CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language has a very important role in human activities to communicate with other people. It is used to express their feelings, purposes, ideas, even in spoken or written way.

Language also has function as primarily transaction language. It is used to convey factual propositional information. People can learn many things through the language in order to get the existence of life. People also can interact each other using the language to send the message with different purpose such as asking agreement, sharing information and so on. When we are talking about language, it directly relates with linguistic.

In the study of language, there are four skills that should be well-mastered by those who are interested in learning English and it applies also when someone studies English. Learning English is becoming more and more important nowadays. This era of globalization is an era full of challenges and competitions where the profiency in spoken and written English is required.

English is one of the most important languages that are used in a global setting. English is one of the world's languages are becoming the international language and one of the many foreign languages taught at institutions education in Indonesia. In relation to the importance of English, in Indonesia, English has been taught from the Elementary school level up to the University and even now, it has been taught in the Kindergarten school level.

In learning English as a foreign language, the four skills that must be well-mastered by students are listening, speaking, reading, and writing (Brown 2001: 232). All of these language skills are very important to everyone especially for students to become fluent in English. As one of English skills, writing can not be ignored from its role to improve students' knowledge. Writing skill needs to be mastered by the learners, because learning how to write in English is important (Davies,1998: 1).

Writing is a process of expressing ideas or thoughts in words. Writing represents what we think. It is because the writing process reflects things, which stay in the mind.

Writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing.

Deixis is a mean to comprehend utterances in an act of speech or writing. Understanding deixis is very important in language learning. It is one aspect of linguistics which helps students to understand messages and information from the utterances. By understanding it, readers as well as takes meaning from the situation and context are taught implicitly through some reading texts. One of them is deixis.

Deixis is a term for a word or phrase which takes its meaning element from situational context (Fromkin, Rodman, and Hymes, 2011: 210). It means that its meaning relies entirely on the situational context of utterances. Similarly,

Matthews (2007:96) asserts that deixis is interpreted relatively based on the relation to a specific speaker, addressee, time, and place of utterance. In brief, it can be said that the interpretation of deixis will be different for every people according to the context and relation of the speaker and the address in a speech event.

In studying deixis, we know that the use of words refers to thing or people and it helps them to be easier to understand what other people said. But sometimes we also face misunderstanding; we do not know what it exactly means and how it could be. It means that the words are not referring to anything. So, to avoid the misunderstanding, we have to know about reference.

Based on the researcher experience when teaching practice program which has been done by the researcher, the students had problem to interpret deixis, because they low in grammar and vocabulary. Here the table show the deixis made by the students in writing recount text.

Table 1.1

The Analysis of Deixis Made by The Students in Writing Recount Text

Note:

Per   : Person

Pla   : Place

Tim   : Time

No.	Name	Types of Deixis		
		Per	**Pla**	**Tim**
1.	ANS	**2**	**-**	**1**
2.	ARS	**22**	**1**	**5**
3.	ABP	**18**	**1**	**3**
4.	APM	**16**	**2**	**3**
5.	AS	**5**	**-**	**2**
6.	ALS	**10**	**2**	**2**
7.	AL	**21**	**1**	**1**
8.	BG	**1**	**-**	**-**

9.	BLS	**3**	**-**	**2**
10.	CMS	**8**	**1**	**1**
11.	CSS	**4**	**-**	**1**
12.	CS	**1**	**-**	**1**
13.	DN	**2**	**-**	**1**
14.	DS	**8**	**-**	**2**
15.	DSG	**7**	**-**	**3**
16.	DSH	**5**	**-**	**2**
17.	DGA	**3**	**-**	**1**
18.	ETT	**9**	**1**	**1**
19.	EFA	**12**	**-**	**4**
20.	EAS	**19**	**3**	**4**
21.	FFS	**8**	**2**	**3**
22.	FAS	**17**	**-**	**4**
23.	FLS	**15**	**3**	**1**
24.	FLN	**9**	**1**	**3**
25.	HTS	**1**	**-**	**1**
26.	ISS	**3**	**-**	**1**
27.	JSS	**13**	**-**	**-**
28.	JAG	**20**	**3**	**3**
29.	JCS	**3**	**-**	**2**
30.	JLG	**21**	**2**	**2**
	Total	**286**	**23**	**36**
		345		

From the table above, it is shown the total number of all deixis made by the students in writing recount text is 345 . The number of Person Deixis is 286 . The number of Place Deixis is 23 . The number of Time Deixis is 36.

it can be said that the total of Deixis made by the students in writing recount text is 345. The dominant type of Deixis is Person Deixis with 286 words, in the second place is Time Deixis with 23 words, in the third is Place Deixis with 36 words.

Person Deixis becomes the dominant type in writing recount text because the students have more knowledge about Person Deixis (Pronoun) and it is easy to connect Person Deixis to the text that they made.

