

Deixis And Maxim In EFL *Classroom Videos*

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Artikel Info	Abstrak
Tanggal Publikasi 2020-06-30	The aim of this research is to investigate the use of <i>deixis</i> by teachers and the floating of maxim in EFL classroom videos. It is hopefully will be useful for the institution where the researcher studies, for other students, other researchers, or readers in general. This research uses descriptive qualitative method. There are four videos which were used as source of data. In collecting the data, the researcher transcribes the videos, classify the data based on types of <i>deixis</i> and <i>maxim</i> . After all of the data were collected, the researcher analyze the data and draw the conclusion. The result of this research can be seen as follows: (1) There are found 996 <i>deixis</i> used by teachers in EFL classroom videos, which consist of 617 <i>person deixis</i> , 217 <i>discourse deixis</i> , 124 <i>temporal deixis</i> , 24 <i>spatial deixis</i> , and 14 <i>social deixis</i> . (2) There are found 119 <i>maxims</i> floated in the videos, which consist of 68 <i>maxim of quantity</i> floated, 28 <i>maxim of relation</i> floated, 14 <i>maxim of quality</i> floated, and 9 <i>maxim of manner</i> floated. Those results show that the most dominant type of <i>deixis</i> used is <i>Person Deixis</i> , and the most dominant type of <i>maxim</i> floated is <i>Maxim of Quantity</i> .
Kata Kunci Pragmatics Deixis, Maxim Context	

1. INTRODUCTION

Learning pragmatics is important in daily communication because pragmatics is closely related to human's interaction. Pragmatics is a subfield of linguistics that studies the ways in which context contributes to meaning. By being aware of context, both of speaker and addressee would understand each others' utterances properly (Mey, 2009).

The study of context in pragmatics is involved in the study of Deixis and the study of Cooperative Principles. Deixis is a term which refers to words or phrases that cannot be understood without knowing contextual information of it (Yule, 2006). According to Levinson (1983), there are five types of deixis which consists of person deixis, spatial deixis, temporal deixis, discourse deixis, and social dexis. Person deixis refers to the identity of speech participants. Person deixis represents by pronouns such as 'I, you, we, they, she, he, it', etc'. Spatial deixis refers to the time of speech event, such as 'now, then, yesterday, tomorrow, etc'. Temporal deixis refers to the place such as 'here, there, this, that, etc'. Discourse deixis is used to smooth speech, such as 'moreover, besides, anyway, well, to begin with, first, next, last, etc'. Social deixis refers to the social status of participants such as 'Sir, Mr, Ms, Miss, Mrs, Ma'am, brother, sister, doctor, chief, nurse, colonel, captain, the honor, your majesty, etc'. Without having background understanding of these deixis, it is difficult for the addressee to understand the real meaning of what the speaker's intended. Cooperative principle on the other hand is a principle that is based on believe that in communication, both of speaker and addressee should "make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged" (Grice, 1989). It means that a speaker needs to be as informative as it requires based on the context of the conversation so that the communication will be successful. To make the principle acceptable, Grice (1989) generates the principles into four conversational categories of maxims which consist of maxim of quality, maxim of quantity, maxim of relation, and maxim of manner. In order to use these principles in conversation, the participants also need to know about the context of topic that they talk about. Without knowing about it, the use of maxims in speech will not be succesful in which the speech participants will not be able to be contributive and to be

informative to each other.

The use of deixis and maxims occur many times in our daily communication. It occurs a lot in educational environment as well. As Behrens (2014) told that classrooms are the ideal place to help learners interpret language use. In teaching and learning process which the teacher and students share ideas, it is very important for them to understand each other fully in order the goal of learning can be achieved. When both of teacher and students are aware of context during communication, and use maxims well, a communicative communication will be easily and successfully applied.

In the institution where the researcher studies, pragmatics is a new subject the has just added in the curriculum recently. Until now, there were only a few graduated students earlier who ever did research related with pragmatics. Therefore, the researcher is interested to do this research entitled "Deixis and Maxim in EFL Classroom Videos" because the researcher wants to provide more sources or references about pragmatics, precisely about deixis and maxim that is hopefully will be useful for the institution where the researcher studies, for other students, other researchers. or readers in general.

