

**DEIXIS USED BY THE ENGLISH LECTURERS AT MUHAMMADIYAH  
UNIVERSITY OF BENGKULU**

**Roza Apriani<sup>1</sup>, Ririn Putri Ananda<sup>2</sup>**

**<sup>1,2</sup> Universitas Muhammadiyah Bengkulu**

**Correspondence**

Email: rozaapriani2002@gmail.com  
rananda@umb.ac.id

**Abstract**

Deixis is a phenomenon in human language that highlights the relationship between context and words. This research aims to find out the deixis used by english Lecturers at Muhammadiyah University of Bengkulu. The type of research used in this research is descriptive analysis. The instruments used are observation checklist and record. The subjects of this research were 3 English lecturers at Muhammadiyah University of Bengkulu. The results of this study show that there were 68 deixis used by the English Lecturers. Mr. Epi Wadison in semantic and pragmatic's class used 11 times of person deixis, 4 times of time deixis, 2 time of place deixis, 5 times of discourse deixis and 1 time of social deixis. Mr. Epi Wadison in Instructional planning's class used 14 times of person deixis, 4 times of time deixis, 2 times of place deixis, 5 times of discourse deixis and 4 times of social deixis. Mr. Wahyudi Badri in listening's class used 3 times of person deixis, 2 times of time deixis, 2 times of discourse deixis and 2 times of social deixis. Mrs. Ririn Putri Ananda in Speaking for Debate's class used 3 times of person deixis, 2 times of time deixis, 2 times of place deixis and 1 time of social deixis.. This research shows that Person Deixis is the most frequently used type of deixis.

**Keywords: Deixis, Lecturers, English deixis**

**INTRODUCTION**

Speaking is regarded as a highly desirable skill for anyone hoping to be taken seriously as a foreign language expert. Speaking encompasses a wide range of topics, including mechanics, functions, pragmatics, communication, and social interaction. It goes beyond simply being able to form and construct sentences correctly and grammatically. The speaker may modify their mode of delivery in order to influence or control the atmosphere. The speakers are english lectures in Muhammadiyah University of Bengkulu, the researcher's task of studying the deixis used on the English lectures will be easier because they can focus their attention on English lectures in Muhammadiyah University of Bengkulu. The researcher analyzes speech delivered by 3 english lectures at Muhammadiyah University of Bengkulu using deixis because the researcher is aware that research on deixis as a reference in speech texts can be understood if the listener or

reader knows the context behind the speech which get more information clear by analyzing the deixis.

Deixis is a phenomenon in human language where a specific expression's referential depends on how it is used in context (Williams, 2019). Understanding deixis facilitates the use of deictic words between the speaker and the listener because it highlights the relationship between language and context. Five categories of deixis were put forth stated by Levinson (1983): person, time, place, discourse, and social deixis. It makes it possible for speakers to provide information that is pertinent to the context in order to create referential coherence. Study with the title "An Analysis of Deixis on Comment Speech by Indonesian Diplomat in United Nation (PBB) 75th General Assembly Meeting 2020 (Minkhatunnakhriyah et al., 2020). The result shows that thirty five deixis from comment speech of Indonesian diplomat. There were twenty three personal deixis consisting of a first, second, and third person, seven spatial deixis, and five temporal deixis. Another study entitled Analysis of Deixis in Stephen Colbert's Commencement Speech (Wardani et al., 2021). The study's findings show that the type of deixis most frequently used by Stephen Colbert in his speech was a person deixis totaling 232 words dominated by the word 'I am'. Time deixis 26 words, place deixis nine words, discourse deixis 48 words, and social deixis 34 words. Likewise, Saputri., (2021) conducted research on An Analysis of Deixis in Black Swan Movie Script. The study's results, there are four types; personal deixis, spatial deixis, temporal deixis, and discourse deixis and the most dominant deixis used in Black Swan Movie Script is personal deixis.

From the previous study, it is focused on the type and quantity of deixis used. The use of deixis is usually to analyze novels and films, researcher analyze the deixis used by English lectures at Muhammadiyah University of Bengkulu. The goal of the analysis is to determine which kinds of deixis the lecture employs in their speech. The researcher's goal for analyzing deixis concerns the way language works organize the characteristics of the context of speech or speech event, thus also focuses on the way the speaker's utterances are interpreted accordingly with the context of speech. It could be said that the deictic word is not tied to any language entity or certain implications. The importance of deixis is that it plays an important role in overcoming misunderstandings, ambiguity and confusion regarding the meaning of spoken words. One area of pragmatics research that examines deixis is scheduling something through language. Deixis is crucial to mastering language, particularly for those of them learning English as a second language. As stated by Lyons (1981:170) in (Eragbe, Yakubu, & State, 2015) "Deixis is like reference by means of an expression whose interpretation is relative to the usually extra linguistic context of the utterances, such as who is speaking, the time and place of speaking, the speaker's gesture, or the current location in the discourse".

