3 Stylistic Analysis Of Deictic Expressions Used On Efl Written Essay Grade Iii At English Department At Fkip Uhn Pematangsiantar

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STYLISTIC ANALYSIS OF DEICTIC EXPRESSIONS USED ON EFL WRITTEN ESSAY GRADE III AT ENGLISH DEPARTMENT AT FKIP UHN PEMATANGSIANTAR

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Received on 1 April 2018 / Approved on 16 April 2018

ABSTRACT

Deixis is a technical term for one of the most basic things we do with utterance. When we ask someone, "come here!" We are using a context in the utterance, such as who is speaking to whom, what relation they have, the time or place of speaking, the gesture of the speaker and what status the interaction participants have. Conncerning to the background of the research, there are two questions raised in this research they are: (1) What deictic expressions found on EFL 'Written Essay Grade III At English Department At FKIP UHN Pematangsiantar, (2) What are the possible interpretation appeared from the deictic expressions found n EFL 'Written Essay Grade III At English Department At FKIP UHN Pematangsiantar. The researcher used some theories related with deixis such as Yule (1995, p. 9), Levinson (1983, p. 55), Lyon (1983, p. 275), and James (1983, p. 63). This research is conducted using a descriptive qualitative research. There are 70 students (academic year 2015) taking Professional Development for English Teacher subject at English Department at FKIP UHN Pematangsiantar. The researcher asked the students to perform and tell their expectations after being an English teacher in the future. After doing the analysis from the whole data of the research, the writer found the research findings: there are some types of deixis in the students' writing. Person deixis is used in the students' writing because the writer shows their thinking and their understanding. In the person deixis is used in the text, first person deixis is most dominant that the researcher found in the text. It is because of the writer tells their willing to be a teacher in the future. As a whole, after the data have been analyzed by the researcher, there are some types of deixis in the students' writing. Person deixis is used in the students' writing because the writer shows their thinking and their understanding. In the person deixis is used in the text, first person deixis is most dominant that the researcher found in the text. It is because the writers tell their willingness to be teachers in the future.

Keywords: deixis, written essay, stylistic analysis, deictic expressions

ABSTRAK

Deiksis adalah istilah teknis untuk salah satu hal paling dasar yang kita lakukan dengan ucapan. Ketika kita meminta seseorang, "mari ke sini!" kita menggunakan konteks dalam ucapan, seperti siapa yang berbicara kepada siapa, hubungan apa yang mereka miliki, waktu atau tempat berbicara, sikap pembicara dan apa status peserta interaksi memiliki. Berkaitan dengan latar belakang penelitian, ada dua pertanyaan yang diangkat dalam penelitian ini yaitu: (1) Apa ekspresi deiktik yang ditemukan pada Esai Tertulis Kelas III di Jurusan Bahasa Inggris di FKIP UHN Pematangsiantar?; (2) Apa kemungkinan penafsiran yang muncul dari ekspresi deiktik ditemukan dalam Esai Tertulis Kelas III di Jurusan Bahasa Inggris di FKIP UHN Pematangsiantar?. Peneliti menggunakan beberapa teori yang berkaitan dengan deiksis seperti Yule (1995, p. 9), Levinson (1983, p. 55), Lyon (1983, p. 275), dan James (1983, hal. 63). Penelitian ini dilakukan dengan menggunakan penelitian kualitatif deskriptif. Terdapat 70 siswa (tahun akademik 2015) mengambil mata kuliah Pengembangan Profesional untuk Guru Bahasa Inggris di Jurusan Bahasa Inggris di FKIP UHN Pematangsiantar. Peneliti meminta siswa untuk melakukan dan menyampaikan harapan mereka setelah menjadi bahasa Inggris guru di masa depan. Setelah melakukan analisis dari seluruh data penelitian, penulis menemukan temuan penelitian: ada beberapa jenis deiksis dalam tulisan siswa. Person Deixis digunakan dalam

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tulisan siswa karena penulis menunjukkan pemikiran dan pemahaman mereka. Dalam person deixis yang digunakan dalam teks, first person deixis merupakan yang paling dominan yang ditemukan peneliti dalam teks. Hal ini dikarenakan para penulis mengatakan mereka berniat untuk menjadi guru di masa depan.
Kata Kunci: *deiksis, esai tertulis, analisis stilistika, ekspresi deiktik*

