

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

As social beings, interaction between one another by means of a language is unavoidable. To make the interactions more fruitful, a medium of communication is obviously necessary. It is needed since it is one of the many ways to express one's feelings and experiences either in spoken and/or written modes in order to get something across meaningful.

Getting meaning is an important thing in order to understand the speaker's intention. Without meanings, all the utterances in a language used seem meaningless. Therefore, when a speaker talks about an object, there is a meaning which is important to know. So, it is essential to form a meaning (aspect) between sentences, contents, and situations in a sentence so as to give clear meanings to the audience.

All languages contain small sets of words whose meanings vary systematically according to *whom*, *where*, and *when*, they are being used. The phenomenon of their occurrences is called deixis. Levinson (1985:12) states that a deixis is one which takes some elements of its meaning from the situation, such as the speaker, the addressed pronoun, time, and place in which it is being used. Verschueren (1999:18-21) states that there are five types namely temporal, spatial, social, person, and discourse. Temporal deixis is concerned with the encoding of temporal points and spans "relative" to the time at which an utterance was spoken. For example, *I go to school today*. *Today* in the sentence is temporal deixis.

Spatial deixis is concerned with the specification of location relative in the speech event. For example, *I will go there. There* in the sentence is spatial deixis. Social deixis is concerned with the encoding of social distinctions that are relative to participant roles, particularly aspect of the social relationship holding between speaker and addressee(s) or speaker and some referent. For example, *the gentlemen stand in front of me. Gentlemen* in the sentence are social deixis. Person deixis is related directly to the grammatical categories of a person. For example, *my mother told that she dreamt about me. She* in the sentence is person deixis. Discourse deixis is concerned with the usage of deictic expressions which refers to some portions of the discourse that contain the utterance (including the utterance itself). For example, *What will you plan after that ?. After that* in the sentence is discourse deixis.

In learning teaching English as the foreign language, most the students cannot get the meaning of the sentence. Students of SMA 21 still face some difficulties toward deixis. Based on the students' reading test, 75% of students got score 50 until 30. It proved that most the students did not understand about deixis. When the teacher interviewed them about their difficulties in deixis, they answered that they always confused to identify the types of deixis in the text and they tried to open dictionary to know the real meaning of the sentence. As consequence, they felt bored to read the text and did not get the meaning of the sentences, while deixis means point to things in the physical, social context of the speaker and addressee(s) and whose referents can only be determined with reference to the contexts in which they are used (Kleidler, 1984:144). It means

that deixis regards to who uses them, when and where they are used. That is why deixis is very important to be mastered by the students to avoid repetition of referring expression that have occurred previously in the sentence.

Deixis refers to the phenomenon where in understanding the meaning of certain words or phrases in an utterance require context of situation. All meaning is situated in a context of situation. Martin (1992:405) states that the notion of text cannot be understood unless linguistic text forming resources are interpreted against the background of contextual ones. Then, Ellis (1993:80) states that context of situation refer to the situation in which the utterance is produced. That is why context of situation is very important to be known in order to understand the text, especially text in the students' textbook. Context of situation will guide the students to get more information from text.

Furthermore, a successful educational program depends on such as the characteristics of teaching and learning strategies, preparation of teacher and materials of teaching and learning. All of them must be well integrated and well organized in order to support a successful teaching - learning process in the classroom. An analysis of deixis is essential to supports the lesson in the teaching learning process. Most of the students still find it difficult to understand some texts in their textbooks, therefore, they do not get the information from the texts easily. It is caused by their unknown about the function of deixis in the texts.

The presentation of deixis can be seen clearly in the students' textbooks at school. Usually the textbook conveys kinds of texts. They are all used in order to teach students English. Kinds of texts are narrative, report, analytical exposition,

procedure, recount, spoof, anecdote, discussion, description, explanation, review, hortatory, and news item. To understand better about what conveyed in, it is important to study what deixis is because there are many experiences that reveal many incidents and actions shown through the existence of deixis. Through these experiences, one can see the situation of one era in which it is written and probably experienced it more logically.

Understanding deixis is not as simple as one might think (Anderson and Keenan, 1985:62). In the students' textbooks, deixis shows the important meanings and interesting information. It can help them to understand more about the information from the text. It means that the students should discover all information in books by using their inner sense and visual clues of reading in order to understand it completely. Based on Stratified Educational Unit Curriculum (Kurikulum Tingkat Satuan Pendidikan/KTSP 2006), of Senior High School states that reading is purposed to get the information and develop the students' thinking. Therefore, through mastering deixis in reading text, the students can understand and get interesting information easily.

1.2 Focus of the Study

Based on the explanation previously, focus of the study can be described through the types of deixis, the most dominant of deixis, and the role of deixis in English textbooks. Therefore, the problems of the study are formulated in the form of questions as in the following.

1) What types of deixis are found in English textbooks of the Senior High School?

- 2) What type of deixis is most dominant found in English textbooks of the Senior High School ?
- 3) Why do the English textbooks use the deixis frequently?

1.3 The Objectives of the Study

This study is aimed at:

- 1) describing the types of deixis found in English textbooks of the Senior High School.
- 2) finding out the most dominant types of deixis in English textbooks of the Senior High School.
- 3) mentioning the reason why do the English textbooks use the deixis frequently.

1.4 The Scope of the Study

There are many aspects that can be discussed in connection with the study of deixis. They can be studied in a wider scope in order to gain a much better understanding. Even so, whatever it is, a study should have a scope. Therefore, this research is limited to analyze on five types of deixis which is based on Verschueren (1999:18-21), namely temporal, spatial, social, person, and discourse deixis. In this case, 5 types of texts (genres) will be chosen to find deixis. They are narrative, report, analytical exposition, hortatory exposition, and spoof. They are chosen because only these genres always occur in the students' textbooks of Grade XI of Senior High School.

1.5 The Significance of the Study

A study on deixis is very interesting and challenging one to be studied because it has many aspects of the language being used, especially on study of meaning. Therefore, the reason of the study is hopefully beneficial as the following:

- 1) theoretically: English teachers of Senior High School, in which analysis on the deixis will add the variation of English teaching, especially the meaning of the sentences found in the Senior High School English textbooks and English students of Senior High School, for obtaining a better and clearer understanding on the types of deixis in the English textbooks will help them to understand the reading text.
- 2) practically, the readers and writers realize that the demand on understanding deixis is not only to know the types of deixis in English textbooks, but also to get the information from the texts which can enlarge their knowledge and bring them into positive thinking. In addition, the findings of research are expected to gain benefit because it provides some valuable information particularly to other researchers who would like to conduct an in-depth study on deixis.

