A Deixis Analysis of Students' Writing by the Tenth Grade AKL 1 in SMK Negeri 2 Madiun

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ABSTRACT

The aims of this study to identify the types of deixis and to analyze the dominant reference meaning found in the students' writing at the tenth grade AKL 1 SMK Negeri 2 Madiun. The researcher used descriptive qualitative research. The result of this research showed five types of deixis and the the dominant reference meaning using Cruse's (2000) theory. Five types of deixis are person deixis, spatial deixis, temporal deixis, discourse deixis, and social deixis. From 30 total data, the researcher found 1.036 deictic words in the students' writing. 503 or 49% in the person deixis, 360 or 35% in the temporal deixis, 70 or 7% in the social deixis, 69 or 6% in the spatial deixis, and 34 or 3% in the discourse deixis. Therefore, the most dominant deictic words in types of deixis are person deixis *I* with the 152 total deictic words, temporal deixis *was* with the 45 total deictic words, social deictic *friend* with the 24 total deictic words, spatial deixis *go* and *in* with the same amount 11 total deictic words, and discourse deixis *it* with the 19 total deictic words.

Keywords: Deixis Analysis; Writing; Vocational School

INTRODUCTION

Linguistics is a study that studies language science. There are many branches of linguistics; one of them is pragmatics. Pragmatics is the part of linguistics that relates to language use and how the context contributes to the meaning (Abdulameer). Pragmatics is the study that relates to purpose as communication by a speaker or writer (Yule). Birner (2012) says pragmatics studies language use in context. As a speaker or writer, the language use or meaning in conversation must be appropriate. It makes the reader or listener understand the message in the context. It explains why the meaning and context are related. However, not only through a conversation to convey a message to others, writing is one the indirect communication in conveying messages.

Writing is one of the skills that exist in learning English. Writing is difficult for beginners who are first learning a new language. The beginners must master basic writing skills such as vocabulary, the goal of the text, and the organization of the text (Rass). Writing is communication where the writer conveys messages to interact with other humans. Every part of writing has a message to give to the reader. Writing is an essential factor in studying a language. Most schools in Indonesia begin to learn English in Junior High School. That makes it the students get challenging to write. So far, writing (in English) has rules as grammar is correct. It is very different from writing in Indonesian. For example, in English for dia *Perempuan*, a simple example is "she" then; for *dia Laki-Laki,* it is "he." However, writing skills can practice by the school's teacher. The teacher guides the students to write a text in English, such as the students' activities, personal experiences of students, etcetera. It makes improves their writing skills. In many writings are difficult to understand the meaning. In writing, it is usually the absence of deixis.

Deixis is one of the branches of pragmatics study. According to Huang (2007), the study of pragmatics is implicature, presupposition, speech acts, and deixis. The phenomenon of deixis is the relationship between language and context, which represent the structures of language themselves (Levinson). Deixis in the pragmatics approaches since the deixis needs context to be understood (Sari and Zakrimal). According to Yule (1996), deixis is a technical term (from Greek) for one of the essential things we do with utterances. It shows "pointing" via language. "Pointing" is called deictic expression or indexical. Deictic (noun of deixis) shows those elements in

language that are referred directly to the situation (Al-Azzawi and Abdulameer). Mathhews (2003) says that deixis is how the elements of reference in a sentence are determined more specifically by the speaker or writer to the addresses or reader and the time and place of the speaker or writer. It means the elements of references is deictic expression. Based on all of the statements above, it can be concluded that deixis is a word or phrase, or sentence whose meaning in context constantly changes depending on the speaker, place, and also time. So then, deictic expressions or deictic word is deixis used by humans to indicate the meaning of the context of the speaker or reader

Deixis finds in writing and also daily communications. Deixis helps a reader or listener understand the meaning of a text or a conversation. It is why deixis in a writing text or a conversation. Moreover, the reader gets information about time and place related to the deixis. Therefore, it won't make the reader misunderstand the text's meaning or message. In addition, deixis is very important in writing because it is a function of deixis to comprehend utterances in conversation or writing.

The explanation of the pragmatics above always brings context. Pragmatics is a study of the speaker or writer's meaning related to the context. Context is action (Mey, 2001). It is about understanding something that is going on. Context can also be called the intended information from the communication (Nisa et al.). The information is related to the conversation. Therefore, context can give meaning that is spoken in pragmatics studies. The language use or purpose in communication must be appropriate for a speaker or writer. It makes the reader or listener understand the message in the context. This explains why the meaning and context are related.

Furthermore, according to Cruse's (2000) theory, there are five types of deixis: person deixis, spatial deixis, temporal deixis, discourse deixis, and social deixis.

