences rather than the examiners. As a result, they were framing themselves not only as the speaker but also as the part of the discussion. From the relational identity, the kind of relationship that tried to be built is a close relation between the speaker and the audiences. Since the speaker tried having a same self-referring with the audiences.

The last type of self-reference employed by the research subject is the phrase ‘the researcher’ (datum 2.6). The data shows that in this situation, the speaker positioned herself as a researcher who would do some academic steps in analyzing the data of the research. Means, within interactional identity she stood as a researcher not her own self anymore and the relation she built was the relation between a researcher who ensured the examiners that her topic of research is worth to be accepted and analyzed further.

Disguising identity means building a new position in interactional identity. In this spoken form, the subject of the study positioned themselves as the researcher, no longer as the speaker in a certain seminar. The roles they played when they used author self-reference, ‘the researcher’, was as the main researcher who proposed a certain topic to be further analyzed in front of the examiners. While from the relational identity point of view, the subject of the study tried to position themselves as fair as possible for all the people who may read the proposal or further, their undergraduate thesis. The inference could be drawn from above data is every single subject of the study framed different interactional and relational identities depends on how they use a self-reference in referring themselves, either as a speaker or a researcher with particular reasons behind.

3.2.3 Comparison on Different Use of Self-reference

As aforementioned in the research background, the different use of self-reference might deal with ventriloquizing phenomenon. Tannen (2007:55) as cited in (Basthomi et.al, 2015) defined ventriloquizing as phenomenon by which a speaker positions him -or herself as another speaker or as another non-speaker by

means of pronoun choice, paralinguistic and prosodic features and other linguistic markers of points of view. Tannen (2007) stated that this term signifies to follow Bakhtin (1981) “words uttered in such way to emerge at particular distance from the interlocutors’ lips” (Basthomi et.al, 2015). Therefore, the only data that fixed with this phenomenon are the data which have ‘impersonal tone’ on it, it is including the use of third person pronoun; the researcher, the writer and first plural pronoun; we. Since by doing so, the research subjects did not frame their own identity, but they purposively placed themselves as somebody else who echoes their thought.

In gaining a depth-understanding of the choice taken by the subjects of the research in employing the self-reference within their written and spoken language communication, an interview with every single research subjects was done. From the interview some reasons are drawn by the research subjects. The first subject that had interviewed was subject 5, from the written data, he barely used self-referring. When it was confirmed, he stated that he tended to not involve himself directly to his own study, but he wanted that the referring of his passive sentences and only three employments of the third person pronoun, ‘the researcher’, would indeed refer to him. While in the spoken from data, it was found abundant uses of the first person pronoun, I. In perceiving this, subject 1 stated that this strategy was used to show his power as a researcher in front of the examiners and the audiences when he was presenting about his research proposal.

Differently, subject 1 applied the first person pronoun ‘I’, both on her written and spoken forms of language communication. When it was asked, she said that by using ‘I’, she was trying to ensure both the readers of her written

proposal and the listeners of her research proposal presentation about her capability in investigating the proposed topic. Further, she said that by using the first person pronoun 'I', she made the writing simple. In different way with subject 1, subject 2 rarely employed the first person pronoun within her spoken form of data and fully used the third person pronoun, 'the researcher', in her written research proposal. Instead of using 'I', in her spoken research proposal presentation, she used first plural pronoun, 'we', and third person pronoun, 'the researcher'. When it was confirmed directly to subject 2, she said that it was because she was less confidence in framing herself directly through her language communication. In addition, some uses of first person pronoun 'I', which was uttered in her research proposal presentation, was done spontaneously.

