



**STUDENTS' UNDERSTANDING ON THE USE OF DEIXIS  
IN THE JAKARTA POST ADVERTISEMENTS**

THESIS

Written by:

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**ENGLISH DEPARTMENT  
FACULTY OF HUMANITIES  
JEMBER UNIVERSITY**

**2016**



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THESIS

A Thesis Presented to the English Department, Faculty of Humanities,  
Jember University as One of Requirements to Achieve  
Sarjana Degree in English Studies

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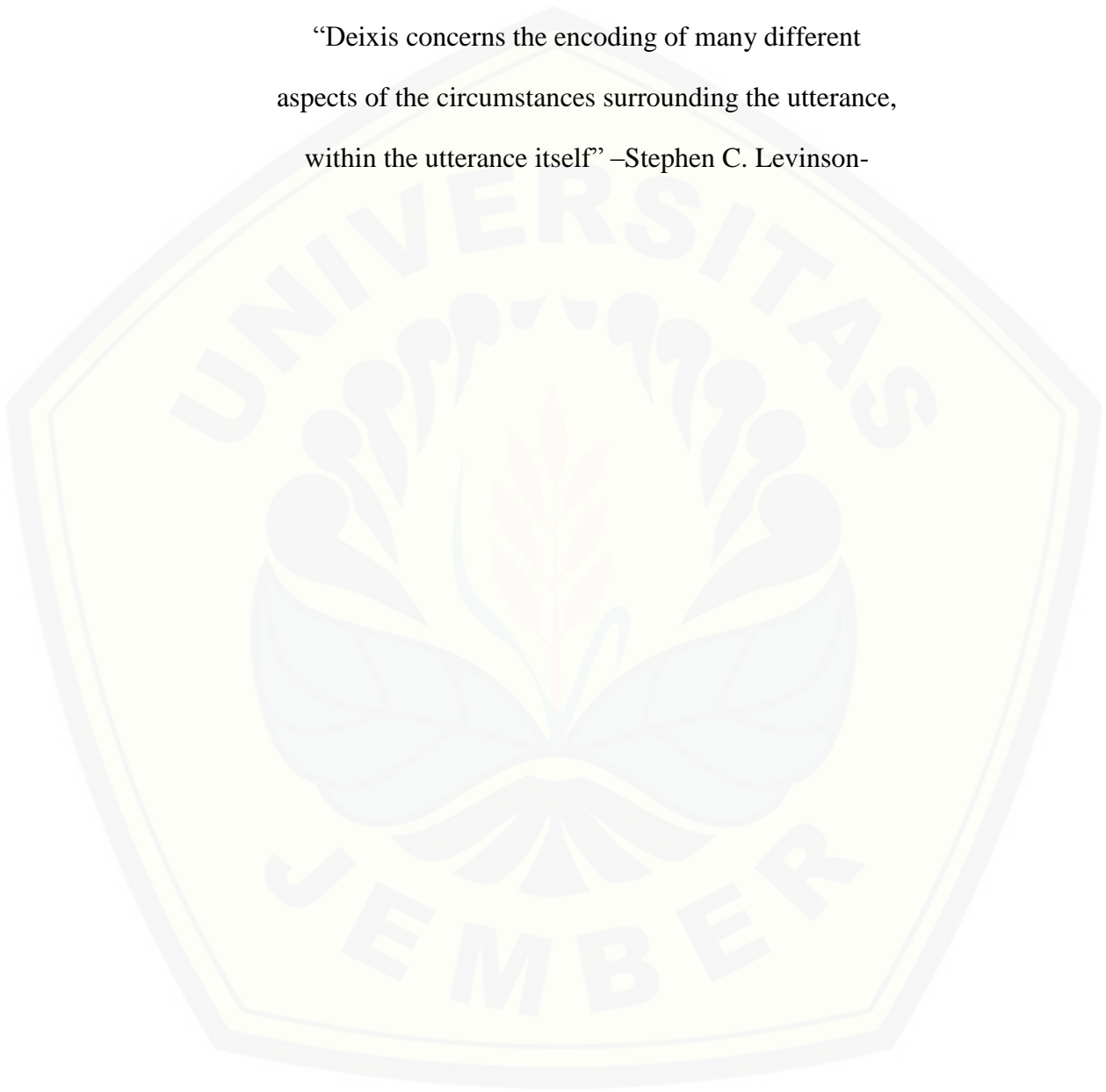
## DEDICATION

This thesis is dedicated to:

1. My beloved father Sudar S.P, M.MA and my beloved mother Widi Lestari who have given me full support, motivation, endless prayers and also the time.
2. My dearest brother, Nung Syaifullah Pribadi JNO for always cheers me up whenever I feel sad.
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6. All my friends from English Department academic year of 2011
7. My Alma Mater.

**MOTTO**

“Deixis concerns the encoding of many different aspects of the circumstances surrounding the utterance, within the utterance itself” –Stephen C. Levinson-



**DECLARATION**

I hereby state that the thesis entitled **Students' Understanding on the Use of Deixis in The Jakarta Post Advertisements** is an original piece of writing. I declare that the analysis and the research described in this thesis have never been submitted for any other degree or any publication.

I certainly certify to the best of my knowledge that all sources used and any help received in this preparation of this thesis have been acknowledged.

Jember, 01 December 2016  
The Researcher

Dian Septaning Astiti

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## SUMMARY

**Students' Understanding on the Use of Deixis in the Jakarta Post Advertisements;** Dian Septaning Astiti; 2016; English Department; Faculty of Humanities; Jember University; 47 pages.

This research deals with the students' understanding on the use of deixis that exist in the Jakarta Post advertisements. The students have to find and clarify the types of deixis. The students' answers will be used as parameter to identify how far the students comprehend deixis in the advertisement context. Moreover, the researcher is able to take a conclusion from the test's result and to determine which types of deixis that mostly cause problems. The significance of this research is the students can be aware about the types of deixis to avoid misconception whenever reading the advertisements.

The data are analyzed by using qualitative and quantitative method. The data themselves have three components; participants, questionnaire, and advertisements. The qualitative method is used to analyze and to explain the types of deixis with the interpretation in the advertisements in the Jakarta Post newspaper. While, quantitative method is applied to score the tests' result, determining the minimum standard criteria to pass the test and knowing the students' proficiency in interpreting the types of deixis.

The findings show that from five types of deixis, only four types are commonly used in the advertisements. They are person 48 words (63%), discourse 16 words (21%), time 7 words (9%), and place 5 words (7%). There are only six students who reach higher score and twenty two students get score under the minimum criteria. The person deixis is the types of deixis mostly used in every advertisement. The person deixis is applied because the advertisers attempt to influence the readers



by using an interaction. One of the advertisers' tactics to influence the readers is by creating a friendly image in their sentences. The other types of deixis function as additional information to support the person deixis. It can be concluded that the students fail to answer the questions because their understandings of deixis are poor. The other factor is most students declare that the language in the Jakarta Post advertisements is difficult. They cannot comprehend the reference of the advertisements. This factor causes the students choose to see the pictures or the symbols rather than reading the content of the advertisements.

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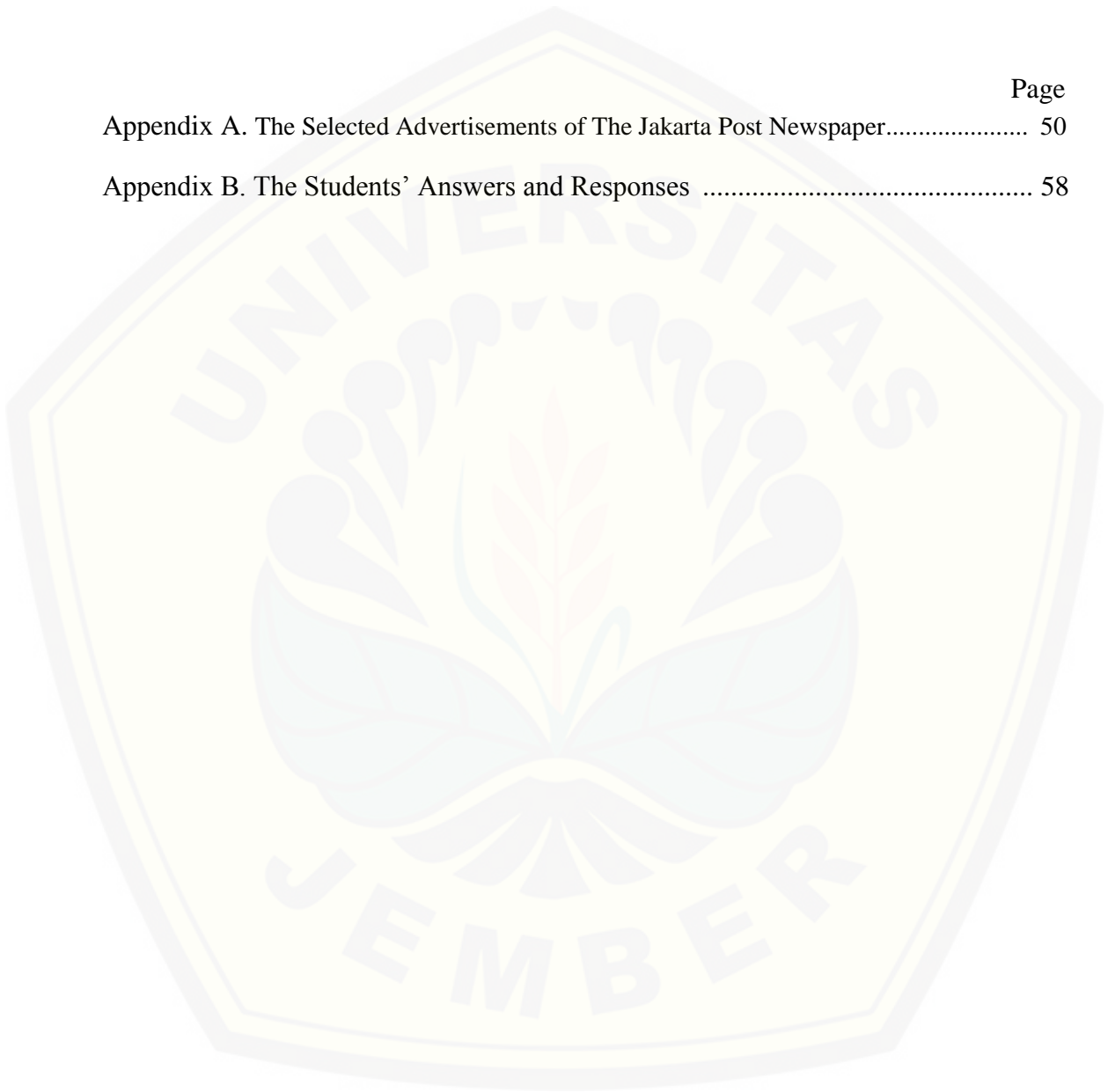
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## CHAPTER 1. INTRODUCTION

