THE STUDY OF DEIXIS USED IN DESCRIPTIVE WRITING MADE BY SEVENTH GRADERS IN SMP NEGERI 3 GRESIK

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Abstrak

Menulis adalah salah satu alat komunikasi dalam menggunakan bahasa dalam bentuk tulis. Melalui tulisan, siswa dapat mengkomunikasikan ide, pemikiran dan perasaan mereka kepada pembaca. Kemudian, Meyer (2014: 8) mengatakan bahwa makna adalah inti dari komunikasi. Jadi, siswa dapat menyalurkan idenya untuk membangun komunikasi ketika makna disampaikan sesuai konteks dan secara tepat.

Deixis adalah salah satu cabang dari ilmu pragmatic dan salah satu komponen menulis yang harus diperhatikan oleh siswa untuk mengkomunikasikan makna dalam tulisannya. Deixis adalah sebuah kata yang mempunyai fungsi untuk mengarahkan dan menunjuk kata sesuai konteksnya agar mempunyai makna. Ada lima jenis dalam deixis, yaitu person deixis, spatial deixis, temporal deixis, social deixis and discourse deixis. Bagaimana penggunaan deixis dengan tepat harus diperkenalkan di tingkat pertama siswa belajar bahasa Inggris di pendidikan formal. Jadi, skripsi ini memilih menganalisa penggunaan deixis di tulisan descriptive yang ditulis oleh siswa kelas tujuh yang merupakan pemula dalam belajar bahasa Inggris di pendidikan formal (Bestiana, 2014: 3) di SMP Negeri 3 Gresik

Data penelitian diambil melalui menganalisa dokumen yang merupakantulisan deskriptif yang dibuat oleh siswa kelas tujuh dan tabel. Berdasarkan hasil penelitian, itu dapat terlihat bahwa siswa kelas tujuh telah menggunakan deixis dengan tepat dalam menulis deskriptif teks. Itu didukung oleh persentase dari penggunaan deixis secara tepat sebesar 91% dan penggunaan deixis secara kurang tepat sebesar 9%.

Kata kunci : Menulis, Makna, Teks Deskriptif, Deixis

Abstract

Writing is a communication tool of language in written form. Through the final product of writing, students can communicate their ideas, thoughts, and feelings to the reader. Then, Meyer (2009: 8) says that meaning is the core of human communication. Therefore, students can transfer their ideas to create communication when meaning is delivered contextually and efficiently.

Deixis is one of the branches in pragmatics and one of the writing components that has to be noticed by the students to communicate the meaning in writing. Deixis is a word that functions to refer and to point word contextually in order to have meaning. There are five types of deixis; those are person deixis, spatial deixis, temporal deixis, social deixis and discourse deixis. The appropriate use of deixis must be introduced in the first stage of learning English in formal education. Thus, the researcher chose to analyze the use of deixis in descriptive writing made by seventh graders who are beginner in learning English in formal education (Bestiana, 2014: 3) in SMP Negeri 3 Gresik.

Data of the study was collected by analyzing students' descriptive writing. Based on the result, it showed that seventh graders had been been able to use deixis appropriately in composing descriptive writing. It was supported by the percentage of the data collection which was 91% deixis word used correctly and 9% deixis word used incorrectly.

Keywords: *Writing Skill, Meaning, Descriptive Text, Deixis*

THE STUDY OF DEIXIS USED IN DESCRIPTIVE WRITING MADE BY SEVENTH GRADERS IN SMP NEGERI 3 GRESIK

INTRODUCTION

Writing can be one of the communication tools through word. It is supported by Brown (2001: 357) who states that writing is, in fact, a transaction with words whereby writers let themselves share their ideas freely without much consideration of what people presently think, feel and perceive. It means that writing helps people to transfer their ideas, feelings, and opinions in the form of written passage in order to build communication. Thus, writing can facilitate the writer to make interaction with the readers.

There are several components that have to be considered by the writer. These components make the idea of the writing can be meaningful and can be communicated to the readers.

The upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product (Brown , 2001: 335)

It is clear that writing is generating organized ideas coherently in correct grammar for producing clearer meaning. Clearer meaning is the main purpose of writing which is needed to build communication with the readers. Thus, a paragraph should be composed in sequence by the writer to produce contextual meaning.

