

DEIXIS ANALYSIS THROUGH THE INTERACTION AMONG THE STUDENTS WITH DIFFERENT CULTURE

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ABSTRAK

Setiap bahasa mempunyai deixis yang berbeda-beda, karena setiap bahasa mempunyai perbedaan aturan dan latar belakang budaya. Penggunaan dan aturan yang berbeda ini terkadang akan menyulitkan seseorang atau siswa yang bukan seorang native speaker untuk mempelajari bahasa baru, karena ia juga harus mempelajari tentang budaya dimana suatu bahasa itu ada. Jika ia tidak mempelajari itu, komunikasi menjadi tidak seimbang dan mungkin akan melakukan atau mengucapkan sesuatu yang tidak seharusnya. Jika hal ini terjadi, akan menimbulkan kecenderungan untuk terjadi kesalah pahaman. Jadi jika seseorang ingin mempelajari bahasa, harus mempelajari juga tentang aturan dan latar belakang budaya bahasa tersebut. Selain kita juga harus mengetahui aspek lainnya seperti karakter pembicara, tujuan, permasalahan dan situasi dalam pembicaraan.

Kata Kunci : Deixis, pembelajar dan perbedaan budaya

I. Introduction

In linguistics, deixis refers to the phenomenon wherein understanding the meaning of certain words and phrases in an utterance requires contextual information. Words are deictic if their semantic meaning is fixed but their denotational meaning varies depending on time and/or place. Words or phrases that require contextual information to convey any meaning – for example, English pronouns – are deictic.

Words like *you*, *here*, and *tomorrow* are different from other expressions in two ways. Firstly, and by definition, they have different kinds of meanings, which are context-dependent in ways that the meanings of names and descriptions are not. Secondly, their meanings play a different kind of role in the interpretations of the utterances that contain them. For example, the meaning of *you* can be paraphrased by a description like "the addressee of the utterance." But an utterance of (1) doesn't say the same thing as an utterance of (2):

- (1) Oh, it's you.
- (2) Oh, it's the addressee of this utterance.

If someone is incorrect in using deixis form when making a communication with other people. It will make the way of communication being terrible. Moreover when using incorrect deixis system to people who are older or to people who have a higher position than hers / his, it makes obstacles in communication between them. And this is commonly happens in relationship among the students with different backgrounds.

The purpose of this research is to know the things which appear to the offensiveness to each side caused by deixis system of different languages, and find out the things to solve or to lessen the offensiveness.

II. Statement Of The Problems

In this paper the writer will limit the scope of the problems as follows:

1. How deixis system used by the students with different cultures?
2. What is the solution to the problem of miscommunication caused by the deixis system?

III. Objectives Of The Observation

The objectives of this observation is to find out:

1. Deixis system among the students with different cultures.
2. The things to solve or to lessen an offensiveness to each side caused by the deixis system of each different language.

IV. Review Of Related Literature

Deixis deals with connections between a discourse and the situation in which the discourse is used. The term of 'deixis' is derived from the Greek word which means 'to show' or 'to indicate' used to denote the elements in a language which refer directly to the situation. Moore (2001, 14) gives the definition of deixis as follows: "Deixis is an important field of language study in its own right and very important for learners of languages. But it has some relevance to analysis of conversation and pragmatics. It is often and best described as "verbal pointing", that is to say pointing by means of language. The linguistic forms of this pointing are called deictic expressions, deictic markers or deictic words and they are also sometimes called indexicals."

Moreover, deixis is a technical term (from Greek) for one of the most basic things we do with utterance. Or it can be said 'pointing' via language. Essentially in language, deixis concerns with the ways in which the interpretation of an utterance depends on the analysis of the context of utterance.

In English, according to Yule (1996, p.93) there are three different ways to point out. They are gestures, symbolic and anaphoric. A gesture is used in which it can be properly interpreted only by somebody who is monitoring some physical aspects of the communication situation. Example: I want you to copy this paper. This symbolic use of deictic expression means that the interpretation involves merely knowing certain aspects of the speech communication situation, whether this knowledge comes by common perception or not. For example: I want you to put the paper there. The anaphoric use is the use of expression that can be correctly interpreted by knowing what other portions of the same discourse that is co-referential with anaphoric use of an expression, which can be seen in the sentence; I have copied the paper and I put it there.