They had in interpreting time deixis. They were incorrect to identify the specific time of utterance or speech event made by a character. This was caused by their understanding of grammar is low, especially about the tenses used.

Limited vocabulary also made some students were confuse to interpret place deixis which its' interpretation should be related to the previous information to get the clue.

Using deixis make the students understand about the pronoun and the references in communication that will help the students on arranging writing, exercising writing, and also useful on translating to the target language.

In order to make students able to understand deixis, a teacher is intended to teach its types and usages in the text. It is hoped that they will recognize and interpret it well whenever they find its occurrencee in written form. The teacher is also expected to teach them about the importance of context and situation in interpreting deixis. In fact, deixis and context cannot be separated because deixis is difficult to be comprehended without context and situation. In teaching deixis, the teacher should guide their students to recall their background knowledge which is useful to draw inferences from the text. In this case the writer only focuses on George Yule Theory. That divided three categories of deixis,there are person deixis, place deixis, time deixis. So based on the explanation above the writer interest to analyse the deixis made by the students in writing recount text by the eighth grade students of SMP METHODIST 9 MEDAN. The writer chooses recount text because based on my experience in teaching practice program (PPL) at SMP METHODIST 9 MEDAN, the writer found that most of the students are more interesting to write this text than the others.

1.2 The Problem of the Study

The writer identifies the problem of the study and formulated as follows :

1. What types of deixis made by the students in writing recount text?

2. What types of deixis are dominantly made by the students in writing recount text?

1.3 The Scope of the Study

This study will be focused on an analysis of deixis made by the students in writing recount text by the eighth grade students of SMP METHODIST 9 MEDAN. In this research, the researcher only focuses on George Yule Theory. That divided three categories of deixis,there are person deixis,place deixis,time deixis.

1.4 The Objective of the Study

The objectives of the study are :

1. To find out the types of deixis made by the students in writing recount text.

2. To find out the dominantly types of deixis made by the students in writing recount text.

1.5 The Significance of the Study

There are two kinds of significances in this scientific study. The two significances of the study are stated as follows :

1) The Theoretical significances

The result of the study is expected to be useful as a guide for the future researchers knowledge. They will also have the opportunity to discover more about deixis in writing, which will also eventually contribute to the world of

knowledge. And useful to improve the future researchers knowledge about deixis theories.

2) The Practical significances

The result of the study is expected to be useful for:

1. Students, it will make them to realize of making recount text,so the recount text become more interesting.

2. Teachers, it will aware them about their students' difficulties in writing and how to make their students writing more interested

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter presents a review literature and explanation of the relate materials. Some opinions are needed to explain some concepts or terms that applied in the research concern. It is used to avoid misunderstanding between the writer and readers. The basic concept of the study should be clear from the beginning to give a clear concept of what has been done to reach the goal of the research. So, in order to strenghten the study, the following terms are needed in the study.

2.2 Writing

The terms of writing have several meanings. Many experts have proposed the definitions of writing. According to Brown (2001: 337), writing is in fact a transaction with words whereby you free yourself from what you presently think, fell and perceive. Nudee et all (2010: 2-3) state that writing is a tool for expressing critical thinking, reasoning, discovering, creating, and sharing of ideas and knowledge, and it allows writers to present those ideas, feelings, and cultural knowledge.

Writing is one of the four language skills, which is given emphasis in second language learning. It is essentially a creative process which is important to be learned. Good writers must learn to communicate their ideas clearly to an unseen audience (Davies,1998 :1)

Oshima and Hogue (1997: 2) stated that writing is never one step action it is a process that has several steps. There are five stages of the writing process a

writer goes through in order to produce the final written form (Cavkaystar and Yasar, 2008; English Department Bernardsville Middle School, 2001:1-7).The explanation is as follows:

1. Pre-writing (Brainstorming)

    In this step, the students are expected to gather ideas, identify the very purpose for their writing, and choose an appropriate form for their written based upon the purpose they have chosen.

2. Drafting

    The drafting stage of the writing process should be the point at which students put their ideas down on paper.

    During the revising stage of the writing process, students see (vision) the piece again (re-) and begin to make necessary improvements. During revision, students look for words and phrases that need to be changed by deleting, adding, or moving ideas around. They may choose to arrange their ideas in a different way.

3. Editing

    In the editing stage of the writing process, students are expected to "polish" their writing by correcting spelling and other mechanical errors. Mechanics includes capitalization, punctuation, spelling, sentence structure, and usage.

4. Publishing

    With four stages of the writing process complete, students move onto the final stage of the writing process where they would publish their work and share it

with others. It is the stage that students need to recognize the fact that they have become authors.

It is important for students to learn the writing processs, because the writing process is a tool used to anable students to efficiently express their feelings, thoughts, and knowledge. The more students learn how to use this process efficiently, they can express themselves efficiently.

