

CHAPTER I

INTRODUCTION

1.1 Background of Study

Writing is a crucial tool in communicating language. Brown (2001: 357) argues that writing is a transaction with words in which authors freely express their thoughts without much regard for what other people are currently thinking, feeling, or seeing. It means in order to improve communication, writing enables individuals to express their thoughts, sentiments, and views in the form of a written piece and writing has been found to improve the effectiveness of very complicated concepts being communicated.

Writing is a tool for communicating thoughts and feelings to others in written form. The ability to write might enable someone to receive knowledge, see connections between ideas, compile ideas into an understandable notion, digest information, and learn actively, especially when doing so in written form (Hairston, 1986). Writing ability is becoming more and more necessary in today's world, especially in education and the study of second and foreign languages (Weigle, 2002:1).

The writer needs to take into account a number of factors. The concept of the writing might be significant and conveyed to the readers according to these elements. Brown (2001: 335) stated that:

The structure of writing has shaped the teaching methods, emphasizing guiding students in generating ideas, structuring them logically, using transitional phrases and rhetorical norms for seamless integration into

their writing, revising for clarity, editing for grammatical accuracy, and ultimately creating a polished final piece.

It is obvious that writing produces ordered thoughts that are logical and uses proper language to provide clearer meaning. The primary goal of writing is to make meaning clear since this helps to establish communication with readers. As a result, the writer should arrange each paragraph such that it makes sense in context.

In language, conveying meaning is crucial for effective communication. Meyer (2009: 8) suggests that human communication fundamentally revolves around the concept of meaning. This indicates that "meaning" is inherent in language, serving as a bridge between individuals to successfully express intentions. In written communication, the ultimate goal is to create a connection between the writer and the reader through the conveyed meaning. To aid readers in grasping the intended message, the writer should strive for clarity. Cruse (2000: 379) points out that the efficient storage and utilization of language hinge upon various systematic features of meaning, encompassing recurring sense relationships, patterns of sense expansion, and rules of composition. This implies that the effectiveness of recurrent references, patterns of sense connections, and the structure of language all significantly impact how meaning is conveyed. Particularly in writing, authors should meticulously consider the utilization of references, connections, and linguistic structures contributing to meaning. Furthermore, Cruse (2000: 379) highlights pragmatic rules that enable the inference of multiple message components instead of explicitly stating them, thereby enhancing efficiency by

abbreviating expressions. To ensure that the final written piece effectively conveys meaning, these aspects of meaning should be thoughtfully crafted to promote efficiency.

Pragmatics, according to Levinson (1983: 5), is the study of language use or the connection between language and context. This study is fundamental to an explanation of language understanding because it requires drawing inferences between what is said and what is assumed to have already been said or what has already been said. In addition, Meyer (2009: 1) said that pragmatics is the study of how language usage is influenced by the social and linguistic environment. It means that pragmatics focuses on communication in addition to explaining language usage in context, including the impact that context has on an utterance and the objectives speakers hope to achieve via their choice of means of expression, it includes the study of how people interact when they use language. It has been proven that pragmatics, one of the areas of linguistics, encourages language users to utilize language contextually. It implies that language is used when appropriate. To communicate the context-based meaning, language is required.

Deixis can help writers in using language more effectively to convey meaning. Without even realizing it, we employ deixis in everyday communication, whether it be spoken or written, formal or conversational. For instance, when readers get a new message, they need to know who is speaking and who is being heard, as well as where and when the events are taking place. As deixis, one of the areas of pragmatics is concerned with how languages encode or grammaticalize elements of the context of utterance or

speech event. It also addresses how the interpretation of utterances depends on the study of that context of utterance, according to Levinson (1983:54). In order to determine the meaning of writing, authors need to think about how to effectively employ deixis, which reflects the link between language structure and context.

Writing is a crucial linguistic skill for students to learn in school. Students cannot pass the course if they lack the capacity to communicate in writing (Brown, 2001: 339). One of the most vital abilities for students to develop is writing. Mastering this skill not only involves writing itself but also provides a platform to acquire various other essential skills that can be beneficial in their academic pursuits, professional endeavors, and other significant aspects of life.

Moreover, writing is an expressive activity, which means that students may use it to communicate their thoughts and knowledge. Perhaps the students will be able to write down their thoughts, organize them into clear words, and successfully articulate their views. Students can use writing to communicate concepts or knowledge that they have in their brains. The writer may be able to connect with readers and share their views. As a result, students must take into account how well the text will be understood by readers and ensure that their work clearly communicates the core concept or thoughts.

