A DEIXIS ANALYSIS USED BY ENGLISH TEACHERS IN EFL CLASSROOM

THESIS

**Submitted to Fulfill Requirement for The Degree of
Master of Education**

By

SYAFIRA RIANI

NIM 1609067020

DEPARTMENT OF ENGLISH EDUCATION

GRADUATE SCHOOL

UNIVERSITY OF MUHAMMADIYAH PROF. DR. HAMKA

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ABSTRAK

Syafira Riani, *A Deixis Analysis Used by Enlish Teachers in EFL Classroom,* Universitas Muhammadiyah Prof. DR. HAMKA (UHAMKA) Jakarta. Tesis. Program Studi Magister Pendidikan Bahasa Inggris, Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA (UHAMKA). November 2018.

Penelitian ini bertujuan untuk mengelompokan tipe-tipe deikis yang digunakan oleh guru Bahasa Inggris, mengetahui persepsi guru tentang deikis, dan persepsi guru tentang kesadaran dalam berbahasa. Penelitian ini menggunakan metode deskriptif kualitatif. Objek dari penelitian ini adalah 10 guru di SMA 5 Negeri Bandar Lampung. Peneliti menggunakan observasi dan kuesioner sebagai teknik pengumpulan data. Setelah mengumupulkan data, data dianalisis melalui beberapa tahapan, yaitu mentranskripsi data rekaman menjadi data tertulis, memberi kode masing-masing data berdasarkan tipe-tipe deikis, dan menginterpretasikan data untuk menjawab perumusan masalah. Sementara, data dari kuesioner terbuka ditranskripsi, diberi kode and dianalisis secara deskriptif berdasarkan jawaban dari peserta.

Hasil dari penelitian ini menunjukan bahwa total deiksis yang digunakan oleh guru Bahasa Inggris di SMA Negeri 5 Bandar Lampung yaitu 140 kata. Pertama, peneliti menemukan bahwa deiksis personal adalah tipe yang paling digunakan dalam proses belajar mengajar di kelas yang mana diucapkan sebanyak 82 kali. Guru-guru menggunakan tipe deiksis ini ketika menunjuk orang yang sedang dibicarakan. Kedua, deiksis wacana digunakan untuk menunjuk suatu bagian dalam ujaran guru yang mana diucapkan sebanyak 28 kali. Ketiga, deiksis tempat digunakan untuk menunjukan lokasi dari sebuah instruksi yang sedang dibicarakan yang mana diucapkan sebanyak 16 kali. Keempat, deiksis waktu digunakan untuk memberikan informasi tentang waktu kepada siswa yang mana diucapkan sebanyak 10 kali. Terakhir, deiksis sosial digunakan untuk menunjuk status sosial siswa yang mana diucapkan sebanyak 3 kali.

Sementara, peneliti juga menemukan persepsi guru tentang deikis, deikis adalah sebuah kata atau frasa yang digunakan untuk menunjukan waktu, tempat atau orang berdasarkan konteks dari sebuah ujaran. Guru-guru sering menggunakan deiksis dalam proses belajar dan mengajar. Guru-guru juga menyatakan bahwa penting hal nya untuk memperlajari tentang deikis dengan tujuan mencegah terjadinya kesalahpahaman antara guru dan siswa atau siswa dan siswa karena kedua nya paham dengan apa yang sedang dibicarakan dan rujukan dari ujaran itu sendiri.

Peneliti juga menemukan bahwa guru-guru di SMA Negeri 5 Bandar Lampug sadar dalam menggunakan deikis, tetapi mereka tidak memperhatikan penerapannya karena mereka hanya fokus dengan materi, tidak kenal dengan deikis, dan deikis diucapkan secara natural tanpa direncanakan. Dalam persepsi guru-guru, kesadaran berbahasa dapat membantu mereka dalam mengembangkan komunikasi menjadi lebih baik karena memberikan kesempatan guru untuk menyampaikan materi di kelas secara jelas dan sistematis, menjadi guru yang mandiri, dan membantu siswa dalam menguasai sebuah bahasa.