Meaning becomes crucial for communication in language. Meyer (2009: 8) argues that meaning is the core of human communication. It means that meaning is the main point to create communication. Meaning is needed by language user to interact with each other. The meaning of final product in writing plays role as the point of communication between the writer and the readers. Thus, the writer should compose the writing well to help the readers understand the meaning.

Cruse (2000: 379) says that all systematic aspects of meaning -- recurrent sense relations, patterns of sense extension, compositional principles -- contribute to efficient storage and use of language. It means that the efficiency of reference repeated, pattern of sense conjunction and composition can influence how meaning can be delivered. Especially in writing activity, the writer should thoroughly consider how to write the reference, conjunction, and other aspects of meaning contribution in language. In addition, Cruse (2000: 379) says that pragmatic principles which allow many message components to be guessed rather than being overtly encoded, ensure economy in use by reducing the length of utterances. Therefore, those aspects of meaning should be composed efficiently to assure that the final product of writing is able to deliver the meaning.

In linguistic field, Meyer (2009: 1) states that pragmatics is the study of how context (both social and linguistic) affects language use. It is shown that pragmatics, which is one of branches in linguistic field, inform that language user should use language contextually. It means that language is used when it is in context. Using language as communication is needed to transact the contextual meaning. Thus, language user, both in written or spoken form, have to be able to deliver contextual meaning efficiently to build communication.

Deixis can help the writers to use language more efficient in purpose of delivering the meaning. As one of the branches in pragmatics, Levinson (1983:54) states that deixis concerns the way in which languages encode or grammaticalize features of the context of utterance or speech event, and thus also concerns the ways in which the interpretation of utteranrices depends on the analysis of that

context of utterance. Thus, in writing activity, the writers should consider on how to use deixis efficiently which reflect the relationship between language structure and context in order to discover the meaning of writing.

At school, writing is one of the influential language skills for students' life. Without some ability to express themselves in writing, the students cannot pass the course (Brown, 2001: 339). It means that at school, writing is one of the important language skills to master by the students. The students' ability in writing can influence their progress in learning English at school. The students might not pass the subject matters when they do not have appropriate ability in expressing the ideas through writing. Thus, writing is one of the language skills that has to be learnt well by the students in order to get good score as the requirement to go to the higher grade.

In Curriculum 2013, one of the writing materials for seventh graders is descriptive text. Based on *Kompetensi Dasar* point *4.12, menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana,* it shows that seventh graders are demanded to acquire the meaning of descriptive text in written or spoken form. Moreover, in *Kompetensi Dasar* point *4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks,* the students are asked to produce descriptive text well based on the social function of the text, structure and linguistic features appropriately and contextually. Thus, based on that basic competences, the students are required to comprehend the meaning from descriptive text then they are asked to produce a descriptive writing well. Deixis, linguistically, can help the students to compose the final product of writing more efficient by pointing a word and refering to the other word. It is in line with Meyer (2009: 182) that words also have a

pointing function commonly referred to as deixis beside to having meaning.

Based on the documents collection by the researcher, some of seventh graders tent to confuse to use deixis appropriately in composing their descriptive text. Some of them still used double deixis words in a sentence all at once and chose incorrect deixis word based on the context of their writing. Meanwhile, using deixis appropriately help the reader to acquire the meaning in the final product of writing written by students. When deixis is used inappropriately, it can create miss communication between the writer and the reader. The meaning which is delivered by the writer can be interpreted inappropriately by the reader. Thus, deixis should be introduced at the beggining stage in learning language to help seventh graders use deixis appropriately to support their writing as a tool of communication.

Seventh graders are beggining learners of English (Valentine, 2014: 1). In addition, Bestiana (2014: 3) says that seventh grade is the first stage to learn English genre text in formal education. Here, it shows that both descriptive writing and seventh graders which exist in the first stage to learn English in formal education. It means that descriptive writing of seventh graders can be the suitable starting point to introduce how to use deixis appropriately.

Therefore, the researcher decided to analyze "The Study of Deixis Used in Descriptive Writing Made by Seventh Graders in SMP Negeri 3 Gresik" because the use of deixis influences the way of the writers to deliver the contextual meaning in writing. That reason above is supported by Rosmawaty who has conducted a research about "Analysis The Use of The Kind of Deixis on 'Ayat-Ayat Cinta' Novel by Habiburrahman El-Shirazy. Rosmawaty (2013: 58) argues that deixis which is one of branches in pragmatic study influences the way of using language contextually. This study describes the use of deixis that have been understood by the seventh graders. It

will be beneficial for teacher to know the use of deixis that have been used by seventh graders through their descriptive writing in purpose of delivering meaning to build communication.