In the Curriculum 2013, tenth-grade students are exposed to descriptive text, which aims to provide readers with information or detailed descriptions (Fitriani, Rafi Hamdi Nur, Bustamin Bustamin, 2019; Jayanti, 2019). This genre of writing offers information on things including people, animals,

objects, and locations. According to Suminar and Putri (2018), descriptive text is defined as a text that provides readers with knowledge and comprehension about the item described by clearly describing a person, an animal, a thing, or a location.

Based on *Basic Competence point 3.7, Creating brief, clear descriptions of tourist spots and historic landmarks, considering their social importance, using appropriate language and structure for oral and written formats*. It illustrates the need for tenth graders to understand the meaning of a descriptive text in both written and spoken form. For this, the students will be required to understand the significance of a descriptive text before being asked to write a descriptive text effectively.

By referring to one word and referencing another, deixis can assist students in composing their written work more effectively. In accordance with Meyer (2009: 182), words not only contain meaning but also a pointing function is known as deixis. But on the other hand, the majority of the students are still unsure of how to understand the deixis that they frequently encounter while writing, reading, watching, or listening to stories, short stories, or novels. Discuss writing, according to (Karolina, 2006), writing is one of the more challenging subjects for students in their school, thus teachers need to make it an accessible lesson and discover excellent texts for teaching writing.

To discuss the descriptive text related to the cases above, certain research studies have been done. The research by Ratnaningsih and Azizah (2019) concentrated on the technical mistake that might occur when writing a descriptive paragraph. Investigating inaccuracies and mistakes made when

writing a descriptive text was the aim of their study. The research found that capitalization and sentence errors were the most prevalent errors students made when writing descriptive text. The research by Maharatu and Kusumarasyati by examining the descriptive writing of the students and the study's data was gathered. According to the findings, seventh graders were able to employ deixis correctly when writing descriptive essays. It was corroborated by the data collection's percentages, which showed that 91 percent of deixis words were used correctly and 9 percent were used incorrectly.

The study conducted by Noor Masnuna Widda Maharatu and Kusumarasyati (2018) focuses on the analysis of deixis usage in descriptive writing produced by seventh-grade students. The five categories of deixis include person deixis, spatial deixis, temporal deixis, social deixis, and discourse deixis. According to the findings, seven students used proper deixis with a 91 percent accuracy rate when writing descriptive prose. The students in Indonesia have challenges in writing, which can be categorized into three distinct groups: language problems, cognitive problems, and psychological problems. Indonesian students faced challenges with their writing proficiency and struggled with effectively structuring and articulating their ideas in written form. The issue may arise due to certain factors: The concept becomes an obstacle when a writer is unable to locate it. The problems can be discerned through several signs, particularly pertaining to their writing proficiency. For example, the absence of ideas might serve as a fundamental explanation for someone's reluctance to engage in writing. Another challenge that students may

face is the linguistic complexity of expressing their thoughts. Lack of proficiency in the subject matter is a significant hindrance for students when it comes to writing.

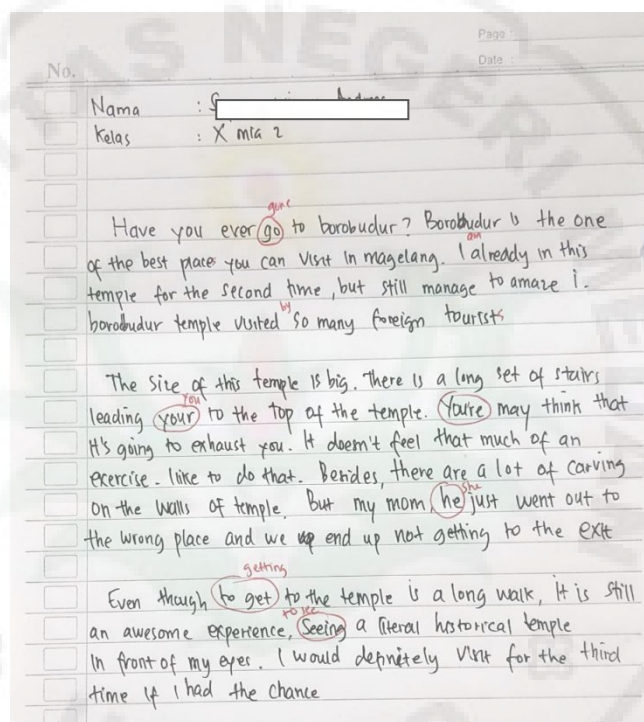


Figure 1, The results of descriptive text writing by class X mia 2 high school KB Medan

