THE FUNCTIONS OF DEIXIS USED BY EFL TEACHER IN CLASSROOM INTERACTION

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ABSTRACT

Deixis does not merely belong to the field of semantics. The use of deictic elements depends on a particular context. Thus, deixis is on the interface of semantics and pragmatics. If semantics is taken to include all conventional aspects of meaning, then perhaps most deictic phenomena are probably considered semantic in Levinson's point of view (1995), but deixis belongs to the domain of pragmatics because it directly concerns the relationship between the structure of languages and the contexts in which they are used. This study aims to find out the functions of deixis used by EFL teacher in classroom interaction. The researcher applied a descriptive qualitative method to answer the issue. The participant of this research was one EFL teacher and 43 undergraduate students of English Education program. The data was taken by conducting a classroom observation. The transcriptions were analyzed and discussed based on the theory of deixis in discourse analysis while to clarify the functions of deixis, the researcher used the theory of meaning focusing on both semantic and pragmatic meaning. Pragmatics which analyzes the word and the language in situational terms and in relation to the cultural, temporal, spatial, social context, etc. the process makes it easier to have a better view of the thought that is being transmitted. Semantics analyze all conventional aspects of meaning, then perhaps most deictic phenomena.

Keyword: Deixis Functions, Classroom Interaction, EFL Teacher.

INTRODUCTION

Learning pragmatics is important in daily communication because pragmatics is closely related to human's interaction. Pragmatics focuses not only on *what* people say but also *how* they say it and how others interpret their utterances in social contexts. Sometimes the hearer or addressee is difficult to understand about what the speaker says about whom, when, and where. This situation can make a problem in conversation. In this case, the context is important for the hearer or addressee to understand the speaker's meaning. When the hearer knows the context, the language can be understood about the meaning. From this case, the study of contextual meaning is called pragmatics. In studying pragmatics, we study how we can recognize what is the main speaker in the spoken form or written form. Such scope for pragmatics, there are included the study of deixis (Levinson, 1983). This research focuses on the functions of deixis in EFL teacher utterances. Deixis does not only have the function of a

grammatical constituent, but it has the duty to point out the different meaning the words have even in cases they are used in the same way in different situations. Traditional grammar does not have the ability or resources to show the difference in such cases. The timing, place, message bearers have their importance in the communicating process. On the other hand, modern linguistics has a different approach. Pragmatics, analyzing the words and the language terms in the situational terms, related to the context cultural, temporal, spatial, social and so on of the participants in the communicating process (dictionary reference), makes it easier to have a better view of the thought that is being transmitted.

LITERATURE REVIEW

Tfouni and klatzky (1983) conducted research entitled *"A discourse analysis of deixis: pragmatic, cognitive and semantic factors in the comprehension of 'this', 'that', 'here' and 'there'"* This study used Children (mean age 3; 6) were tested as to the comprehension of the deictic words *this, that, here* and *there* in two conditions: as hearers addressees and as hearers—spectators. It was hypothesized that comprehension of these words depends on the role the comprehended plays in the conversation and that a spectator's role is more difficult than an addressee's. in this research comprehension in a pragmatic condition (with a pointing gesture accompanying the utterance) was contrasted with a semantic condition (without gesture), and the prediction was that the pragmatic use of the words would facilitate comprehension. It was also theorized that *this* and *here* are marked, whereas *that* and *there* are unmarked. Therefore, it was predicted that *this* and *here* would be more difficult to comprehend than *that* and *there*. All the initial predictions were confirmed by the analysis of variance. The results are discussed within recent theories of pragmatics, semantics and cognitive development.

Sari, (2015) conducted research entitled "Deixis analysis through the interaction among the student in a different culture" the result of this study shows that different cultural backgrounds have influenced the style and result of communication. We must pay attention more to the person whom we speak, to what topic is, and what the purpose and situation are. Moreover, if both the speaker and listener have different cultural backgrounds, more learning about culture is highly suggested to avoid misunderstanding.

Deixis

The most obvious way to reflect the relationship between the structure of languages and contexts is through deixis. Deixis cannot be fully understood without the additional contextual information. The term deixis refers to a class of linguistic expressions that are used to indicate elements of the situational context, including the speech participants, the time and location of the current speech event (Lyons 1977), In English, there are many linguistic expressions that are usually called as deictics. Purwo (1984) stated that deictic refers to a word which the referent is inconsistent, depending on who the speaker is, where and when it is uttered. The theory of this research is based on the theory of Levinson that divides

5 kinds of deixis, they are; Person deixis, Place deixis, time deixis, discourse deixis, social deixis.