This chapter conveys some parts of the research. They are the background of the study, the problem of the study, the research questions, the goals of the study, the significance of the study, and the last is the organization of the study.

### 1.1 The Background of the Study

Communication is an important thing in life. As a human, we need communication to deliver the meaning of the message to another. The message that is uttered by the speaker to the hearer sometimes creates misunderstanding. Therefore, the hearer must pay attention to the linguistic context of the speaker's utterances to recognize what the speaker is pointing in conversation. Based on this fact, the understanding of deixis needs to be learnt. According to Grundy (2000:23), deixis is the relation of reference to the point of origin of the utterances. This means that deixis is the utterance in which its reference depends on who is the speaker, where does the utterance take place, and when the utterance occurs. Deixis is classified into five types: person deixis, time deixis, place deixis, discourse deixis and social deixis. The example of deixis in daily conversation is presented as follows:

‘I think she will come back several days later’

The statement above consists of two deixis. First is person deixis *she*. We do not know who *she* is in that statement, what *she* does and how close we are to *she*. The speaker does not mention what *she* is doing right now. Second, the words *several days later* are included in time deixis because those words contain ambiguity about the time. When *she* will be back is still unclear. Deixis does not only appear in spoken form like the example above, but it also can be found in written form such as the advertisements in a newspaper.

The written form advertisements contain deixis in which the advertisers set the language to deliver the meaning of the message to the readers, but the researcher

assumes that not all readers are able to understand the types of deixis in advertisements. In fact, the understanding of deixis is completely needed by the readers to help them easier in gathering information that they want. From this problem, the researcher considers to conduct the research about understanding deixis in advertisement context and to what extent the deixis is used in supporting the advertisements.

The Jakarta post advertisements are chosen for this research because they are the largest daily English language newspaper in Indonesia which has many readers. Besides, they also receive many achievements such as the International Newspaper Marketing Association – Editor and Publisher Award ([http://www.thejakartapost.com/company\\_profile/international\\_awards](http://www.thejakartapost.com/company_profile/international_awards), accessed on October 2, 2015). In this research, the researcher will involve the students as the participants where they play the role of readers' perspective in understanding deixis. The students are taken from the academic year 2012 majoring linguistics, Faculty of Humanities, Jember University. The reason of selecting those participants is the students have already obtained the lesson of deixis in pragmatics class. They should analyze the types of deixis that exist in each advertisement. Fifteen advertisements are selected randomly, and then the students must clarify the types of deixis that are linked with Levinson's theory (1983). Moreover, this research is useful for readers both linguistics students and non-linguistics students in understanding deixis in written advertisements. Therefore the understanding of deixis can help them as readers to interpret the content of advertisements.



## **1.2 The Research Topic**

This research discusses deixis in the Jakarta Post advertisements. It investigates the students' understanding of deixis in the advertisements context.

## **1.3 The Problem to Discuss**

As the English language learners, the students' academic year 2012 in linguistics major, Faculty of Humanities, Jember University ought to understand the types of deixis in many contexts, including written advertisements, but the reality shows that some students find difficulties in understanding deixis in written advertisements in the Jakarta Post newspaper.

## **1.4 The Research Questions**

The problems that will be discussed in this research are formulated in three questions:

1. What are the types of deixis used in the Jakarta Post advertisements?
2. Which deixis are difficult to understand by the students and what are the reasons?
3. To what extent is the use of deixis in supporting the advertisements?

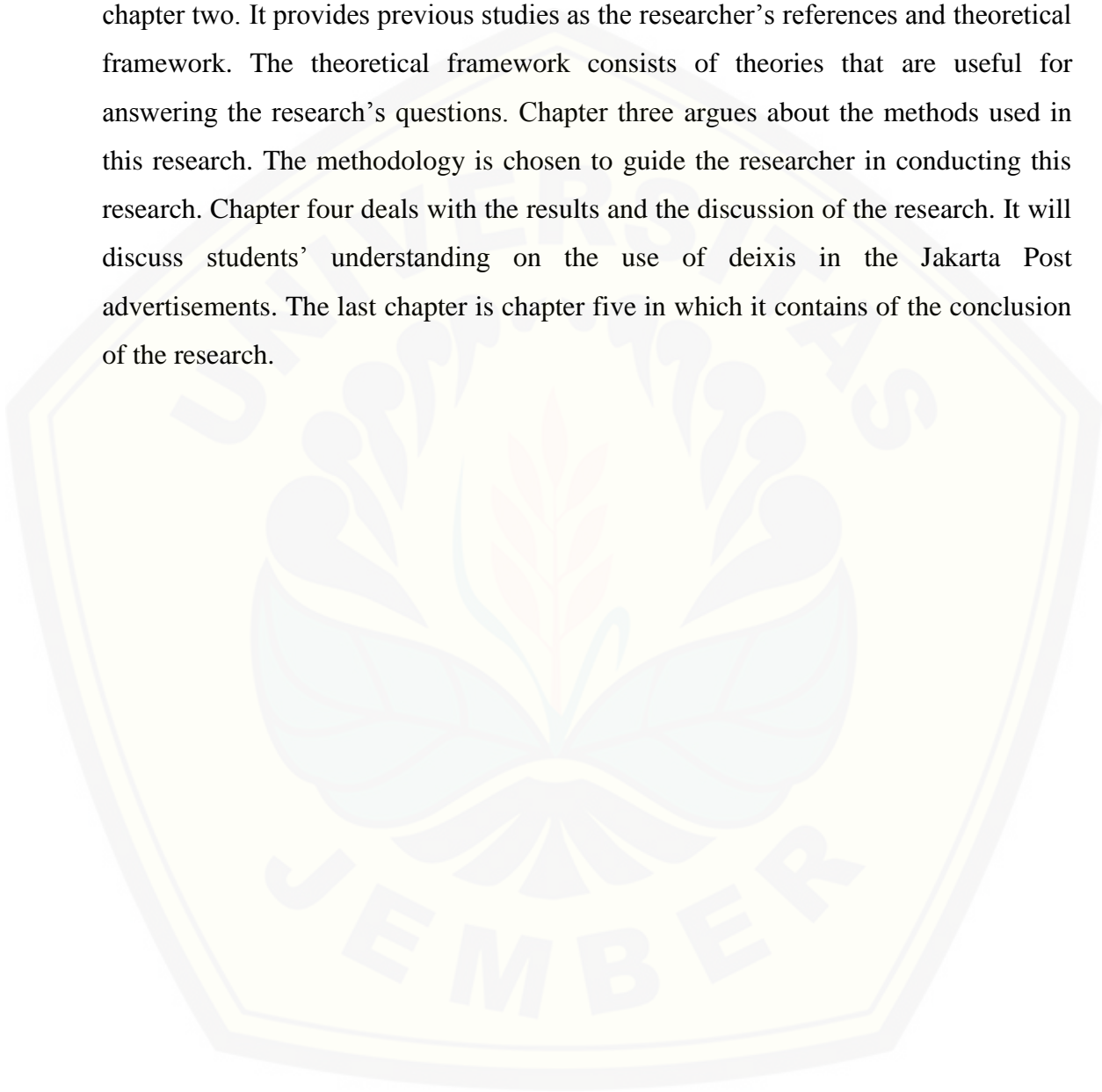
## **1.5 The Goals of the Study**

1. To find out the types of deixis in The Jakarta Post advertisements.
2. To discover the deixis that are difficult to be interpreted by the students.
3. To identify the use of deixis in supporting the Jakarta Post advertisements.

## **1.6 The Organization of the Study**

There are five chapters on managing this research in which each chapter has its own sub chapter. The main chapters are: introduction, previous studies and theoretical framework, research methodology, result and discussion, and conclusion.