Review Of Literature

1.1. Definition of Deixis

According to Yule (2006), "Deixis is a technical term for one of the most basic things we do with utterances, that is 'pointing' via language. In linguistics, deixis (/ 'daɪksɪs/) refers to words and phrases, such as "me" or "here", that cannot be fully understood without additional contextual information—in this case, the identity of the speaker ("me") and the speaker's location ("here").

There are some common words that can't be interpreted at all without their context, particularly the context of situation such words 'here' and 'there', 'this' or 'that', 'now' and 'then', 'yesterday', 'today' or 'tomorrow', as well as pronouns such as 'you', 'me', 'she', 'him', 'it' and 'them' are impossible to understand if we don't know 'who' is speaking, or about 'whom', 'where' and 'when' without knowing the background understanding or context of it.

1.2. Types of Deixis

Levinson (1983), classified deixis into three major types: person deixis, place deixis and time deixis. Later on, he added two more types of deixis: discourse and social deixis.

Person Deixis

Person deixis is a deictic reference to the participant role of a referent. It deals with the grammatical categories of people involved in an utterance. It includes: the speaker, the addressee and referents which are neither speaker nor addressee.

Person deixis is commonly expressed by: pronouns, possessive affixes of nouns and agreement affixes of verbs. There are three kinds of it: (1) first person deixis (I, we) which refers to the speaker or to group of speakers. (2) Second person deixis (you) which refers to the addressee or a group of addressees, and (3) third person deixis (he, she, it and they) refers to other participants in the context of situation, neither speaker or addressee.

Spatial Deixis/Place Deixis

Words and phrases used to point to a location, such as, 'here', 'there', 'near that' are called spatial deixis (Yule, 2010: 130). Place deixis is an expression used to show the location which is relevant to the location of a participant in the speech event. The relative location of people and things is being indicated. It's usually expressed in 'this', 'those', 'there', 'here', 'that' and 'those'.

Place deixis has three forms: (1) adverbs of place such as 'here' and 'there', (2) demonstratives which refer to a person or thing, they're: 'this', 'that', 'these' and 'those', (3) the motion verbs which

are another form of deixis, especially 'come' and 'go'. These verbs are deictic when they are used to indicate movement towards or away from the speaker. So, if a person, for example moves towards us we say 'he comes', but if he moves away from us we say 'he goes'.

Temporal Deixis/Time Deixis

Time deixis "is concerned with the ending of temporal points and spans relative to the time at which an utterance is produced in a speech event" (Huang, 2007: 144).

It refers to the expressions that deal with the time of speaking. Renkema (1993) stated that time deixis is a reference to time relative to a temporal reference point and it is typically the moment of speaking. Time expressions are represented by adverbs of time, such as 'yesterday', 'now', or 'tomorrow'.

Discourse Deixis/Text Deixis

Discourse or text deixis is the encoding of reference to portions of the unfolding discourse in which the utterance is located. It is self-explicit in that it is used primarily in a discourse unit and for discourse purposes. For example: 'moreover', 'besides', 'well', and, 'or', 'first', 'next', 'last', etc. It is used to smooth the transitions or connections between different parts of a textual unit.

Social Deixis

Social deixis is "concerned with the codification of the social status of the speaker, the addressee, or a third person or entity referred to, as well as the social relationships holding between them" (Huang, 2007: 163). The information carried by social deixis may include social class, kin relationship, age, sex, profession and other group.

Social deixis show how different social rankings and the participants of communication utter relationships within society by using language. It refers to the level of relationship between people than to information (Wijaya, 2012).

For example, a sentence like "Sir, you have a visitor" the word 'sir' refers to the rank of the addressee who is in a high social class than the speaker (Al-Tekreeti, 2016: 21).

Social deixis can be expressed by:

- a. Title of addressee (Sir, Mr., Miss, Ma'am).
- b. Kinship terms (uncle, brother, sister).
- c. Titles borrowed from names of occupations (doctor, teacher, sheriff).
- d. Ranks in certain social/ professional groups (Colonel, Captain).

1.3. Cooperative Principles

The cooperative principle is proposed by H. P. Grice. Cooperative principle describes rules of how to achieve effective conversational communication in common social situations—which means, when listeners and speakers act cooperatively and mutually accept one another to be understood in a particular way. As phrased by Paul Grice (1975), who introduced it in his pragmatic theory, "Make your contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged".