Person Deixis
Person deixis belongs to the semantic categories and refers to the encoding of the participants' role in the speech event such as the speaker, addressee, and others, in which the utterance in question is delivered. It can be seen as follows

Pronoun	Singular	Plural
First	I	We
Second	You	You
Third	She/He/It	They

The use of person deixis can be seen in this illustration. Joshua finds a paper on the street that says, "Do not meet her, okay!" After opening the paper, Joshua certainly does not know who to meet. Therefore, in other words, a person deixis need to be done if the participants have known the role of the speakers, the situation, and the target of the utterance. However, the examples of the person deixis can be seen as follows:
- *Aslan says: "I am the king of Narnia"*
- *Landon says to Jammie: "You are beautiful"*

Time Deixis
Levinson stated that time deixis deals with the encoding at temporal points of the spoken or written message. It is usually grammaticalized in deictic adverbs of time, such as now, then, this week, this afternoon, yesterday, today, and many more. In other words, time deixis refers to an expression that points to a certain period when the utterances produced by the speaker.
The examples of the time deixis can be seen as follows:
- *This year will be a great year.*
- *Yesterday, they came to my house*

Place Deixis
Place deixis deals with the encoding of special locations relative to the interlocutors in the speech event. It depends on where the words uttered. It is grammaticalized in adverbs of place such as "this (Plural: these) and here" for something near or close to the speaker, and "that (plural: those) and there" for something distal or close to the addressee. In other words, place deixis is an expression used to show the location relative to the location of a participant in the speech event.
The examples of place deixis can be seen as follows:
- *Josh is there.*
- *This place is beautiful.*

Discourse Deixis

Discourse deixis encodes a reference to portions of the unfolding discourse in which the utterance is located (Levinson, 1983). In other words, discourse deixis is an expression used to refer to certain discourse that contains the utterance or as a signal and its relations to the surrounding text. The deictic terms used by this deixis are "this" that refers to a forthcoming portion and "that" to a preceding portion.

The examples of Discourse Deixis can be seen as follows:

- *I know you've already known that.*
- *This is important, remember it!*

Social Deixis

Social deixis differs from the other 4 deixes. It does not refer to the time, place, or person, but it more refers to the social ranking between the speaker and the addressee in the society using language. Levinson stated that social deixis deals with the encoding of social distinctions between speaker and addressee or speaker and some referents. In other words, social deixis is an expression used to distinct social status. Levinson adds that there are two basic kinds of social deixis, they are Relational social deixis and Absolute social deixis. Relational social deixis refers to some social characteristic of referent apart from deictic reference to a social relationship between the speaker and addressee. For example are lexical items (e.g. my husband, teacher, cousin, etc) and pronouns (you, her). Absolute social deixis refers to a deictic reference including no comparison of the ranking of the speaker and addressee. For examples: your highness, Mr. President, your majesty, etc.

Examples of social deixis can be seen as follows:

- *Good day, Mommy*
- *Thank you, Sir*

Deixis Functions

The function of Deixis not only is a grammatical constituent, but it also has the obligation to indicate the different meaning of the word, even when it is used in different situations in the same way. In such cases, traditional grammar has no capacity or resources to show the difference. The timing, place, message bearers have their importance in the communicating process. Modern linguistics, on the other hand, has a different perspective. the pragmatic analysis of words and words in the context of situations related to the cultural, temporal, spatial, social, and context of communicating participants (dictionary reference), It facilitates a better understanding of the thinking being transmitted. The language is not a simple crossroads of words. Each and one word can and cannot be at the same time deixis (Levinson, 1995). If the language did not have a pragmatic approach toward itself it could not evolve, transform itself, adapt into a modern or tomorrow's form.

Deixis in pragmatics and semantics

Deixis stands at the crossroads of two major fields, namely, semantics and pragmatics. Lyons (1977) has used the term deixis to cover the function of personal and demonstrative pronouns, of tense and of the variety of other grammatical and lexical features which relate utterances to the spatiotemporal coordinates of the act of utterance.