Based on the background above, the research question is ;

1. How is deixis word used in descriptive writing made by seventh graders in SMPN 3 Gresik?

Moreover, based on the deixis types, the sub-research questions as follow ;

1.1 How is person deixis word used in descriptive writing made by seventh graders in SMPN 3 Gresik?

2.1 How is temporal deixis word used in descriptive writing made by seventh graders in SMPN 3 Gresik?

3.1 How is spatial deixis word used in descriptive writing made by seventh graders in SMPN 3 Gresik?

4.1 How is social deixis word used in descriptive writing made by seventh graders in SMPN 3 Gresik?

5.1 How is discourse deixis word used in descriptive writing made by seventh graders in SMPN 3 Gresik?

RESEARCH METHOD

Based on the research question of this study, the appropriate research design was qualitative research. Kothari (1985: 3) said that qualitative research was concerned with qualitative phenomenon, for example, phenomenon relating to or involving quality or kind. This study concerned on answering the research questions in which phenomenon about how the use of deixis in descriptive writing by seventh graders. This study was resulted by word but numeric data existed to support the result of this study. Occasionally, some numeric data may

be collected in the qualitative research (Ary, et al., 2010: 425).

Then, the appropriate research design for this study was content analysis. Ary et al. (2010: 457) stated that content analysis focused on analyzing and interpreting recorded material to learn about human behavior. This study analyzed the phenomenon about the use of deixis by seventh graders through seventh graders' descriptive writing in SMPN 3 GRESIK. Students' descriptive writing was the recorded material that was analyzed by the researcher to learn about how the deixis used by the seventh graders.

This study took seventh graders as the subjects of the study. The sample of this study was taken by cluster sampling. Kothari (1985: 16) argued that cluster sampling involved grouping the population and then selected the groups or the clusters rather than individual elements for inclusion in the sample. Thus, group selected for this study was VII B class from the population which were VII A, VII B, VII C, VII D, VII E, VII F, VII G, VII H, VII I. The illustration of cluster sampling technique as follows ;

Picture 3.2.2.1   cluster sampling technique
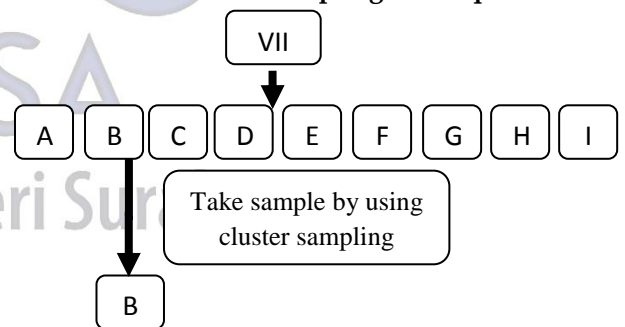
Class VII B consisted of 31 students, unfortunately one student was mortal due to absent.

Based on the research design, the researcher used document analysis and table instrument for the instruments of the study to collect the data. Due to the research design, document analysis was suitable instrument which was chosen by the researcher. Qualitative researchers might use written documents or other artifacts to gain an understanding of the phenomenon under study (Ary et al., 2010: 442). Ary et al. (2010: 442) argued that document analysis can be of written or text-based artifacts (textbooks, novels, journals, meeting minutes,

logs, announcements, policy statements, newspapers, transcripts, birth certifi cates, marriage records, budgets, letters, e-mail messages, etc.) or of nonwritten records (photographs, audiotapes, videotapes, computer images, websites, musical performances, televised political speeches, YouTube videos, virtual world settings, etc.). Here, document analysis which was used for this study was generated by the researcher for the seventh graders.

According to Ary, et al. (2010: 442), documents can be classified into four categories: (1) public records, (2) personal documents, (3) physical materials, and (4) researcher-generated documents. Document which was used in this study included on researcher-generated documents. Researcher-generated documents were prepared by the researcher or for the researcher by the participants (Ary et al., 2010: 442). The document analysis came from worksheet made by the researcher. A worksheet was given to a seventh grader through the teacher in order to ask them to produce descriptive writing.