2.3 Genre of Writing

The word genre means 'kind' or 'class'. The term is widely used in rhetoric, literary theory, media theory, and more recently linguistics, to refer to a distinctive type of text. According to John (2002 : 21-23), there are various kinds of genre, they are Procedure, Recount, Explanation, Exposition, Information Report, Narrative , and News story,Discussion.

Table 2.3
Genre of writing

	Social Purpose	Social Location	Schematic Structure	Description of Stages
Recount	The social purpose is to tell again events for the purpose of informing or intertaining. Events ussually arranged in a temporal sequence.	The social locations of recount are found in personal letters or oral and written histories,police records, insurance claims and excursion "write-ups".	The schematic structures are orientation, record of events, and re-orientation	**Orientation:** provides information about the situation.; **Record Events :** presents events in temporal sequence; **Re-orientation :** optional stage bringing the events into present.
Information Report	The social purpose is to explain "the ways things are" in our nature, built,and social environment by firstly classifying things and then describing their special characteristics.	The social locations of Information report are found in encyclopedias, brochures, and government documents. They are useful for locating information on a topic	The schematic structures are general statement, description of aspects, and description of activities	**General Statement:** provides information about the subject matter. **Description of Aspects:** Lists and elaborates the parts of the subject matter; **Description of Activities :**could be

				behaviors, function, or uses.
Explanation	The social purpose is to justify how or why things are as they are. An explanation sets out the logical steps in a process.	The social locations of explanation are written by experts for text books, for nature programs, environtmental leaflets, healthcare b ooklets, and so on	The schematic structures are general statement, and implication sequence	**General Statement:** Provides information about the phenomena to be explained; **Implication Sequence :** Sets out steps in a process or the factors influencing a phenomenon in a logical sequence.
Exposition	The social purpose is to debate a particular point of view on an issue. An exposition gives reasons to support a thesis and elaborates these using evidence	The social location of exposition are written in school essays for subjects like history or english. They also occur in editorials,comment aries,and political debates.	The schematic structures are thesis, position preview, argument, elaboration assertion reiteration	**Thesis :** propose a view point on a topic or issue; **Position preview :** a position is stated and the argument listed. **Arguments :** the arguments are asserted and elaborated in turn. Reiteration: returns to the thesis and concludes
Discussion	The social purpose is to talk about an issue in the light of some kind of "frame" or position. Provides more than one point of view on an issue	The social locations of discussion are found in essays, editorials, and public forums, which canvass a range of views on issue. They also occur in panel discussion and research summaries	The schematic structures are issue, arguments for and against, and conclusion	**Issue :** gives information about the issue and how it is to be framed ; **Arguments for and against :** canvass points of view on the issue. (similarities and diffrences or advantages and disadvantages) **Conclusion:** recomends a final position on the issue.
Procedure	The social purpose is to order in how to do something through a sequence of steps	The social locations of procedure can be found in science experimens and in instructional manuals such as gardening and cookbooks and technical instruction sheets.	The schematic structures are goal,steps 2-n,and results	**Goal :** gives information about the purpose of the activity(might be in the title or in the opening paragraphs); **Step 2-n :** presents the activities needed to achive the goal. They need to be put in right order.

				Results : optional stage describing in the final state or "look" of activity.
Narrative	The social purpose is to entertain and instruct via reflection on experience. Deals with problematic events which individuals have to resolve for better or worse.	The social locations of narrative are found across all aspects of cultural life, in novels, short stories, movies, sit comes, and radio adn dramas. They are important in subjects such as English.	The schematic structures are orientation, complication, evaluation, and resolution	**Orientation :** provides relevant information about the characters' situation; **Complication :** introduces one or more problems for characters to solve; **Evaluation :** highlights the significance of the events for characters; **Resolution :** sort out the problems for better or worse
News story	The social purpose is to introduce recent events regarded as "news-worthy" or of public importance	The social locations of news story are found in newspapers, television and radio broad casts.	The schematic structure are lead, key events,and quotes	**Lead :** provides newsworthy information about the events (the "hook"); **Key events :** provides background information about events or story; **Quotes :** provides commentary from relevant sources about significance of the events.

From the variety of genres above, the writer choose the genre of recount to be applied in writing.

2.4 Recount text

Recount is the text telling the reader what happened. It retells a past event. It begins by telling the reader who was involved, what happened, where this event took place and when it happened. Accoarding to Knap (2005 : 223) Recount is the simple text type in this genre. Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both).

2.4.1   The Social Function of Recount Text

The social function of recount text is to retell something that happened in the past and to tell a series of past event. Derewianka (2004: 18) states that the purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). To achieve its purpose, the text will move through a different set of stages: a) an orientation letting the reader knows who is involved, where, when, etc. b) the retelling of a series of events in chronological sequence.

2.4.2   Generic structure of Recount Text

a) Orientation

Tells who are involved in the story, when, where, and why the story happens.

b) Events

Tells what happens in chronological order.

c) Re-orientation

Conclude the experience.