INTRODUCTION

Deixis has place in pragmatics course, as is written in Thomas (1995) that expressions such as *this* and *that* are called deictic expressions. She further explained that deictic expressions are those which derive part of their meaning from their context of utterance. The phenomenon of deixis raises a number of puzzles about the proper way to think about the relationship of semantics and pragmatics. Deixis abounds in language use and marks one of the boundaries of semantics and pragmatics. In pragmatics, deixis describes words or expressions the references of which rely absolutely on concept. Deixis is a technical term for one of the most basic things we do with utterance. When we ask to someone "come here!" we are using a context in the utterance, such as who is speaking to whom, what relation they have, the time or place of speaking, the gesture of the speaker and what status the interaction participants have. In the sentence "I miss you," the word "I" and "you" are deictic words which do not have permanent reference. They are different from the words "house", "bag", "table" and "chair", which still have permanent reference even though different speakers, places, and situations express them. When someone says the word house, people will be able to imagine its physical performance even if he is not in the place of that house. Deictic expressions have their most basic uses in face to face spoken interaction where utterances are easily understood by the people present, but they may need a translation for someone not right there. Their interpretation depends on the context, the speaker, and the hearer.

Levinson (1983) starts with person deixis found in the form of personal pronouns in the linguistic expressions. In the traditional grammar these are categorized as first person (I, We), second person (you) and third person (He, She, it etc). First and second person refer to interlocutors of the speech event as present speaker and addressee contrary to the third person. Besides systems of pronouns, these are also echoed in verbal agreement and elsewhere. Levinson (1983) claims that many languages have unusual demands in this case. In South East Asian languages, for instance, Korean or Javanese have dissimilar forms of the words for referring to things like kinsmen, houses, food etc. in accordance with the status of speaker and addressee (sender and receiver). According to Levinson (1983), a second significant parameter of linguistic utterances or deictical expressions is time. Temporal deixis also named by Yule (1996) is unswervingly reflected in words like "now", and also manifested through tenses in English language. Time is traced through tenses used in linguistic expressions relevant to the timings of a speech event: past tense is used for proceedings preceding it, present for its inclusion in the current events, and future for events subsequent to it. Levinson (1983) asserts that not all languages have tenses, such as Malay in Malaysia or Chinese in China. All grammatical categories that grammarians call tenses are also not truly deictic. There are certain languages like Bantu or Papuan languages which hold six deictic tenses especially specifying something happened or the activity of the day before yesterday. Urdu and English languages also differ in terms of tenses with Arabic. Temporal deixis has a lot of other demonstrations spanning from calendarical (referring to calendar) specifications like 'yesterday' to more clandestine items like 'ago' for example, ten years ago or 'good night' which contains an assumption that speaker is parting at night. In the parametric setting of linguistic expressions a third factor is spatial deixis as discussed by Levinson (1983). It is manifested through demonstratives pronouns (this and that) and

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adverbial pronouns or adverb of place (here and there) which are used in deictical expressions to indicate the place of speech event.

There are a lot of other deictical expressions in languages which are secretly place deictics: for instance, "the rabbit is behind the wall" entails that there is a wall between the speaker and the rabbit, and "the fruit is available in the local market near the school" means that market is near the place of speech event. Second last among the types of deixis propounded by Levinson (1983) is discourse deixis. It entails the possibility of anaphoric references: it provides a reference to an utterance backward or forward to other utterances, such as "that was a great competition" and "her efforts may be recognized like this: good job done!" Due to use of expressions (linguistic utterances) similar to pronouns for referring to entities mentioned earlier, generally by fuller expressions, discourse deixis is graded into anaphora. The last parameter discussed as a type of deixis is social deixis. The indoctrination or programming of the social relation between speaker (sender), addressee (receiver) and third-party referents is often acknowledged as a different deictic measurement, known as social deixis. For example, some Australian languages like Dalabon, as mentioned by Levinson (1983), pronouns fabricate a reference to identifying distal relation among the speaker and the referent, or the referents in the case of plural third person pronouns. They are given representation through honorifics for example *tu* informal "you" and *Lei* formal "you" (Levinson, 1983). Another example is *San*, the most common honorific in Japanese and a title of respect similar to English Mr., Miss, Mrs., Ms.

