

The Use of Social Deixis in EFL Classroom Interactions at SD Islam Al Azhar 60 Pekalongan Jawa Tengah

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ABSTRACT

This study aimed to identify the use of social deixis in EFL classroom interactions at SD Islam Al Azhar 60 Pekalongan Jawa Tengah. It used a descriptive-qualitative study that implement social deixis analysis by Levinson's theory. The subjects of this study are the third graders that consist of 62 students and 3 teachers who teach EFL learners in SD Islam Al Azhar 60 Pekalongan Jawa Tengah. This study used two instruments, namely observation and interview. The researcher observed all teaching and learning activities in the classroom from the first to the end of the EFL class. The interview is to complete the information needed directly from the respondents about the use of social deixis in the study. Then, the data is analyzed by using Levinson's (1983) theory. The findings of the study showed that there are four types data of social deixis in EFL interaction. They are 28 data of addressee, 2 data of referent, 2 data of bystander, and 22 data and formality level of honorific. Besides, there are two types of absolute social deixis that are used in EFL classrooms, namely 4 data of authorized speakers and 2 data of authorized recipients. The researcher also discovered seven sentences that contain the relationship between relational and absolute social deixis. This relationship is happened to maintain politeness function and used to respect participants.

Keywords: Social deixis, English as a foreign language, classroom interactions

INTRODUCTION

Since language has an essential position in communication, it is used to converse amongst the community, and it stands for the character and manners of the community itself (Hutajulu and Herman, 2019). In almost daily life interactions, deixis is commonly found. It defines as a word that the meaning of the speaker can be understood by the contextual information in the utterances. Levinson (1983) said that the term deixis is concerned with how language encodes or grammatically features the context of the utterance or speech event and the interpretation of the utterances depends on the analysis of the context of the speech event. Since this study will take Levinson's theory, so the types of deixis are divided into five types, such as person deixis, place or spatial deixis, time or temporal deixis, social deixis, and discourse deixis.

Social deixis is the encoding of the social distinctions in the speech event. According to Levinson (1983), it concerns the element of sentences that is determined by certain participants or situations in which the speech event occurs. In communicating with orders, the speaker and the hearer use their name or nickname to indicate respect familiarity, and social status from the participants. One example of social deixes such as Mr, Mrs, Miss, Ma'am, and Sir that have been used in speaking countries addressing a person with respect. Mr. Joko,

Mrs. Joko, and Miss Joko mean that Joko belongs to the Joko clan or family identity. Mrs refers to a woman who is married or not. This is purposed by a feminist who puts the priority on gender equivalence (Brown and Levinson, 1978). That case is one of the implementations of social deixis.

Linguistic social deixis is a form of speech that signal social deference, through conventionalized understandings of some aspects, of the form-meaning relationship. From this brief account of the concept of social deixis, we may define it as linguistic or non-linguistic means or devices that can function to convey social deference or respect influenced by the dimension of power and solidarity. Social deixis is a grammatical form utilized in speaking to express social superiority. The part of speech affected is different from one language to another, and the social deixis may be distinguishable from simply very polite forms used in formal addresses.

The phenomenon of social deixis in Indonesia is displayed also in daily life when some people address a foreigner, usually with white skin and blond hair, 'Mister' for a man (without being followed by family name) and 'Mrs' for a woman (without being followed by husband's last name). The switching in addressing social deixis to the foreigner occurs in almost all levels of life aspects such as in education, economy, and other social interaction. Native speaker of has social deixis e.g., Sir, Miss, Mrs, Mr, Ma'am. According to (Brown and Levinson, 1978), they are called absolute social deixis used for younger and older people. Some of them are used to show respect to them. The following examples and descriptions clarify the use of social deixis. Indonesian mispronounce of ma'am is mom which is supposed to be the pronunciation for mom or mum which means mother. This misunderstanding has been lasting for decades. It can be found during class interaction or in various learning materials. Thus, this study focuses on a cultural study

that proficiency occurs in teaching-learning interactions containing cultural aspects in the context of Indonesian culture.