1. Person deixis, indicate the person or people in communication.

Table 1 Types of Person Deixis

Types of Person Deixis	Singular	Plural
First Person	I/me	We/us
Second Person	You	You
Third Person	He/him, she/her, it	They/them

(Cruse, 2000)

2. Spatial deixis, a concept that explains the distance at which a person or thing's relative location is indicated. Spatial deictic words are proximal term (near from the speaker) such as *here* and *this*, distal term (away from the speaker) such as *that, there,* and *those*, and specific location such as *on, in, come, go, etc.*

3. Temporal deixis, indicate the time of the speaker's utterance. Temporal deictic words are verbs tense such as *built, haven't seen, haven't been, went, arrived, etc.* and specific time such as *yesterday, last week, last year, tomorrow morning, now, then, etc.*

4. Discourse deixis, indicate the point where the speaker is speaking. Discourse deixis points to the referent, which indicates the relation to the utterance before or future discourse. Such as *it's, that, those, therefore, etc.*

5. Social deixis, indicate the social status and rank of a speaker. Such as *Mr, mom, sister, brother, teacher, doctor, God, etc.*

In addition, related to the study is reference. Reference is commonly construed as an act in which a speaker or writer uses linguistic forms to enable a listener or reader to identify something (Sugiarto, 2004). It can be concluded that reference is the linguistic expression humans use to convey the purpose of a speech to the listener or reader.

RESEARCH METHOD

This study used qualitative research to find the answer to the problem the researcher is trying to identify. Creswell (2012) states four basic types of qualitative research: observations, interviews, documents, and digital audiovisual materials. Furthermore, this study uses documents to analyze. There are two types of qualitative documents, namely public documents (such as newspapers) and private documents (such as journals, diaries, or letters) (Creswell). In this study, the researcher uses private documents, which students write in a recount (achieved by the teacher).

The data source for this study is the students' writing from the tenth grade AKL 1 at SMK N Negeri 2 Madiun. This study is document analysis, which means the researcher could use the documents for data. The researcher obtained the data through the documents the English teacher achieved in AKL 1. The documents are students' writing in recount from the tenth grade AKL 1 in the first semester. Therefore, the amount of data obtained is by the class number (30 students).

The researcher collecting data used the private document to become the data. There are two steps to collecting the data, (i) after the researcher found the data (from document achieved) of students' writing in tenth garde AKL 1, the researcher gave the data number on each student's writing paper to make it easier to write data based on the data number, (ii) the researcher took the data from the words, phrases, or sentences in the students' writing.

The researcher used a data analysis technique based on Miles and Huberman's (1984) theory to analyze data. Data analysis has three steps: data reduction, data display, and conclusion drawing /verification. Firstly, the researcher read the paper students' writing. Secondly, the researcher identifies the types of deixis using Alan Cruse's theory. Next, the researcher categorized the data based on the five types of deixis: person deixis, spatial deixis, temporal deixis, discourse deixis, and social deixis. Thirdly, the researcher analyzed the reference meaning of the dominant deictic word found in the types of deixis. Lastly, each data found is coded. In addition, the researcher compared the results with the previous study.

RESULTS AND ANALYSIS

In this section, the researcher describes the results of types of deixis and the dominant reference meaning of the types of deixis in the students' writing at the tenth grade AKL 1 SMK Negeri 2 Madiun. The result of this analysis followed the tables below:

Table 2. Types of Deixis in the Students' Writing at the Tenth Grade AKL 1 SMKN 2 Madiun

No	Types of Deixis	Total Amount
1	Person Deixis	503
2	Temporal deixis	360
3	Social Deixis	70
4	Spatial Deixis	69
5	Discourse Deixis	34
	Total	1.036

Table 2 shows five types of deixis: person deixis, temporal deixis, social deixis, spatial deixis, and discourse deixis. From the table above, it can be seen that 503 deictic words of person deixis, 360 deictic words of temporal deixis, 70 deictic words of social deictic, 69 deictic words of spatial deixis, and 34 deictic words of discourse deixis. Therefore, the amounts of data are 1.036 deictic words. As the percentage of the types of deixis in the students' writing, it can be seen in the following figure:
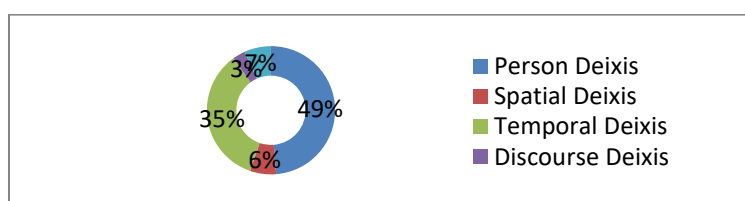

Figure 1. The Percentage Types of Deixis in the Students' Writing at the Tenth Grade AKL 1 SMKN 2 Madiun

Figure 1 shows that 49% of deictic words for the person deixis, 35% for deictic words for temporal deixis, 7% for the social deictic words, 6% for deictic words of spatial deixis, and 3% for deictic words of discourse deixis.