In the first chapter, the background of the researcher doing research will be presented and also the questions that are already formulated have to answer. The next chapter is chapter two. It provides previous studies as the researcher's references and theoretical framework. The theoretical framework consists of theories that are useful for answering the research's questions. Chapter three argues about the methods used in this research. The methodology is chosen to guide the researcher in conducting this research. Chapter four deals with the results and the discussion of the research. It will discuss students' understanding on the use of deixis in the Jakarta Post advertisements. The last chapter is chapter five in which it contains of the conclusion of the research.



## CHAPTER 2. PREVIOUS STUDIES AND THEORETICAL FRAMEWORK

This part presents previous studies and theoretical framework to support the research. Literature review contains of the previous studies which are conducted by some researchers in the same field. It is used as the researcher's review on managing this research. Moreover, some theories are applied in this part such as pragmatics, deixis, the types of deixis, and the context.

### 2.1 The Previous Studies

Some researchers have already worked on the same topics. The researcher assigns two previous studies for this research. The first research comes from Uddin (2009). His research discusses the written advertisements in Time magazine. He finds that in Time magazine, there are types of deixis which are able to be analyzed and some words arise difficulties to understand. Therefore, he analyzes the existence of deictic word in each type of the written form advertisements slogan in Time magazine and the meaning of its deictic word. He applies the theory of deixis based on definite reference that is proposed by Rankema (1991) to find out the types of deixis which exist in the advertisements in Time magazine. The object of his research is written advertisements which focus on electronic products and airlines services. The reason is the advertisements in Time magazine need to be interpreted in order to make the same perception among the advertisers and the readers. The advertisements are taken from several editions; Time magazine No. 3. January, 20, 1999, Time No. 24. December, 11, 2000, Time No.7. February, 12, 2001, Time No. 1. December, 31, 2001, Time No. 16. April, 22, 2002. For his research, the descriptive qualitative method is used because the data are in the form of word, namely utterances used in the writing form of advertisements in Time magazine. The results of the analysis in the writing forms advertisements are; using Reason Why Form, Sense Appealed Form, Testimonial

Form and Conversational Form. The most found deixis are pronoun deixis and place deixis.

The second research is a journal written by Maspufah (2015). Her research informs about students' competence in interpreting deixis in the narrative text, the purpose of doing research is to know the students' difficulties whenever they read the narrative text. The theory that is used for his research is Levinson theory (1983) in which it is helpful to identify the student's mistakes in interpreting the deixis. The quantitative and qualitative methods are employed in her research. The quantitative is in the form of students' test while, the qualitative is in the form of interview. The finding of the research shows that the students' competence is categorized good enough, even though the understanding of grammatical and vocabularies are still low.

From the previous researches above, there are some differences between this research with the research of Uddin and Maspufah, Uddin takes advertisements in Time magazine as his data while this research uses advertisements in The Jakarta post newspaper. Time magazine is an American weekly news newspaper and it is widespread around the world whereas the Jakarta post newspaper is a daily English language newspaper in [Indonesia](#) that is targeted for foreigners and educated Indonesians. As an Indonesian resident, the researcher chooses the Jakarta post advertisements because it carries local and international news. However, this research is similar to Maspufah's research which involves participants. The participants take the role as the readers' perspective. They are taken from the English Department, Faculty of Humanities, Jember University students. Therefore, this research is arranged from the combination of the two studies before.

## **2.2 Theoretical Framework**

### **2.2.1 Pragmatics**

Pragmatics and semantics are a unity. Semantics is the study of meaning in language, whereas pragmatics concerns with the meaning in a communication

(Griffiths, 2006:1). Semantics just stresses on how the vocabularies, structures of language are constructed to build the meaning, but pragmatics is about the correlation between semantics and peoples' knowledge in a communication. The communication is always needed in human life to interact with others. It means in every communication, pragmatics takes its position. In a communication, there are the speaker and the hearer who are delivering the meaning of the message which involves the context. The context determines whether a sentence acceptable logically or not.

Here the example of context in pragmatics conversation:

**Example 1.**

- X : Umm, very hot!  
Y : What? Hot?  
X : Yeah, the sunshine is very hot.  
Y : Oh, I think you talk about the taste of this snack.

The example above represents pragmatics phenomena. Without the context, the word *hot* can cause misunderstanding among the speaker and the hearer. *Hot* may have meaning to indicate the temperature, and also to indicate the taste of food. By seeing the context of conversation, everything are able to be clear, the speaker and hearer have the same meaning. If the context is ignored, the situation such below is possible to occur.

**Example 2.**

- X : (X meets Y, X is wearing an old hat)  
Y : Hi, long time not seeing you, anyway you look so beautiful with this hat.

There are two assumptions of Y's utterance. First, Y comments the appearance of X. Second, Y is insulting X. The statement of Y causes a problem if Y does not give any additional information. Therefore, to avoid misunderstanding among the speaker and the hearer, it is a necessity to have the same mind in referring something.

Pragmatics also deals with the term reference. In a conversation, the words may be used to refer. According to Saeed (2003:24), the theories of meaning can be called referential when their basic premise give the meaning of words and sentences by showing how they relate to the situation. In other word, in referring something the hearer should understand what the speaker refers to by seeing the context of the situation. The misconception among the speaker and the hearer sometimes occur when the reference is unclear. The example of unclear reference is in the pronouns *she, he, I, you*, etc. These pronouns are seen as unclear pronouns because the reference changes depend on the hearer's perspective. Therefore, we need more background knowledge to guess the reference that is pointed by the speaker. Deixis plays its role in pointing something in a conversation.

### 2.2.2 Deixis

Deixis means different things to different people, Cruse (2000:319). The point of view in deixis can be different depending on each person.

#### **Example 3.**

*Look, those roses are beautiful.*

The deictic word of the example above is *those*. It has two different opinions. The word *those* indicates the location is far from the speaker, but if the hearer near to the roses, *those* is not proper in this context. The hearer sees that the roses are near, therefore *these* is more appropriate rather than *those*. One thing that should be stressed, in deixis the reference has a correlation with speech event and what the participant is pointing. The other examples of deixis:

#### **Example 4.**

1. *He* is my father (said of a man entering the room).

2. *Someone* is coming (said ear cocked to a slamming door).
3. *The funny noise* is our antiquated diswashing machine (said pointing chin to kitchen).
4. What *a great picture* ! (said looking at a picture).

(Horn, 2006:101)

The words in italic show deixis. To make the hearer has the same perception with the speaker, the hearer has to pay attention to the additional features, such as the context in which the utterance occurs, the gestures of the speaker, and if needed the background of knowledge the hearer should be gained. Deixis has many types related to persons, time, place, discourse, and social.

Persons, participants and other entities: *she, her, hers, he, him, his, they, it, this that.*

Time: *now, soon, recently, ago, tomorrow, next week.*

Place: *here, there, two kilometers away, that side, this way, come, bring, upstairs.*

Discourse: *this* sentence, the *next* paragraph, *that* was what they told me, *I* want you to remember *this*.....

(Griffiths, 2006:14)

Some experts such Levinson (1983) includes social deixis into the types of deixis. The discussion about the types of deixis gives in the following parts.

#### 2.2.2.1 Person Deixis

In person deixis, it concerns with three divisions: The current speaker, addressee(s), and others. All of them are represented into grammatical form in pronoun. The current speaker usually embodies a first singular pronoun, second person pronouns for addressee(s), and for third person consist of neither speaker nor addressee(s). When the speaker is singular, we can mention it as first person singular. Actually, in this context, the speaker has the correlation with others. The use of

person deixis for second person pronouns has two terms, *you* can be singular or plural. The grammatical features in English are different from other languages.

	Singular	Plural
1st person	I/me	We/us
2nd person	You	You
3rd person	He/him, she/her, it	They/them

*I* in person deixis means the speaker while *you* is as the hearer. If there are two people involved in a conversation, the third person must distinguish the position of *I* and *you* because the referent of *I* and *you* always shift. We also need to notice the pronoun of *you* by seeing its context because the pronoun *you* might arise misconception. For more details, here the example of deixis in the second pronoun *you*:

**Example 5.**

1. Will *you* buy me a box of chocolate?
2. Ok students, all of *you* must bring your homework tomorrow.

Both of the second pronouns above have two interpretations. *You* in number one shows that the speaker is talking to the hearer in which its position as the second person singular. In contrast, the example in number two indicates second person plural, *you* refers to *students*. It might be uttered by the teacher to her pupils. Without the context, if someone says “all of you”. We can suppose that the speaker is talking to more than one person, because the word *You* also can indicate more than one person.



Person deixis has relation with social deixis. Social deixis distinguishes how close the speaker to the hearer. English is different from other, some languages have the pronoun when it is uttered the senses become more polite such as *jenengan* in Javanese. To create the sense more polite in English the speaker applies the word *shall* or *could* to the hearer because *you* are used for various ages, gender, social status and many others.

