CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is the main means or media used by humans to communicate. Language is a tool or symbol system designed for the purpose of communication and interaction with each other (Lyson, 2002). In communication there are four skills that students have to master, namely listening, writing, reading, and speaking. Speaking is one of the important skills in communication. Brown (2007) states, speaking is one of the important aspects of language skills. This is because speaking is the main way for a person to interact with others. Therefore, the ability to speak must be mastered so that communication between one person and another can run well, so that there is no misunderstanding.

In the context of education, speaking is vital because it is one of the ways to express ideas, opinions and information clearly and effectively. Speaking skills are usually honed during classroom interactions. As Dagarin (2004) states, there are 5 types of classroom interaction. Such as, Teacher whole class, Teacher – A group of students, student – student, students – students, and students – teacher.

One of the primary obstacles that students face in developing their English speaking skills is the fear of making mistakes and losing face (Palpanadan et al., 2020). The use of multiple abilities that develop at different rates is a challenge for language learners in speaking skills. However, there are still many people who do not have good speaking skills, this happens due to lack of practice,

lack of confidence, and other factors. In the study of language there is a discussion about meaning which can be called pragmatics.

Pragmatics is a field of study known to discuss the meaning of language in context. As Yule (1996:3) states, pragmaticss is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). Furthermore, Levinson (1983), pragmaticss is a study in those relationships between the language and context which are encoded in the language structure. Therefore, pragmaticss is a study that focuses on the relationship between language structure and the meaning communicated by the writer or speaker. Pragmaticss includes five branches of study, namely deixis, implicature, presumption, speech acts or language acts, and discourse structure.

Deixis is one of the studies in pragmaticss that studies the relationship between language and context. Deixis refers to the phenomenon where understanding the meaning of certain words and phrases in an utterance requires contextual information. Deixis is always found in every conversation and in every text. Deixis is a type of deictic expression that depends on the speaker and addressee sharing the same spatial environment and face-to-face oral engagement. Deixis is very important for language use because it identifies the meaning contained in language and can only be known in the context of language events or situations.

According to Saeed (2003), deixis is the word from "Deikymi" of classica Greek language which means "to show or point out in the word of expression by the speaker". Levinson (1983), also defines that deixis is the most

comprehensive way to see the relationship between language and context can be seen from the structure of language. Therefore, deixis is the meaning of language depending on the condition or situation.

Yule (1996), generates three types of deixis: 1) Person deixis engages the speaker (I) and the addresees (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) theory, there are five types of deixis, there are person deixis, time deixis, place deixis, social deixis, and discourse deixis. On the other hand, according to Cruse (2000), deixis consist of five types namely, person deixis, spatial deixis, temporal deixis, social deixis, and discourse deixis.

The prelimanary data was taken through observation, interview and documentation on January 19, 2024. This observation was carried out at MAN 2 Model Medan, and this research conducted a brief interview with the English subject teacher for XII IPB class.

Table 1.1 Preliminary Data of Teacher Deixis Implementation

No	Questions / Researcher	Answers / Teacher
1	Do you know about deixis?	I have never heard or known about deixis.
2	Do you think deixis needs to be learned?	It is necessary, because as from the previous explanation, deixis is used so that speakers and listeners can understand the meaning of a sentence according to its context.
3	Do you unconsciously use deixis when you are communicating?	Yes, unconsciously I always use deixis when communicating especially when communicating in class with students.

From the results of the interview, the conclusion is obtained. The teacher does not know what deixis is. However, from the brief explanation that has been given, the teacher says that deixis needs to be introduced and learned by students, because deixis is a part of language that has meaning according to the context in which it is used. During communication, especially communication with students, teacher have unconsciously used deixis. this reinforces that deixis is a part of language that has meaning according to the context in which it is used.

This research takes a sample of the use of deixis in classroom interaction during English learning from class 10-H MAN 2 Model Medan. In delivering the learning materials, the teacher uses English and Indonesian, because the teacher is not a native speaker. The teacher uses some deixis expressions in the utterances addressed directly to the students. The following are the deixis expressions used by the deixis in her utterances addressed to the students:

Teacher: *Good morning my student, have **You** had a breakfast this morning?*

Student*: Good morning Mam, yes I did Mam.*

The above utterance is a type of second form of person deixis, that the teacher uses the deixis person expression "You" addressed to the student. First form of deixis person is also used in the utterence above, "I" used by the students addressed to them self.

The phenomenon of deixis occurs in communication, one of which is the communication in classroom. The phenomenon of deixis is often found in daily

conversations in the form of verbal language, such as the interaction between teacher and students of class 10-H described above.

Therefore, this research is interested in examining the use of deixis based on the interaction between a teacher and students during the English learning process in XII IPB class MAN 2 Model Medan, and the reasons why teacher and students using deixis in speaking skill of English classroom interaction. Then the data found will be analyzed by using the theory proposed by Cruse (2000). This research is conduct because researcher want to study the use of deixis in a sentence, because not all words or sentences have deixis in them. Therefore, research on the use of deixis must be studied so that there is no misunderstanding. Based on the background that has been described, the researcher is interested in conducting research with the title "Deixis Analysis in Speaking Skills of English Classroom Interaction at MAN 2 Model Medan."

1.2 Problems of the Study

Based on the background that has been described, some of the problems that will be analyzed are as follows:

1. What types of deixis are found in speaking skill of English classroom interaction at MAN 2 Model Medan?
2. Why deixis is used in speaking skill of English classroom interaction at MAN 2 Model Medan?

1.3 The Objectives of the Study

Based on the problems of the research above, the objectives of this study are:

1. To identify the types of deixis found in speaking skill of English classroom interaction during English learning at MAN 2 Model Medan.

2. To find out the reasons why deixis is used by the teacher and students in speaking skill of English classroom interaction at MAN 2 Model Medan.

1.4 The Scopes of the Study

Pragmatics is one of the linguistic studies that discusses meaning. Pragmatics has several branches of discussion, such as speech act, implicature, maxim, presupposition, deixis, etc. This research will focus on the pragmatics branch of deixis. This research will focus on the deixis used in speaking skill of english classroom interaction that occurs in the XII IPB class at MAN 2 Model Medan. Therefore, the skill that will be examine in this research is speaking skill. This research will focus on the teacher and students utterances to find out the types of deixis used in the utterances, and to find out the reason why teacher and students using deixis in speaking skill of English classroom interaction.

1.5 The Significances of the Study

This study is expected to achieve some significance, such as:

1. Theoretically

This research is to enrich knowledge about deixis and can contribute as a reference, especially related to the use and meaning of deixis in classroom interaction. especially related to the use and meaning of deixis in classroom interaction.

2. Practically

The results of this research are expected to be useful for various parties, including:

a) For the researcher, The result of this research is expected to deepen the knowledge about deixis, types, and its functions.

b) For Teacher. Teacher can use deixis well clearly and precisely. It can give examples to students how to use good and clear speech in communicating in learning and outside of learning.

c) For students, this research can help students in using deixis well clearly and precisely so that there is no misunderstanding in communicating between each other.

d) For other researchers, the results of this research are expected to help in becoming a reference for deixis study by other researchers.