Kata kunci: Pragmatik, Deiksis, Kesadaran guru.

ABSTRACT

Syafira Riani, *A Deixis Analysis Used by English Teachers in EFL Classroom*, University Muhammadiyah Prof. DR. HAMKA (UHAMKA) Jakarta. Thesis. Master of English Education, Graduate School University of Muhammadiyah Prof. DR. HAMKA (UHAMKA). November 2018.

The aims of this research are to classify the types of deixis that used by English teachers, to know the teachers' perspective about deixis, and teachers' perspective about language awareness in teaching. This research used a descriptive qualitative method. The object of this research were 10 English teachers in SMA Negeri 5 Bandar Lampung. The researcher used observation and open-ended questionnaire as a data collecting techniques. After collecting the data, the observation data were analyzed through some stages, they are; transcribing the recorded data into written data, giving codes each datum based on the types of deixis, and interpreting them to answer the research question. While, the data of the open-ended questionnaire were transcribed, coded and analyzed descriptively based on the answer of the participants.

The result of this research showed that the total of deixis used by English teacher of SMA Negeri 5 Bandar Lampung were 140 words. First, the researcher found that person deixis was the most frequently used by English teachers while they were teaching in the classroom which occurred 82 times. Teachers used this type of deixis when they point the person who is talked. Second, the discourse was used to indicate some part in the teacher utterance which uttered 28 times. Third, place deixis was used to point the location of some instructions which spoke 16 times. Fourth, time deixis was used to give the students information about the time which uttered 10 times. Last, social deixis was used to point the social status of the students which spoke 3 times.

While, the researcher found from the teachers' perception about deixis, deixis is a word or phrases which point to the time, place, or person based on the context of utterances. The teachers often use deixis in teaching and learning process, and personal deixis was the types of deixis which were very familiar for the teacher. The teachers also stated that it was important to study about deixis to prevent misunderstanding between teacher and learners or learner to other learners because both know well what is being talked and the reference of the utterances itself.

The researcher also found that the teachers of SMA Negeri 5 Bandar Lampung were aware in using deixis but they were not notice in the implementation because they only focused with the materials, they were not familiar with deixis, and deixis was uttered naturally without any plan. On the teachers' perception, language awareness it could help them to develop the communication into the better one because it gave the opportunity for the teacher to deliver the material in the class clearly and systematically, to be autonomous teachers, and helped the students' in acquiring a language.

Keywords: Pragmatics, Deixis, Teachers' Awareness.

THESIS COMMITTEE APPROVAL

A DEIXIS ANALYSIS USED BY ENGLISH TEACHERS IN EFL CLASSROOM

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By
SYAFIRA RIANI
NIM 1609067020

The Thesis Committee Oral Defence Committee have approved this Thesis as partial
fulfillment of the requirements of the Master of Education Degree in English
Date November 27th, 2018

Thesis Committee	Signatures	Date
Prof. Dr. H. Abd. Rahman A. Ghani, M. Pd. **(Chair)**		6/3-19
Hamzah Puadi Ilyas, Ph.D. **(Secretary)**		23-1-19
Silih Warni, Ph.D. **(Thesis Advisor 1)**		14-12-18
Hamzah Puadi Ilyas, Ph.D. **(Thesis Advisor 2)**		23-1-19
Siti Zulaiha, M.A., Ph.D. **(Oral Defence Committee 1)**		14-12-18
Dr. Santi C. Djonhar, M.A. **(Oral Defence Committee 2)**		23-1-19

Jakarta, 6-3-2019

Director of Graduate School
University of Muhammadiyah Prof. DR. HAMKA

Prof. Dr. H. Abd. Rahman A. Ghani, M. Pd.

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CHAPTER I

INTRODUCTION

This chapter deals with the background of the problem, limitation of the problems, research questions, objectives of the research, and the significances of research.