This research is entitled "Stylistic Analysis Of Deictic Expressions Used On EFL Written Essay Grade III At English Department At FKIP UHN Pematangsiantar." Connceming to the background of the research, there are two questions raised in this research. They are:

1) What deictic expressions found on EFL Written Essay Grade III at English Department at FKIP UHN Pematangsiantar?
2) What are the possible interpretation appeared from the deictic expressions found on EFL Written Essay Grade III at English Department at FKIP UHN Pematangsiantar?

The objectives of the research are as follows: to find out deictic expressions found on EFL Written Essay Grade III at English Department at FKIP UHN Pematangsiantar and to find the possible interpretation appeared from the deictic expressions found n EFL Written Essay Grade III at English Department at FKIP UHN Pematangsiantar.

REVIEW OF RELATED LITERATURE

The word "deixis" has a meaning technical term (from Greek) for one of the most basic things we do with utterances (Yule, 1995, p. 9). Levinson (1983, p. 55) says that deixis belongs to within the domain of pragmatics, because it directly concerns the relationship between the structure of language and the context in which they are used. Deictic expressions are also sometimes called indexical. They are among the first forms to be spoken by very young children and can be used to indicate people via person deixis (me, you), or location via spatial deixis (here, there), or time via temporal deixis (now, then) or discourse analysis or demonstrative article or discourse deixis (this, that, these, those). Deixis signals a referent and it relates that referent to a common ground shared by the speaker and the addressee. It is the ability to situate the speaker and hearer in relation to one another and to the world around them. Levinson (1983, p. 55) says that deixis belongs within the domain of pragmatics, because it directly concerns the relationship between the structure of languages and contexts in which they are used.

Lyons (1983, p. 275) argues that the notion of deixis (which is merely the Greek word for 'pointing' or 'indicating' it becomes

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a technical term of grammatical theory) is introduced to handle the 'orientational' features of language which are relative to the time and place of utterance. Within linguistic view, deixis refers to the phenomenon where in understanding the meaning of certain words and phrases in an utterance requires contextual information. Then, deixis can give interpretation to the context of the utterance, such as who is speaking, the time or place of speaking, the gesture of the speaker, the current location in the discourse and the topic of the discourse. According to James (1983, p. 63), deictic word is one which takes some element of its meaning from the situation (i.e. the speaker, the addressee, the time and the place) of the utterance in which it is used. Deictic expression is an expression that gets it is directly from the utterance context that makes reference to one or more of the roles in the utterance context: the speaker, the hearer, the location, or the time.

According to Yule (1996, p. 10) "The choice of one form will certainly communicative something (not directly said) about the speaker's view of his or her relationship with the addressee." Levinson (1983, p. 62) states person deixis concerns with the encoding of the role of participants in the speech event, in which the utterance in question is delivered: the category first person is the grammaticalization of the speaker's reference to himself, second person the encoding of reference to one or more addresses and third person the encoding of reference to persons and entities which are neither speakers nor addresses of the utterance in question. According to Levinson (1983) above, person deixis clearly operates on basic three part division exemplified by the pronouns for first person (I), second person (you) and third person (he, she or it). On the other hand, expressions like this person, this man, the car, these houses, etc are also deictic because they require situational information for the listener to make out the referents or the meanings. Person deixis engages basically the speaker, known as the first person, the addressee, known as the second person, and other significant participants in the speech

situation, neither speaker nor hearer; these are known as third person. All of these, they come in singular and plural pronoun. For example by using person deixis as follows:

The pronoun I:

Context: Emma is talking to her father. She smiled up at him over her cup of tea in the living room. "I cannot agree with you, papa; you know I cannot"

The pronoun you:

Context: Emma is talking to her father. She asked for James that he must go to solve the problems in Miss. Woodhouse. "You may be very sure he will always like going to Randalls, because of his daughter's being housemaid there"

The pronoun she:

Context: When Mr. Knightley was dinner in Mr. Woodhouse, they talked about Miss Taylor's life after she was married with Mr. Weston. "But, I know she is really very sorry to lose poor Miss Taylor to matrimony, and I am sure she will miss her even more than she thinks for now."