#### 2.2.2.2 Time Deixis

Time deixis or temporal deixis concerns with the time. Time, for most people refers to absolute time such as the cycles of day and night, lunar months, seasons and years, and everything about time that can be measured. Whereas in time deixis, it bonds with the participant role. Time deixis functions to locate points or intervals on the time deixis, using (ultimately) the moment of utterance as a reference point (Cruse, 2000:321). The participant role is a crucial thing in time deixis, because the moment of the speaker is delivering its utterances need to be noticed. There are three aspects in time deixis: (1) before the moment of utterance, (2) at the time utterance, (3) after the time of utterance. The example of three aspects before can be seen as bellow:

#### **Example 6.**

1. He looked so handsome *yesterday*.
2. He looks so handsome *today*.
3. I guess he will look handsome *tomorrow*.

The words *yesterday*, *today*, and *tomorrow* are referred to the relevant day. The example of deictic time in English such as: *now*, *then*, *soon*, *recently*, and so on. *Now* is different from *then*. *Now* is present time, which is showing the moment of utterance/ CT (Coding Time), (Levinson, 1983:73) and *then* is not present time.

**Example 7.**

1. Please, send me your email *now*!
2. I'll come to your apartment, *then*.

*Now* can be said as the instruction at that time the moment of utterance, in contrast with *then*. It means “not now”. *Then* can be applied both for past and future.

**Example 8.**

1. November 22<sup>nd</sup>, 1963? I was in Scotland *then*.
2. Dinner at 8:30 on Saturday? Okay, I'll see you *then*.

(Yule, 1996:14)

The example above shows that *then* is used in two situations, but *now* is only applied at the moment of utterance.

Time deixis is linked to deictic information such as past, present, and future. The deictic information in time is used, for example, in words *this week*, *last week*, and *next week*, *this month*, *last month*, and *next month*, *this year*, and *next year*. Someone says ‘let us go to beach next week’ in Tuesday (the moment of utterance means present on Tuesday). *Next week* indicates one week later, in the next Tuesday. The speaker cannot say *this Tuesday* on *Monday*, because the word *tomorrow* is more suitable rather than *this Tuesday*. In understanding time deixis, we also need elaborating non-deictic aspect such as calendar time.

### 2.2.2.3 Place Deixis

Place deixis or some experts called spatial deixis concerns with the specification of locations relative to anchorage points in the speech event (Levinson, 1983:79). It

means the place that is pointed by speaker depends on the speaker that refers to but, the object can be related to other. Place deictic words in English, for example *here*, *there*, *this*, and *that*. To understand the context of utterance in place deixis, the units of measurement or descriptions of direction and location need to be involved. It is because without extralinguistic knowledge, the misconception is possible to occur.

The words *there* and *here* sometimes cause different perception among the speaker and the hearer, such as:

**Example 9.**

1. Don't take the flowers *there*, please bring it *here*!

For the speaker *here* means come to him to the location of the speaker, but the hearer sees *here* as *there* because the space between them is real. *There* is far from the hearer but near from the speaker who is delivering the utterance. *There* also can show the place that has already been visited.

**Example 10.**

2. We're *there*.

(Levinson, 1983:80)

*There* as the example above is an expression of someone who is completing his goals in visiting a certain place. The other place deixis that is common to be used like *that* and *this*. Similar to the words *there* and *here*, the word *that* means the object is far from the utterance of the speaker, while *this* denotes the object is near to the utterance of the speaker. Sometimes, the use of place deictic words creates ambiguity because one word can be applied in two situations in which each of them has the different meaning.

**Example 11.**

3. *This* side of the building.
4. *This* side of the yard.

The example in number 3, the use of *this* represents one side of the building that concrete, can be seen and touched. The location that is pointing is near to the speaker. In contrast, the example in number 4 is distinct from the example in number 3, *this* event though is also used in the context of location the meaning is different. The notion of the word *this* expresses the area in the yard that is pointing by the speaker in which only can be seen and abstract. To minimize the misconception, the participants (the speaker and the hearer) also must pay attention to the non-deictic conceptual of space like the distinction between surfaces, spaces, enclosures, containers, and so on, and between fronts, backs, tops, sides of objects.

**2.2.2.4 Discourse Deixis**

According to Levinson (1983:85), discourse, or text, deixis concerns the use of expressions within some utterance to refer to some portion of the discourse that contains that utterance (including the utterance itself). It means in an utterance the referent is uttered to pointing the pronoun before. The repetition of words to refer the pronoun before is not mention for the same entity, but use the term like *it*.

**Example 12.**

1. What do you think about my new mobile? I spent a lot of money to buy *it*.
2. You said that there was an accident yesterday, *that* is a lie.

The examples above show the pronoun of the referent before. At the first example, *it* refers to *new mobile*. While, the second example shows that *that* refers to

the word *told*. To interpret how discourse deixis works in the utterances or sentences, the participants are able to apply the way of interpreting the person deixis. In addition, the important thing to be noticed in understanding discourse deixis, the participants need to see the full context of utterances or sentences to make clear the reference that is pointed.

Discourse deixis is similar with anaphoric, but it is different. Discourse deixis is the referent that refers to the word mentioned before and anaphoric used to refer the word in the same entity. The examples that have already given before are *that* it includes in discourse deixis not the anaphoric. The other aspects such as time and place deictic need to be involved in discourse deixis. The term like *next week*, *next Thursday*, and *this*, *that* can be included in discourse deixis.

#### 2.2.2.5 Social Deixis

Social deixis is related to the social aspects in its referent in the utterance. Levinson as cited in Fillmore (1975:76) states that aspect of sentences which reflect or establish or are determined by certain realities of the social situation in which the speech act occurs is involved in social deixis. The parts of these social aspects are; the social identities of participants, or the social relationship between the participants, or between one of the participants and person and the referent. There are two features in social deixis; relational and absolute in which it presents as follows:

- (i) Speaker and referent (e.g. referent honorifics)
- (ii) Speaker and addressee (e.g. addressee honorifics)
- (iii) Speaker and bystander (e.g. bystander or audience honorifics)
- (iv) Speaker and setting (e.g. formality levels)

In this discussion, the term honorifics is used to determine the social relation between the speaker and the hearer. Honorifics takes its role in the context of

utterance. English has little bit words that show the honorifics because there is no specific term that is used in calling someone. For instance, the word *you* can be used to all social status, whether to older people or strange people. Other languages such as in Asian countries (Korean, Japanese, Javanese and so on), those countries have their own expression for showing the respect to another. Javanese has some distinctions of language in use for showing the social level such as *ngoko*, *krama*, and *krama inggil*.

**Example 13.**

- Ngoko (the lowest level of Javanese language)
  - *Kowe ojo mangan dhisik.* (you do not precede to eat).
  - *Sliramu ojo mangan dhisik.* (please do not precede eating).
  
- Krama (the middle level of Javanese language)
  - *Menopo eyang kakung sampun dhahar?* (Has the grandpa already eaten?).
  - *Kulo tumut bapak datheng sabin.* (I follow my father to the field).
  
- Krama Inggil (the highest level of Javanese language)
  - *Bapak tindak dhateng Jakarta dinten minggu.* (The father goes to Jakarta on Sunday).
  - *Pak badrun mundhut sepatu* (Mr Badrun takes the shoes).

(123vindahistoria.blogspot.com, accessed on December 4, 2015 )

*Ngoko* Javanese commonly is used for everyone in daily life, uttered by the kids to their friends, the older to the younger, someone to close friend. *Krama* Javanese is used by the students to teacher, the younger to the older, the kids to their parents, the staffs to their chief. *Karma Inggil* Javanese is the highest level in Javanese, the purpose of choosing this language is to give the big respect to other people.

### 2.2.3 Context

Context is an important aspect in pragmatics. Pragmatics is defined as the study of the relation between language and context that are basic to an account of language understanding, Levinson (1983:21). From the definition, pragmatics cannot be separated with the context. Without context the meaning of sentences or utterances may be difficult to understand. In some cases, for example, people failed to understand the meaning in a sentence or an utterance, it happens, if the context which is one of the aspects in language is neglected to be understood. This is the reason why context is necessary in order to avoid misunderstanding. The deictic words absolutely need context as the information, the words such as *here, now, I, you, this, and that* need the context to determine the speaker and the hearer are, and the time and place of the production of the discourse (Brown and Yule, 1983:27). The use of deixis can find in various contexts like in an advertisement. The context of this research comes from advertisements in which the readers must recognize the deixis and its types with the purpose the readers will be helped in understanding the content of the advertisements easily. Deixis in the advertisements is important to learn because the advertisements usually use short, simple sentences and have no additional information. It potentially causes the readers get the wrong information. Furthermore, the use of deixis in each advertisement can be analyzed to explore what messages that want to be delivered by the advertisers to the readers.

## CHAPTER 3. RESEARCH METHODOLOGY

This chapter presents the research methodology and it provides the following methods such as the type of research, research strategy, data collection, data processing, and data analysis.

### 3.1 The Type of Research

This research employs qualitative and quantitative methods. Denscombe (2007:248) states that qualitative research tends to be associated with words or images as the unit of analysis, whereas quantitative research tends to be associated with numbers as the unit of analysis. Qualitative method is used in analyzing, describing the types of deixis and also interpreting the advertisements of the Jakarta post newspaper. While, the quantitative method takes its function in scoring the participants' test that are given, determining the minimum achievement criteria from standard competence, counting the average score and determining the level of students' proficiency in interpreting deixis.

### 3.2 Research Strategy

The researcher uses mix methods approach, qualitative and quantitative. Denscombe (2007:110) states that this kind of research tends to involve seeing things from alternative perspectives and getting a more complete overview of the subject. The purpose of the researcher does these methods to produce more varied and informative study. Further, it includes in exploratory qualitative statistical in which Mackey and Gass (2005:4) state that it uses qualitative data, statistical method of analysis and nonexperimental manner of the data collection. The qualitative data of this research are taken from the result of participants' questionnaire. By knowing the test results, the types of deixis that are difficult to be interpreted will be discovered. Statistical method of analysis is applied in determining and counting the final scores



of students. While, nonexperimental data collections are used because the data are collected without doing any experiments.

