A Comparative Study of Deixis Used by Foreign and Local English Teachers in Vocational High School

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ABSTRACT

This study aims to analyze the types of deixis by using Levinson's theory, find out the dominant types of deixis, and the reasons behind the uses of deixis by foreign and local English teachers. The study used a qualitative method particularly a case study. The data sources of this study were the foreign and local English teachers' utterances. The data were obtained through a classroom observation and interview technique. The data were analysed using Miles and Hubermans's interactive model. The findings showed that five types of deixis were found in the foreign and local English teacher's utterances, namely person deixis, place deixis, time deixis, discourse deixis, and social deixis. The dominant types of deixis in both the English teachers' utterances were person deixis. The reasons behind the uses of deixis were also explained in this study

1. Introduction

In social life, humans communicate with one another to convey their intentions and receive information. Language is known as the most effective tool for communicating with others. Language has a function as a fundamental transaction language. It is used to express genuine propositional information (Yule, 1996:2-3) as cited in (Irani, 2017). Language which is used by people is related to linguistics. Linguistics is associated with identifying consequential elements of specific language. There are many subfields of structure focusing on linguistics such as pragmatics. Pragmatics is the study of the aspect of the relationship between language and context that are relevant to the writing grammar. It is dealing with language use and the relationship between language form and language use (Cruse, 2006; Levinson, 1983). Hence, pragmatics is associated with the situation of speech and context. Mey (2001) states that the context is a part that cannot be separated from pragmatics discussion. It concerns the context in which a situation can give an effect on the speakers for using language.

Since language functions are used to communicate with one another, language is considered good and correct if it is used in an appropriate context. The meaning of words in utterance or written text can be known from its context. The meaning of words which can be interpreted based on the context is called deictic or deixis. According to Levinson (1983:9) as cited in Yulfi (2017), deixis is a part of pragmatics that has connection with certain word or sentence that changes because of the context.. In line with this, Yule (1996) also states that deixis is one of the most basic things we do with an utterance that serves as a means of pointing via language. In addition, deixis is a term for a word or phrase which takes its meaning element from situational context (Fromkin, Rodman, and Hymes, 2011 in Maspufah, 2015). It means that meaning relies entirely on the situational context of utterances.

Similarly, Matthews (2007) in Maspufah (2015) asserts that deixis is interpreted relatively based on the relation to a specific speaker, addressee, time, and place of utterance. In short, it can be said that the interpretation of deixis will be different for every people according to the context and relation of the speaker and the addressee in a speech event. According to Lyons (1977) as cited in Wati (2014), deixis is the location and identification of people, object, events, process, and activities which are being talked about or referred to, in relation to the time, when the speaker says the utterance, or when the hearer hears it. Levinson (1983) states that there are five types of deixis, namely person deixis, place deixis, time

deixis, discourse deixis, and social deixis. Meanhwhile, Grundy (2008) and Yule (1996) state there are three main types of deixis, namely, person or personal deixis, place or spatial deixis, and time or temporal deixis. Marcella (1972:29) as cited in Purwitasari (2009:8) declares that the personal pronouns change their form for a person (first, second, third), for case (subject, object, and possessive), number (singular, plural), gender (masculine and feminine), and the reflexive pronoun make the same kinds of changes. In addition, vocatives are noun phrases used to address someone, for example, kinship terms, titles, proper names, and in a combination of these (Anita, 2017).

In spoken language, people can recognize the person, place, time, discourse, and social deixis because the one who is being talked about by the speaker is also known by the listener and the time when the speaker utters some utterances. However, sometimes the listener also faces misunderstanding; the listener does not know what it exactly means and how it could be. The phenomenon of deixis exists in a daily language such as in business, politics, education, and also in daily conversation (Irani, 2017). If someone is incorrect in using deixis form when making communication with other people, it will make the way of communication terrible. One person might have different ideas at the same time we are talking about something else (Ekowati & Sofwan, 2014). Moreover, when using incorrect deixis system to people who have different cultures, it makes obstacles in communication between them, and this commonly happens among students and teachers, where the teachers have different cultures from the students.

It is difficult to give the exact definition of culture (Spencer-Oatey, 2012 as cited in Ratnasari, 2018). Culture is a set of beliefs and values shared by individuals that represent their group member's behavior (Bennet, 1993 as cited in Kang & Chang, 2016). In addition, Khan (2016) states that Culture includes various dimensions of society. It includes the way of life, dress code, food types, local customs, values, traditions, etc. The culture of learning that teachers and students bring into the classroom is "a framework of expectations, attitudes, values, and beliefs about what constitutes good learning." (Cortazzi and Jin, 1999 in Tedjasuksmana, 2013).