The personal pronoun "I" and "We" are said to be in the first person. The speaker uses in the singular to refer to himself in the plural, to speak of a group people covering the speaker. You are in the second person. It refers to the addressee. You are used in both the singular and plural. All other pronoun and all nouns are in the third person.

According to Yule (1995, p. 11) says that there is in English a potential ambiguity in such uses which allows two different interpretations. There is an exclusive "we" (speaker plus other (s), excluding addressee) and an inclusive "we" (speaker and addressee included). It informs us that deictic word does not have permanent reference. Deictic expression is an expression that gets its

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meaning directly from the utterance context that makes reference to one or more of the roles in the utterance context: the speaker, the hearer, the location, or the time. The reference is depending on who is speaking up or the speaker, to whom the speaker is speaking up or hearer, where are the speaker and the hearer located, when the conversation is happened, and what are talking about. In deictic terms, third person is not a direct participant in basic (I-you) interaction and, being an outside, is necessarily more distant (Yule, 1995, p. 11). Really, third person singular personal pronoun he/him, she/ her and it indicate gender distinctions. Third person pronouns which say more or less about the referent than it does not include the speaker or hearer. The explanation of gender distinctions are using pronoun correctly. He refers to something that is perceived as male. She refers to something that is perceived as female, and it refers to something that is perceived as non- human. The using of third person pronoun depends on the hearer's ability to interpret them. So the third person can be called speaker orientation.

Next is Spatial Deixis. The concept of distance already mentioned is clearly relevant to spatial deixis or place deixis, where the relative location of people and things is being indicated. Levinson (1983, p. 62) states "Place deixis concerns with the encoding of spatial locations relative to the location of the participants in the speech event. Probably most languages grammaticalize at least a distinction between proximal (or close to speaker) and distal (or non- proximal, sometimes close to addressee), but many make much more elaborate distinctions so we shall see. Such distinctions are commonly encoded in demonstratives (as in English this vs. that) and in deictic adverbs of place (like English here vs. there)" Spatial deixis show itself principally in the form of location adverbs such as here and there, and demonstrative such as this and that. English has a relatively impoverished place deictic system, with two terms there are proximal and distal. The proximal term here means something like" region relative close to the speaker", and there means "relatively distant from speaker". It is

very important to realize that relatively closeness is contextually determined. Here represent an area less than square meter from the speaker is standing or it could be something much large. For example:

a. Emma is talking to Harriet: "Come here, please!"
b. Emma request to Mr. Kneithly: "Go there to Randalls!"

In closing, spatial deixis is important to remember that location from the speaker's perspective can be fixed mentally as well as physically. It may be that the truly pragmatic basis of spatial deixis is distance.

Temporal or time deixis concerns with the encoding of temporal points and spans relative to the time at which an utterance is spoken. Temporal deixis is commonly grammatical zed in deictic adverb of time (like English now and then, yesterday and this year) but above all in tense. English has two basic forms of tenses there are present and past tense. Present and past tense in time deixis (temporal deixis as Yule called) differentiate proximal and distal form (Yule, 1996, p. 15). For example:

a. I live here now.
b. I lived there then.

When somebody uttered (a), it means that the deictic center is close to him or is considered proximal because he is still involved in a current situation at which he uttered the utterance or the situation is still in a progress, while (b) is considered distal as the situation does not exist anymore. The present is the proximal form and the past tense is the distal form. The past tense is always used in English in those if clauses that events presented by the speaker. We have to recognize that in temporal deixis the remote or distal can be used to communicate not only distance from time, but also distance from facts. For example: I say "I gave her a funny cat last week", my point of time that is last week bases on the point of time. Now, last week is the week that came before the current

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week. I cannot use last week for any old week that has come before. Time or temporal deixis makes ultimate reference to participant role. The use of the proximal form "now" as indicating what is the happening. In contrast to "now", the distal expression "then" applies to both past and future time relative to the speaker's present time. The forms of temporal reference are learned a lot later than the deictic expression like tomorrow, today, yesterday, tonight, last week, next week, this week. The all of expression are based on the interpretation of participants on knowing the relevant utterance time.