### 3.3 Data Collection

This research consists of two data, first data are the advertisements in the Jakarta Post newspaper, second data are the results of students' questionnaire. The researcher conducts open-ended questionnaire to the students' of academic year 2012 majoring linguistics of English Department Faculty of Humanities, Jember University. According to Blaxter *et al* (2010:186) questionnaires are strongly associated with the collection of quantitative data through the use of multiple-choice questions and pre-coded responses, they may also include (or be entirely composed of) open-ended questions. Questionnaire is required for data analysis and it is designed to determine the score of participants. The materials in making questions come from the advertisements in the Jakarta Post newspaper. The more details of steps in data collection are explained below:

a. Participants

The participants, who are joining in this research is taken from the students' of academic year 2012 majoring linguistics of English Department Faculty of Humanities, Jember University. The total number of participants is twenty eight which all relevant categories of sex and age are included. The reason for choosing these students is because they have already obtained the lesson of deixis in pragmatics class. Their knowledge about linguistics is more comprehend rather than the other level students. Therefore the researcher wants to investigate how far they understand deixis in the advertisements context.

b. Questionnaire

In collecting the data, the researcher will do questionnaire related to the topic that is discussed.

the idea of formulating precise written questions, for those whose opinions or experience you are interested in, seems such an obvious strategy for finding the answers to the issues that interest you. But, as anyone who has tried to put a questionnaire together will tell you – and then tried again to interpret the responses.

(Blaxter *et al.* 2010:201)

From the citation above, the researcher decides to make some steps of research, such as the students must answer the questions that are already given, the questions are about advertisements in newspaper which contain of deixis, and they should determine the types of deixis for each advertisement. The results of questionnaire is scored to know the level of students' proficiency.

c. Advertisements

The advertisements are applied in the form of questionnaire in The Jakarta Post, The Jakarta Post is chosen because it is a member of Asia News Network in which they organize to provide avenues for cooperation and to optimize coverage of major news events in the region. Moreover, The Jakarta Post is a largest daily English language newspaper in Indonesia, which has several awards such as the International Newspaper Marketing Association – Editor and Publisher Award ([http://www.thejakartapost.com/company\\_profile/international\\_awards](http://www.thejakartapost.com/company_profile/international_awards), accessed on October 2, 2015).

### 3.4 Data Processing

The data will be processed in the following steps:

1. Collecting and selecting randomly fifteen kinds of advertisements from The Jakarta Post newspaper which is published on 1<sup>st</sup> June until 30<sup>th</sup> June 2015.

2. Making questionnaire for the students to find the types of deixis and the interpretation in each advertisement which are appropriated with Levinson's theory (1983).
3. The students' answers are corrected to find out which types and the reason of particular deixis are difficult to understand.
4. Giving the students final score.
5. Analyzing the extent of the use of deixis in supporting the Jakarta Post advertisements.

### **3.5 Data Analysis**

After the data are processed, the next step is data analyzing. It presents as follows:

1. In scoring the students' questionnaire, the researcher matches the answers of the students based on Levinson's theory (1983) in finding deixis, after that determine the level of students' proficiency.
2. The students that failed to find deixis are detected from the result of students' questionnaire. Therefore, the types of deixis that are difficult to interpret can be concluded.
3. The factors that cause the students are difficult to interpret deixis in advertisements context are discovered by looking at the reason in answering questionnaire.
4. The advertisements are analyzed to find out the messages that want to deliver by the advertisers in using deixis.

## CHAPTER 5. CONCLUSION

This chapter provides the conclusion of the study. In this chapter, the summary of the all previous chapters are given. The research deals with the study of pragmatics that focuses on students' understanding on the use of deixis in the Jakarta Post advertisements. The deixis theory is chosen to reveal the types of deixis in the advertisements. In addition, the research is useful to know the students' competence in understanding deixis. This research is conducted to answer several research questions before.

The first question is about the types of deixis in the Jakarta Post advertisements. There are five types of deixis, but only four types of deixis that are commonly found in the advertisements. The deixis that are used are person, discourse, time and place. These deixis take a crucial part in the advertisements. It is because deixis has function to make the readers focus on the sentence that become the main topic. In the total 15 advertisements, the advertisers apply person deixis (47 words/ 63%), discourse deixis (16 words/ 21%), time deixis (7 words/ 9%), and place deixis (5 words/ 7%). In this analysis, the advertisers use deixis words to build an interaction with the readers more closely and persuade them to buy the products or services.

The second question is about the types of deixis that is difficult to be interpreted by the students. The findings show that the students' ability in understanding deixis in the advertisements context are still poor. This is supported by the table of students' score percentages in understanding each type of deixis, with the minimum score is 60. In the person deixis, 17 students (60%) get below the minimum score, 11 students (40%) are able to reach the minimum score. For discourse deixis, there are 21 students (75%) who get the low score, 7 students (25%) reach the standard score. Then, in time deixis, there are 26 students (93%) who get the

minimum score, whereas only 2 students (7%) receive above the minimum score. The last, place deixis, there are 26 students (93%) who obtain the minimum score and 2 students (7%) receive the higher score. The students' total score for 15 advertisements indicate that only 6 students are able to reach the minimum score in the range (60 – 69.9 = 3 students / C, average) and (70 – 79.9 = 3 students/ B, good). Whereas, there are 22 students or more fail to answer the questions correctly. They are in the range (0 – 49.9 = 16 students/ E, unsatisfactory) and (50 – 59.9 = 6 students/ D, poor). The reasons of the students fail in answering questions are most of the students do not comprehend what deixis is. Second, the advertisements use simple and short sentences with no additional information. This is possible to cause misconception among the students. The result shows that the students think that the Jakarta Post advertisements are difficult.

The last question in this research is revealing the use of deixis in the Jakarta Post advertisements. The existence of deictic word in each advertisement has some purposes, such as creating a friendly and personal image of themselves to the customers and restricting the readers to see the other sentences that are not important. The purpose is to trap the potential consumer. Moreover, by understanding the deixis words, the readers are able to know the main idea and the persuasive strategies of the advertisers in creating the advertisements. The result is the readers can be more careful in getting the information.

The results of this research show from 28 students, there are only 6 students who can understand the deixis in the Jakarta Post advertisements. Whereas, 22 students do not understand deixis. The factors cause many students fail to comprehend deixis in the advertisements context are: first, the students are confused with the reference that is used in the advertisements. The unclear references make the students unsuccessful in interpreting the deixis. Second, they assume that the language in Jakarta Post advertisements are quite difficult to understand. Therefore, the students find problems in interpreting deixis. Thus, the failure of understanding

deixis causes misconception and misinterpreting. These are the reasons why deixis needs to be learn in order to make the students can interpret deixis correctly.



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APPENDIX A. THE SELECTED ADVERTISEMENTS OF THE JAKARTA POST NEWSPAPER.

All students' answers are based on the 15 advertisements. The words in bold and underlined type are deixis.

1. TOMORROW, THE MIRROR

LAKE BECKONS

Yesterday you enjoyed the most pristine and isolated steeps in the

Southern Alps on an amazing scenic heli-flight and took a cruise down the lakes and rivers.

Today take it slow and indulge yourself in spa treatments, boutique shopping and partake in some gastronomic adventures with the regions excellent food.

Tomorrow will bring a smorgasbord of activities such as cycling

or walking and enjoy the clear mountain air and stunning vistas on one of the many trails all within easy reach.

Simply put, you'll never be short of things to do in New Zealand.

Every day a different journey.



2. FLY OUR GLOBAL NETWORK TO REACH YOURS

Fly our global network to reach yours

We designed our network with business travelers in mind

Whether your final destination is Asia, North America or Europe-ANA brings the business world together.

With more routes and convenient connecting flights through Japan,

You can spend more time on business and less time on travel.



### 3. SHERATON BANDUNG WELCOMES RAMADHAN

*The Sheraton Bandung Hotel & Towers recently held a welcoming event to mark the start of the new Ramadhan season.*

*This short ceremony on June 15 showcased a full Ramadhan buffet for guests with a barbeque, carvery and noodle stations. The buffet features a mix of local and international fare, all prepared by chef Severin.*

*It will be available for guests until the end of Ramadhan Rp 180,000*

*(US\$13.54) per person from Sunday to Friday and Rp 189,000 per person on Saturdays, along with live musical entertainment.*

*Both offers are tax exclusive.*

**BANDUNG EXPOSÉ**  
**Sheraton Bandung welcomes Ramadhan**

The Sheraton Bandung Hotel & Towers recently held a welcoming event to mark the start of the new Ramadhan season.

This short ceremony on June 15 showcased a full Ramadhan buffet for guests with a barbeque, carvery and noodle stations. The buffet features a mix of local and international fare, all prepared by chef Severin.

It will be available for guests until the end of Ramadhan at Rp 180,000 (US\$13.54) per person from Sunday to Friday and Rp 189,000 per person on Saturdays, along with live musical entertainment.

Both offers are tax exclusive.

