CHAPTER I
INTRODUCTION

This chapter presents five parts, namely: background of the study, statement of the problems, purposes of the study, significances of the study and definition of key terms. The sections which have been mentioned will be discussed as follows:

1.1 Background of the Study

In social life, humans communicate with one another to convey their intentions and receive information. People build their social relations with communication to express feelings, provide information, and ask someone to do something in a particular situation. In communication, language has an important role because it is used to deliver information, ideas, feelings, desires of what the speaker wants in delivering language to the listener or to explain what the speaker wants the listener to do in delivering language (Praditya, Putra, & Artini, 2014). Language is known as the most effective tool for communicating with others. Kreidler (1998, p. 19) states that language is used to communicate and interface each other in daily life, whether in family, society, environment, educational institutions, recreational places, etc. Juliadnyana, Suarnajaya, & Ramendra (2020) state that people have to use a language when they interact with each other in society. Language is very important because without language, people will find it difficult to interact with other people.

Language has a function as a fundamental transaction language. It is used to express genuine propositional information (Yule, 1996). People can learn a lot

about language to get existing knowledge in life. People also interact with each other through language to achieve particular goals. The language which is used by people is related to linguistics. Linguistics is associated with identifying consequential elements of a specific language. According to Kreidler (1998:3), linguistics also deals with the meaning expressed by modulations of the speaker's voice and the process by which listeners and readers relate new information to the information that they already have. There are many subfields of structure focusing on linguistics such as pragmatics.

Yule (1996) defines pragmatics as the study of the relationships between linguistic forms and the users of those forms. Besides, Levinson (1983) states that pragmatics is the study of those aspects of the relationship between language and context that are relevant to the writing of grammars. 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 in using the language. Pragmatics refers to the way people use language in social situations and the way that language is interpreted.

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 which can be interpreted based on the context is called deictic or deixis. According to Levinson (1983, p. 9), deixis is a part of pragmatics that has a connection with a certain word or sentence that changes because of the context. The change of context in a sentence is often caused by the change of situation, including

personal, time, and place. Deixis concerns the ways in which language encodes features of the context of utterance or speech event, and it also concerns the ways in the interpretation of utterances on the analysis of that context of the utterance.

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. In studying deixis, knowing the uses of words which refer to a thing or people helps them to be easier to understand what other people say. However, sometimes the listener also faces misunderstanding; the listener does not know what it exactly means and how it could be. It means that the words do not refer to anything. So, to avoid the misunderstanding, the listener has to know about the referent meaning.

The phenomenon of deixis exists in a daily language such as in business, politics, education, and also in daily conversation. Deixis is used by people to convey a certain meaning. If someone uses deictic form incorrectly when making communication with other people, it will make the way of communication terrible. Moreover, when using incorrect deixis to people who have different cultures background, it will make misunderstanding between them, and this commonly happens among students and teachers where the teachers have different cultures background from the students.

There was a research conducted by Yulfi (2017). In this research, there were two things which were analyzed, namely: deixis and speech act. The study was an ethnography research. The data were analyzed using an inductive analytical approach in which the data analysis began while the data were being gathered.

Ongoing data analysis and interpretation were based on data mainly from observations. In Yulfi's study, there were two main data from observation namely the result of field notes and spoken language transcript. The data gathered from field notes and checklists at the end of every meeting were analyzed. The participants (the teacher and the students) were given the opportunity to respond to the initial analysis before a final draft of the data was written.

The explanation method of the research was excessively obvious and complete. The method explained that the interview was used in collecting data. However, the technique of interview, the type of question, and when the interview was conducted were not explained. This actually makes the readers curious about where the interview was conducted. In addition, the checklists used should also be clarified in more detail. It was not clear what kind of checklists was used and whether it was part of the observation or interview. The writer should write the research more detail and complete since the results of research published in journal are read by many people and certainly become a reference for future research.

The results of the research revealed that the types and number of deixes used by the English teacher and students included person deixis (168), place deixis (32), temporal deixis (11), discourse deixis (8), and social deixis (71). The researcher found that the most frequently part of deixis used by the teacher and students were person deixis (168 data). Generally, they used person deixis for the plural second person (*you, your*) and they refer to the students. The conclusion only showed types and total deixis which is used by the teacher and students. As stated in the method, the researcher used the interview technique in collecting the data. Nevertheless,

there was no interview result explained in the conclusion section. The subjects interviewed were also not clearly explained. Besides, the results of the subject's conversation transcript should be fully explained so that the readers know what the example of the type of deixis is used for.

Having foreign and local teachers 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 had 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 confused in interpreting both foreign and local English teachers' utterances during the teaching and learning processes in the classroom.

Recently, some problems raise dealing with the different teachers' cultures in teaching the students. The foreign English teacher is usually more active during the teaching and learning process and has more knowledge about cultural background that affects the use of English. However, the foreign English teacher does not really know about the Indonesian students' cultural background. Meanwhile, the local English teacher is usually more passive than the foreign English teacher during the teaching-learning process and the local English teacher knows about the Indonesian students' cultural background.

This topic was chosen to be analyzed 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. The focus of the research was on analyzing the deixis proposed by Levinson (1983). From the reasons mentioned above, the research had been carried out under the title "A Comparative Study of Deixis Used by Foreign and Local Teachers in an EFL Context of Vocational High School in Bali".

1.2 Statement of the Problems

Based on the background above, the problems of this study can be formulated as follows:

1. What are the types of deixis used by foreign and local English teachers?

2. What are the dominant types of deixis used by foreign and local English teachers?

3. What are the reasons behind the uses of deixis by foreign and local English teachers?

1.3 Purposes of the Study

Based on the statement of the problems above, the purposes of the study are intended to figure out the answer to the research questions that have been formulated. The purposes of this study are:

1. To describe the types of deixis used by foreign and local English teachers.

2. To analyze the dominant types of deixis used by foreign and local English teachers.

3. To describe the reasons behind the uses of deixis by foreign and local English teachers.

1.4 Significances of the Study

The present study is concerned with the analysis of deixis used by foreign and local English teachers. The findings of the present investigation are expected to give both theoretical and practical significances.

Theoretically, the findings of the study are expected to give contribution to develop the study and analysis on linguistic study related to English teacher's utterance during the classroom learning process. The researcher expects this research will give new knowledge and understanding about kinds of deixis used by English teacher on delivering the lesson in classroom.

Practically, the findings of this this research is expected to give valuable information about deixis theory, especially in the further research. This research also expected to give inspiration for the readers who are interested in deixis study and it will be an additional reference for the readers who interested in conducting related studies.

1.5 Definition of Key Terms

To avoid misunderstanding and confusion some key terms used in the present study are defined as follow.

1. Pragmatics is the study of speaker meaning. Yule (1996:3) states that pragmatics is concerned with the study of meaning as communicated by a speaker (or a writer) and interpreted by a listener (or reader).

   Pragmatics is the study of relations between language and context as the basic of language understanding (Levinson, 1983, p. 21)

2. Deixis is a technical term from Greek for one of the most basic things we do with an utterance that is 'pointing' via language (Yule, 1996:9)

   Deixis is the single obvious way in which the relationship between language and context is reflected in the structure of language itself (Levinson, 1983, p. 54).

3. 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).

   Culture is a framework of expectations, attitudes, values, and beliefs about what constitutes a good learning (Cortazzi and jin, 1999 in Tedjasuksmana, 2013).

4. English as a Foreign Language (EFL) is where English is taught at schools in countries which do not use English as their native language. In Indonesia, the local language and Bahasa act as the mother tongue however English is recognized as foreign language.