Discourse deixis concerns with the use of expression within some utterance to refer to some portion of the discourse that contains the utterance. The deictic word used here are the demonstratives *this* and *that*. *This* can be used to refer to a portion of the discourse and that to a previous portion. Demonstrative article divided into four types there are *this*, *that*, *these* and *those* (Fromkin, Rodman, & Hyams, 2007, pp. 202-203). According to Levinson (1983, p. 85), "Discourse or text deixis concerns the use of expressions within some utterance to refer to some portion of the discourse that contains that the utterance (including the utterance itself) For example:

a. This is a great poetry. "This" refers to an upcoming portion of the discourse.
b. That was an amazing month. "That" refers to a prior portion of the discourse.

Discourse deixis deals with "the encoding of reference to portions of the unfolding discourse in which the utterance (which includes the text referring expression) is located" (Levinson, 1983, p. 62). Discourse deixis, somehow, is often compared to anaphora. However, discourse deixis and anaphora is different since discourse deixis is located in a pronoun which refers to a linguistic expression or part of discourse itself, while anaphora is located in a pronoun which refers to the same entity as a prior linguistics

expression refers to (Levinson, 1983, p. 86). Let's have a look at the following example:

a. X: That's a rhinoceros
   Y: Spell it for me
b. John's a sweetheart; he's so considerate

The example (a) above is an example of discourse deixis. There, the word 'it' is not functioned to refer or replace the entity, i.e. a rhinoceros, but it is used to mention the rhinoceros itself. It is different from the concept of anaphora in (b) where 'he' is functioned to refer the referent 'John'. Reference to parts of a discourse which can be interpreted by knowing where the current coding or receiving point is it. The demonstrative adjectives *this* and *that* are employed in definite noun phrase. As we have known, the English demonstrative *this* and *that*, used as deictic. It can be understood as instructing or inviting the hearer to direct his attention to a part region of the environment in order to find out the individual or group of individuals) that is being referred to something. The writer found many readers who are disoriented in understanding the utterance in text, since they do not know about theory and the application of deixis in conversation. As readers have a new text need to get information about who the participants are and where and when the events take place.

RESEARCH METHODOLOGY

Research Design

This research is conducted using a descriptive qualitative research. According to Berg (1989, p. 2) descriptive qualitative research refers to the meaning, concept, definiton, language features, metaphore, symbols and the descriptions of things. A descriptive research is intended to collect information on social phenomena.

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Research Subjects

There were 70 students that the writer analyzed in this research of the deictic expression. The participants of the subject of the resarch were the students (academic year 2015) taking Professional Development for English Teacher subject at English Department at FKIP UHN Pematangsiantar. The writer asked the students to perform and tell their expectations after being an English teacher in the future. Beside that, the writer also asked the students to write the summary of the expectation that will being presented.

Research Objects

The object of this reseach is the deictic expression addressed by the participants while performing the short speech about future professional English teacher. The object were also taken from the summary of the story future professional English teacher.

Data Collection Procedures

To answer the research problems, the writer recorded the activities of doing the speech in the classroom using camera digital, especially the activity of speech about future English teacher in the subject Professional Development for English teacher. The process of recording was done by the lecturers without telling the students that they are recorded to make sure the activity goes on naturally. Then the writer asked the students to write down the summary of the story that they perform in the class of future teacher.

Data Analysis Procedures

After doing the recording, the procedures of data analysis are carried out following these steps:

1. Transcribing the deictic expression found on the speech about future teacher in the class Professional Development for English Teacher.
2. Underlining the deictic expression given by the students on speech
3. Identifying the types of Deictic expression.
4. Tabulate the types of Deictic expression
5. Counting the occurance of each type.
6. Conclude the findings.

FINDINGS AND DISCUSSION

Findings

Figure 1. Data (1)

My hope when I as a teacher in the future later

When I was in the grade nine (9), the first I do is make interesting my styles in teaching students, in teaching I must know to teaching students with body language and also my fashion must be perfect like clothes, shoes, hair and etc. And then I will enjoyed something I wrote which I found interesting. Also if I as a teacher, I will be professional teacher that is teaching students with patient, be responsible and also I will teaching students to understand will all of subject or lesson about I had learned, my lesson must be students aplied in daily life, not only in heart. I wanna be change the students character.after it I will give students value with professional, if students good character like respecful,dicipline,always to do task, maybe I will give to their the good value because she or he already full spirit in study but if she or he is smart but she or he unimportant so I give to their the bad value.