The researcher also chose table as the research instrument. The data collection were presented by table. Table helped the researcher analyze the data collected. It had supported by Ary et al. (2010: 581) who stated that tables, figures, and charts are essential means for organizing and summarizing a whole set of data. Moreover, to facilitate comprehension, tables and figures are usually used to present the findings (Ary et al., 2010: 608).

First step to collect the data, the researcher created worksheet in form of writing test. Here, the researcher was only the generator for document as the instrument to be analyzed. Then, the researcher gave the worksheet to the teacher, while the teacher was teaching about descriptive text. Then, the teacher gave the worksheet made by the researcher to each student and asked the seventh graders to write descriptive text based on topic given by the researcher in the worksheet. Finally, the final product of descriptive writing made by seventh graders as document analysis of the study were collected and ready to be analyzed then.

According to Ary et al. (2010: 481), there were three based stages to analysis of qualitative research, those were (1) organizing and familiarizing, (2) coding and reducing, and (3) interpreting and representing. Thus, the researcher decided to use data analysis technique according to Ary et al.

The first stage, the researcher read the data collection, which was deixis word used in document analysis, to make it familiar and organized the deixis word used to be easily retrieval by using table. The next stage, the researcher reread the data collection that had been organized in table. The researcher reducing the data collected by counting the total number of deixis used correctly and incorrectly for each type of deixis in each product descriptive writing to put it on the table and bar graph. Then, the data analysis interpreted and represented in form of word data.

RESULT OF THE STUDY

Due to the research design, the data of the study was collected by document analysis. There were five types of deixis which were analyzed by the researcher. Table described the deixis words used in each type and total number of correct and incorrect deixis word used in each deixis type that had written in each student's descriptive writing.

Then, the researcher reduced the result of the data analysis in form of table. Here, the graph which described the result of the total number in deixis word used correctly and incorrectly by seventh graders in their descriptive writing.

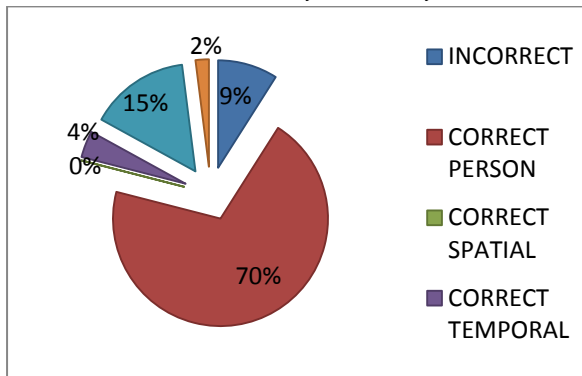*Picture 4.1   Bar chart of the use of deixis in each type*
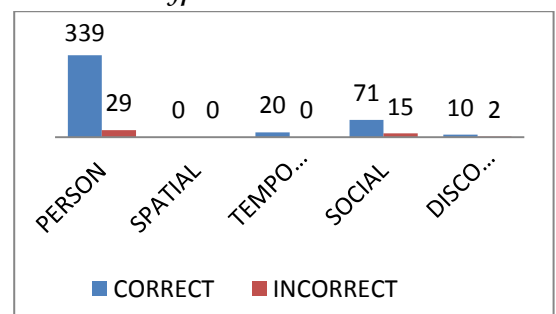
The, the researcher accumulated in percentage the deixis word used correctly and incorrectly to know how is the use of deixis word by seventh graders through descriptive writing

for each type of deixis. Then, the result is served by pie chart.

Picture 4.3   Pie chart of the use of deixis

Based on the result of the research done by using document analysis and table to describe the data collection, the research question could be answered. Here, the researcher described the data analyzed of the study. The result of the data analysis showed that deixis used correctly through descriptive writing made by 30 seventh graders was 486 and the total number of deixis used incorrectly was 46. The researcher described the data analysis in five sub-chapters according to cruse (2000: 319). The description of data analysis is as follow:

1.   Person Deixis

Person deixis is a word that has function to point word in relation to person. It divided into three-part in plural and singular forms.

Table 2.3.1. Person deixis

	Singular	**Plural**
1st person	I/me	We/us
2nd person	You	You
3rd person	he/him she/her	they/ them

1.1   Singular Person Deixis

(a) *She* is smart people.
(b) *He* is handsome
(c) *Asma Nadia she* is calm....

Sentence (a) and (b) used one of singular person deixis word correctly. Yet, sentence (c) used person deixis words inappropriately by using double subject. It should reduce the use of "Asma Nadia" or only using "*she*" to point to "Asma Nadia".

