

AN ANALYSIS OF DEIXIS USED BY AN ENGLISH TEACHER AT THE EIGHTH GRADE OF MTSN 1 BANDAR LAMPUNG

Febriyanti
STKIP PGRI Bandar Lampung

ABSTRACT

This study is aimed to find out the type of deixis used by the teacher in teaching and learning process. The method used in this research is qualitative research. After analyzing the data, the writer found that person deixis is the type of deixis that mostly used by the teacher in teaching and learning process. The use of deixis, whether it is person deixis, spatial deixis and temporal deixis is good in communication. It can help the speaker easier to deliver his/her opinion or thinking to the listener. In this case, it is between the teacher and the students.

Keywords: Person deixis, spatial deixis, temporal deixis, communication.

AN ANALYSIS OF DEIXIS USED BY AN ENGLISH TEACHER AT THE EIGHTH GRADE OF MTSN 1 BANDAR LAMPUNG (Febriyanti)

INTRODUCTION

Since language functions to communicate with one another language is considered good and right if it is used in appropriate context. The meaning of words in utterance or written text can be known from its context. The word which can be interpreted its meaning based on the context is called deictic or deixis.

According to Yule (1996) deixis is clearly a form of referring that is tied to the speaker's context, with the most basic distinction between deitic expressions being 'near speaker' versus 'away speaker'.

Klein (1982) found that 'here', 'there', 'left', 'right', etc. with expressions that are used mainly to refer to localities and whose reference depends in a systematic way on contextual factors like position of speaker, direction of gaze, and others. He claimed that deixis really works in actual communication.

Bohnemeyer concluded that deictic expressions directly point the addressee's attention to a referent given in the situation in which the utterance is made, often in combination with gestures. By correlating the utterance to the particular context in which a particular speaker uses them, they correlate the utterance to this speaker's perspective. The cognitive demands imposed on language processing by this perspective effects that are in sharp contrast with the apparent semiotic primitiveness of deictic reference and with its pervasiveness in verbal communication.

von Heusinger and Portner (2012) argued that the use of deictic expressions presupposes a theory-of-mind that enables the communicative partners to adopt the perspective of another person. They also argued that person deictics are similar to anaphors and participant deictics, notably demonstratives, are used to establish joint attention, which is one of the most fundamental functions of human communication, providing a prerequisite for social interaction, cognition, and discourse.

Based on the previous studies above, the writer concluded that deixis has some functions. Firstly, it can specify word in its referent in a given context. Second, it is as a reference within a sentence that relies on the context being known to interpret correctly. So the writer would like to find out what types of deixis used by the teacher when she is teaching in the classroom. The writer would analyze the data based on Yule (1996) who classified deixis into three parts, they are person deixis, spatial deixis, and temporal deixis.

AN ANALYSIS OF DEIXIS USED BY AN ENGLISH TEACHER AT THE EIGHTH GRADE OF MTSN 1 BANDAR LAMPUNG (Febriyanti)

METHODS

The method used in this study is qualitative research. The writer recorded a video of a teaching learning process at the eighth grade of MTsN 1 Bandar Lampung. The writer only took a meeting of the teaching and learning process after she got permission from the Headmaster and the English teacher. After recording the video, the writer made a transcript of the conversation between the teacher and students. The writer, then, classified the data which belong to deixis. The data are classified according to person deixis, spatial deixis, and temporal deixis. The taxonomies are based on Yule (1996). The writer counts the amount and describes the words that have been classified based on the terms.

DISCUSSION

As stated before, there are three aspects that will be analyzed in the communication between teacher and students of the eighth grade of MTsN 1 Bandar Lampung, they are person deixis, spatial deixis, and temporal deixis.

Person Deixis

According to Yule (1996), Person deixis clearly operates on basic three-part division, exemplified by the pronouns for first person ('I'), second person ('you'), and third person ('he', 'she', or 'it'). There is, in English, a potential ambiguity in such uses which allows two different interpretations. There is an **exclusive 'we'** (speaker plus other(s), excluding addressee) and an **inclusive 'we'** (speaker and addressee included).the ambiguity provides a subtle opportunity for a hearer to decide what was communicated. Either the hearer decides that he or she is a member of the group to whom the rule applies or an outsider to whom the rule does not apply. In this case the hearer gets to decide the kind of 'more' that is being communicated.

After analyzing the transcript of the video recording of the conversation between the teacher and the students, the writer found the use of person deixis in the teaching and learning process, such as *I, you, we, etc.*

Here is the example of the use of person deixis in the conversation:

[1] Teacher : *Oke sekarang, make a group aja. **Kita** buat group ya?
Iya, buat empat aja. Oke cepet, dibalik
kursinya.*

Translated into

Teacher : Okay now, please make a group. **You** make a group, okay? Each group consists of four students. Okay, quickly. Turn around your chairs, please.

AN ANALYSIS OF DEIXIS USED BY AN ENGLISH TEACHER AT THE EIGHTH GRADE OF MTSN 1 BANDAR LAMPUNG (Febriyanti)

The context of [1] is the teacher asked the students to make a group to discuss a topic about Comparative Degree. In this case, whether it is in Indonesian or English, the words '*kita*' and '*you*' belong to person deixis. The word '*kita*' in Indonesian, actually means 'we' in English. But the meaning will be not matched if it is translated into 'we' because as mentioned before 'we' has two functions, an **exclusive 'we'** (speaker plus other(s), excluding addressee) and an **inclusive 'we'** (speaker and addressee included). The teacher used '*kita*' as her habit. The correct word should be '*kalian*' and it is also translated into '*you*' in English. But it does not make the students misunderstood. The communication still ran well. Students understood that the teacher asked them to make a group consists of four. Then, they obeyed their teacher command.