1. Person Deixis

In many languages, person deixis can also contain other meaning elements like the gender of the third person. In addition to pronoun and agreeing predicates, person, or participant-role is marked in various other ways. Person deixis concerns with the encoding of the role of participants in the speech even in which the utterance in question is delivered. Yule (1996, p.9-10) describes that person deixis involves the speaker and the addressee and operates in a basic three-part division; they are:

- a. First person (I). The first person deixis is a reference that refers to the speaker or both speaker and referent grouped with the speaker which is expressed in singular pronouns (I, me, myself, my, mine) and plural pronouns (we, us, ourselves, our, ours). The first person deixis can be divided into exclusive first person deixis, which refers to a group including the addressee.
- b. Second person (you). The second person deixis is a deictic reference to a person or persons identified as addressee, such as you, yourself, yourselves, your, yours.
- c. And the third person (He, She, It). Third person deixis is a deictic reference to a referent(s) not identified as the speaker or addressee and usually imply to the gender that the utterance refers to, for example: he, she, and they, him, himself, her, herself.

Renkema (1993, p.77) adds that person **deixis** is realized by personal pronouns. The speaker as the first person (I) direct the utterance to the listener as the second person (You), and about a third person (He, She, and It).

2. Place Deixis

Place deixis is also described as spatial deixis, where the relative location of people and things is being indicated. Place deixis or spatial deixis is usually expressed in this, these, there, here, that, and those. Place deixis can be described in many of the same parameters that apply to the time deixis. Therefore, those references to place can be absolute or relational in nature. Absolute references to place locate an object or person in a specific longitude and latitude, while relational references locate people and place in terms of each other and the speaker (Cummings 2005, p.26).

Levinson (1983, p.79) states that place or space deixis concerns with the specification of locations to anchorage points in the speech event and typically the speaker, and there are two basic ways of referring objects by describing or naming them on the one hand and by locating them on the other hand. Alternatively, they can be deictically specified to the location of participants at the time of speaking. There are a proximal (close to the speaker) such as this, and these, and a distal (sometime close to the addressee) such as that, and those. Each may be used either as a pronoun or in a combination with a noun.

Grundy (2000, p.28) adds that there are three degrees of proximity which are by no means uncommon, with some languages distinguishing proximity to the speaker and to the addressee. They are: here (proximal), there (distal), where (and the archaic hither, hence, thither, thence, wither, whence), left, right, up, down, above, below, in front, behind, come, go, bring, and take.

Briefly, place deixis is an expression used to show the location relative to the location of a participant in the speech event.

3. Time Deixis

Time deixis is also called as temporal deixis. Renkema (1993, p.79) states that time deixis is a reference to time relative to a temporal reference point and it is typically the moment of utterance. These language resources are the adjectives of time in the line....yesterday....now....tomorrow, and the verb tenses. The verb sometimes also has another function besides referring to a specific time.

Furthermore, Levinson (1993, p.73) says that the basis for systems of reckoning and measuring time in most languages seem to be the natural and prominent cycles of day and night, lunar months, seasons and years.

While, Grundy (2000, p.31-32) states that another important **time deixis** is tense system. In fact, almost every sentence makes reference to an event time. Often this event time can only be determined in relation to the time of the utterance. Moreover, Yule (1996, 14-15) says that the basic type of temporal **deixis** in English is in the choice of a verb tense. English only has two basic forms, the present and the past. For example:

- a. I live here
- b. I lived there

The present tense is the proximal form as in (a) and the past tense is the distal form as in (b).

The deictic items use the reference that can only be determined in relation to the time of the utterance in which they occurs, such as:

- a. This / last / next Monday / week / month / year.
- b. Now, then, ago, later, soon, before.
- c. Yesterday, today, tomorrow.

In other words, time deixis is an expression in relation to the point of a certain period when the utterances are produced by the speaker. Time, or temporal deixis concerns itself with the various times involved in and referred to in an utterance. This includes time adverbs like "now", "then", "soon", and so forth, and also different tenses. A good example is the word *tomorrow*, which denotes the consecutive next day after every day. The "tomorrow" of a day last year was a different day from the "tomorrow" of a day next week. Time adverbs can be relative to the time when an utterance is made (what Fillmore calls the "encoding time", or ET) or when the utterance is heard (Fillmore's "decoding time", or DT). While these are frequently the same time, they can differ, as in the case of prerecorded broadcasts or correspondence. For example, if one were to write

- It is raining out *now*, but I hope *when* you read this it will be sunny.

the ET and DT would be different, with the former deictic term concerning ET and the latter the DT.

