

Analysis of Discourse Deixis in EFL Learners of STIBA Persada Bunda

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Abstract: Discourse deixis is one type of deixis which its interpretation depends greatly to the context surround it. This research was intended to find out the students' competence in interpreting discourse deixis in narrative text. This research is a descriptive research. Fifteen students of third semester students of 2017/2018 Academic Year of STIBA Persada Bunda were taken as the subject of the research. The instruments used to collect the data were quantitative and qualitative data. The quantitative data was in the form of reading tests. The qualitative data were in the form of interview. From the finding of the research, it was found that: (1) The students' ability in interpreting discourse deixis in narrative text was in good category. (2) They had problem with the context, situational, and vocabulary. Thus, it can be concluded that the students' ability in interpreting discourse deixis in narrative text needed to be improved because they still had limited vocabulary and low understanding of context.

Key Words : *Analysis, Discourse Deixis, EFL Learners*

1. INTRODUCTION

Language as a means of communication is the central of human existence and social process. Language itself has a varying degree which depends on where, when, and to whom it is being used. The general phenomenon of their occurrence is called deixis (Hurford and Heasley: 1983). It is one aspect of linguistics which helps students to understand messages and information from the utterances.

Deixis is a term for a word or phrase which takes its meaning element from situational context

(Fromkin, Rodman, and Hymes, 2011: 210). In a text, deixis appear in five types; person, place, time, discourse, and social. Discourse deixis, as one type of deixis covers large or discourse which include words and phrases that indicate relationship between an utterance and the prior discourse (Levinson, 1983:87). According to Levinson (1983:87) discourse deixis is concerned with the reference to the unfolding discourse in which the utterance is located. Furthermore, he noted that discourse deixis concerns with the expressions in some utterance to refer to some portions of

the discourse which contain that utterance including the utterance itself. It also includes a number of other ways in which an utterance signals its relation to the surrounding such expressions as *but, therefore, inconclusion, to the contrary, will, however, anyway, well, besides, usually, it afterall, so, at last and moreover.*

Because of the importance of discourse deixis in understanding a text, Persada Bunda College involves it in their curriculum as a part of linguistics. The teaching of discourse deixis is elaborated with the knowledge of context, because discourse deixis is difficult to understand without context. Discourse deixis involves large texts or discourse, and its interpretation can be a sentence or a paragraph.

Discourse deixis mostly occurs in narrative text. According to Emmot (1997:235) narrative is a series of events which some or all of the events are described as they take place within a context. Then, Gerot and Wignel (1995:79) assert that a narrative is a piece of text which tells a story about someone, places, animals, and many others which is written by the author with the purpose to entertain the reader. In brief, it can be said that narrative is a series of event which described in a special order in a specific context to amuse or entertain the readers.

Most of deictic words appear in the characters' dialogue. Students

who study the language are intended to be able to identify its occurrence, then interpret it. In narrative text, deictic words not only help the reader to comprehend the text well but also help the reader to sense the whole story.

Based on the writer experience during taught reading in her class, most of students are unable to comprehend the narrative text well as they often encounter many difficulties when interpreting some words or phrase used in the texts. Based on the interview, it was found out that they faced difficulties in understanding narrative texts due to some problems.

First, they had limited vocabulary to understand some words or phrases used in narrative text. In narrative text, the diction or choice of words are adapted into literary needs. Second, they were confused in interpreting discourse deixis which cannot be interpreted lexically, but should be related to its context. Moreover, some settings adapted into the local culture where story takes place. In this case, background knowledge is needed for its interpretation.

Understanding discourse deixis will certainly help the students to make them easier to understand a text. For this reason, it is necessary to conduct a study on Analysis of discourse deixis in EFL students. Narrative text was chosen because it is unique in which some words had

been adapted into literary needs. So, the diction in narrative could be different than other text types.

Based on the previous explanation, the purposes of the research were formulated:

1. To find out students' ability in interpreting discourse deixis.
2. To find out the difficulties in interpreting discourse deixis.

2. METHOD

This study was descriptive research. It was intended to find out the students' ability in interpreting discourse deixis in narrative text. Best (2005: 25) said that descriptive research describes the situation or thing that exists at the same time of the study. It means that this research does not tend to find a new theory but only verify and describe the existing one. By implementing quantitative approach, it attempt to find out the students' ability in interpreting discourse deixis in narrative text.