2.4.3   Language Features of Recount Text

a) Using simple past tense: visited, had, etc.

b) Using action verb: helped, crutched, etc.

c) Using adjectives.

d) Introducing specific participants : I, my friend, etc.

e) Using chronological order : then, first, etc.

f) Using linking verb : was, were, etc.

2.4.4   Example of Recount Text

Title   : Camping

Orientation : Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot.

Events

Event 1 : We built the camp next to a small river. It was getting darker and colder, so we built a fire camp.

Event 2 : The next day, we spent our time observing plantation and insects while the girls were preparing meals.

Event 3 : In the afternoon we went to the river and caught some fish for supper.

Event 4 : At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks and even some of us performed a standing comedy.

Event 5 : On Monday, we packed our bags and got ready to go home.

Re-orientation : Although we felt tired, we all were happy because we got a lot of experiences of self living part from our parents.

2.5 Analysis

Analysis is the first part of the planning process,Anne gregory (1953:47). Analysis summarizes collected data. It involves the interpretation of data gathered through the use of analytical and logical reasoning to determine patterns, relationships or trends. The process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. According to Shamoo and Resnik (2003) various analytic procedures "provide a way of drawing inductive inferences from data and distinguishing the

signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data".

2.5.1 Types of Analysis

(Lynda Gelston 2019;Centre collégial de développement de matériel didactique, Collège de Maisonneuve). There are five types of Analysis, the explanation is as follows:

2.5.1.1 Statistical

Descriptive and inferential are the two general types of statistical analyses in quantitative research. Descriptive includes simple calculations of central tendency (mean, median and mode), spread (quartile ranges, standard deviation and variance) and frequency distributions displayed in graphs. Inferential includes more complex calculations of statistical significance usually associated with probability-based analysis. A t-test is a typical example of inferential analysis.

2.5.1.2 Correlation/regression

Correlation measures the association between variables, usually as a numeric value signifying the degree to which changes in the values of a dependent variable (Y) increase or decrease in parallel with changes in the values of an independent variable (X). Linear regression analysis can be used to make short-range predictions, but the associations are only as strong as the arguments demonstrating their supposed relationship. Any set of values could be shown to strongly associate with another set of values, regardless of the senseless nature of the association. A typical example of a senseless (spurious) correlation is the strong association between ice cream sales and drowning deaths; another variable,

hot temperatures, is actually impacting the association between ice cream sales and drowning deaths.

2.5.1.3 Descriptive

Descriptive analysis is the chameleon of research analysis: it can take on many forms, from descriptive statistical graphic displays and number summaries to involved interpretive accounts. It is concerned with the "what is" as opposed to the "why" and involves drawing conclusions, discerning patterns and assessing the meaning and implications of the data/information.

After carefully observing a social science-related phenomenon or "text" or "body of knowledge," a plausible, well-reasoned, descriptive account of the various meanings or interpretations of the data is produced. The analysis often takes into account the context in which the data were produced, who produced it and under what circumstances. Frequent and regular references to information sources typify descriptive analysis.

2.5.1.4 Thematic

Thematic analysis is one of the most popular types of qualitative analysis. It is also easy to use. It simply involves the skilled ordering of the findings into descriptive categories or themes around which most or all of the main elements of the data results can be presented.

2.5.1.5 Narrative

Narrative analysis is a form of inquiry based on a descriptive account of a group of people such as midwives or an extraordinary individual such as Nelson Mandela or the experience of surviving cancer, drawn from a collection of narrative accounts (diaries, letters, photos, poem).

It values the particular and the subjective, lived experience in a workplace or in an unusual circumstance such as a natural disaster. The researcher analyzes the form, content and contexts within which the story unfolds, structured either chronologically or as critical incidents. The "narrative" emerges as a rich, detailed account that is unique to the subject(s) under analysis and specific to the researcher's investigative talents.

2.6 Pragmatics

Today, the subject of pragmatics becomes such a familiar issue in linguistics. The advantage of studying pragmatics is that one can talk about people's intended meanings, their assumptions, their purposes or goals and the kinds of action that are performing when they speak (Yule,2006). It means that pragmatics is the study about the speaker meaning. The use of language in communication are argued by the linguist that we cannot really understand the nature of language unless we understand about pragmatics. There are many definitions about the notion of pragmatics defined by linguists.

Pragmatics is the study of the use of language in communication, particularly in the relationship between sentences and the contexts and situations in which they are used. Levinson (1985: 24) defined pragmatics as the study of the ability of language users to pair sentences with the contexts in which they would be appropriate. From the linguists' assumed above pragmatics is the study of the aspects of relationship between language and the context. Pragmatics always includes the aspects of participants and context where the conversation takes place. It is assumed that speaker and hearer involved in conversation are generally cooperating with each other.