### 4. NANYANG TECHNOLOGICAL UNIVERSITY

*Come to a place where great minds converge and where knowledge bears fruit. Choose from our diverse range of higher degree programmes, each carefully crafted to develop thought leadership. Learn, share and grow with us.*

**Learning Differently  
 Leading Change**

NANYANG TECHNOLOGICAL UNIVERSITY

Come to a place where great minds converge and where knowledge bears fruit. Choose from our diverse range of higher degree programmes, each carefully crafted to develop thought leadership. Learn, share and grow with us.

**Higher Degree Programmes**

OPEN TO ALL January 2016 Intake

## 5. WNI TEACHERS REQUIRED

If you love to teach children

If you have S1, S2 or a degree from UI/UGM/ITB etc. or degree from US/UK/AUS/NZ etc.

are fluent in written and spoken English.

Then you may be the person we are looking for in our schools in Jakarta,

Semarang, & Bali to teach: Accounting, Business Admin, Music, English,

French, Mandarin, Art, Physics, Chemistry, Biology, Korean Literature

Send CV, recent photo, city preference JKT-SMG or BALI to:

[wnteacher@gmail.com](mailto:wnteacher@gmail.com).

## 6. A MONTH OF BLESSINGS AT ASTON BRAGA

Aston Braga Hotel and Residence is welcoming the holy month of Ramadhan with a special program that will allow families to enjoy the season together.

For Rp 120,000 (inclusive of tax), you can enjoy the chef's menu of dishes, which includes takjil (fast-breaking meals) and all-you-can-eat dessert.

Foods served include Chinese cuisine, traditional dishes and those from all across the archipelago, with specific dishes including Peking duck, cilok and dim sum.

There will be door prize vouchers for shopping in Yogya Department Store and spoiling your entire family.

**WNI TEACHERS REQUIRED**

1. If you love to teach children.
2. If you have S1, S2 or a degree from UI/UGM/ITB etc. or degree from US/UK/AUS/NZ etc.
3. Are fluent in written and spoken English.

Then you may be the person we are looking for in our schools in Jakarta, Semarang & Bali to teach:

**ACCOUNTING | BUSINESS ADMIN | MUSIC  
ENGLISH | FRENCH | MANDARIN | ART  
PHYSICS | CHEMISTRY | BIOLOGY  
(PART TIME - NATIVE) KOREAN LITERATURE**

Excellent salary, perks and career growth.  
Send CV, recent photo, city preference JKT - SMG or BALI and your statement to:  
[wnteacher@gmail.com](mailto:wnteacher@gmail.com)



**A month of blessings at Aston Braga**

Aston Braga Hotel and Residence is welcoming the holy month of Ramadhan with a special program that will allow families to enjoy the season together.

For Rp 120,000 (inclusive of tax), you can enjoy the chef's menu of dishes, which includes takjil (fast-breaking meals) and all-you-can-eat dessert.

Foods served include Chinese cuisine, traditional dishes and those from all across the archipelago, with specific dishes including Peking duck, cilok and dim sum.

There will be door prize vouchers for shopping in Yogya Department Store and spoiling your entire family.

7. BUKA PUASA DELIGHT

Share a warm breakfasting moment with your loved ones, at The Ambassador Coffee Shop including Tajil (sweet dishes) and dinner buffet.

ASTON primera Pasteur – Hotel & Conference Center, Bandung



8. ISLAND SPOT

One of the world's most famous holiday destinations and dubbed the Island of the Gods, Bali has its own distinct charm to offer in all corners of the island; from natural wonders and cultural tours, to breathtaking panoramas, eco-tourism, beachfront living and resort stays, as well as culinary and shopping excitement. Our Island Spot section, published every Friday & Saturday, is designed to make the most of your stay in Bali. To place your ad in this section, contact Opie or Mirah on 0361-265436.



9. AUS-SOME TREAT TO CELEBRATE A SPECIAL MONTH

Start with your choice of Soup of the Day, Half Crispy Mushrooms or Half Kookaburra Wings.

Then, choose your favorite entrée from the list below:

Toowoomba Topped Chicken, Grilled Salmon or Black Pepper Steak Bites for Rp. 179.900

Outback Special or Half BBQ Beef Ribs for Rp. 199.900

All sets will be served with your choice of soft drink or hot tea.



10. FLY TO AMSTERDAM STARTING 16<sup>TH</sup> JUNE 2015

Paint your next escape to one of the world's most electric and creative cities. The heart of the Netherlands and home to renowned art galleries, museums, festivals and music venues this vibrant world city has it all.

Privilege Club members will earn 14,000 Qmiles for a round-trip in Premium Class and 7,000 Qmiles for a round-trip in Economy Class from 16<sup>th</sup> June to 31<sup>st</sup> August 2015  
To be eligible, please register before you travel at [qmiles.com](http://qmiles.com).  
Terms and conditions apply.

QATAR Airways



11. IFTAR DELIGHTS

*Ramadan brings a sense of togetherness to all of us  
 We invite you to step into culinary world and  
 savor the pleasure that this festivity holds.*

*For more information and reservations please call  
 +62 22 2500 303 text 7544 or visit [www.sheratonbandung.com](http://www.sheratonbandung.com)*



12. SATURDAY NIGHT FEVER

*Experience the fresh  
 imported striploin and made-to-order live cooking stations  
 showcase and to top off the delectable dining experience.  
 We offer a diverse range of mouth-watering dessert too.  
 Find out the comfort, convenience & pleasure at Feast.  
 Our entertaining home band will perform all the way.*

*Buffet Dinner  
 ONLY IDR 189,000 ++/person  
 50% OFF for all 4 – 11 years old kids  
 From 6 – 10 pm*



## 13. CLASSIFIED ADS

Access the maximum benefits at the minimum cost in our "Classifieds" section, where you will receive a wide range of ad options, ranging from cars, houses, offices and schools, just to name a few.

Contact us or send us your ad to [classifieds@thejakartapost.com](mailto:classifieds@thejakartapost.com)/  
[choirunnisa@thejakartapost.com](mailto:choirunnisa@thejakartapost.com),  
call icha at 021 – 5300 478 ext. 2060 for more information.



**Classified Ads**

Access the maximum benefits at the minimum cost in our "Classifieds" section, where you will receive a wide range of ad options, ranging from cars, houses, offices and schools, just to name a few.

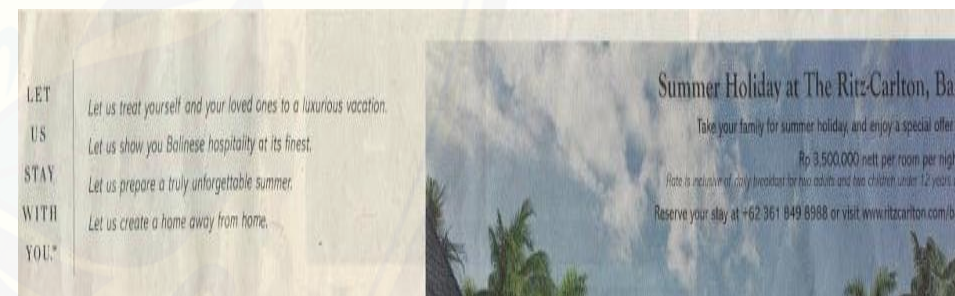
Contact us or send us your ad to [classifieds@thejakartapost.com](mailto:classifieds@thejakartapost.com) / [choirunnisa@thejakartapost.com](mailto:choirunnisa@thejakartapost.com),  
Call icha at 021 – 5300 478 ext. 2060 for more information.

## 14. SUMMER HOLIDAY AT THE RITZ-CARLTON, BALI

Let us treat yourself and your loved ones to a luxurious vacation  
Let us show you Balinese hospitality at its finest  
Let us prepare a truly unforgettable summer  
Let us create a home away from home

Take your family for summer holiday, and enjoy a special offer at Rp 3,500,000 nett per room per night\*  
Rate is inclusive of daily breakfast for two adults and two children under 12 years old.

Reserve your stay at +62 361 849 8988 or visit [www.ritzcarlton.com/bali](http://www.ritzcarlton.com/bali)



LET  
US  
STAY  
WITH  
YOU\*

Let us treat yourself and your loved ones to a luxurious vacation.  
Let us show you Balinese hospitality at its finest.  
Let us prepare a truly unforgettable summer.  
Let us create a home away from home.

Summer Holiday at The Ritz-Carlton, Bali  
Take your family for summer holiday and enjoy a special offer at  
Rp 3,500,000 nett per room per night\*  
Rate is inclusive of daily breakfast for two adults and two children under 12 years old  
Reserve your stay at +62 361 849 8988 or visit [www.ritzcarlton.com/bali](http://www.ritzcarlton.com/bali)

## 15. A VIOLA DA GAMBA SUITE

*It was in the 15<sup>th</sup> century that the viola da gamba musical instrument appeared in Spain for the first time. This six-stringed instrument is played upright between the legs, like a modern cello.*

*Budi Utomo Prabowo will be presenting a suite for viola da gamba by Jean "DuBuisson" Lacquement (circa 1662-1680) on June 25 at 6:30 p.m. at the Institut Francais en Indonesie Auditorium in Jakarta.*

*Budi's performance will bring this instrument, not widely known by the public, to life. The suite is composed of a Prelude, Allemande, Courante, Sarabande and Gigue.*







- Write your reason why deixis in the Jakarta Post Advertisements is difficult to be interpreted?