This research was conducted at STIBA Persada Bunda Pekanbaru, Jalan Diponegoro number 42 Pekanbaru. The population of this research was the third semester students of 2017/ 2018 of STIBA Persada Bunda. There were 3 paralell classes, namely regular, B1, and B2. Random sampling techique was applied and the sample was taken by implementing lottery technique. Regular class which consist of 15

students were chosen as the sample of the research.

There were two instruments used in this research, namely quantitative and qualitative instrument. The quantitative instrument in the form of test and the qualitative instrument in the form of interview.

In collecting the data, the test was administered for quantitative data. After the students' answers were scored, interview was conducted to them who got low score in interpreting discourse deixis.

The quantitative data were analyzed by scoring the test, determining the standard of ability determining the standard of competence based on their minimum achievement criteria that was 75, counting the mean score, then compared with the standard of level ability in order to determine the level of students' ability in interpreting discourse deixis in narrative text. The qualitative data were analyzed by reducing the data, displaying the table, and drawing a conclusion.

3. FINDINGS AND DISCUSSION

The students' Ability in interpreting discourse deixis in narrative text was in good category. Their average score was 73. Thus, it was still insufficient with the minimum achievement criteria, 75. The students' ability in interpreting discourse deixis can be seen in the following table

Score	Number of students	Percentage	Category
80 - 100	5	33 %	Excellent
60 - 79	8	53 %	Good
40 - 59	2	13 %	Fair
0 - 39	-	-	Poor

They faced some problems in interpreting discourse deixis.

Some students were unable to see the context to understand the story. Their limited vocabulary did not support their comprehension to sense the tone of the story which creates the atmosphere of the story. They were not able to make connection between the sad characters into what would happen in that situation. In other words, they did not comprehend the situational information which flow within the story. Actually, if they were able to see the situational information, they had been able to predict what the characters would do in the story (Fromkin, Rodman, and Hymes, 2011:211). The similar conclusion is also in line with Elliston (2008) who investigated that deixis generates atmosphere of the story by sensing the event. For example:

(7) Text : “While she was waiting for him as usual, some people living in the town came to her with his possessions. Immediately, she went to the

place where his possessions were found even though she could not walk well. However, when she got there, she could not find his body, only a strange flower. She realized that he lost Soo-il. Afterall, she never ate or drunk and never talked to anybody. She only thought about Soo-il, who could never return to her

Question: How do you interpret the phrase *after all*?

- After Soon-ae found Soo-il possession
- After Soon-ae realized that she had lost Soo-il
- After Soon-ae saw the strange flower
- After Soon-ae could walk even not well

Limited vocabulary also made them unable to link the discourse deixis with the previous information to interpret the meaning. They tried to comprehend the text through each word translation without considering the context found within the text. In fact, deixis interpretations depend greatly to the contextual information and it is hard to be understood without it (Fromkin, Rodman, and Hymes, 2011: 211) For example:

(7) Text : “It had made the first little tree a beautiful treasure chest. It had made the second little tree a strong sailing ship. And every time people looked upon the third little tree, they would think of God. That

was even better than being the tallest tree in the world”.

Question : What does the word *that* in the last line refers to?

- a. It had made the first little tree a beautiful treasure chest.
- b. It had made the second little tree a strong sailing ship.
- c. It had made the third little tree the tallest tree in the world
- d. Every time people looked upon the third little tree, they would think of God.

To solve these problems, the lecturer is intended to develop study of discourse deixis in narrative texts, especially about the types and how important background knowledge, context, and situation in interpreting discourse deixis. Besides that, the lecturer also need to reinforce students' ability by giving more practice and various question as well as vocabulary in teaching and learning process in order to be aware of the potential errors in interpreting discourse deixis in narrative text.

4. CONCLUSION

Based on the analysis or findings, it can be concluded:

1. The students' ability in interpreting discourse deixis in narrative text was in good category but they still did not achieve the minimum score achievement.
2. In interpreting discourse deixis, students had problems with the

context, situational information due to limited vocabulary.

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