Pragmatics which analyzes the word and the language in situational terms and in relation to the cultural, temporal, spatial, social context, etc. the process makes it easier to have a better view of the thought that is being transmitted. Semantics analyze all conventional aspects of meaning, then perhaps most deictic phenomena.

METHOD

This research applied a qualitative research design to investigate, to receive, and to interpret the data to see the functions of deixis used by EFL teacher in classroom interaction. In this research, the researcher applied discourse analysis as an approach to analyzing the language used by the teacher in the classroom interaction. The qualitative design and discourse analysis approach reached the data through observation and recording. The subject is one of EFL teacher. To determine the subject in this research, the researcher applied a purposive sampling technique. Purposive sampling technique is used to determine the subject by considering something or criteria. This research employed non-participant observation. Classroom observation was the only step to be conducted by the researcher. It was run from the starting point until the end of a teaching and learning process. The steps of data analysis are the researcher collecting the data related to the issue by using the observation checklist. After collecting data, the researcher transcribed the teacher and students' utterances from the audio recording. The researcher identified, selected, and classified the data based on the analyzing that was related to the topic of the research. The end of the analysis activity was the conclusion, drawing, and verification to interpret the data.

FINDINGS

The findings of this research described the EFL teacher utterances in classroom interaction and the result of the observation was displayed and categorized based on the focus of the research. The researcher analyzes the functions of deixis by using the theory of meaning based on lexical meaning and pragmatic meaning.

Person Deixis

Person deixis is the deictic reference to the participant role of a referent, such as a speaker, the addressee, referents which are neither speaker nor addressee. First and second person pronouns typically refer to the speaking and hearing speech participants, whereas third person pronouns designate the non-speech or narrated participant.

First person deixis

The functions of first person deixis are the word that referred to the speaker him or herself as sending the message.

Extract 9 Giving Direction
T: *Visit yah, **I** call it to visit because you will visit people, you will ee you will leave the classroom and talk to someone in the other class or someone in the other building or someone in another campus yah okay?...*
S9: *Hmhm how many times we have to interview someone?*

In extract 9 above, the bold word **"I"** is identified as the first time deixis that occurred in the sentence used by the teacher. The function of the deictic word **"I"** is as the subject of personal pronouns in the sentence. Semantically, the word **"I"** refers to the speaker. Pragmatically the word **"I"** in the extract above refers to the teacher as the speaker. The teacher used the word 'visit' for the interviewer. The word **"I"** is classified as a singular first person.

Second Person Deixis

The function of second person deixis is the word that referred to the addressee as the listener or received the message.

Extract 10 Asking question
T: **You** *know which group you belong to?*
SS: *Yes*

In extract 10 above shows, the teacher asks the student's group work. The deictic word **"you"** indicated as the second person deixis, the functions of the deictic word **"you"** **is** as a subject personal pronoun in the sentence. Semantically the word **"you"** refers to a person or people addressed. Meanwhile pragmatically, the conversation above was conducted between the teacher and the students. The speaker here is the teacher and the addressee is the students. The word **"you"** is uttered by the teacher, so that the word **"you"** refers to the students as the addresses. The word **"you"** refers to the second person of utterance.

Third Person Deixis

The function of third person deixis is the word that referred to who is neither speaker nor addressee.

Extract 11 Telling Experience
T: *Who knows yah, yap number thirteen I am interesting the knowing whether you learn something from your group member English yah when **they** were speaking English during your work was there something new that you heard, I remember when I was a student, I think I learn a lot from my friends, but silently, you know mean silently?...*

The bold word **"they"** in extract 11 above indicates third person deixis. Semantically, the word **"they"** refers to people mentioned earlier, while

pragmatically in the conversation above, the word **"they"** here refers to the interviewee. The word **"they"** above is classified as a plural third person.

Time Deixis

Time deixis using time form indicate both of time coinciding with the speaker's utterance and the time of the speaker's voice being heard (the hearer's now).

Extract 12 Asking Students' ideas

*T: Yaahh so every week you must give me the file of aa ten minutes video clip every week. Aa video clip taken with your handphone lets we talk more about the video yah, the project number one you will work from **today** until hmhm, how long do you want to work? How many days or the weeks do you want to?*
S9: Seven days

The bold word **"today"** in extract 12 above is identified as time deixis that occurred in the sentence used by the teacher. The functions of the word **"today"** semantically, refers to (on) this day. The day when the utterance was uttered was on Monday, September 17th, 2018. Based on the conversation above, the teacher as the speaker asked the students as the addressee about how long they wanted to do their project started working from today. Pragmatically the word **"today"** in the sentence is classified into present time.