To sum up, each type of deixis performs a different function. As stated by Simatupang (2021:455), the way each type of deixis is implemented within a speech is commonly influenced by its function.

Among the pragmatic studies is Deixis. A branch of linguistics known as pragmatics examines speaker meaning while also taking context into account because context is a component of a description that can strengthen or add to the meaning of the situation that is known to exist in relation to an event. Deictic expressions can have meanings that can be understood through context. The relationship between language and context can be seen through the speaker's identity, the location of the speech, and the timing of the speech, which together form the deixis of its existence.

Therefore, researcher examined what and how many deixis are used by 8 English lecture at Muhammadiyah University of Bengkulu to see whether the language they used regularly and effectively used deixis. In light of the aforementioned background, research on the deixis use in lecturer's speech during class is imperative. The researcher will conduct a study titled **"DEIXIS USED BY ENGLISH LECTURERS AT MUHAMMADIYAH UNIVERSITY OF BENGKULU"**.

### **RESEARCH METHODOLOGY**

This study used descriptive qualitative method. The goal of this study was to learn more about the deixis used by the english lectures at Muhammadiyah University of Bengkulu. The subjects of this research were 3 english lectures who were teaching at Muhammadiyah University of Bengkulu. Researcher chose subjects using purposive sampling. Sampling techniques, according to Crossman (2018), are a way of selecting research participants in a way that advances each goal. The instrument in the study used the observation checklist. A list of data variables makes up a checklist. Researcher analyzed the lecturer's deixis in descriptive analysis through type of deixis including: person deixis, time/temporal deixis, spatial/place deixis, discourse deixis, and social deixis.

## FINDING

Appendix 1. Deixis found in English Lectures Muhammadiyah University of Bengkulu

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No	English lectures	Sentences Paragraph	Type of Deixis		Place	Discourse	Social	Total
			Person	Time				
1	Epi Wadison (Semantic and Pragmatic)	- "Later, from all these speech acts, someone will give rise to a theory."		✓		✓		2
		- "When you discuss (can you help me yes I can), it is included in pragmatics."	✓					1
		- "All of them will look for meaning and the meaning is based on context analysis."	✓					1
		- "There are a lot of speech acts that occur there."			✓			1
		- "I need you to read for a second time."	✓	✓				2
		- "I think that's all."	✓			✓		2
		- (student's presentation): "I will explain the speech acts and conversation..."	✓					1
		- "Here, we're going to explain".	✓		✓			2
		- "This deeper understanding of language helps us..."	✓			✓		2
		- "In everyday life, we use speech acts constantly..."	✓	✓				2
		- "This concept is key to understanding..."				✓		1
		- "If someone says 'how can I help you,' the social context gives this statement more weight than if a peer said it."	✓			✓		2
		- "As we discussed earlier, speech acts are a crucial part of pragmatics."	✓	✓				2
		- "The way you speak to a friend differs from how you address a boss or a stranger."	✓				✓	2

2	Epi Wadison (Instructional Planning)	- "All of this refers to the first understanding, the second because they have the ability"	✓			✓		2
		- "How to give them the opportunity to practice"	✓					1
		- "The big problem in Indonesian's student, they don't want to learn"	✓				✓	2
		- "When you design your lesson plan, it will be visible"	✓					1
		- "Can you imagine how the process of teaching and learning in the classroom?"	✓			✓		2
		- "If you read the text, try to explain"	✓					1
		- "If you want to understand more than now, I think you need to read"	✓		✓			2

		for a second time"						
		- "I think it is the end of our learning"	✓					1
		- (student's presentation): "I will explain Content-Based Instruction."	✓					
		- "In today's session, we'll discuss the benefits of Content-Based Instruction."	✓		✓			2
		- "Here, we see that CBI encourages higher-order thinking."	✓			✓	✓	3
		- "This approach allows students to learn both content and language simultaneously."					✓	2
		- "We talked about the participatory approach today."	✓		✓			2

		- "we'll explain strategy learning."	✓					1
		- "strategy learning helps students become more independent."					✓	1
		- "After the lesson..."		✓				1
		- "Design tasks that tap into different intelligences."				✓		1
		- "This approach not only helps students learn the content but also builds their confidence..."	✓			✓	✓	3
3	Wahyudi Badri (Listening)	- "This is the last meeting before you follow the final test and what about your final project."	✓	✓		✓		3
		- "What about this one? Is it clear for you to understand?"	✓			✓		2
		- "Is it too fast? Really? I don't think so."	✓					1
		- "What city will the man visit?"					✓	1
		- "When will the man return?"					✓	1
		- "On the 20th of July, no negotiation!"		✓				1
4	Ririn Putri Ananda (Speaking for debate)	- "Good day, everyone!"					✓	1
		- "You have limited time to present"	✓					1

		your arguments."						
		- "Today, we're going to dive into the topic of 'Speaking for Debate.'"	✓	✓				2
		- "Standing confidently in the front and using gestures can enhance delivery."			✓			1
		- "It's normal to feel nervous, especially at first."		✓				1
		- "Let's take some time here to discuss any questions you might have and perhaps even practice a short debate!"	✓		✓			2
								Total: 69