This picture above shows that there are still many students who are not able to write descriptive text. The sentence “but, my mom **he** just went out to the wrong place...” used person deixis words inappropriately by using the incorrect pronoun. The error made was influenced by the source language “bahasa indonesia “dia” in which the personal pronoun “third singular person in bahasa has the same word “dia. While in English the use of word “dia” translated in to two different word he for man and she for woman. E.g: rina is my classmate. She has black long hair. Andi is my brother he has short black hair. So, It should be “but my mom, **she** just went out to the wrong place...”

Abdullah (2015) discovered that learners faced challenges in correctly identifying the appropriate deictic words and their types. Additionally, Al-Quraini (2019) noted that EFL learners still struggle with temporal deixis usage. Similar issues have been observed in other foreign language learning contexts. Afifah and Widodo (2015) observed that learners studying German as a foreign language encounter difficulties and errors in utilizing person deixis, spatial deixis, and temporal deixis. Furthermore, a study by Yusuf Tonapa, Muhammad Anwar, and Antasiah (2018) revealed that the primary error in the use of deixis among German language learners is related to person deixis.

In another case, during the teaching practice program, the researcher observed that Senior High School students, particularly those in the tenth grade, had a limited comprehension of how to effectively articulate and convey their thoughts in writing. The students lack the ability to provide detailed descriptions of objects, places, and people due to a lack of ideas and errors in the use of deixis in their descriptive texts. Students lack enthusiasm for acquiring writing skills. If the teacher asks them to write something, even if it is just a descriptive sentence, they show laziness and boredom. Hence, additional investigation is required with the aim of discovering a resolution to this issue.

Meanwhile, applying deixis correctly helps the reader in understanding the final piece of writing produced by students. Inappropriate usage of deixis can lead to a misunderstanding in communication between the writer and the

reader. It means that it is possible for the reader to misinterpret the writer's intended meaning.

Deixis should thus be introduced early on in language learning to assist tenth graders in using deixis correctly to promote their writing as a form of communication. Here, it is demonstrated that both descriptive writing and students in the first stage of formal education for English exist. It follows that tenth graders' descriptive writing might serve as a good entry point for teaching proper deixis usage.

Based on the background above, the researcher is interested in investigating whether writers' capacity to convey contextual meaning in writing is affected by the use of deixis. This interest is backed by Maharatu and Kusumarasdyati's research, which suggests that linguistically, deixis aids students in composing their final written product more effectively by indicating and referring to other words.

1.2 The Problems of Study

The researcher identifies these issues based on the study's context, the following problems they are:

1. What types of deixis are used by the students in descriptive texts?
2. How are the deixis words used in descriptive writing made by tenth graders?
3. Why the types of deixis are used by the students?

1.3 The Objectives of Study

Related to the problems of the study, the objectives of the study are formulated as the following:

1. To investigate what types of deixis are used by the students in descriptive texts
2. To describe how is the deixis words used in descriptive writing made by tenth graders
3. To explain the reason deixis are used by the students.

1.4 The Scope of Study

It is appropriate to use a descriptive approach to ascertain the particular type of deixis that the students are using, according to discuss above. The tenth-grade students could understand the text's detailed description. The researcher uses Levinson's (1983) theory, and that identifies five different types of deixis, to analyze the various forms of deixis that are present in the students' descriptive writing.

1.5 The Significances of Study

1. Theoretical significance
 - a. to impart new knowledge on how to teach foreign languages like English, particularly on how to write descriptive text utilizing the deixis method.
 - b. to establish themselves as a resource for upcoming scholars, whether they take a similar or entirely different strategy.
2. Practical Significance
 - a. To the English teachers, the results of the study might help them find easier approaches to develop their teaching abilities and instructional strategies (especially in teaching descriptive text). identifies the needs and problems of the students and offers answers.

- b. To the students, students entering the tenth grade as freshmen will find the study's findings to be very helpful or to make it easier for them to organize the facts or concepts used when creating descriptive text.