A. Background of the Research

In social interaction, people need to communicate with others in order to express their ideas, how they feel and deliver their message to other people. To do those things, the people need a tool to communicate with others; one of them is language. It is similar to what Kreidler (1998:19) states that language is used to convey people's message in daily routine like in public places, family, educational institution and so on.

Every people has their own purposes while using a language, such express their idea, share the information or ask someone's help. The study about how language is processed and what its function called as linguistics. Kreidler (1998:3) states that linguistics deals with how the listener processes the speaker's voice to relate the new information and the information that they already have. There are some branch of linguistics, one of them is pragmatics.

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According to Yule (1996:3), pragmatics is the study of meaning which situation is needed for the interpretation. Besides, Levinson (1983:9) states that language and context are related each other to encode the structure of the language itself. When both of the speaker and listener know well about the background which being talked, it can help them to understand the meaning of the utterances. So that, the misinterpretation or misunderstanding can be minimized during the communication. There are some aspects of language that must be noticed in communication such as deixis. The main role of deixis is to point something in someone's utterances.

In every communication in our daily life, we cannot deny the used of deixis. According to Levinson (1983:54), deixis is the relationship between language and context which the structure of language is reflected each other. Levinson also categorizes the deixis into five kinds. They are person deixis, spatial deixis, temporal deixis, discourse deixis and social deixis. In addition, deixis is a word which pointing via language (Yule, 1996:9). While, Yule categories the deixis into three kinds they are to indicate people via person deixis, to indicate location via spatial deixis, and to indicate time via temporal deixis. So, deixis is a word that has a function to point out someone utterances where understanding the contextual meaning is needed for the interpretation.

Deixis will always present in every communication because of its function that makes the communication clearer. The use of deixis itself also occurs in teaching in learning process. The teachers consciously or unconsciously will employ deixis in their talks, which has been a universal

linguistic phenomenon. As stated by Huang (2009), all human languages contain of deictic terms such as; in communicating, explaining the materials, giving instructions, asking the students in the classroom by the teachers. Sometimes, the teachers do not notice while using some kinds of deixis in their classroom's talk or maybe the teachers do not know what deixis is.

Therefore, considering the importance of deixis used which minimizing the misunderstanding and make the explanation of teacher clearer, the writer interested in conducting a research about deixis analysis used by English teachers in EFL classroom which focuses on the types of teachers' deixis used and the teacher perception about deixis and language awareness in teaching. The researcher wants to know the types of deixis which are used by the English teachers in teaching and learning process, teachers' perception about deixis, and teachers' perception about their language awareness. Analyzing deixis used by teacher in EFL classroom could give another perspective, new information and facts about the activity in class which was hopefully useful for the readers and further research.

B. Scope of Research

Based on the background of the study described above, to avoid a wide range of topics, the writer focused on only these limited points:

1. The types of deixis used by the English teacher in EFL classroom.

2. Teachers' perception about deixis in EFL classroom.

3. Teachers' perception about language awareness in teaching.

C. Research Question

Based on the points explained above, the research questions of this study are as follows:

1. What types of deixis used by English teachers in the EFL classroom?

2. What is the teachers' perception about deixis in EFL classroom?

3. What is the teachers' perception about language awareness in teaching?

D. The Objective of the Research

Based on the problems stated above, the objectives of the study are as follows:

1. To find out types of deixis used by English teachers in EFL classroom.

2. To know the teachers' perception about deixis in EFL classroom.

3. To know the teachers' perception about language awareness in teaching.

E. The Significance of the Research

The study are expected to be beneficial both theoretically and practically as follows:

1. Theoretically, it can support the theory that the used of deixis also can be found in the teaching and learning process. The researcher also expected this research will give an insight for the teachers about types of deixis and language awareness in teaching.

2. Practically, it can influence other researchers to broaden the study about deixis used and it can be a reference for other researchers who interested in conducting the area of this study.

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