The next interview comes from subject 3. Subject 3 utilized the third person pronoun 'the researcher' within the written research proposal and the first person pronoun 'I' in his presentation of the research proposal. When he was interviewed according to that use of self-reference, he answered that it was more comfort when he did not involve his identity directly in writing the research proposal. While in the research proposal presentation, when he used the first person pronoun, he said that it was impossible to use the term 'the researcher' when speaking. Moreover, he used the first person pronoun 'I' while presenting the research proposal to convince the examiners about his capability in researching the proposed topic. Next, the last interview was lastly asked to subject 4. Subject 4 used not only the first person pronoun 'I' but also sometimes the first plural pronoun 'we' in his speaking when presenting his research proposal. Commenting to this, he stated that the first person pronoun was used to convince

the examiners about his capability in investigating the topic of the research he proposed. While the first plural pronoun, was used when he wanted to refer the statement including to the audiences in his research proposal presentation. Lastly, in his written proposal, subject 3 employed the third person pronoun, ‘the researcher’ and ‘the writer’, in referring himself. When this condition was asked, he answered that he just followed his previous studies which employed the third person pronoun within the writing.

The inference could be taken from above discussion is that, the all research subjects, except subject 1, had ventriloquizing phenomenon within their language communications, mostly within its written form of language communication. Some of them employed certain self-reference due to purposive reasons and others used it because of their unconsciousness.

CHAPTER IV

CONCLUSION

This chapter summarizes the findings and the implications for future research on the notion of language and identity seen from different perspectives and analyzed using different tools.

4.1 Conclusion

From all previous chapters, it can be inferred that Tracy's (2002) theory of language and identity, focusing on the both interactional and relational identity, is possibly analyzed through the notions of self-reference. From the findings, it is found that the all employment of self-reference as; subject, possessive or object reference and the entire functions of self-reference as; stating a goal or purpose, explaining methodological procedure, elaborating an argument, expressing self-benefits and stating results or claims are fulfilled by the data. Further, those differences of both employing and utilizing the functions of self-reference are framing different proportion of research subjects' identity as a researcher for their own studies.

In conjunction, the researches on the relation between self-reference and the identity theory, it is found that the changes of the employment of self-reference in revealing the interactional and relational identity had by the research subjects' should not merely be seen from its form of self-reference. It should be analyzed deeper by seeing the different employing and functioning of self-reference in referring the research subjects' as the researcher, both in their written and spoken language communication. As a result, almost all research subjects'

used the third person pronoun, ‘the researcher’, as the author self-references. In contrast, within the spoken data, the most employed self-reference is the first person pronoun, I.

4.2 Suggestion

This study examines the use of self-reference as framing person’s identity by employing the different self-references within written and spoken language communication, occurred within academic atmosphere. The notion of language and identity is ones proposed by Kannen Tracy (2002) as cited in Young (2008). Considering some limitations in doing the research, there are a couple of possibilities for a follow-up research or future studies. Those are;

- 1) Regarding the research subjects, it is strongly recommended to analyze the notion of language and identity within daily communication. This analysis will reveal, not only the interactional and relational identities as in this research but also the other two types of identity; master and personal identities.
- 2) According to the notion of language and identity, future researchers may employ the notion from other linguists’ invention, such as Gee (2005) to broaden the analysis of one’s identity seen from the employment of self-references. The result of this study might be compared with the future researches that are using different notion of language and identity to see its similarity and dissimilarity.

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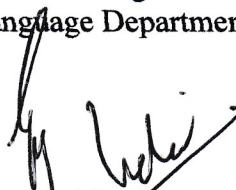
Department : English Letters and Language

Thesis Title : Self-reference as Framing Identity in Written and Spoken Communication

Advisor : Dr. Meinarni Susilowati

No.	Date	Description	Signature
1	08 April 2016	Revising Chapter I (significance, scope and limitation, research design)	
2	18 April 2016	Elaborating the theory of language and identity also self-referring in representing identity	
3	29 April 2016	Proposing the structure of Chapter III	
4	12 May 2016	Revising Chapter III (flowing of the ideas, analyzing the data, planning the discussion)	
5	16 May 2016	Rewriting Chapter III, proposing findings and discussion (managing and coding the data)	
6	09 June 2016	Revising the findings and writing the reference lists	
7	16 June 2016	Reviewing chapter III starts from findings, discussion and conclusion	

Approved by
the Head of the English Letters
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