- The following parts are the result of the students' answers and also their responses.

student no 1	Person	Discourse	Time	Place
Ads. 1	you		yesterday, today, tomorrow	
Ads. 2	yours, we, your, you			
Ads. 3		this, all, it, both		
Ads. 4	our, us			
Ads. 5	you, we, our			
Ads. 6	you	those		
Ads. 7	your			
Ads. 8	our, your			
Ads. 9	your, your	all		
Ads. 10	your	it		this
Ads. 11	us, you	this		
Ads. 12	we, our			
Ads. 13	our, you, us, your			
Ads. 14	us, your, you			
Ads. 15		it, this		
The use of deixis in the Jakarta Post advertisements often makes the reader/addressee confused to interpret the meaning of the advertisements.				

student no 2	Person	Discourse	Time	Place
Ads. 1	you		yesterday, today, tomorrow, everyday	
Ads. 2	our, yours, we, our, your, you			
Ads. 3		this, all, both		
Ads. 4	our, us			
Ads. 5	you, you, we			
Ads. 6	you, you, your	those		there
Ads. 7	your			
Ads. 8	our, your, your	this section		its
Ads. 9	your, your fav., your choice			
Ads. 10	your, you	this		
Ads. 11	us, you	this		
Ads. 12	we, our			
Ads. 13	our, you, us, your			
Ads. 14	us, your, us, you, us, us, your			
Ads. 15		it, this, this		
Student 2 does not give response				

student no 3	Person	Discourse	Time	Place
Ads. 1	yourself	it	yesterday, today, tomorrow	
Ads. 2	we, you			
Ads. 3		it		
Ads. 4	us			
Ads. 5	you, you, you, we			
Ads. 6	you, you	those		there
Ads. 7	your loved ones			
Ads. 8				
Ads. 9				
Ads. 10	you	it		
Ads. 11	us, we, you			
Ads. 12	we			
Ads. 13	you, us,us			
Ads. 14	us, yourself, us, you, us, us, your family			
Ads. 15		it, this		
No, it's not difficult although sometimes the advertisement makes us miss the important things.				

student no 4	Person	Discourse	Time	Place
Ads. 1	you, you		yesterday, today, tomorrow, everyday	
Ads. 2	our, our, your,you			
Ads. 3		this, it		
Ads. 4	our, us			
Ads. 5	you, you, you			
Ads. 6	you, your	those		
Ads. 7	your			
Ads. 8	your			
Ads. 9	your, your, your			
Ads. 10	your, you	it		this
Ads. 11	us, we	this		
Ads. 12	we			
Ads. 13	our, you			
Ads. 14	us, your			
Ads. 15		it, this		
The references are not quite available in the context of the text.				

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student no 5	Person	Discourse	Time	Place
Ads. 1	you, you		yesterday, today, tomorrow, everyday	
Ads. 2	we, you, your, your, our			
Ads. 3				
Ads. 4	our			
Ads. 5	you, you, you			
Ads. 6	you, you			
Ads. 7				
Ads. 8				
Ads. 9			then	
Ads. 10				this
Ads. 11	we, you			
Ads. 12	we, our			
Ads. 13	you, us, your			
Ads. 14	us, yourself			
Ads. 15				
The references are not clear enough.				

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student no 6	Person	Discourse	Time	Place
Ads. 1	you		yesterday, today, tomorrow	
Ads. 2	we, you			
Ads. 3		this		
Ads. 4	our, us			
Ads. 5	you, we			
Ads. 6	you			there
Ads. 7	your			
Ads. 8	our, your			
Ads. 9	your		then	
Ads. 10	your			
Ads. 11	us, we			
Ads. 12	we			
Ads. 13	us			
Ads. 14	us, yourself, you, your			
Ads. 15		it, this		
It is difficult to interpret because there is no clear reference or it does not have a clear reference.				

student no 7	Person	Discourse	Time	Place
Ads. 1	you, yourself, you		yesterday, today, tomorrow	
Ads. 2	our, yours, we, our, your, you			
Ads. 3		this		
Ads. 4	our, us			
Ads. 5	you, you, we, our			
Ads. 6	you, your	those		there
Ads. 7	your			
Ads. 8	our, your, your			
Ads. 9	your, your, your		then	
Ads. 10	your, you			this
Ads. 11	us, we, you	this		
Ads. 12	we, our			
Ads. 13	our, you, us, us			
Ads. 14	us, yourself, your, us, you, us, us, your			
Ads. 15		this, this		
	In the Jakarta Post advertisement, there is insufficient deixis provided in the advertisement. Thus, the reader's interpretation will not be specific and it makes difficult to be interpreted.			

student no 8	Person	Discourse	Time	Place
Ads. 1	you	it		
Ads. 2	we, you			
Ads. 3		this, it, both		
Ads. 4	our, us			
Ads. 5	you, we			
Ads. 6	you	those		there
Ads. 7	your			
Ads. 8	our	this		its
Ads. 9		all		
Ads. 10	you			this
Ads. 11	we	this		
Ads. 12	we			
Ads. 13	you, us			
Ads. 14	your			its
Ads. 15		this, this		
	<ul style="list-style-type: none"> <li>- Sometimes, it is not as same as what the writer interprets.</li> <li>- Some words may refer to many interpretations.</li> </ul>			

- Sometimes, the unclear information has been chopped.
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student no 9	Person	Discourse	Time	Place
Ads. 1	you	it	yesterday, today, tomorrow	
Ads. 2	our, your, you, we			
Ads. 3		it		
Ads. 4	our, us			
Ads. 5	you			
Ads. 6	families, you, your			
Ads. 7	your			
Ads. 8	our, your			
Ads. 9	your			
Ads. 10	your, you			
Ads. 11	us, we, you			
Ads. 12	we, our			
Ads. 13	our, you, us			
Ads. 14	us, yourself, your			
Ads. 15		this, it		
The references are not available in the advertisement; we have to look beyond the semantic meaning and the context as well.				

student no 10	Person	Discourse	Time	Place
Ads. 1	you, yourself		yesterday, everyday	
Ads. 2	we, our, you			
Ads. 3				
Ads. 4				place
Ads. 5	you, you, our			
Ads. 6	you, your			
Ads. 7	your			
Ads. 8	your			
Ads. 9	your			
Ads. 10	your, you	it		
Ads. 11	us, we, you			
Ads. 12	we, our			
Ads. 13	our, you, your			
Ads. 14	us, yourself, you, your			
Ads. 15			it	
I don't think it is difficult as long as the reader understand what deixis is, but it will be very difficult if I don't understand clearly about deixis.				

student no 11	Person	Discourse	Time	Place
Ads. 1	you	it	yesterday, today, tomorrow	
Ads. 2	you			
Ads. 3		this, it		
Ads. 4				
Ads. 5	you, you			
Ads. 6	you			there
Ads. 7				
Ads. 8	our			
Ads. 9			then	
Ads. 10	you			this
Ads. 11	you	this		
Ads. 12	we			
Ads. 13	you			
Ads. 14	you			
Ads. 15		it, this		
Because each time the writer refers, there is a word (or more) that is uttered, it makes the readers difficult to understand.				

student no 12	Person	Discourse	Time	Place
Ads. 1			yesterday, today	
Ads. 2	we, you			
Ads. 3		this		
Ads. 4				
Ads. 5				
Ads. 6				there
Ads. 7				
Ads. 8				
Ads. 9			then	
Ads. 10				
Ads. 11	we	this		
Ads. 12	we			
Ads. 13				
Ads. 14	us, us, us, us, your			
Ads. 15		that, this, this		
Deixis applies to the use of expression in which the meaning can be traced directly to show of the act of utterance. Mostly, these advertisements do not or rarely show the expression directly but all use indirect terms. Perhaps, the writer of the advertisements uses the implicit deixis term so we cannot interpret or feel difficult to interpret this advertisement.				



student no 13	Person	Discourse	Time	Place
Ads. 1	you, yourself, you			
Ads. 2	our, our, your, we, you			
Ads. 3		it, both		
Ads. 4	our, us			
Ads. 5	you, you, you			
Ads. 6	you, you			
Ads. 7	your			
Ads. 8	our, your, your			its
Ads. 9	your, your, your			
Ads. 10	your, you	it		this
Ads. 11	us, we, you			
Ads. 12	we, our			
Ads. 13	our, you, us, your			
Ads. 14	us, yourself, your, you, your			
Ads. 15				it, this
Because I never read the Jakarta Post newspaper.				

student no 14	Person	Discourse	Time	Place
Ads. 1	you		yesterday, tomorrow	
Ads. 2	you			
Ads. 3				
Ads. 4				a place
Ads. 5				
Ads. 6			the season	
Ads. 7	your			
Ads. 8				
Ads. 9	your			
Ads. 10	your			
Ads. 11				
Ads. 12	our			
Ads. 13				
Ads. 14	your			
Ads. 15				
Student 14 does not give response.				