Context becomes an important aspect in pragmatics because the same utterances may have more than one pragmatic meaning when it is uttered in different context.

Yule (1996: 3) states the four areas that pragmatics is concerned, but here the writer just explain two areas as follows:

a. Pragmatics is the study of meaning

Pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). It analyzes more in what people mean by their utterances than in what the words or phrases in those utterances might mean by themselves.

b. Pragmatics is the study of contextual meaning

This type of study necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said. It requires the consideration of how the speakers organize what they want to say in accordance with who they're talking to where, when and under what circumstances. Pragmatics is the study of how we recognize what is meant even when it is not actually said.

2.6.1 The Scope of Pragmatics

There are some topics discussed in pragmatics. Levinson (1983: 27) states that pragmatics is the study of deixis, implicate, presupposition, speech act and aspect of discourse structure. In this research, implicate will be explained more in the next item. The other topics, however, will be explained briefly.

a. Deixis

   Deixis is a technical term (from Greek) for one of the most basic things we do with utterances. Deixis means 'pointing' via language (Yule, 1996:9). Deixis is clearly a form of referring that is tied to the speaker's context. Therefore, the deixis of utterance is meaningful if the context of the utterance is accurately known.

b.Implicature

   It is a proposition based on the interpretation of the language use and its context of communication in a bound that the participants can interpret what the implication of a message or utterance in a different way from what the speaker literally means.

c.Presupposition

   According to Yule (1996:25) presupposition is something the speaker assumes to be the case prior to making an utterance. Presupposition of a statement will remain constant even when that statement is negated. For example, two statements 'John's car is not red' and 'John has a car' have similar assumption that John has a car and the color is not red.

d.Speech Act

   Speech act carries some actions in an utterance. Austin in Yule (1996:49) states that in uttering a sentence, one might be said to be performing action. There are three basic acts, namely:

   1) Locutionary act, it is the basic fact of utterance because it produces a meaningful linguistic expression.

2) Illocutionary act, it is performed via communicative force of an utterance in order to make a statement, an offer, an explanation or other communicative purposes.

3)Perlocutionary act, it is done to have an effect from the utterance.

e. Discourse Structure

It relates with the organization of conversation. Every conversation can be analyzed through conversation analysis because it has structures. For example turn taking is done when someone respects other people in taking their turns in speaking and adjacency pairs is a fundamental unit of conversational organization, that manage the kind of paired utterances of which question should be replied by answer, greeting by greeting, or offer by acceptance. Those five aspects have the relation with the context because without appreciating the context of utterance, the messages of a speech cannot be interpreted accurately.

2.7 Deixis

Deixis is one of the scope of pragmatics that we have to mastered when communicating so all of the information that we convey can receives correctly by the listener. Deixis actually the way in which a relationship between language and the context. Levinson (1983:54), deixis is the single obvious way in which the relationship between language and context is reflected in the structures of language themselves. Besides, deixis concerns the ways in which language encoded or grammatically features of the context of utterance or speech events. These also concerns was in which the interpretation of utterance depends on the analysis of that context of utterance.

Deixis is a technical term (from Greek) for one of the most basic thing

we do with utterances (Yule, 1996:9). Deixis applies to the phenomenon where in understanding the meaning of certain the words and phrases in a utterance of contextual information. It means that deixis show the speaker and hearer depends on the condition of place and time. The deictic word explained in order to have the same perspective of a speakers and hearer in the context where in communication occur.

The explanation drawn by Yule has explain that some linguistic expression logically need contextual interpretation in the process of communication. In addition, Yule (1996:9-10) also explain that deictic is clearly a form of referring that is tied to the speaker's context, with the most basic distinction between deictic expressions being 'near speaker', or proximal terms, are *this, there, here, now*. The 'away from speaker', or distal terms, are that, there, then. Proximal terms are typically interpreted in terms of the speaker's location or the center of deictic. While, distal terms can simply indicate 'away from speaker's, but in some languages can be used to distinguish.

In this research, the discussion is focused on George Yule theory (1996) who distinguishes about types deixis. To determine of deixis, George Yule divided deixis in to three categories there are person deixis , place deixis, time deixis.

2.7.1 Person Deixis

Person deixis usually depend on the relation of position the speaker or hearer (as called "positional" system). George Yule (1996: 10) clarify that person deixis clearly operates on a basic three part division, exemplified by pronoun for first person (I), second person (you), and third person (he, she, or it). Moreover

Renkema (1993: 77) states that person deixis is realized with personal pronouns. The speaker as first person (I), direct the utterance to the listener as second person (you), and could be talking about a third person (he or she).

The person deixis concerns the encoding of the role of participants in speech events (levinson, 1983: 62). Means that the person refers to grammatical marker of participant role to the speech event. The first person category means the speaker"s refers to himself, the second person is to identify the speaker"s reference to one or more addressees, and the third person refers to person and entities which are neither speakers nor addresses (levinson, 1983: 62).