Table 3. The Dominant Deictic Word in Types of Deixis in the Students' Writing at the Tenth Grade AKL 1 SMKN 2 Madiun

No	Types of Deixis	The Deictic Word	$\sum$	Referent
1	Person Deixis	I	152	The writer
2	Temporal deixis	Was	45	The time that indicates the past time
3	Social Deixis	Friend	24	Title of address
4	Spatial Deixis	Go	11	Specific location refers to being away from the speaker or address

		In		Specific location refers to being near the speaker or address
5	Discourse Deixis	It	19	Refers to the past point of discourse

Table 2 shows the dominant deictic word in types of deixis in the students' writing at the tenth grade AKL 1 SMK Negeri 2 Madiun. In the person deixis, the dominant deictic word found is the word *I,* with 152 total deictic words. The referent of the deictic word *I* refers to the writer. In the temporal deixis, the dominant deictic word *was* found with 45 deictic words. The referent of the deictic word *refers to time that indicates the past*. The dominant deictic word found in the social deixis is the word *friend,* with 24 deictic words. The referent of the word *friends* refers to the title of the address. In the spatial deixis, two deictic words dominate the students' writing. The word *go* with 11 deictic words has referent to the specific location refers to away from the speaker or address. While the word *in* with 11 deictic words has referent to specific location refers near from the speaker of address. Lastly, in the discourse deixis, the dominant deictic word is found in the word with 19 deictic words. The referent of *it* refers to the past point discourse. As for the percentage of the dominant referent in the students' writing, it can be seen in the following figure:
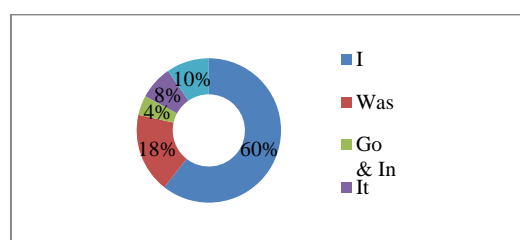

Figure 2. The Percentages Dominant Deictic Word in Types of Deixis in the Students' Writing at the Tenth Grade AKL 1 SMKN 2 Madiun

Figure 2 shows that 60% dominant deictic words of the term *I*, 18% dominant deictic words of the term *was*, 10% dominant deictic words of the term *friend*, 8% dominant deictic words of the term *it*, and 4% dominant deictic words of the term *go* and *in* in the students' writing.

Deixis finds in writing and also daily communications. Deixis helps a reader or listener understand the meaning of a text or a conversation. It is why deixis in a writing text or a conversation.

Based on the analysis data above, the researcher found all the types of deixis based on Alan Cruse's (2000) theory in students' writing of tenth grade AKL 1 SMK Negeri 2 Madiun. There are 505 times or 49% person deictic words, 360 times or 35% temporal deictic words, 70 times or 7% social deictic words, 69 times or 6% spatial deictic words, and 34 times or 3% discourse deictic words. Overall, in this study, the researcher found 1.038 deictic words with 30 total data in the students' writing at tenth grade AKL 1 SMK N 2 Madiun.

However, person deixis in students' writing is the highest percentage of deictic words (49%). The researcher found that the person deictic word *"I"* is the most dominant person deixis in the students' writing, which is 152 of 505 deictic words. The researcher found the deictic words in the person deixis such as *I, my, we, our, she, her, his, them, us, their, you, him, it, friend, me, Wawan*, *Rose, Dwi, Nanda, Septi, people, myself, Lili, Tina, you,* and *they*. Table 2 shows that the word **I** is the dominant deictic word found in the personal deixis with 152 total deictic words. The word **I** refers to the writer. For example, **I** am happy (Data 2, student's writing). The deictic word **I** refer to is that the writer, as the first speaker, felt happy in her writing.

The temporal deixis is the second highest percentage of deictic words in the students' writing. The researcher found that the temporal deictic word *"was"* is the most dominant temporal deixis in the students' writing. There are 45 of 360 deictic words found. The researcher classified the temporal deictic word in the students' writing based on verb tense and specific time. In the verb tense, such as *went, will be, will arrive, walking, built, met, haven't been, haven't seen, etc*. In the specific time such as *yesterday, last weekend, now, then, some day, in the evening, the next day, tomorrow morning, every day, etc*. Therefore, from table 2, it can be seen that the deictic word **was** the dominant deictic word in the temporal deictic word with 45 total deitic words. The deitic word **was** refers to time that indicates the past time. For example: I love singing since I **was** elementary school. (Data 9, student's writing). The deictic word ***was*** indicates that the writer love singing when she was elementary school. It means that now the writer does not in elementary school. She began love singing in past time.