This study implemented social deixis analysis because in almost classroom interactions with EFL students do not attention to use their utterances respectfully. So, it aimed to identify the use of social deixis in EFL classroom interactions at SD Islam Al Azhar 60 Pekalongan Jawa Tengah. It is also purposed to help speakers and the speech community to have more choices in daily communication in applying respectful language principles and minimize the use of language that has the potential to interfere with fluency in communication due to the use of incorrect social deixis expressions, built the teachers students awareness of the importance of using social deixis in the classroom interaction, building their critical thinking, developing their speaking skill, exposure, and curiosity in learning a language.

METHODS

Research Design

This study used a descriptive-qualitative study that implements social deixis analysis by Levinson's theory. This study aimed to interpret, analyze, and tell the data with the current situation that happened at that time. In this study, the researcher examined social deixis in EFL classroom interactions. The data took from the EFL students' interactions happened in the class. The unit of analysis focused on sentences and utterances using social deixis analysis by sociopragmatics Levinson's theory. In this study, some expressions break down into utterances identification to seek the realization of two social deixes; relational and absolute.

Subject of the Study

The first subjects of this study are the third graders in 3A, 3B, and 3C of SD Islam Al Azhar 60 Pekalongan Jawa Tengah in the academic year 2022/2023, which consists of

62 students and three teachers who teach EFL learners in SD Islam Al Azhar 60 Pekalongan Jawa Tengah. It is important to explore students' and teachers' activities. How students and teachers do activities in the class during the teaching-learning process or when they did an interaction. The researcher tried to implement the two social deixes to teach based on the guidelines made after analyzing the interactions in the classroom activity.

The object of this study was the interaction expressions in 3 classes in the third grade consisting of 62 students. Hence, the students have been chosen because they are more active in classroom interactions. They also have problems using social deixis expressions in their interaction in classroom activity.

Instruments

This study used two instruments, namely observation and interview. The researcher observed all teaching and learning activities in the classroom from the start to the end of the EFL class. It also observed how the teacher gives the teaching and how the teacher's actions toward students and the teachers' efforts when the students' results are low. The result of the observation revealed that all teachers demonstrate increases in using instructional behaviour toward targeted objectives, and the students show concomitant increases in the performance of targeted objectives.

The interview section is to directly complete the respondents' information about using social deixis in the study. In this case, three teachers were the respondents. This study used a semi-structured interview, which meant that the interviewer gave the freedom to develop his questions from the respondents' answers or can be said to be flexible to ask new questions during the interview, in which the interviewer had to change the topic of the related questions. Students use social deixis during interactions session. The impact on students' performance on comprehending

materials. Then the teacher's perception was gathered through interviews.

Procedures for Analyzing Data

This study analyzed the data using the interactive data analysis model proposed by Miles and Huberman (1994).

1. Method of analyzing social deixis

The researcher used a table to determine the utterances EFL learners use in classroom interactions and what types of social deixis are used in the utterances. After that, the researcher analyzed the phenomenon result using a descriptive approach to the study.

2. Method to analyze the implementation

After getting the analysis result, the result was listed as the guidance for teachers to communicate with students while teaching. The teachers were interviewed about implementing social deixis in their teaching-learning activities. Then, the researcher identified teachers' teaching-learning activities, and the interview was recorded.

3. Triangulation

The researcher combined observation and interview results at the end of the research. It is to attempt a practical representation of the application of triangulation. It is explained as follows:

- Class observation (It is used when learners and teachers in classroom interactions)
- Structured interview (Used when teachers support the data).
- Focus group discussion (It is used when both observation and interview results are to be discussed to provide insights into the collective construction of social knowledge and everyday knowledge to avoid overlapping)

In this case, the researcher tried to gather similar or the same information, and the questions were prepared for all two sources to the extent of overlapping. Therefore, triangulation in this research is achieved by keeping one method (predominantly observation) constant with two different

sources (predominantly with learners and teachers in classroom interactions) and complementing that with structured interviews.

