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**THE ANALYSIS OF DEIXIS IN STUDENTS' TALK IN LEARNING
ENGLISH SPEAKING
(A Descriptive Study at Tenth Grade Students in One of Senior High
Schools in Sodonghilir, Tasikmalaya)**

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Abstract

This research reports the types and the dominant types of deixis found in students' talk in learning English speaking. The design of this study used a descriptive qualitative. The present study was carried out at one of Senior High School of the tenth grade, as participants, in Sodonghilir. The data were collected from the classroom observation. The result indicated that the total of deixis used in English speaking was 201 data types of deixis from 114 data in utterances. The most type of deixis obtained was person deixis with 183 words in data utterances, the second type was temporal deixis with 11 words in utterances and the least types of deixis was spatial deixis with 7 words in utterances. While the most frequent used of person deixis types during classroom activities were the word "I" and "my". In conclusion, person deixis purposed by Yule (1996) was mostly found and it was the dominant one in students'talks. Thus, it is expected to the next writers who are interested in deixis pragmatics and students' talk to carry out another research in online class.

Keywords: *pragmatic, deixis, students' talk, speaking, yule's theory*

INTRODUCTION

In order to make an effective communication, one of the important part is context, whether it is oral or wtitten. There are many classroom interactions between teachers and students. However, students cannot understand what the teacher says if they do not realize who is speaking, about whom, where and when. Thus, recognizing the background or the context of the utterance can help students understanding the meaning of the utterance easier. Deixis is the word that can be interpreted the meaning based on the context. Deixis is a Greek term which, for one of the most basic things, means 'pointing' via language (Yule, 1996, p.9).

According to McCarty (1991) as cited in Yulfi (2017, p. 83), teachers or students will lose what the speaker means without understanding the physical context and linguistics context of utterances. The meaning of words in utterances or written text can be known from its context. In several research articles, it is explained that deixis was found in their studies with person deixis and spatial deixis as the dominant type of deixis occured in utterances. In this matter, none of the researchers of the previous study conducted research of student's deixis. While the present study is aimed atanalyzing deixis used in education field with the student as a subject of the study.

Yule (1996, p. 9) stated that deixis is a Greek's technical term in which one of the most basic things is 'pointing' via language. Levinson(1983, p.54) also defined that deixis is the most comprehensive way in which the relationship between language and context can be seen the language structure. Kreidler (1998) as cited in Irani (2017, p. 20) also says that deictic words are used to indicate things in the physical-social context of the speaker and addressee. Therefore, it can be concluded that deictic relates to the situation like the social situation and conditions, who uttered the word, the meaning and etc.

Yule (1996, pp. 10-14) generates three types of deixis : 1) Person deixis engages speaker (I) and the adreseee (you) which divides person deixis into a basic three-part division, represented by the pronouns for the first person, second person and the third person; 2) Spatial deixis engages the relative location of people and things; and 3) Temporal deixis is presenting both the time coinciding with the speaker's utterance and the time of the speaker's voice being heard (the hearer's 'now). Levinson (1983, pp. 68-90) categorized the types of deixis into 5 types such as follow :1) Person Deixis (I, You,

We, They, He, She, It); 2) Time Deixis (now, then, yesterday, today, etc.) relates to the encoding of temporal points and spans relevant with the time at which an utterance was spoken (or written); 3) Place Deixis (this, that, here, there) deals with the spatial location relative encoding to the location of participant in the talk (this, that, here, there); 4) Discourse Deixis (this, that) also called as text deixis is defined as an expression used to point to certain talk that contain the utterance; 5) Social Deixis (sir, friend, student, etc.) is the sentences aspect that refer to the reality of social situation in which utterances occurred.

Deixis means the ways in which language encoded the context of utterance or speech. Furthermore, deixis are used to pointing or indicating, the participant, the space and recognizing people, object, events, process or activity that is being spoken via language. The writer pays attention on deixis based on students talk during the language learning process and it is analyzed by means of theory proposed by George Yule (1996).

Students talk gives feedback for students in learning process as they negotiate talk interaction and understanding of content (Swain, 1995). Students' talk has the important part to make language learning visible (Haneda & Wells, 2008; Lantolf, 2002; Swain, 1995), mediate reasoning and academic competencies (Boyd, 2012; Purdy, 2008).

Although student talk reinforce visible communicative competence, engagement, cognitive thinking, such classroom talk does not happen by itself. Nor can it be assumed or imposed. It can be defined that students' talk is student language to convey or discuss their ideas, initiation and response to their classmates and teacher in the classroom interaction which is for educational purposes.

Meanwhile, speaking is the first step to build an interaction and communication with others and to express our opinion or idea. Irawati (2014) simply defines speaking as an activity to generate talks in the spoken words and sentences to communicate with others. Furthermore, Brown (1994) and Burns and Joyce (1997) as cited in Leong and Ahmadi (2017, p. 35) defines speaking as an interactive process of constructing meaning that includes producing, receiving, and processing information. Speaking is the way that we use language and produce a message to express our ideas, perception, intentions and thought freely through speech. It is not only conveying some messages to others but also communication that can make the listener get the meaning of what the speakers mean.