The cooperative principle is divided into four maxims of conversation, called the Gricean maxims. These four maxims describe specific rational principles observed by people who follow the cooperative principle in pursuit of effective communication.

Maxim of Quality

The rules:

- a. Speaker should not say something that is believed to be false.
- b. Speaker should be truthful or true.
- c. There should be adequate evidence.

The meaning of these rules is clear that the delivered message must be truthful and does not lack suitable evidence. For example:

A : "Where is my coat?"

B : "It is in the wardrobe."

In this case, the second speaker put the coat in the wardrobe. So that, when the first speaker asks where the coat is, the second speaker can answer it truthfully and can prove it.

Maxim of Quantity

The rules:

Speaker should make the contribution as is required for the current purpose of the exchange.

Speaker should not make contribution more informative than is required.

Those rules mean that the number of utterances used to deliver message must be informative as what is required and does not more, or less than it. For example:

A: "What is your job?"

B: "I am a teacher."

In these utterances, what the second speaker says is informative. When the first speaker asks about job, the second speaker answers by saying "I am a teacher" is enough because the message is delivered.

Maxim of Relation

The rules:

- a. The contribution should be relevant to the interaction.
- b. The response of utterance must be relevant to the prior utterance.

For example:

A : "What do you know about Japan?"

B : "Japan is popular with its anime"

In these utterances, what the second speaker answers is connected with what the first speaker asks. It is related and not out of the topic that they talk about.

Maxim of Manner

The rules:

- a. Avoid obscurity of expression
- b. Avoid ambiguity
- c. Be brief (avoid unnecessary prolixity)
- d. Be orderly.

It means utterance that is conveyed must be clear. There are two kinds of clarity, clear text and clear message. Clear text is constructed by syntax and phonology of the language. Then, the clear

message is when it is understandable. For example:

A : “Where is the car key?”

B : “It is on the table in my bedroom.”

In these utterances, the second speaker's answer is constructed by clear syntax and the message that is conveyed does not make ambiguity. So that the utterance is clear in text and message.

2. RESEARCH METHOD

This research uses descriptive qualitative method. In this case, this research tries to explain a phenomenon of Deixis using and Maxims floating, by doing a deep digging analysis of it, and then draw a conclusion from the analysis into detail description form. In conducting this research, the researcher took four videos about EFL Teaching and Learning from Youtube. The videos show the activity of teacher and students during teaching and learning in classroom. The data source of this research are those videos that would be transcribed.

2.1. Technique of Data Collection

In collecting data for the research, the researcher would do some steps:

a. Transcribing

The researcher would listen to the videos carefully, and then transcribe the videos into written data as accurate as possible.

b. Classifying

After transcribed all of the videos, the researcher would classify the data (teachers' utterances transcribed) based on types of deixis and maxim.

c. Coding

All of the data classified would be given different codes. The code is aimed to make the data easy to be identified and easy to be analyzed.

d. Analysis

The researcher would analyse the reference meaning of the deixis. the contextual information of all deixis found, and analyse the maxims floated in the data.

2.2. Technique of Data Analysis

After collecting the data, the researcher would analyze the data in some stages. First, the researcher would classify what types of Deixis found from teachers' utterances in the videos. Second, the researcher would explain the contextual information of the deixis found. Third, the researcher would find out what types of Maxim floated in the videos. After all of the data are analyzed, the researcher would draw conclusion based on the result of the data.

3. RESEARCH FINDING

Based on result of research that found there are five types of deixis used in the EFL Classroom Videos. Those are person deixis, spatial deixis, temporal deixis, discourse deixis, and social deixis. The most dominant type of deixis used is person deixis with total 617 times uttered by the teachers. Moreover, from the four types of maxim; maxim of quality, maxim of quantity, maxim of relation, and maxim of manner. The most dominant type of maxim floated is maxim of quantity. There are found 68 times floating maxim of quantity.

This research is included as pragmatics study about deixis and maxim. The researcher is fully aware that there are still a lot weakness about this research. Therefore, the researcher sincerely accepts constructive suggestion and criticism from the readers. The researcher would also like to give a suggestion for other students who want to do the same kind of research to find another subject of the research in order to provide more various result.

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