Tenses are generally separated into absolute (deictic) and relative tenses. So, for example, simple English past tense is absolute, such as in

He *went*.

while the pluperfect is relative to some other deictically specified time, as in

He *had gone*.

The predetermination of temporal points and spans relative to the time at which an utterance was spoken or a written message inscribed.

It is generally grammaticalized by the form of adverbs of time, like *now, then, yesterday, last year*.

Examples:

- a. *Pull the trigger now*
- b. *I lived there then*
- c. *I visited Bandung last year*

V. The Research Method

The method of this research is direct observation to the data source. In this case the one who becomes a source is a girl. She is twenty years old, her name is Nurul and she is Javanese. She has a friend, called Fauziah, twenty two years old, she is Sundanese. The two sources have different backgrounds. Both of them are friends but Fauziah is Sundanese. The friend to friend relationship often creates a problem caused by offensiveness to each side with different language and diexis systems.

While doing an observation, the writer is also doing an interview personal in a separate place to know more why an offensiveness happened. Then the writer noted the important things in conversation between them.

In processing the analysis, the writer collects the data which are suitable and relevant with the theory. After the data are analyzed, the result of it is used to determine in searching solution.

VI. Result and Discussion

These are the example of conversation between Nurul as the lecturer and Fauziah as the students. The dialog below is taken by recording it.

Nurul : (1) Teh Fau, Nurul kok males banget yo rasane. (2) Ntar mau
pergi

Fauziah : (3) Mau pergi kemana sih neng?

Nurul : (4) Deket-deket saja kok yang penting bisa refresh aja.

Fauziah : (5) Kayane butuh aqua deh kamu, neng

Nurul : (6) Kali ya.....kepala senut-senut kayak mau pecah.

Fauziah : (7) Pastiya kurang ehem..ehem... iku neng, kayaknya...

Nurul : (8) Apaan tuuuuhhhh teh...Nurul ga ngerti?

Fauziah : (9) Apa yo neng aku juga ga th hiiii

Nurul : (10) Ya udah teh.....Suwun ya, teh

1. Person Deixis

Based on the conversation above, we see that Nurul with Javanese culture background, choose using her own name in person deixis system as a reference to the first speaker.

Example : Teh Fau, Nurul kok males banget yo rasane. (2) Ntar mau pergi.

In every conversation with her friend, Nurul always use her own name as the reference to herself. It shows that Nurul tries to respect fauziah. She does not use the pronoun “saya” because she feel impolite to use that word to people who are older than she, moreover the friend is sundanese.

Nurul speaks with other people who has not been introduced yet or people who does not have any relationship with her, then she often uses the pronoun person deixis “reference” in communication. The use of her own name as person deixis is only to people older than her or have a higher rank like parents or respected people, etc.

The form of second person deixis used by fauziah to show that refers to the partner in the speech, by “Neng”. She uses that pronoun “Neng” to show her respect to her respected friend, until the relationship between them become closer.

2. Time Deixis

Time, or temporal, deixis concerns itself with the various times involved in and referred to in an utterance. This included time adverbs like "now", "then", "soon", and so forth, and also different tenses. A good example is the word *tomorrow*, which denotes the consecutive next day after every day. The "tomorrow" of a day last year was a different day from the "tomorrow" of a day next week

In the example of the data description above, we find ”time deixis” which has no account time, that is the word “*ntar*” which means the distant time:

Nurul: Teh Fau, Nurul kok males banget yo rasane. (2) Ntar mau pergi

3. Place Deixis

There are two deixis places that are found in conversation among the students above. The first deixis place is found in the ninth conversation:

Fauziah : Apa yo neng aku juga ga tahu hiiii

In this deixis system that I have researched, there are many interesting point, not only in the deixis system but also in the dynamic relationship among the students with different backgrounds of culture when they communicate each other. They use mixing language between Indonesian, Javanese and Sundanese.

VII. Conclusion

Based on data analysis above we conclude that different culture backgrounds have influenced the style and result of communication. We must pay attention more to the person whom we speak, to what topic is, and what the purpose and situation are. Moreover if both speaker and listener have different cultural backgrounds, more learning about culture is highly suggested to avoid misunderstanding.

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