Having foreign and local teacher in a school are good for the students. The students will have more knowledge about their foreign teacher's culture and mother tongue instead of knowing their local teacher's mother tongue and culture. SMK Werdhi Sila Kumara has foreign and local English teachers to teach English subjects. However, the differences in the form and the use of deixis used by foreign and local English teachers sometimes make the students complicated and confused. There were some studies related with deixis on English teacher utterances, movie script, song lyric, and written essay. These studies analyzed types of deixis by using Yule's theory and Levinson's theory. Among them, person deixis was mostly uttered (Febriyanti, 2016; Hutauruk, 2018; Nasution, Setiadi, & Ilza, 2018; Wiguna, Anggraeni, Nuramalia, & Irma, 2018; Yulfi, 2017)

Recently, some problem raises deal with the different teachers' cultures in teaching the students. This topic was chosen to be analysed because of the differences in the form and the use of deixis used by foreign and local English teachers in the teaching-learning process in the classroom. The researcher was interested to find out the types of deixis, dominant types of deixis, and the reasons behind the uses of deixis by foreign and local English teachers during the teaching and learning process in the classroom.

2. Methods

This study employed a qualitative method by involving a case study. Qualitative research is concerned with qualitative phenomena, i.e., phenomena relating to or involving quality or kind, and the data primarily involve words (Fraenkel, Wallen, & Hyun, 2012; Kothari, 2004). In addition, Moleong (1995, p.6) in Kholis (2001) says that qualitative research is descriptive, which means that the analysed data and its findings are in the forms of descriptions, instead of numbers. Moreover, Sagadin (1991) in Starman (2013) states that a case study is used when analyse and describe, for example, each person individually, a group of people, individual institutions or a problem, process, phenomenon or event in a particular institution, etc. Therefore, it is clear why this method is chosen. Since the method was collected, analysed, and drew the conclusion in the form word in sentences. The data were in the form of foreign and local English teaches' utterances, transcribed into written data, which were analysed descriptively.

The participants of this study were the foreign and local English teachers in SMK Werdhi Sila Kumara. Both of the English teachers performed deixis in their teaching and learning process. The data in this research were collected from the utterances produced by the foreign and local English teacher which generated deixis in the teaching-learning process based on Levinson's theory.

In this study, the researcher herself has an important role. As Bogdan and Biklen (1984) state in their book entitled Qualitative Research Theory as cited by Rahmawati (2019), "The qualitative has the neutral setting as the direct source of the data and the researcher is the key instrument of this research. It means that the research has to be descriptive to write the real situation of the research. This was made the

researcher as the key or main instrument of this research. The utterances contained deixis used by foreign and local English teachers in delivering the lesson in the classroom were collected. The secondary instrument was also used in this research to gathered the data, namely classroom observation, and interview.

According to Hora & Ferrare (2013), a classroom observation is a method of directly observing teaching practice as it unfolds in real-time, with the observer or analyst taking notes and/or coding instructional behaviors in the classroom or from videoed lessons. The observation was conducted in the classroom while the foreign and local English teachers taught English to the students. The researcher joined the class and observed the teaching-learning process passively without doing any involvement in the classroom. The researcher observed all of the foreign and local English teachers' utterances and instructions during the learning process, and what languages use by the foreign and local English teachers.

In addition, a face-to-face interview was conducted with both foreign and local English teachers to know the reasons behind the uses of deixis. Interviews are a meeting of two persons to exchange or gather information and ideas through questions and responses, resulting in communication and joint construction of meaning about a particular topic (Easwaramoothy & Zarinoush, 2006; Sugiyono (2012: 317) in Imawati & Shubchan, 2018). Unstructured interview was applied to get the information related to the research question. An unstructured interview is a conversational type of interview in which the questions arise from the situation. The interview is not planned in detail ahead of time; the researcher asks questions as the opportunity arises and then listens closely and uses the subjects' responses to decide on the next question (Ary, Jacobs, & Sorensen, 2010:438). It means the interviewee may not even realize that she or he is being interviewed. By employing this kind of interview, the interviewee was expected to express their opinions and ideas so the issue could be explored more openly.

In this study, the interview method was conducted to get more detailed information regarding the meaning of foreign and local English teachers' use deixis in their classes. The interview results were also used to triangulate the data obtained through classroom observation. The data will stop being collected when data saturation is being reached (Saunders et al., 2017). It means the researcher would no longer collect more data since the research questions had been answered.