From the data (1), the writer finds this writing to tell about hope when she wants to be the the teacher in the future. In this text, the writer uses some types of deixis, especially person deixis. The writer in this text uses singular first person deixis "I" and there is no plural first person deixis. Because this text tells about the writer's hope about to be the best teacher in the future by doing some things.

"When I was in the grade nine (9)"
"the first I do is make interesting my styles in teaching students"
"in teaching I must know to teaching students with body language and also my

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fashion must be perfect like clothes,
shoes, hair and etc"

From the sentence above, it can be seen that the writer in the text always uses the first person deixis 'I' to refer itself who is talking about some interesting things will be done so that can be a good teacher later on. As a whole, this text just uses the first person deixis. There are no another types of deictic expression can be found anymore, like spatial and temporal deixis especially. For knowing the use of deictic expression affecting the meaning of the whole text it can be seen if the writer omitted the deictic expression of person deixis, but in this text, the writer always use first person deixis in every sentences and never omitted it.

Figure 2. Data (2)

My wish as a teacher in the future

I will be model for the students,with have good attitude,can expression in front of the students, and have ability to transfer my knowledge to our students. I will be a professional teacher that I have interesting sytle I will be a objective teacher that not distinguish with each other. And I hope in the Future ,I will be a teacher with always high spirit and motivation to teach out students. As a teacher ,I must able to educating and teaching students well , teach our student with a vengeance,and can controlling,innovator,researcher to our students.
I hope in the future,I will be a teacher that have ability to know every personal students.
I will be a cares teacher to my students.

From the data (2) above, the writer uses the first person deixis. It can be seen from the first line in this paragraph that the writer says her planning and some wishes to be the best teacher in the future. Singular first person deixis "I" is often found in this text but plural first person deixis 'we" is not found in the text.

"I will be model for the students"
"I will be a professional teacher that I
have interesting sytle"

From the sentences above, actually first person deixis found in the beginning which is to start up every sentences in the text. First person deixis "I" tells about her ways to be a professional teacher in the future because teacher is a model of the students. Other types of deictic expression, like : spatial and temporal deixis, it cannot be found in this text. But, for the fourth types of deixis is used in this text is social deixis. From the data above, it can be seen that the writer uses social deixis "my students and our student" are included in this text.

"have ability to transfer my knowledge to
our students"
"I will be a cares teacher to my students"

The use of social deixis her is to explain that students are the partner of the teacher in every activities in the teaching learning process. It can make the reader more understand about the writer's willing in the future when she will be a teacher.

Figure 3. Data (3)

The strength,weakness and reflection from the teaching video

In This video that a teacher was teaching in eight grade junior high school. criticism that I'm here to tell you in middle school that the using English full language it is allowed, but we as a teacher should know that how much did vocabulary the locations of students have. The opening for start the lesson is good, they pray for God before starting the lesson. In this video the teacher is smart to find a good sentence to start the lesson. The sentence can open the student's mind. The teacher using media , the media infocus ,picture, using the situation of school so that her student has big, extensive knowledge idea.
My reflection I hope that as a teacher must knowing how their students. As a teacher we must know how many student is smart, enough and stupid. Because in this room, learning must have various characters like hate these subjects and certainly its having a little vocabulary.so students would not be able to recommend himself in front of friends in a room even has a very good Idea. He has not the courage because he dosen't understanding for their lesson.

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From the data (3) above, the writer uses the first person deixis "I". It means the writer wants to tell using English as a full language. Not only first person deixis, plural first person deixis 'we' and third person "they" can be found in this text also.

> "I'm here to tell you in middle school that the using English full language it is allowed"
> "we as a teacher should know that how much did vocabulary the locations of students have"

From the sentences above, the writer wants to show some important things to be done by someone who wants to be the teacher. The use of first person deixis is to explain who talk in the text and deliever some important messages to be the teacher in the future. Other person deixis are used by the speaker "we". Deictic word "we" is deictic expression that usually indicates that the writer is writing as representation of the other writer including the reader.