A speech event includes at least two person: first person (speaker) and second person (addressee). If the two person do not refer to themselves while talking, there is a third person (the person they are talking about), that does not have to take part in the conversation. Ussualy third person is not grammatically marked, because the only two persons of importance means the first person is most important and the second is less important.

The grammatical category for personal a person is personal pronouns, and all language have personal pronouns or at leats the words, that refer to participants of the speech event. The first person deixis is deixis reference that refers to the speaker, or both the speaker and referents grouped with the speaker. From the example, the following singular pronoun: I, my, mine, myself and me or the following plural pronoun: me, us, ourselves, our and ours. In addition, first person deixis is grammatical of the speaker"s reference to himself (Levinson, 1992: 62). The second person deixis is the encoding of the speaker"s reference to one or more addressees. The pronoun (you, your, yours) are deictic (reference to the

speaking person). Second person deixis is deixis reference to a person or persons identified as addressee, for the examples: you, yourself, your, yours, yourselves (Levinson, 1983: 62).

The word "you" is also in English in a much wider range of social contexts than would be represented by a single second person reference term in a most other languages (Grundy, 2000: 26). For example, most languages have at least two forms, an informal one is used when talking to friends and a more formal one is used for showing respect to the person addressed, typically because they are older or more important that the speaker. For examples:

a.   I invite you to go to my party. (informal situation)

b.   Can I help you, Mrs. elly? (formal situation)

Furthermore, Grundy (2000: 27) says that English although appears to have only one deixis address word, you, the use of you all (for example, by teachers when talking to groups of students) suggests that speaker do indeed want to make distinction that are impossible when there is only a single from available to them.

Third person deixis is the encoding of a reference to person and entities which is neither speaker nor addressee of the utterance (Levinson, 1992: 62). In the other word, third person deixis is deixis reference to a referent (s) which is not identified as the speaker or addressee. Such as; he, she, they, and the third person singular verb-s, like **he sometimes flies**. The third person also possible to have deictic pronouns. Define and specific pronouns: this, that, these or those.

Indefinite and specific pronoun: somebody, something, who, what. Indefine and non-specific pronouns : someone, something, nobody, nothing.

2.7.2 Place Deixis

Place deixis are used to indicate the relative location of people and things. The concept of distance in the study of deixis is more relevant to spatial deixis. Yule (1996:12) explain that the concept of distance already mentioned is clearly relevant to spatial deixis where the relative location of people and things is being indicated. While, the contemporary English makes use of only two adverbs, "here and there". Although, these last two adverbs include the meaning of motion toward or away from the speaker, such as 'come' and 'go'. Yule also states that it is however, important to be aware of in the perspective of spatial deixis that setting of speaker's point of view may be fixed psychologically as well as physically. There was example from spatial deixis proposed by Yule   (1996:13):

"I was looking at this little puppy in a cage with such a sad look on its face. It was like. "Oh, I'm so unhappy here, will you set me free?"

The word here of the cage is not the actual physical location of the person uttering the words (the speaker, but is instead the location of that person performing in the role of the puppy.

Levinson (1983: 79) clarifies that place or space often called spatial deixis focused on the specification of locations in the speech event. Deals with the situation or condition that the speech position. The important of location specification in general can be gauged from the fact that there seem to be basic ways of referring to objects by describing or naming them, on the one hand, and by locating them on the other.

According from levinson explanation that place deixis can be two categories; the first place deixis is relative to other object or fixed reference the

point. The second relative to location of participant at the time of speaking. Place deixis can be speaker or addressee or the objects that being referred to. In English usually we called adverb "here" and "there" and the demonstrative "this" and "that" or in phrases such as "in front", "in back", "at our place", or "out back". Adverbs (here and there): contrast on a proximal and distal dimension; here = proximal (near) and there = distal (more distant). Usually, languages show at least two of distinction in their deictic system: proximal is near or closer to the speaker and distal is far from the speaker or closer to the addressee.

2.7.3 Temporal Deixis

Temporal deixis is linguistic expressions depend for their interpretation on knowing the relevant utterance time. For instance, now: time coinciding with speaker utterance, then: past and future time relative to speaker's present time, yesterday, tomorrow, tonight, tomorrow, today: tense. The tense can be further exemplified like simple present as proximal (I work here) and simple past as distal (I worked there) (Yule, 1996:14). There the example of temporal deixis by Yule:

"Dinner at 8:30 on Saturday? Okay, I'll see you then"

This example, explain about the speaker word "then" that he/she would to meet the hearer in the time he/she has told before. In addition, Yule (1996:13) said that the psychological basis of temporal deixis seems to be similar to that of spatial deixis. We can treat temporal events as objects that move toward us (into view) or away from us (out view).