Place Deixis

Place deixis concerns with the location of participants at the time of speaking.

Extract 13 Asking Question

*T: Did you go to a cafe, an internet café buy something for 2000 rupiah and sit **there** for seven hours.*
S: @@

In extract 13 above, the word **"there"** indicates place deixis used by the teacher. The functions of the word **"there"** semantically, means (being) the person or thing away to the speaker. Meanwhile, the speaker is the teacher and the addressee is the students and the conversation take place in the classroom. Pragmatically, the word **"there"** refers to the location in café that away from the classroom. The word **"there"** refers to the distal distance, in which it is away to the speaker.

Social Deixis

There are two kinds of social deixis, relational social deixis, and absolute social deixis. (Hatch, 1992)

Relational social deixis

Relational social deixis is a deictic reference to certain social characteristics of the reference, apart from any relative ranking or deicing of a social relationship between the addressing person and the speaker.

Extract 14 Giving Direction

T: *Or the director yah... hmm but I'm joking about this, so aa you don't have to interview the students you can interview **my colleagues, my lovely fellow lectures** out there but you need to convince them that this is aa...*

In extract above the bold words **"my colleagues, my lovely fellow lectures"**. Semantically, it shows the relationship in society as solidarity. Pragmatically the word **"my colleagues, my lovely fellow lectures"** refers to the speaker's colleagues and his lovely fellow lectures, Based on the conversation above, the teacher is as the speaker and the students are as the addressee.

Absolute Social Deixis

Absolute social deixis is forms associated with a social function.

Extract 15 Invitation

T: *Okay? You can invite your lectures, or the chairman of the department, Pak Sahrir, "hmm excuse me, **Sir**, we have a final presentation, its poster presentation, the poster about the local issues in the society, we invite you to come to our poster presentation, and I hope you give comment or suggestion about our poster".*

S: *@@ yah kalau mauu Sir.*

The bold word **"Sir"** in extract 15 above indicates the social deixis as absolute social deixis used by the teacher. Semantically, the word **"Sir"** shows the level of society. From the utterance above addressed to the head of English Department, in this case, Mr. Sahrir, marked formal and polite forms, where the form of the word used indicated the relative social status of the speaker and the hearer. Pragmatically, the bold word **"Sir"** refers to the head of the department, namely Dr. Sahril, M.Hum.

Discourse Deixis

A word can be said as discourse deixis if that word refers to a certain part of that text. It is where reference is being made to the current discourse.

Extract 16 Giving Information

T: *Here are three files **that** I shared this morning a... but one file is not completed yet, so let's have a look, oh, by the way, have you made the groups?*

SS: *Yes Sir*

Extract above shows the bold word **"that"** used by the speaker. Semantically, the conversation above involves the part of the discourse in the preceding statement so it belongs to discourse deixis. Pragmatically, the word

"that" in the sentence above refers to the three files that the speaker sent to the students this morning. The speaker is the teacher and the addressee is the students.

Based on data collected, the researcher revealed some functions of deixis used by EFL teacher in classroom interaction presented in the following table below;

Table 2; the Functions of deixis used by EFL teacher in Classroom Observation in Meeting 1,2 and 3, the Third Semester at Undergraduate Program of UNM

No	Kinds Of Deixis	Deictic word	Functions
	Person Deixis	I	Refers to the teacher as the speaker. That functions as a subject personal pronoun in a sentence and it is a singular first person.
		Me	Refers to the teacher as the speaker. That functions as object personal pronoun in a sentence and it is singular first person.
		We	Refers to the teacher and the students as the speaker and the addressee that functions as a subject personal pronoun in a sentence and it is plural first person.
		You	Refers to the students as an addressee. That functions as a subject personal pronoun in a sentence.
		She	Refers to the person that not belongs to the speaker and the addressee.
		He	Refers to the person that not belongs to the speaker and the addressee.
		They	Refers to the person that not belongs to the speaker and the addressee.
2.	**Place Deixis**	Here	The area/place of the speaker of the addressee is being in that time.
		Those	Refers to the distal distance, in which it is away to the speaker.
		There	Refers to the distal distance, in which it is away to the speaker.
		These	Refers to the proximal distance, in which it is close to the speaker.
		This	Refers to the proximal distance, in which it is close to the speaker.
3.	**Time Deixis**	Now	Refers to the time of speaking it is classified into the present time.