Other type of deictic expression can be found in this text, namely spatial deixis. From the sentence above, it can be seen that the writer use spatial deixis 'this.'

> "In this video that a teacher was teaching in eight grade junior high school"

Spatial deixis 'this' states that the using video is applied in the teaching learning process for the students in junior high school. In this case, the writer supports his learning by using the video as the media.

Figure 4. Data (4)

What kind of teacher we will be in the future

Becoming an educator like a teacher is a noble profession and has its own pride in our lives. Because a teacher is someone who can build character for every child in Indonesia. And here I have the concept to prepare myself later in the future if one day I will become a teacher who will educate the nation's children.

Here I will apply Role Model in me as a teacher means here is the teacher should be able to give good role model to his students either the discipline of time, teaching, or in his daily life. As well as me as a teacher must also have confidence in me. Because the teacher should be able to show a positive attitude through the expression that can be drawn in face it when students are teaching.

And I think one way to be able to foster self-confidence is to have a good self-concept. As a teacher I also have to be able to master the subject matter that I will give to my students later, I will also learn the roots capable and able to be an innovative teacher as well, meaning here is me as a teacher must be able to create new things in the learning process - teach, so that students do not feel bored during begins the process of teaching and that I am also able to make students interested in learning and able to understand the science that I will give later to them. Besides all, I will also be clear in explaining a material that I will give later to my students. Because, the clear teaching done by the teacher will also have a positive impact also on the learner, why? because, if a teacher is able to convey the material clearly and well to the students, the learners will directly understand and understand the material given by the teacher.

I am here also have a special wish in my life where I have ideals want to be a professional teacher even if I later in the next life Iv have enough sustenance I really want to continue my education to S2 level because become a professional lecturer has become my dreams from since I was in high school. Being a lecturer is also a noble job and very much in line with some of the public. Being an ideal lecturer is very special in our lives, and being a lecturer also has a very secure income for our lives in a very modern era like this which is all-round money. The money or salary is one of the main goals I want to achieve, no doubt that all of us want to earn a very salary that meets us for the next life as well as me. All our hard work while exploring or reaching the peak of an education is a satisfying outcome that we want to get.

From data (4) above, there some deixis that the writer uses in this text, they are : person deixis, spatial deixis, and social deixis. The writer makes some wishes in her writing. In this text, the writer finds that the writer uses some types of deixis, especially person deixis. The writer in this text uses singular first person deixis "I". Not only that, the writer uses plural first person deixis also "we".

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"*I have the concept to prepare myself later in the future if one day I will become a teacher who will educate the nation's children*"
"*All our hard work while exploring or reaching the peak of an education is a satisfying outcome that we want to get*"

From the sentence above, the writer tells about something which will be reached namely to be a good teacher. The writer who is talking about the best thing to be a good teacher which gives the positive impact. Other person deixis are used by the writer is "we". Deictic word "we" is deictic expression that usually indicates the writer is writing as the representation of the other writer including the reader. Second, type of deictic expression that the writer uses also is spatial deixis. Spatial deixis which is found in the text is "here."

"*Here I will apply Role Model in me as a teacher means here is the teacher should*

be able to give good role model to his students either the discipline of time, teaching, or in his daily life"

Here which is used in the text to indicate something which means the writer wants to apply the model in teaching learning process. The use of spatial deixis in text is to explain the things and support the idea. Last types of deixis are used by the text is social deixis, there is "my students."

"*As a teacher I also have to be able to master the subject matter that I will give to my students later*"

Deictic expression "my students" in that text is used by the writer refers to the condition of the writer who wants to be the teacher in the future, and the reader know the meanig of the text which is written by the writer.

Figure 5. Data (5)
What Criteria of Teacher Would I Be?

I do not think myself as a very good teacher, but I know for one thing that majority of my students do love me, and I guess this is the point where good things start to happen. I was thinking about what are the criteria of a good teacher and what criteria would I be. So I came up with some expectations of me.

I think the most important characteristic of a good teacher is confidence while teaching so the students also will confident to share their ideas in the class that's mean that I would have a good knowledge, to be friendly and congenial with my students, respects my students so they will feel safe to express their feelings and learn to respect and listen to others, motivate my students with their own interests.