Time deixis can be called by temporal deixis, deixis refers to relevant time to the time of speaking. Levinson (1983:73) said that the basis for systems of reckoning and measuring time in most languages seem to be the natural and

prominent cycles of day and night, months, season and years. The time deixis appeared to indicate the certain point of period time when the utterance is produced by speaker. In written or recorded uses language, we can distinguish coding time from receiving time, and in particular languages

There are often conventions about whether one writes "I am writing this today so you will receive it tomorrow" or something more like "I have written this yesterday so that you receive it today". Renkema (1993:79) stated that time deixis is a reference to time relative to a temporal reference point and it is typically the moment of utterance. Grundy (2000: 31) states that this is a list of some of the deictic items whose reference can only be determined in relation the time of the utterance in which they occur: **This/last/next, monday/week/month/year, now, then, ago, later, soon, before, yesterday/today/tomorrow.**

Levinson (1983: 79) said that time deixis is relevant to various other deictic elements in a language. For instance, "Good Morning" is usually used for greetings in the morning. However, "Good Night" is used for parting, not greetings. Thus, there is an interaction of time and discourse deixis.
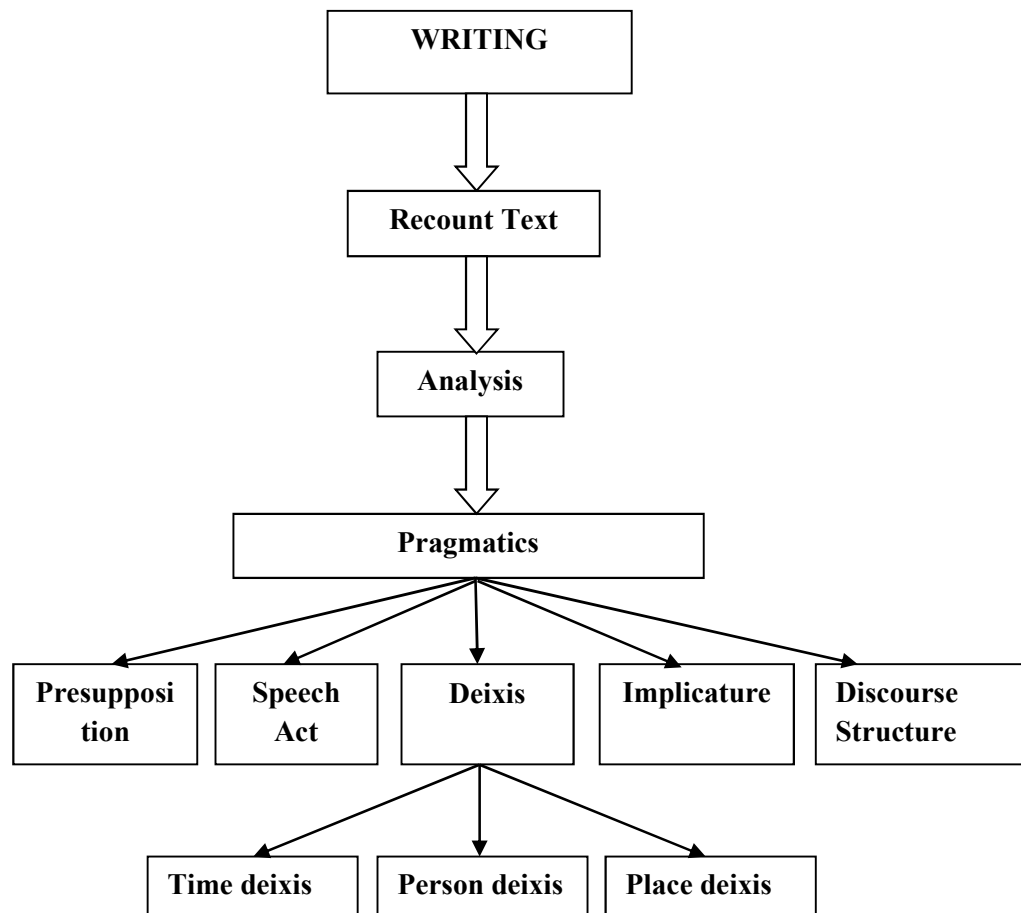
2.8 Previous Research

The writer takes the previous research from other graduating paper as the principle or comparison with this research. The first one is taken from Fatimah Aqillah Irani,English Department,The State Islamic Institute of Surakarta, Surakarta, Indonesia (2017) entitled An Analysis Of Deixis Used by English teacher. He discussed about the analyse of the types of deixis, the types of reference and the referents meaning are used by English teacher during teaching learning process. The similarity between Fatimah's research and the writer's

research is use same deixis such as person deixis,place deixis,time deixis. The diffrence is the writer analyse Deixis in writing recount text but Fatimah analyse deixis in English teacher. The result of the study are The mostly types of deixis obtained in teaching learning process were person deixis with 331 words, While the types of reference were mostly applied during teaching learning process was anaphora reference in which the pronoun came before the deixis words. In this case, the mostly types of deixis were obtained during classroom activities were the use of word "I" and "you" uttered by the English teacher.