Furthermore, social deixis is the third percentage of deictic word in the students' writing. The researcher found that social deictic word *"friend"* is the most dominant social deixis in the students' writing. There are 24 of 70 deictic words found. The researcher found the deictic word of the social deixis such as *friend, classmates, parents, mom, sister, dad, grandmother, family, brother, nephew, tourist, children, God, boy, older sister, Mr, students* and *teacher*. However, the dominant deictic word in the social deixis is the deictic word **friend** with 24

total deictic words in the students' writing. The deictic word **friend** refers to title of address. For example: My **friends** and I saw the food menu to order. (Data 13, student's writing). The deictic word **friends** refer that the writer has social relation with other people. The other people are her **friends**.

Then, spatial deixis is the fourth percentage of deictic word in the students' writing. The researcher found that the deictic word *"go"* and *"in"* are the most dominant spatial deixis in the students' writing. The researcher found that both of them (*go* and *in)* the same total deictic word which are 11 of 69 deictic words found. Furthermore, the researcher found some of spatial deictic words in the students' writing. The researcher classified spatial deixis into three types, proximal terms, distal terms, and specific location. In the proximal term such as *here*. In the distal terms such as *that, those,* and *there*. Meanwhile, in the specific location such as *go, come, leave, on the bench, far, in, etc*. However, the dominant reference of the spatial deictic words is *go* and *in*. They are same the amount deictic words, which 11 deictic words. The deictic word *go* referent to Specific location refers to away from the speaker or address. For example: We **go** to grandmother's house. (Data 12, student's writing). The deictic **go** indicate that the writer go to grandmother's house. The specific location in this context is grandmother's house. It means the location of the speaker to her grandmother is far. Furthermore, the word *in* is the dominant deictic word in spatial deictic word. The word *in* referent the writer location is near in the speaker or writer. For example: We sat on the bench **in** front of the mini market. (Data 3, student's writing). The deictic word **in** referent that the writer is in the location of utterance. Based on the utterance, it can be conclude that the writer's specific location is in the front of the mini market. It means the location of the mini market is not far from the writer sat.

The smallest percentage is discourse deixis of deictic word in the students' writing. The researcher found that the deictic word *"it"* is the most dominant discourse deixis in the students' writing. The researcher was found 19 of 34 deictic words. Therefore, the researcher found some of discourse deictic word such as *this, it, that's, it's,* and *those*. The dominant reference in the discourse deictic word is *it* with 11 total deictic words in the students' writing. The deictic word of **it** refers the past point discourse. For example: I always eat late. **It** make me sick until a week agoo. (Data 7, student's writing). The deictic word **it** indicate to *eat late*, it refers that the writer sick because eat late. The deictic word **it** show the meaning that it can be understood well to the reader.

Moreover, there are several previous research related to this study. Firstly, the research was done by Khalili (2017) with the title of research *Deixis Analysis in A Tale of Two Cities Written by Charles Dickens*. The purpose of his research to analyze the types of deixis based on Levinson (1986) theory. The result of the research that he found 510 total data with social deixis 164 data, person deixis 125 data, time deixis 111 data, place deixis 74 data, and discourse deixis 36 data. Furthermore, Khalili's research that found the deictic word *"I"* as the most dominant in the person deixis. However, he does not divide the time deixis. Thus, he only added the related about time, such as day, night, morning, now, yesterday, etc. Furthermore, the difference of this research that Khalili does not divided the place deixis into distal term and proximal term. Then, in the discourse deixis he found two deictic words, which are that and this. In addition, he found several social deictic words such as lady, sir, wife, husband, etc. that pointing the social status.

CONCLUSION

After further analysis and discussions, the following are important notes that can be concluded from this study:
1. After the researcher conduct a research about the students' writing at the tenth grade AKL 1 SMK Negeri 2 Madiun, from 30 total data the researcher found five types of deixis using Alan Cruse's (2000) theory. The five types of deixis are person deixis, spatial deixis, temporal deixis, discourse deixis, and social deixis.
2. There are 1.036 deictic words found in the students' writing. 503 or 49% in the person deixis, 360 or 35% in the temporal deixis, 70 or 7% in the social deixis, 69 or 6% in the spatial deixis, and 34 or 3% in the discourse deixis.
3. In the students' writing the most dominant deictic words in types of deixis are person deixis *I* with the 152 total deictic words, temporal deixis *was* with the 45 total deictic words, social deictic *friend* with the 24 total deictic words, spatial deixis *go* and *in* with the same amount 11 total deictic words, and discourse deixis *it* with the 19 total deictic words.

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