A good teacher also holds the student's attention in all meetings, has a good appearance and attitude, objective in each lesson, discipline, promote positive behaviors and change in the classroom, have a good communicative with my student's parents.

From the data (5) above, the writer uses two types of deictic expression, namely person deixios and social deixis. The writer uses the first person deixis in the text "I".

"*I do not think myself as a very good teacher, but I know for one thing that majority of my students do love me, and I guess this is the point where good things start to happen*"

From the sentence above, it can be seen that the text writer uses first person deixis

"I" to refer itself who express her feeling, her understanding, and her thinking about how to be a good teacher.The use of first person deixis is to explain who shall be the teacher later on.

"*I would have a good knowledge, to be friendly and congenial with my students, respects my students*"
"*have a good communicative with my student's parents*"

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From the sentence above, this is the type of deictic expression, namely social deixis. Social deixis that the writer uses is "my students and my student's parents". The use of social deixis in the text is the writer wants to deliever the message from his writing.

Discussion

From every analysis above, the researcher found some types of deixis in students' writing. It can be seen in the table below:

Table 1. Person Deixis

No	Person Deixis	Frequency
1.	I	229
2.	You	3
3.	We	2
4.	They	1
5.	He	12
6.	She	5
Total		252

Table 2. Spatial Deixis

No	Spatial Deixis	Frequency
1.	That	50
2.	This	7
3.	These	1
4.	Here	5
5.	There	13
Total		76

Table 3. Temporal Deixis

No	Temporal Deixis	Frequency
1.	Someday	10

Table 4. Social Deixis

No	Social Deixis	Frequency
1.	Our student	6
2.	My student	29
3.	His student	8
4.	Their student	2
5.	Her student	2
6.	My teacher	1
7.	My parents	1
8.	My mom	1
9.	Your student	1
Total		51

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As a whole after the data have been analyzed by the researcher, there are some types of deixis in the students' writing. Person deixis is used in the students' writing because the writer shows their thinking and their understanding. In the person deixis is used in the text, first person deixis is most dominant that the researcher found in the text. It is because of the writer tells their willing to be a teacher in the future.

Figure 6. Percentage of Deixis Type
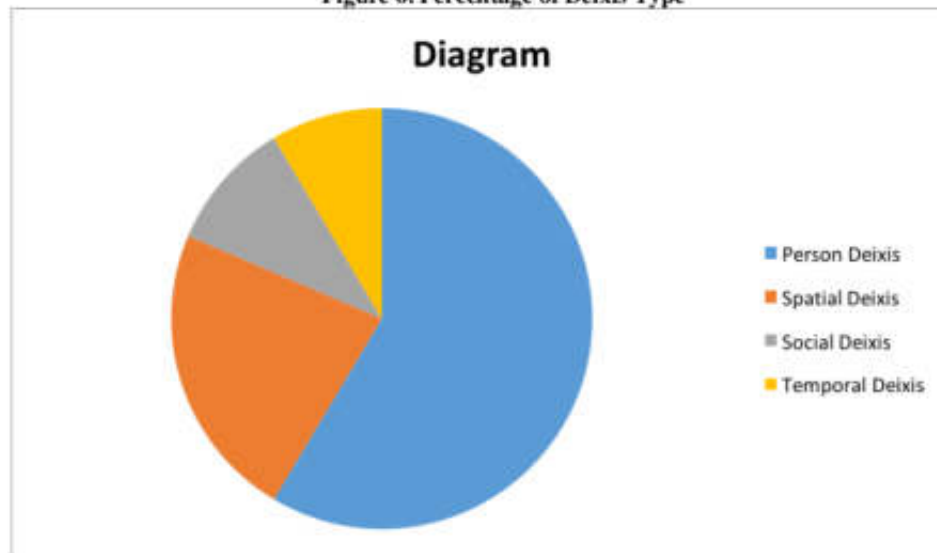
CONCLUSION

After doing the analysis from the whole data of the research, the writer found that there are some types of deixis in the students' writing. Person deixis is used in the students' writing because the writer shows their thinking and their understanding. In the person deixis is used in the text, first person deixis is most dominant that the researcher found in the text. It is because the writers tell their willingness to be a teacher in the future.

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