CHAPTER I

INTRODUCTION

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Every language has specific references in pointing person, place, and time. And every reference is different from language to language. It means that there is a specific term in pointing person, place, and time. In Indonesian language, for example, when we want to refer to the third person singular, we can use *dia, beliau*; meanwhile, in English language, we use *he* or *she*.

When one learns a language, he/she cannot ignore the use of references. If he/she ignores it, he/she will face a problem because in communication, he/she cannot only refer to someone most of the time using one's name, but he/she will sometimes use word pronouns.

In addition, there are also some words in the language that cannot be interpreted at all unless the physical context, especially the physical context of the speaker, is known. These are words like *here, there, this, that, now, then, yesterday*, as well as most pronouns, such as *I, you, him, her, them* (Yule, 1996). Some sentences of English are impossible to understand if we do not know who is speaking, about whom, where and when. For example: *You'll have to bring that back tomorrow, because they aren't here now.*

Out of context, this sentence is extremely vague. It contains a large number of expressions (*you, that, tomorrow, they, here, now*) that depend for their interpretation on the physical context in which they were uttered. In this sentence,

for example, 'that' and 'they' are ambiguous. Such expressions are obvious examples of bits of language, which we can only understand in terms of speaker's intended meaning.

It is generally believed that perception of and orientation in space are determinant factors in human action and interaction. As such, speech heavily depends on knowledge of the context: *where* and *when* a sentence is uttered, and by *whom*. These three dimensions are traditionally seen as the so-called deictic center of all linguistic events, without which no linguistic expression can be properly interpreted.

Deixis usually refers to linguistic components of a discourse that gain their specific meaning from the discourse situation (http://pluto.fss.buffalo.edu/classes/psy/segal/2472000/IA93-10P.htm). The word deixis comes from the Greek word *deiktikos* which means "to indicate". Deixis can be defined as reference by means of an expression whose interpretation is relative to the linguistic or extra linguistic context of the utterance, such as who is speaking, to whom, what status the interaction participants have, what relation they have, the time or place of speaking, the gestures of the speaker, or the current location in the discourse. Another word for deixis is indexicality. All deictic expressions are indexical but not all indices are deixis (http:www.ling.gu.se/~biljana/st1-97/pragmalect2.html).

According to Yule (1997) the term deixis means pointing via language. It generally points to some specific thing (person, place, time) known by the hearer

using the nonlinguistic context as a guide. There are deictic terms that can be used to point to some specific thing. Below is the list of deictic terms:

I, you, this, that

here, there, come, bring, fetch, leave

now, then, yesterday, today, tomorrow, last week, next year, two weeks

ago, recently, soon, at two o'clock, at ten in the morning

If a speaker seriously says "*I am talking to you. Come here!*" '*I*' refers to the speaker, '*you*' refers to the addressee; '*here*' refers to a place near the speaker, and '*come*' refers to a potential physical movement from the location of the addressee to the location of the speaker. *I, you, here,* and *come* thus all gain their particular significance from the details of the physical situation and the context of their expression.

Deixis is seen to be very important. Barwise and Perry (1983) have argued:

[o]ne of the simplest facts about human language [is the fact that] an utterance must be made by someone, someplace, and sometime. That is, an utterance always takes place in a discourse situation, and so the facts about the discourse situation can always be exploited to get from the meaning of the expression used to whatever information is to be conveyed." (Barwise and Perry, 1983, pp. 32-33).

In pragmatics, deixis is discussed specifically that has an important role. There is one experiment about deixis in Indonesian language (Purwo, 1984) but there are not many experiments about deixis in English language. Therefore, the writer would like to make further study about deixis found in English utterences.

Since deixis is closely related to utterances made by speaker, the writer chose conversation as her data. To get the English conversation, the writer recorded a conversation spoken by native English speakers with students at Self-Access Conversation Club. They were invited to come to Widya Mandala on September 20th, 2003 especially to the Self-Access Centre to fill one of the programs held by Self-Access Centre. The purpose of their visit was to give students opportunity to speak with native speakers. Therefore, the writer would like to know how deixis are used by native English speakers and students at Self-Access Conversation Club.