RESULT AND DISCUSSION

This section compiled the teachers' and students' words during an interaction in the class. Furthermore, the researcher presented the data in three parts: the use of relational social deixis, absolute social deixis, and the relationship between relational and absolute social deixis in EFL classroom interactions at SD Islam Al Azhar 60 Pekalongan Jawa Tengah. The data is explained as follows:

The Use of Relational Social Deixis in EFL classroom interactions at SD Islam Al Azhar 60 Pekalongan Jawa Tengah

According to Levinson (1983), relational social deixis refers to a social relationship between the speaker and an addressee, bystander, or another referent in the extralinguistic context. It prefers when the speaker addresses the listener by their nickname, family name, and pronouns. Therefore, the researcher intended to analyze the use of relational social deixis in EFL interaction using Levinson's (1983) theory. In this case, the researcher found four types data of social deixis in EFL interaction. They are addressee, referent, bystander, and formality level of honorific levels honorifics.

Table 1. Relational Social Deixis

Kinds of social deixis	Quantity
Addressee honorific	28
Referent honorific	2
Bystander honorific	2
Formality level of honorific	22

1. Addressee honorific

In this case, the researcher found several words of addressee honorific. Addressee honorifics are direct indexing of the speaker-addressee relationship without any reference to the addressee (Brown, P. and Levinson, 1987). It is the word used by the speaker to show respect toward the referent. In this case, the researcher discovered words of the addressee honorific produced by the

speaker. There are *You, Kak Jasmine, My students, Kak Jasmine, Kak Alman, Kak aqeela, Kak, Dear, Kak daffa, Students, Dearest, Beloved students, Nak, The light, The sun, The day, The school yard, Your chairmate, Your brown book, The trees, the ground, We, the first, us, The canteen, The salad, and The next group*. Those data are identified as addressee honorific data. It is because of the data used by the speaker to show respect toward the addressee.

Based on the data, the researcher assumed that the speaker frequently employs this kind of addressee honorific because of the classroom's backdrop plot, which mandates that the speaker always includes the title when addressing the opposing speaker formally. Besides, it is to maintain politeness in language.

2. Referent honorific

Generally, referent honorific conveys the speaker's respect for the referred persons. According to Levinson (1983), referent honorifics express respect for the relations held between the speaker and the referents, the things or persons. In this case, the researcher found two words categorized as referent honorifics. There are *My mom* and *Old brother*. The researcher assumed that the speaker used those words to respect the referents and called the relationship between the speaker and the referent. Besides, it is used to maintain politeness in language.

3. Bystander honorific

The term "bystander" is used as a cover term that refers to the participants in the audience role as well as to non-participants over hearers Levinson (1983). Likewise, Horn and Word (2006) explain that this form is used to show respect to a non-addressed but the present party. Based on the data analysis, it discovered two data of bystander honorifics, namely *They* and *Them*. The speaker uses it to respect the bystander about something discussed and it is used to maintain politeness in language.

4. Formality level of honorific

This type is concerned with the relation between the speaker (and maybe other participants) and the setting (or the social activity) (Levinson, 1983 and Horn and Word, 2006). It refers to the speaker's closeness with the interlocutor and the social Formality level of honorific of the situation, also considering things like age, as that factors into someone's position in the social hierarchy of a situation. Sometimes this level of honorifics applies a certain level of Formality level of honorific, while polite in some settings may be impolite in others, and vice-versa.

In this case, the researcher found several words categorized as Formality level of honorific level in the social event. There are *Class, Everyone, Thank you, Well, Our earth, Would you mind, Our lesson, Early morning, Our shadow, This lesson today, our bodies, healthy food, unhealthy food, unhealthy fats, sugary drinks, fast food, Sounds perfect, Junk food, healthier choices, you guys, Our body immune, and our discussions*. According to the data collected, the researcher assumed that the speaker employed formal language since the circumstance was a social gathering and she wanted to show respect for the addressee or referent.

The Use of Absolute Social Deixis in EFL classroom interactions at SD Islam Al Azhar 60 Pekalongan Jawa Tengah

Based on the data, the researcher found two categories of absolute social deixis that are used in EFL classrooms: authorized speakers and authorized recipients. Absolute social deixis refers to the forms established solely for the speakers. Absolute social deixis occasionally relates to distinct social positions, such as higher and lower social statuses (Levinson, 1983). It is usually expressed in certain forms of address, which will include no comparison of the ranking of the speaker and addressee. The use of social deixis is important to express the status of the speaker, the addressee, or a third person or entity referred to, as well as the social relationships between them. In addition, a

study conducted by Kraube (2018) and Kusumaningrum (2016) stated that using social deixis in the interactions helps the speaker interact. It is about the use of social deixis in communication. The two types of absolute social deixis that are used in EFL classrooms are explained as follows:

Table 2. Absolute Social Deixis

Kinds of social deixis	Quantity
Authorized speakers	4
Authorized recipients	3

1. Authorized speakers

According to Levinson (1983), this honorific is reserved for a particular speaker we can speak as an authorized speaker. Therefore, this type is used for the words referred to or coded as the speaker only. In this section, the researcher discovered several data that include this type. There are the words: *My shadow, My scientist, I, and My opinion*. Based on the finding, the researcher assumed this type is used to code as the speaker only.

2. Authorized recipients

This form contains expressions reserved for recipients and includes restrictions on most titles of addresses, like your honor, Mr. President, etc (Levinson, 1983). The type of authorized recipient includes the word referring to giving an honorary title to recipients who are entitled or authorized to receive it. In this case, the researcher found any word categorized as this type. There are *Allah SWT, Allahul Kholiq, and Miss Nia/Miss*. Based on the data, the researcher argued that using this type in EFL students with a background in a classroom is important. As we know, an honorary title to people who have a high social level is highly recommended to show our level of politeness towards the person being addressed.

The Relationship between Relational and Absolute Social Deixis in EFL classroom interactions at SD Islam Al Azhar 60 Pekalongan Jawa Tengah

Social deixis demonstrates how various social rankings and the participants in

communication express ties within society via language. In a nutshell, it refers to the degree of a person's relationship with another person than information. This social deixis creates the relationship between types of social deixis: relational and absolute (Levinson, 1983). That relationship maintains politeness function. It is usually used to respect participants. For example, the teacher in a school is called *Miss* to show respect and manners as politeness.

In line with that theory, Eragbe and Yakubu (2015) talked about the deixis analysis used in different areas such as in Jakarta post news, insurgency reports, songs, and movies. They were conventional forms or expressions manifested in all the world's languages and are used to express the social status of the participants in the verbal interaction and to convey indications like politeness and respect. Furthermore, distinguishing the social status of a participant is to show a status differentiation. Formal language usually encodes a social status differentiation between people with different social ranks in a speech event. For example, when a student calls the teacher by the deictic expression *Miss*, it encodes the teacher has higher education by knowing the title. The word *Miss* is usually used for people with higher education.

In this case, the researcher discovered several sentences that contain the relationship between relational and absolute social deixis. They are data 77, 78, 79, 80, 81, 82, and 83. For example in datum 77 "*Miss, would you mind to show us the spinning of the earth video?*" this sentence showed the relationship between relational and absolute social deixis, namely Authorized recipient (*Miss*) and Formality level of honorific (*would you mind*). In this case, the student said, "*Miss would you mind*" to the teacher, namely when a student says to the teacher should use polite language. The student called the teacher by using the word *Miss* and used the politeness of the phrase *would you mind*.

Therefore, the researcher concluded that the student used that sentence to maintain politeness because the teacher has high social level in this context. Besides, that phrase shows the social status differentiation: maintaining politeness in language.

CONCLUSION

The findings demonstrate that students mostly used social deixis, either relational social deixis or absolute social deixis, in their utterances in EFL classroom interactions, but they sometimes did not realize it. There were also relations between relational and absolute social deixis found in the utterances they used in interactions. The conclusion is that social deixis in EFL classroom interactions is all interconnected and constitutes a chain that cannot be disrupted to show the honorifics or how polite students are to their teachers.

The study's findings suggested that the teachers should use social deixis in EFL classroom interactions in the formal area and daily interactions, such as in daily interactions with a neighbor or in the non-formal area. It is also advised that educators continue to improve the quality of their teaching by having a variety of teaching by using social deixis utterances that are under the evolution of the teaching profession.

Furthermore, the findings must be viewed in light of its limitations, including the fact that it only included a small number of participants and the focus of the study is oriented on EFL classroom interactions in one of Indonesia's primary schools. Future research studies may involve more varied groups, which may then be extrapolated to a larger set of participants. Thus, the future researcher can compare teaching practice and the professional growth of teachers connected to using social deixis in classroom interactions.

Declaration by Authors

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