This study is a qualitative study as the data. Ary et al. (2010, p. 32) states that qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The data of this study were analyzed by using Miles & Huberman's interactive model (1994). Miles and Huberman define analysis consisting of three current flows of activity namely data reduction, data display, and conclusion drawing/verification. The first step was data reduction, the researchers analysing the data by listening to the audio recording carefully and made the utterances into written data, selecting the sentences or utterances of the foreign and local English teachers that contained the deixis to be analysed, categorizing the data based on Levinson's theory about types of deixis. The second step was data display. In this step, the data contained the deixis are showed or displayed, not only as generally but specifically and clearly. Every type of deixis in those sentences was categorized, the dominant types of deixis used by foreign and local English teachers, and the reasons behind the uses of deixis by foreign and local English teachers. The last step was conclusion drawing and verification. In this step, a conclusion was made from the results of the research based on the research questions and deixis theory used. Peer checking and consultation with the supervisors were also applied to enhance the verification.

3. Result and Discussion

The data in this research were classified into three categories, namely the types of deixis, the dominant types of deixis, and the reasons behind the uses of those deixes by foreign and local English teachers. Based on the first research findings, it was clear that both foreign and local English teachers' utterances showed all types of deixis. They were person deixis, place deixis, time deixis, discourse deixis, and social deixis. Levinson (1983) argues that person deixis includes first-person, second-person, third-person, and vocatives. The English teachers used person deixis during the teaching-learning processes, such as *first-person, second-person, third-person*, and *vocatives.* Levinson (1983) states that the adverbs *here* and *there*, and the demonstrative *this* and *that* are the examples of place deixis. The English teachers uttered place deixis such as the adverbs *here* and *there* and the prepositions in the teaching-learning processes. In addition, Yule (1996-14) as cited in Rahmawati (2019) states that temporal deixis is linguistic expressions which depend on their interpretation in knowing the relevant time utterances, for instance, now: time coinciding with speakers time utterances, then: past and future time relative to speaker's present time, yesterday, tomorrow, and today. The time deixis such as the adverbs of time *now, today* and *later*, and the prepositions were uttered by both of the English teachers. They also uttered discourse deixis in their utterances such as *this* and *that.* Regarding to Levinson (1983), the discourse

deixis concerns the use of expressions within some utterances to refer to some portions of the discourse that contains that utterance. Moreover, the foreign and local English teacher were also uttered some social deixis in their utterances, such as *bu (Mrs), my god, anda, mek (ma'am), my mother, pak (sir), ragane (you), cang (I),* and *Mr.* Li, (2015) states that social deixis is concerned with the social status of the speaker/writer, the hearer/reader, or a third person referred to, as well as the relative social relationships between them

However, there were some differences of deixis that were used in the teaching and learning processes by the foreign and local English teachers. In general, the use of deixis words by the foreign English teacher was more variable than the use of deixis words by the local English teacher. The percentage of *person deixis* showed that the local English teacher used 69.7% out of the whole types of deixis and the foreign English teacher used 67.8% of *person deixis* out of the total deixis. Thus, *person deixis* was mostly uttered by both of the English teachers and it supported by the finding of the previous researches (Febriyanti, 2016; Hutauruk, 2018; Nasution et al., 2018; Wiguna et al., 2018; Yulfi, 2017). Moreover, based on the data tabulation, it can be seen that the total number of deixis words used by the foreign English teacher was more and the types of deixis being used were also more variable than the total number of deixis words and types of deixis used by the local English teacher. In addition, the varieties of personal pronoun in *person deixis* in the foreign and local English teachers' utterances were different. To make the variants in addressing the students and to ease the students to understand the reference from his utterances, the foreign English teacher used the second-person deixis in addressing the students, such as *ragane, kamu* and *you* and the teacher himself as the first-person deixis *cang, saya* and *I*. Meanwhile, the local English teacher directly used second-person deixis in addressing someone who he directly did the conversation with. The local English teacher used person deixis *saya* and *I* to point himself and *kamu, kalian* and *you* to refer the students.

The second finding was about the dominant types of deixis used by local and English teachers can be seen in table 1 and table 2.