		Last	Refers to the time of speaking it is classified into the past time.
		Tomorrow	Refers to the time of speaking it is classified into the future time.
4.	**Social Deixis**	Mother	It shows the relationship in society as the family.
		Sir	It shows the level of society.
5.	**Discourse Deixis**	That	It involves the part of the discourse in the preceding statement.
		This	It involves the part of the discourse in the preceding statement.

DISCUSSION

The researcher analyzes the functions of deixis by using the theory of meaning based on lexical meaning and pragmatic meaning. Semantics is the linguistic branch which deals with the meaning of words in phrases. Pragmatics looks at the same language and its meaning, but Pragmatics also looks at context.

Person deixis, the pronoun of deixis person used the terms self, other people because the function that replaces self. Renkema (1993) adds that person deixis is realized by personal pronouns. The speaker as the first person (I) direct the utterance to the listener as the second person (You), and about a third person (He, She, and It). The function of first person deixis used to change the function of a person who is speaking about their self. The function of second person deixis used to change the function of describing another person who he or she is told with him. The function of the third person deixis used to change the function of describing another person.

Second, function to proximal distance/place deixis means the location of something that is close to the speaker's location or away from the speaker's location. Grundy (2000) adds that there are two degrees of proximity which are by no means uncommon, with some languages distinguishing proximity to the speaker and to the addressee. They are: here (proximal), there (distal), where, left, right, up, down, above, below, in front, behind, come, go, bring, and take. The teacher used this kind of deixis to show the location relative to the location of a participant in the speech event.

Third, time deixis is used to change function describe time whether it's today, tomorrow, yesterday or the day after tomorrow. In English, there are two basic forms, there are the present and the past. The present tense is the proximal forms and the past tense is the distal forms (Yule, 1996). Function to present time means the time of speaking relates to the time at present. Function to past time means the relationship between the times of speaking relates to the past time or the time before. Function to future time means the future time after the time of speaking. It refers to the next time after the day mentioned.

Fourth, discourse deixis deals with the orientation in the text through the speaker or the writer. Discourse deixis refers to the use of this point to the future element of discourse (Cruise, 2000). For example, 'last', 'previous', 'preceding',

'next', 'this', 'that', and 'there'. In discourse deixis, linguistic expressions are used to refer some parts of the wider discourse in the form of either a written or an oral text in which these expressions occur. Briefly, it refers to the use of expressions within some utterance to refer to some portion of unfolding discourse in which utterance.

Last, social deixis concerns the social information that is encoded within various expressions, such as relative social status and familiarity. Social deixis also indicates markers of relative social status, like addressee with higher status versus addressee with lower status. In short, social deixis is a deictic term used to express different social status. There are two basic kinds of social deixis according to Levinson (1983), they are relational and absolute social deixis. Relation social deixis is a deictic reference to a social relationship between the speaker and addressee, and absolute social deixis is forms attached to a social role.

CONCLUSION

The researcher analyzes the functions of deixis by using the theory of meaning based on semantic meaning and pragmatic meaning. There are some functions in deixis used by EFL teacher in classroom interaction. They refer to first person deixis means referring to the teacher in speech event, whether it is singular or plural first person, Functions to second person deixis means referring to the students in a speech event. Function to third person deixis means referring to the others who don't belong to the teacher and the students, whether it is singular or plural the third person. Function to proximal distance means the location of something that is close to the teacher's location or distal away from the teacher's location. Function to preceding portion means something which refers to the portion coming before in discourse, function to present time means the time of speaking relates to the time at present. Function to past time means the relationship between the times of speaking relates to the past time or the time before. Function to future time means the future time after the time of speaking. It refers to the next time after the day mentioned. Function to the social relationship means the social relationship between the teacher and the students or others.

By understanding the theory of the functions of deixis, the students can avoid misunderstanding and miscommunication in interpreting the English teachers' referent meaning. Besides, it helps them in translating some texts or converted into the target language. This study also helps them with speaking practice and doing writing practice. Therefore, the researcher hopes the students open their mind about the importance of studying the deixis, to help them on mastering many skills found in learning English.

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