Spatial Deixis

Based on Yule (1996), the concept of distant is clearly relevant to spatial deixis, where the relative location of people and things is being indicated, for examples: 'here', 'there', 'this', 'here', 'that', 'there', etc.

Here is the example of the use of spatial deixis in the conversation:

[2] Teacher : *iya, satu **di sini**, satu **sini**.*

Translated into

Teacher : Yes, one sits **here**, another sits **here**.

In [2], the teacher helped the students to choose a group they need to join in. the use of the word 'here' indicates the place where the students should take a seat. In this case, the students follow the teacher's instructions and know where they should sit. So, the communication between the teacher and the students is understandable.

Temporal Deixis

Yule (1996) noted the use of the proximal form 'now' as indicating both the time coinciding with the speaker's utterance and the time of the speaker's voice being heard. He also noted that the words like 'yesterday', 'tomorrow', 'today', 'tonight', 'next week', 'last week', 'this week' belong to deitic expressions. All these expressions depend for their interpretation on knowing the relevant utterance time. If we do not know the utterance time of a note, we do not know if we have a short or a long wait ahead.

One basic type of temporal deixis in English is in the choice of the verb tense. In order to understand many English conditional constructions, we have to recognize that, in temporal deixis, the remote or distal form can

AN ANALYSIS OF DEIXIS USED BY AN ENGLISH TEACHER AT THE EIGHTH GRADE OF MTSN 1 BANDAR LAMPUNG (Febriyanti)

be used to communicate not only distance from current time, but also distance from current reality or facts.

Here are the examples of temporal deixis used in the conversation:

[3] Teacher : *Dengarkan! Tugasnya, kan sudah **kemarin** ya. Dapet darimana itu?*

Student : *Google. Mbah Google hehehe...*

Translated into

Teacher : Listen! The task had already given **yesterday**, right? Where did you get that?

Student : Google. Uncle Google hehehe...

In [3], we can see the deitic expression from the word 'yesterday'. We also can determine the context of the time when the teacher asked the students to collect materials and examples of comparative degree yesterday. It uses past form. Then, the student also understood what task the teacher meant. So, he could answer the question directly without thinking.

[4] Teacher : Okay, start from **now**!

The use of the proximal form 'now' in [4] indicates both the time coinciding with the speaker's utterance and the time of the speaker's voice being heard. It means that the teacher asked the students to discuss the topic 'now' (after she gave the instruction). In this case, the students understand what they are going to do and directly obey their teacher's command. They are directly busy discussing and making a note. Then, the teacher can control each group happily.

Based on the discussion above, the writer assumed that deixis is good for communication especially when giving direction, instruction, asking question, explaining the material, and giving a command. After analyzing the whole data, the writer got the amount of the use of deixis in the conversation between the teacher and students. The amount is stated as follow:

The amount of the use of deixis in the conversation between the teacher and students.

Person Deixis	53.23%
Spatial Deixis	40.32%
Temporal Deixis	6.45%
The total number of words is 62 words	

Source: video recording at the eighth grade of MTsN 1 Bandar Lampung

It supports the finding of Klein (1982) who claimed that deixis really works in actual communication. In this research, the writer also got that there is no misunderstanding between teacher and students especially when the teacher asked the students to move from one place to another. It also

AN ANALYSIS OF DEIXIS USED BY AN ENGLISH TEACHER AT THE EIGHTH GRADE OF MTSN 1 BANDAR LAMPUNG (Febriyanti)

happened when the teacher give command to the students to do their task at the moment. They know where to move, who had to move, and what they had to do. It proved the functions of person, spatial deixis and temporal deixis although there was only a little of temporal deixis used by the English teaching in the classroom activity.

CONCLUSION & SUGGESTION

Based on the discussion and the table above, the writer found that person deixis is mostly used by the English teacher while she is teaching in the classroom. Teacher used this type of deixis when she interacted with her students. The second deixis that is used by the teacher after person deixis is spatial deixis. The teacher used spatial deixis when she communicate and gave instructions to her students. The last is temporal deixis. The teacher used this type of deixis when she gave command and information to the students. Then, this also support the previous studies which claim that deixis is good to use to communicate because it avoids misunderstand.

REFERENCES

- Bohnemeyer, J. Deixis. Max Planck Institute for Psycholinguistics, Netherland. [Online]. Retrieved in: <http://www.acsu.buffalo.edu/~jb77/deixis.pdf> [31 December 2015]
- Klein, W. (1982). Local Deixis in Route Directions. In R.J. Jarvella & W.Klein (Eds.), *Speech, Place, and Action: Studies in Deixis and Related Topics* (pp 161-182). New York: Wiley.
- Maienborn, von Heusinger and Portner. (2012) Deixis and demonstratives. *Semantics* (HSK 33.3), de Gruyter, 1–25. [Online]. Retrieved in: <http://www.personal.uni-jena.de/~x4diho/Deixis and demonstratives.pdf> [31 December 2015].
- Yule, George. (1996). *Pragmatics*. Oxford: Oxford University Press.

Biodata Penulis:

Febriyanti, S.Pd., M.Pd. adalah staf pengajar Program Studi Pendidikan Bahasa Inggris STKIP PGRI Bandar Lampung. Menyelesaikan S-1 Pendidikan Bahasa Inggris di STKIP PGRI Bandar Lampung tahun 2010 dan S-2 Pendidikan Bahasa Indonesia di SKIP PGRI Bandar Lampung tahun 2012.