Table 1. The Types, Frequencies, and Percentages of Deixis Used by Foreign English Teacher in SMK Werdhi Sila Kumara

No.	Types of Deixis	Frequencies of Occurrence	Percentages
1	Person Deixis	999	67.8%
2	Place Deixis	184	12.5%
3	Time Deixis	86	5.8%
4	Discourse Deixis	189	12.8%
5	Social Deixis	16	1.1%
	Total	**1474**	100%

Referring to table 1, it can be stated that the total deixis words were 1474 words of deixis were uttered by foreign English teacher in the teaching and learning processes. The table showed that the most dominant types of deixis uttered by the foreign English teacher was person deixis with 999 words (67.8%). Discourse deixis took the second place with 189 words (12.8%). The third place was place deixis with 184 words (12.5%). Then, followed by time deixis in the fourth place with 86 words (5.8%). Meanwhile, social deixis was the least types of deixis with 16 words (1.1%) out of the total number of deixis.

Meanwhile, the finding of the dominant types of deixis used by the local English teacher in SMK Werdhi Sila Kumara showed in table 2 below.

Table 2. The Types, Frequencies, and Percentages of Deixis Used by Local English Teacher in SMK Werdhi Sila Kumara

No.	Types of Deixis	Frequencies of Occurrence	Percentages
1	Person Deixis	276	69.7%
2	Place Deixis	26	6.6%
3	Time Deixis	31	7.8%
4	Discourse Deixis	50	12.6%
5	Social Deixis	13	3.3%
	Total	**396**	100%

The table above showed that the total deixis words were 396 words and there were five types of deixis uttered by the local English teacher during the teaching and learning processes in SMK Werdhi Sila Kumara. Table 2 showed that the most dominant types of deixis uttered by the local English teacher was person deixis with the total frequency of occurrence 276 words (69.7%). In the second place was discourse deixis with 50 words (12.6%). The third place was time deixis with 31 words (7.8%). In the fourth place with 26 words (6.6%). The last position is social deixis with 13 words (3.3%) of the total number of deixis.

The third research finding showed that both foreign and local English teachers gave different opinions or reasons behind the uses of deixis. Both foreign and local English teachers sometimes misspoken or incorrect in using the deixis in their utterances. Moreover, the foreign and local English teachers did not realize that they used those words in their utterances during the teaching and learning processes or did not know how to use them.

The foreign English teacher is from Australia. He taught the students using English, Bahasa, and Balinese to make the students easier to understand the topic. Based on the interview, the foreign English teacher used person deixis *cang* (I), *ragane* (you) when the class was not active. He used Balinese language to let the students understand that he respects the students' culture, they could know that he supported them and the foreign English teacher did not change the students' culture. He also added that he tried to match himself with Bali. Besides, he would rather call himself using *I, saya* or *cang* than *Mr* because he wanted to get closer to the students and felt more comfortable using those pronouns instead of using *Mr*. The foreign English teacher was incorrect when using the person deixis *kita* (we/include the listener) in his utterance as it did not include the students in the conversation. He used *kita* to replace the word *kami* (we/ includes the listener). The same case also happened when the foreign English teacher used the word *kamu* (you) to point out all students because he did not know the singular and plural form of *kamu.*

The interview with the local English teacher was also conducted. The local English teacher is originally from Bali. Regarding to the person deixis and social deixis, the local English teacher call himself *Mr* and sometimes *saya* (I) because of the habits brought from the previous years by other English teachers that the used of *Mr* showed the status as an English teacher. However, the local English teacher was more comfortable using pronoun *saya* in order not to feel stiff and it was because of the age of the students and teacher were not too far. The local English teacher used the word *kamu* (you/ singular) to point all the students in the classroom. It because the local English teacher unconsciously used that pronoun and he translated the word *you* which can be *kamu* for singular and *kalian* for plural.

Furthermore, the other types of deixis or deixis words used by the local English teacher had no specific reason. The teacher used it correctly in accordance with the circumstances and situations during the teaching and learning processes in the classroom. There were no uniqueness or hidden reasons from the use of deixis words. It directly referred to the thing, people, or time of the utterances.

4. Conclusion

Based on the finding and discussion above, it can be concluded that five types of deixis were found in both foreign and local English teachers' utterances. They were person deixis, place deixis, time deixis, discourse deixis, and social deixis. Moreover, the use of deixis words were different from both foreign and local English teachers. Person deixis was the most dominant types of deixis used by both of the English teachers. In addition, both of the English teachers had different reasons behind the uses of deixis during their teaching and learning processes in the classroom. The English teachers sometimes misspoken or incorrect in using the deixis words in their utterances. Furthermore, the foreign and local English teachers did not realize or did not know the exact meaning of the words that they used in their utterances during the teaching and learning process, especially the foreign English teacher.

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