In this chapter, the researcher found 69 in total of deixis words that contain a deixis type by class discussion refers to material discussed in the class from 3 English Lectures at Muhammadiyah University of Bengkulu. From the analyzing that can be seen in the appendix, Mr. Epi Wadison in semantic and pragmatic's class used 11 times of person deixis, 4 times of time deixis, 2 time of place deixis, 5 times of discourse deixis and 1 time of social deixis. Mr. Epi Wadison in Instructional planning's class used 14 times of person deixis, 4 times of time deixis, 2 times of place deixis, 5 times of discourse deixis and 4 times of social deixis. Mr. Wahyudi Badri in listening's class used 3 times of person deixis, 2 times of time deixis, 2 times of discourse deixis and 2 times of social deixis. Mrs. Ririn Putri Ananda in Speaking for Debate's class used 3 times of person deixis, 2 times of time deixis, 2 times of place deixis and 1 time of social deixis. After providing data on the deixis sentences used by English lecturers, it can be concluded that researchers have found a total of 69 deixis used by English lecturers in the teaching process. From 69 deixis, there were 31 person deixis used by lecturers, 12 time deixis, 6 place deixis, 12 discourse deixis and 8 social deixis. The analyzed of the provided sentences reveals that Person Deixis was the most frequently used type of deixis, appeared a total of 31 times across the sentences. This dominance of Person Deixis underscores the centrality of participants in the discourse. Person Deixis, which includes pronouns such as "I," "you," "we," and "they," serves to anchor the conversation in the identities of those involved, providing clarity and specificity regarding who is speaking, being addressed, or being referred to.

## DISCUSSION

The study of deixis used by English lecturers at Muhammadiyah University of Bengkulu reveals critical insights into how these linguistic elements function within academic discourse. The findings indicate that the lecturers employ five primary types of deixis: person deixis, time deixis, place deixis, discourse deixis, and social deixis. Each type of deixis plays a

significant role in shaping the communication dynamics between the lecturers and their students. As stated by Abdulameer (2019), deixis is a deictic expression that refers to sentences or words that need to be understood with clear perspective information; if the information situation is unclear, deixis cannot be used.

Person deixis, which involves pronouns such as "I," "you," "we," and "they," is predominantly used to establish roles and relationships within the discourse. Its purpose is to identify the individual who is speaking the phrase or utterance. Additionally, it identifies the three basic roles in a speech event: the addressee or person(s) spoken to (second person), the speaker (first person), and the person(s) who are neither the addressee nor the speaker (third person) as stated by (Cruse, 2000: 319). Time deixis, including terms like "later," "now," and specific dates such as "the 20th of July," anchors discourse within a temporal framework. This temporal referencing is crucial for helping people understand the sequence and timing of events. In line with Wicaksono (2019) that defines temporal deixis, also known as time deixis, as the process of encoding distance and temporal time points based on the speaker's context. Place deixis specifies spatial locations relevant to the discourse. Place deixis is another name for spatial deixis. As stated by Levinson (2011), who was cited by Asmarita & Haryudin (2019), spatial deixis clarifies the location point between speakers and listeners and is centered on being qualified to a location in the utterances. Discourse deixis is used to refer to parts of the discourse itself, maintaining coherence and continuity. Discourse deixis encodes allusions to financial gain from a discourse that is developing and from the utterances themselves to some financial gain from the discourse. Social deixis involves terms that encode social relationships and hierarchies, such as titles and honorifics. In an academic setting, social deixis is vital for establishing and maintaining respect and structure within the classroom although not explicitly highlighted in the provided examples. For instance, the use of titles like "Professor" or "Doctor" acknowledges the lecturer's authority and expertise, fostering an environment of respect and order.

Person Deixis is the most commonly used type of deixis. In line with Asmarita & Haryudin (2019), Person deixis, are more frequently used because their application may depend on the speaker's status as a deictic center. In order to facilitate audience analysis of the use of person deixis, the speaker, acting in the first person, may address the audience in the second person as a listener or, in certain circumstances, in the third person. The use of Person Deixis contributes to the effectiveness of communication and it ensures that the speaker's intentions, the listener's role, and the involvement of others are explicitly conveyed, thereby facilitating a more personal, direct, and meaningful exchange of information.

## **CONCLUSION AND SUGGESTION**

Derived from the result that has been obtained and analyzed, the research identify deixis used by the English Lecturers at Muhammadiyah University of Bengkulu. The study identified five types of deixis: Person deixis, Time deixis, Place deixis, Discourse deixis, and Social deixis. There were total of 68 deixis



used by the lecturers. 31 person deixis used by lecturers, 12 time deixis, 6 place deixis, 12 discourse deixis and 8 social deixis. Person deixis was found to be the most frequently used type. The dominance of Person deixis suggests that the lecturers' discourse is heavily focused on participant interaction, reflecting the interactive nature of teaching and the need for clear participant identification.

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