student no 15	Person	Discourse	Time	Place
Ads. 1	you		yesterday, today, tomorrow	
Ads. 2	yours, your, you			
Ads. 3		this		
Ads. 4	our, us			
Ads. 5	you, you, you, our			
Ads. 6	you, your			there
Ads. 7	your			
Ads. 8	our, your			
Ads. 9	your, your, your			
Ads. 10	your, you			this
Ads. 11	us, we, you	this		
Ads. 12	we, our			
Ads. 13	our, you, us, your			
Ads. 14	us, your, us, you, us, us, your			
Ads. 15		it, this, this		
<p>The Jakarta post often uses a personal or possessive pronoun to interpret the most dominant person of the program, then the other reason is that the frequency of using demonstrative pronoun often occurs in the several advertisements. It makes the reader bored because there is too much additional information about it.</p>				

student no 16	Person	Discourse	Time	Place
Ads. 1	you		yesterday, tomorrow	
Ads. 2	we, your			
Ads. 3		this		
Ads. 4	our, us			place
Ads. 5	our			
Ads. 6	you			there
Ads. 7				
Ads. 8		this		its,
Ads. 9	your			
Ads. 10				this
Ads. 11	us, you			
Ads. 12	we			
Ads. 13	you, us			
Ads. 14	us, yourself, your			its
Ads. 15		this		
<p>Student 16 does not give response</p>				

student no 17	Person	Discourse	Time	Place
Ads. 1	you	it		
Ads. 2	we, you			
Ads. 3	guests	this, it		
Ads. 4	our, us			
Ads. 5	you, our			
Ads. 6	you	those		there
Ads. 7	your			
Ads. 8	our, your	its, your		
Ads. 9	your			
Ads. 10	you	one, it		
Ads. 11	us, we, you	this		
Ads. 12				
Ads. 13	you, us			
Ads. 14	us, yourself			its
Ads. 15		it, this, this		
It is easy because the Jakarta Post advertisement often excludes context in relation to the contents of the advertisements discussed.				

student no 18	Person	Discourse	Time	Place
Ads. 1	you, yourself, you	it		yesterday, today, tomorrow
Ads. 2	yours, we, your			
Ads. 3	guests	this, it, both	recently	
Ads. 4	our, us			
Ads. 5	you, you, you, we, our			
Ads. 6	you, your	those	the season	there
Ads. 7	your			
Ads. 8	our, your, you			
Ads. 9	your, your, your		then	
Ads. 10	your, you	it		
Ads. 11	us, we, you	that, this		
Ads. 12	we, our			
Ads. 13	our, us, your			
Ads. 14	us, yourself, your, us, you, us, your			
Ads. 15		it, this		
Personally, I think that it is because we are not familiar with such kind of terms that are used by Jakarta Post in advertising and also we are seldom to read the advertisement so we may get difficult on it. We can only catch the deixis on				

	pronoun and adverb of time and place. Both of them are easier to recognize.
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student no 19	Person	Discourse	Time	Place
Ads. 1	you, you		yesterday, today, tomorrow, everyday	
Ads. 2	our, yours, we, our, your, you			
Ads. 3		this		
Ads. 4	our, us			
Ads. 5	you, you, we, our			
Ads. 6	you, your			there
Ads. 7	your			
Ads. 8	our, your, your	one		
Ads. 9	your, your, your			
Ads. 10	your, you			this
Ads. 11	us, we, you	this, that		
Ads. 12	we, our			
Ads. 13	our, you, us, your			
Ads. 14	us, yourself, your, us, you, us, us			
Ads. 15		this		
	I never said that the advertisements in the Jakarta Post are difficult to be interpreted, but as long as you know what the deixis is then you can interpret it easily.			

student no 20	Person	Discourse	Time	Place
Ads. 1	you, you	it	yesterday, today, tomorrow	
Ads. 2	our, yours, we, our, your, you			
Ads. 3		this, it		
Ads. 4	our, us			
Ads. 5	you, we, our			
Ads. 6	you, your	those		there
Ads. 7	your			
Ads. 8	our, your	this		
Ads. 9	your			
Ads. 10	your	it		this
Ads. 11	us, we, you	this		
Ads. 12	we, our			

Ads. 13	our, us, your			
Ads. 14	us, you, your			
Ads. 15		It		
	<p>The advertisement in the Jakarta Post is difficult to be interpreted because deixis is always related with the context of the speech event. Therefore the interpretation of utterances depends on the analysis of that context of utterances. In addition, context is divided in two types, internal and external context in which the hearer (the reader) should know the context which has conventionalized. Also, the advertisements contain of more than one linguistics features, so we must also consider the visual element in interpreting the advertisement. This is one of the things that make us difficult to interpret the deixis.</p>			

student no 21	Person	Discourse	Time	Place
Ads. 1	you, yourself	it	tomorrow	
Ads. 2	we, your, you			
Ads. 3		it		
Ads. 4	our, us			
Ads. 5	you, you, you			
Ads. 6	families, you, your			
Ads. 7	your			
Ads. 8	our, your, your			
Ads. 9	your, your			
Ads. 10	your, you			
Ads. 11	us, we, you			
Ads. 12	our			
Ads. 13	our, you, us, your			
Ads. 14	us, yourself, your			
Ads. 15		it		
	<p>It needs a long time to find and to interpret the deixis in the advertisement because there are words that refer to things out of the advertisement's text.</p>			

student no 22	Person	Discourse	Time	Place
Ads. 1	you		yesterday, today, tomorrow	
Ads. 2	our, we, you			
Ads. 3		it	recently	
Ads. 4	our, us			
Ads. 5	you, you			
Ads. 6	you			
Ads. 7	your			
Ads. 8	our, your			
Ads. 9		all		
Ads. 10	you, your			
Ads. 11	us, we	this		
Ads. 12	we			
Ads. 13	our, you, us			
Ads. 14	yourself, you, your			
Ads. 15		this, this		
	It seems to me that many advertisements in the Jakarta post do not directly express 'who they are'. Instead, they often use pronouns, like we, us, etc, I think the deixis is difficult to be interpreted in their sentences for this reason because the readers need to pay attention to the extralinguistic context i.e a picture or a symbol, in order to interpret the deixis.			

student no 23	Person	Discourse	Time	Place
Ads. 1	you, it		tomorrow, yesterday	
Ads. 2	our, yours, our, your, you			
Ads. 3		this, it, both		
Ads. 4	our, us			place
Ads. 5	you, our			
Ads. 6	families, you	those		there
Ads. 7	your			
Ads. 8	our, your	one, its		
Ads. 9	your	all		
Ads. 10	your	it		this
Ads. 11	us, we	this		
Ads. 12	we, our			
Ads. 13	our, you, us			
Ads. 14	us, yourself, your			its
Ads. 15		it, this		
	Student 23 does not give response			

student no 24	Person	Discourse	Time	Place
Ads. 1	you	it	yesterday	
Ads. 2	our, yours, our			
Ads. 3		it, both		
Ads. 4	our, us			
Ads. 5				
Ads. 6	you	those		
Ads. 7	your			
Ads. 8	our	this		
Ads. 9		all		
Ads. 10	your	one		
Ads. 11	us, we			
Ads. 12				
Ads. 13	us, your			
Ads. 14	us, your			
Ads. 15		it, this, this		
I think, it is because of the different context so we as reader cannot interpret it literally but context-dependent interpretation is needed.				

student no 25	Person	Discourse	Time	Place
Ads. 1	you			
Ads. 2	yours, you			
Ads. 3		it		
Ads. 4				place
Ads. 5	you			
Ads. 6			season	
Ads. 7	your			
Ads. 8		one		
Ads. 9	your			
Ads. 10	you			this
Ads. 11	us	this		
Ads. 12	we			
Ads. 13	you, us			
Ads. 14	us, you			
Ads. 15		this, it		
Because reading advertisement does not need too much attention. We might just ignore some insignificants information. In other word, we have such a short attention span.				

student no 26	Person	Discourse	Time	Place
Ads. 1	you, you	it		
Ads. 2	our, yours, we, your, you			
Ads. 3	guest, guest	it		
Ads. 4	our, us			place
Ads. 5	you, you, we, our			
Ads. 6	family, you, your		season	
Ads. 7	your			
Ads. 8	your, your			
Ads. 9	your, your, your	all		
Ads. 10	your, you			
Ads. 11	us, we, you	this		
Ads. 12	we, our			
Ads. 13	our, you, us, your			
Ads. 14	us, yourself, your			its
Ads. 15		this		
Because the advertisement does not give clear explanation. It only gives sentences that are still needed to understand.				

student no 27	Person	Discourse	Time	Place
Ads. 1	you		yesterday, today, tomorrow	
Ads. 2	our, yours, we, our, you			
Ads. 3				
Ads. 4	our, us			
Ads. 5	you, we, our			
Ads. 6	you, you, your			there
Ads. 7	your			
Ads. 8	your			
Ads. 9	your			
Ads. 10	your, you			this
Ads. 11	us, we, you	this		
Ads. 12	we, our			
Ads. 13	you, us, your			
Ads. 14	us, your			
Ads. 15		it, this		
Because there is unclear reference so it is very difficult to be interpreted.				



student no 28	Person	Discourse	Time	Place
Ads. 1	you, you		yesterday, today, tomorrow	
Ads. 2	our, we, you			
Ads. 3				
Ads. 4				
Ads. 5	you, you, you			
Ads. 6	you, you, your			
Ads. 7	your			
Ads. 8	our, your, your			
Ads. 9	your, your, your			
Ads. 10	your, you			this
Ads. 11	us, you	that, this		
Ads. 12	we, our			
Ads. 13	our, you, us			
Ads. 14	us, yourself, your, you			
Ads. 15		this, this		
Because the advertiser did not clearly refer to what.				