1.2   Plural Person Deixis

(a)   *They* break a code for know the newspaper from German for send German's soldier to war.

(b)   *Their* must to keep a secret about *their* are can break the code of enigma.

Point (a) was the example of plural erson deixis words which had used correctly in seventh graders' descriptive writing. Meanwhile, point (b) described incorrect person deixi word used by the seventh graders. The student writer confused to use the person deixis words in form of the position, which were first, second or third person.

2.   Spatial Deixis

Spatial deixis manifests itself principally in the form of **locative adverbs** suchas *here* and *there,* and **demonstratives/determiners** such as *this* and *that* (Cruse, 2000: 320).

The researcher was not find the spatial deixis word in descriptive writing which was made by seventh graders, in percentage of 0%.

3.   Temporal Deixis

Cruse (2000: 321) said that there are three major divisions of the time for temporal deixis: (i) before the moment of utterance which relates to the past time such as, yesterday and ago, (ii) at the time of utterance which relates to the progressive time such as, now, and (iii) after the time of utterance which includes on future time such as, tomorrow. The example of temporal deixis word used as follow :

(a) *Now* she's also in cinema "perahu kertas", "rumah tanpa jendela", etc.

(b) A month *ago* habib syech singing sholawat in majlis dzikir an-nur.

4. Social Deixis

Social deixis is deixis word that point to the social role between language user and the relational condition.

4.1 Relational Social Deixis

(a) From *his web* you can know all about him.

(b) I want to meet **his**.

Point (a) showed the use of correct relational deixis. Yet, point (b) showed the incorrect use of relational social deixis. "*his*" should be replaced by "*him*".

4.2 Absolute Social Deixis

Absolute social deixis word was not founded by the researcher.

5 Discourse Deixis

Levinson (1983: 54) said that discourse deixis encodes reference to portions of the unfolding discourse in which the utterance is located.

(a) Usually when he sings, he plays instruments. *That* are drum, keyboard, guitar and bass.

(b) Vino is a handsome boy. **This** is my idol.

In conclusion, point (a) was the example of sentences in using discourse deixis word correctly. The italic word pointed discourse deixis words. Word "*that*" in the examples above showed word "*that*" pointed to discourse contextually within a sentence.

Yet, point (b) showed the example of discourse deixis word used incorrectly. In point (b), discourse deixis word "*this*" refered to "Vino". It was not appropriate. "Vino" represented person. Thus, word "*this*" should be replaced by "*he*" which was included on person deixis.

CONCLUSION

According to the result of data analyzing, it can be concluded that seventh graders used deixis appropriately which influenced the students to build communication through writing. Using deixis appropriately help the reader to acquire the meaning in the final product of writing which had written by students. When deixis is used inappropriately, it can create miss communication between the writer and the reader. The meaning which is delivered by the writer can be interpreted inappropriately by the reader. Thus, deixis should be introduced at the beggining stage in learning language to help seventh graders use deixis appropriately to support their writing as a tool of communication.

It is supported by the percentage of deixis word used by seventh graders. Deixis words used correctly was more than deixis used inappropriately. There were 30 students who had used deixis. Correct deixis was used in percentage of 91% in the total number of 440 deixis words. Meanwhile, seventh graders used 45 deixis words inappropriately. Therefore, the result of the study proved that seventh graders could use deixis to deliver and communicate the meaning contextually through their product descriptive writing to the reader.

5.1 Suggestion

According to the result of the data analyzed, the researcher suggests that deixis should be introduced by the teacher in the first step of teaching learning process for the first material given in the classroom. While the teacher is teaching descriptive text, the teacher also should teach how to use deixis to make the seventh graders realize that the use of deixis efficiently is one of the important components to support their descriptive writing well.

Moreover, when students make mistake about deixis used in their works, the teacher should give feedback how to use deixis in appropriate way based on learner needs. The teacher should provide the most interesting way to attract seventh graders interest on having curiousity to learn how to use deixis in written form, especially descriptive writing.

In both receptive and productive skill of language, the seventh graders need to know

how to use deixis efficiently in using language well. Using language has aim to deliver the meaning by communication. Thus, the teacher should pay attention on the use of deixis by the students and give explanation about the use of deixis efficiently while teaching descriptive writing as the first text which is learnt by students in the first stage of formal education.

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