The second one is taken from Al Imroatus Sholihah,State Islamic University of Malang, Malang,Indonesia (2015) entitled A Study on Deixis Used in Advertisement of The Headline USA Today Website. He discussed about analyse deixis used in advertisement,what kinds of deixis which are used in context and how is the deixis used in advertisemnet. The similarity between Al Imroatus's research and the writer's research is same deixis such as person deixis,place deixis,time deixis. The diffrence is the writer analyse Deixis in writing recount text but Al Imroatus analyse deixis in advertisement. The result of this study is the deixis mostly used by the deictic expression is person deixis,when journalist wants to show the speaker who produces the utterance in Advertisement.

2.9 Conceptual Framework

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                    ┌─────────────────┐
                    │     WRITING     │
                    └─────────────────┘
                              │
                              ▼
                    ┌─────────────────┐
                    │  Recount Text   │
                    └─────────────────┘
                              │
                              ▼
                    ┌─────────────────┐
                    │    Analysis     │
                    └─────────────────┘
                              │
                              ▼
              ┌───────────────────────────────┐
              │          Pragmatics           │
              └───────────────────────────────┘
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| Presupposition | Speech Act | Deixis | Implicature | Discourse Structure |

| Time deixis | Person deixis | Place deixis |

Figure 2.1 Conceptual Framework of an analysis of deixis in writing recount text

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The strategy will be used in this research is descriptive qualitative because the result of this study is to analyse deixis in writing recount text. Qualitative research is exploratory which is useful when the researcher does not know the important variables to examine. The work way of descriptive qualitative is collecting the data, arranging the data and interpreting the data. Qualitative research concerns with description. The analysis will be based on the data taken from the students' writing.

3.2 The Source of The Data

The source of the data will be taken from thirty students' written compositions which focus on Deixis made by the students in writing recount text . Those students are from the eighth Grade students of SMP METHODIST 9 Medan. And as an object, the writer chooses students of VIII-A class of SMP METHODIST 9 Medan.

3.3 The Instrument of Collecting Data

In collecting the data, the writer will apply one instrument to elicit the deixis. The instrument is writing recount test. The students will assign to write a recount text.

3.4 The Technique of Collecting Data

The data will be analyzed to identify the deixis in students' writing recount text. The researcher will apply some techniques of collecting data, they are :

1. Asking the students to write a recount text with freely topics.

2. Collecting the students' paper.

3. Underlining every types of deixis from the students' writing test.

3.5 The Technique of Analyzing Data

The researcher did not only collect the data but also analyzed the data to find out the research's results. This section discussed about the technique of analysis which was very important in this study. The researcher used content analysis.Krippendorff in Muvida (2015:11) explain that content analysis is a kind of research technique in the research to make replicable or valid inferences from text or meaningful matter to the context. There were some steps to analyze the data, as follow:

1. Collecting the data from the students' work.

2. Identifying all the types of deixis by underline the words in students' papers.

3. Classifying the types of deixis.

4. Counting the number types of deixis which students made in writing recount text

3.6 Validity (Triangulation)

The trustworthiness of data was needed to check the trust and the validity of the data. In this research, the researcher used the triangulation technique to observe the data validation. Moleong (2002: 178) states that triangulation technique is the technique of examining the trustworthiness of the data which uses things outside the data in order to examine the data and to be comparer of the data. Triangulation has four basic types that identified by Norman Denzim in Hales (2010:14) there are:

1.   Data Triangulation

The use of variety data sources including time, space, and persons in a research. Data triangulation is the process rechecked and compared information by researcher which obtained in different source. For example, it has been done by comparing observation data with interview data result, comparing what the informant said, and comparing circumstance and perspective of different people toward the similar event.

2. Investigator Triangulation

The ability to confirm findings across investigators without prior discussion or collaboration between them can significantly enhance the credibility of findings. Investigator triangulation is particularly important for decreasing bias in gathering, reporting and analyzing the data.

3. Theory Triangulation

Theory triangulation is the use of multiple theories when examining a situation or phenomenon. The idea is to look at a situation or phenomenon from different perspectives, through different lenses, with different questions. The different theories do not have to be similar or compatible, in fact the more divergent they are, more likely they are to identify different issues.

4.   Methodological Triangulation

Methodological Triangulation is the use of multiple methods to conduct a situation or phenomenon. The intention is to decrease the deficiencies and bias that come from any single method. This types of triangulation technique is similar to the mixed method approaches used in social science research, where the results from one method are used to enhance, argument and clarify the results of another.

In this research, the researcher used data triangulation. While, this kind of technique allowed the researcher to collect the same data using many ways of technique. The researcher compared the questionnaire and the written recount text to recheck the data and to support the trustworthiness of the data.