1.2 Statements of the Problem

Derived directly from the above description, the study tries to investigate the English deixis used by English native speakers and students at Self-Access Conversation Club. This study, therefore, attempts at answering the following questions:

General research problem:

1. How are deixis used by English native speakers and students at Self-Access Conversation Club?

Specific Research problems:

A. What deixis are used by English native speakers and students at Self-Access Conversation Club?

B. Are those deixis used correctly?

C. Why are such deixis used by English native speakers and students the way they are?

1.3 Objectives of the Study

Based on the above formulated questions, this study is intended to identify and describe how English deixis are used by English native speakers and students at Self-Access Conversation Club. Therefore, this study tries to answer three other specific research questions:

A. To find out what deixis are used by English native speakers and students at Self-Access Conversation Club

B. To find out whether those deixis are used correctly or not

C. To find out why such deixis are used by English native speakers and students the way they are

1.4 Scope and Limitation of the Study

This study is limited to find out the English deixis used by English native speakers and students at Self-Access Conversation Club. The subjects of this study are limited to English native speakers named Scott and his sister named Diane and fourteen students who attended the conversation club. The writer chose this conversation because of the limited time and because it is the easiest access for the writer to do the observation and collect the data.

The students were students of Widya Mandala Catholic University who voluntarily registered themselves as the members of Self-Access Conversation Club. They belonged to the first, third, fifth, seventh and ninth semester.

In analyzing the data, the writer didnot deal with grammatical errors which are not related to deixis.

In addition, the writer did not deal with idiomatic expressions such as *I think, I see, you know, I mean, I guess, in my opinion, my God* since those expressions are used to make the conversation go smoothly.

The conversation started from 9.00 o'clock until 11.30 on September 20th, 2003. In the first thirty minutes, there were two games that students should do. The writer did not analyze the conversation spoken during the games because the games were only for icebreaker so that students got familiar with the native speakers. Besides that, the games were not related to the topic. In addition, there were many students playing the game and they spoke at the same time so the writer had difficulty in recording what they said.

1.5 Significance of the Study

This study is theoretically beneficial in enriching the issue of pragmatic studies. The findings of the study will present facts that will strengthen the existing theories about deixis proposed by pragmatic experts.

Next, the writer also expects to give practical contribution to the teaching learning practice especially for speaking. It is expected that this study would help

students realize the use of deixis, students can know who was speaking, where it happened, and when it did.

For the students, the results of this study are expected to help students, especially students of English Department to have more understanding on deixis theory and become more aware in using deictic elements in communication.

1.6 Theoretical Framework

The main theory used in this study is deictic theory. According to Richards (1997:100), deixis is a term for a word or phrase which directly relates an utterance to a time, place, or person(s). Therefore, deictic words are words with a reference point, which is always speaker's dependent; depending on its position in space and time. Theory of deixis is needed to analyze the deictic expressions used by English native speakers and students of Widya Mandala in their oral interaction at Self-Access Conversation Club.

1.7 Definition of Key Terms

The title of this thesis is *English Deixis Used by English Native Speakers and Students of Widya Mandala in Their Oral Interaction*. The major terms in this thesis are:

1. **Deixis**

Deixis are words with a reference point, which is always speaker's dependent; depending on its position in space and time (Rankema, 1993).

There are three main types of deixis: **person deixis, place deixis, and time deixis.**

A. **Person Deixis**

Person deixis involves basically the speaker, known as the **first person,** the addressee, known as the **second person,** and other significant participants in the speech situation, neither speaker nor hearer; these are known as **third person** (Cruse, 2000).

B. **Place Deixis**

Place deixis or spatial deixis is deixis which indicates the relative location of people and the things (Yule, 1997).

C. **Time Deixis**

According to Cruse (2000: 321), time deixis or temporal deixis functions to locate points or intervals on the time axis, using the moment of utterance as a reference point.

2. **English native speakers** are persons whose first language is English.

3. **The Self-Access Conversation Club** is a program which is followed voluntarily by students of Widya Mandala Catholic University held at Self-Access Centre. The aim of this program is to give students the chance to practice speaking English.

4. **Error** is the use of a linguistic item (e.g. a word, a grammatical item, etc) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning (Richards, 2002:184). Error results from incomplete knowledge.

5. **Mistake** is caused by lack of attention, fatigue, carelessness, or some other aspect of performance (Richard, 2002:184).

6. **Fluency** is the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions (Richard, 2002:204).

7. Accuracy refers to the ability to produce grammatically correct sentences but may not include the ability to speak or write fluently (Richard, 2002: 204).

1.8 Organization of the Study

This study consists of five chapters. Chapter I is introduction. It gives the readers some explanation about the background of the study, the statements of the problems, the objectives of the study, the scope and limitation of the study, the significance of the study, the theoretical framework, the definitions of key terms. Chapter II deals with a review of the related literature which is relevant to this study. Next, chapter III deals with research methodology of the study. Chapter IV is data display and data analysis. Finally, chapter V deals with the conclusion and suggestions.