Numerous researchers have conducted studies to analyze the deixis used in several fields (Yulfi, 2017; Eragbe, Yakubu, & State, 2017; Abdulameer, 2019). The previous studies aforementioned did not focus on analysis of deixis in education field especially students' talk in English learning speaking. For this reason, this study is purposed to find out the types and the dominant types of deixis in students' talk in learning English speaking.

METHOD

The writer employed a descriptive qualitative research design and collected the data by observation (non-participant observer). The design was selected because this research focuses only on the single topic of the study that is analysis of deixis in students' talk in learning English speaking. The writer used purposive sampling to choose the participants from the tenth grade students in one of Senior High School in Sodonghilir, Tasikmalaya. They were taken from X-IIS which consist of 20 students, 8 male students and 12 female students.

The writer used content analysis technique to analyze the data and applied deductive ways because the writer analyzed the qualitative data. The main phases of deductive content analysis was based on Elo & Kyngas's (2008) theory consisting of preparation, organization and reporting of result.

FINDINGS AND DISCUSSION

The findings of the study resulted in two major topic, i.e. the types and the dominant types of deixis found in students' talk in learning English speaking. They will be explain in the following description:

Types of Deixis Found in Students' Talk in Learning English Speaking

The findings show that the writer found 201 data types of deixis from 114 data in students' utterances in learning English speaking. After elaborating and categorizing the sample of the data based on three types of deixis, the whole findings of the type of deixis used by students in teaching and learning process are elaborated in Table 1.

Table 1 Tabulation Data of the Types of Deixis

Types of Deixis		Deixis Words	Addressees	Meetings	
				1	2
Person Deixis	First Person	I	The student	35	35
		Me		0	4
		My		30	5
		Myself		1	0
		Our		2	1
	Second Person	We	The Teacher and the students	5	5
		You		1	32
		Your		0	17
	Third Person	She	The example of person or things in the materials	0	1
		They		0	1
It		0		8	
Spatial Deixis		This	The location near from the speaker	0	2
		Here		0	1
		That	The location away from the speaker	1	1
		There		1	1
Temporal Deixis		Now	The present times	1	2
		Today		1	2
		Yesterday	The past times	0	1
		Next week	The future times	2	2
Total				80	121

As can be seen in Table 1, it was found that the three types of deixis put forward by Yule (1996) are person deixis, spatial deixis and temporal deixis which were found in students' talk in learning English speaking. Furthermore, most types of person deixis used by students were first person deixis, "I" which was found 70 words in data.

In addition, the deixis used in teaching and learning process can be affected by subject of material. The findings of the dominant types of deixis used by students, that is first person deixis was connected with the subject of material in the first meeting that was about the introduction (introducing yourself). In that meeting, the first person deixis "I" was mostly occurred because the introduction is all about the speaker's bio as a subject. In the second meeting, the used of second person deixis "you" was significant

increase than the first meeting, it was because the subject material in the second meeting is congratulating and complimenting other at which “others” was as an object.

The Dominant Types of Deixis applied in Students’ Talk in Learning English Speaking

The finding of the dominant type of deixis used in students’ talk is displayed in Table 2.

Table 2 Types of Deixis Used by Students

No	Types of Deixis	Frequencies	Percentage
1	Person Deixis	183	91%
	First PD	123	61%
	Second PD	50	25%
	Third PD	10	5%
2	Spatial Deixis	7	4%
3	Temporal Deixis	11	5%
TOTAL		201	100%

Based on the Table 2, it shows that there were 183 data types of deixis which can be identified as person deixis. This also can be categorized again into 123 for first person deixis, 50 for second person deixis, and 10 for third person deixis. Seven of the second types of deixis obtained in the data were spatial deixis. Eleven of the third type of deixis obtained in the data were temporal deixis.

Based on the aforementioned data, those asserted the writer that person deixis was categorized as dominant utterances uttered in students’ talk that was realized 91%. The second position was reached by temporal deixis and the last position was reached by spatial deixis. Whereas, students mostly used first person deixis, “I” which were found 70 words in data utterances used by students at the tenth grade of SMA N 1 Sodonghilir. Thus, the present study is in line with previous studies (Yulfi, 2017; Eragbe, Yakubu, & State, 2017; Abdulameer, 2019). Both studies reported that the

person deixis as dominant type of deixis in their study, spatial deixis as dominant type of deixis occurred in the study.

CONCLUSION

Based on the data result that has been analyzed, there were three types of deixis employed by the students during the teaching and learning process. They consist of person deixis, spatial deixis and temporal deixis. The analysis showed that there were 201 data types of deixis from 114 data in students' utterances in students' talk during learning English speaking. There were 183 data types of deixis which can be characterized as person deixis which is the dominant type of deixis in students' talk in learning English speaking. Due to the limitation of the study, the future researchers who are interested in deixis pragmatics are recommended to conduct another research with a broader scope, such as analyzing the students' talk in online class.

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