

Analysis of Deictic Kinds and Its Functions in the Two Conversation Texts

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ANALISIS JENIS DEIKSIS DAN FUNGSINYA DI DUA TEKS PERCAKAPAN

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ABSTRAK

Penelitian ini sederhana lebih difokuskan pada wacana lisan interaksional. Penelitian ini dilakukan untuk mengetahui elemen teks eksternal. Subjek penelitian yang diambil adalah seorang guru dan beberapa murid di kelas. Penelitian dilakukan pada bulan Ferbruari sampai dengan Juli 2016 dengan mengambil dari 78 data di 2 percakapan berjudul “Practical English Conversation” karya Drs. Ahmad Izzar, M.Ag. Metode yang digunakan adalah metode kualitatif dengan menemukan dan menganalisis kalimat secara sistematis sesuai dengan proses penelitian. Instrumen penelitian yang digunakan adalah: buku percakapan dan alat tulis. Setelah data diperoleh, data langsung dianalisis dengan menggunakan teknik analisis isi dan kemudian dijelaskan dan akhirnya penelitian ini menemukan deixis waktu sebanyak 16 dengan presentasinya 21%, deixis pronomina orangan sebanyak 38 dengan presentasinya 49%, deixis tempat sebanyak 15 dengan presentasinya 19%, dan deixis sosial sebanyak 9 dengan presentasinya 12%.

Kata kunci :Pragmatik, teks, deixis, external elemen.

***ANALYSIS OF DEICTIC KINDS AND ITS FUNCTION IN THE TWO
CONVERSATION TEXTS***

YULI ARSIH NIKEN ANDRIYANI

ABSTRACT

This simple research is more focused on interactional oral discourse. This research was conducted to find external text elements. Research subjects taken were the teacher and the students in the classroom. The study was conducted from February to July 2016 with taking from 78 data in 2 conversation text titled "Practical English Conversation" by Drs. Ahmad Izzar, M.Ag. The methode uses a descriptive qualitative approach by finding the complex sentences and analyzing the sentences systematically through the study process. While the research instrument used were: conversation book and stationery. After the obtained data, the data were directly analyzed using content analysis techniques and then described, and finally the result presents time deixis 16 with percentage is 20%, person deixis 38 with percentage 49%, place deixis 15 with percentage 19%, and social deixis 19 with percentage is 12%.

Key word : Pragmatics, text, deixis, external element.

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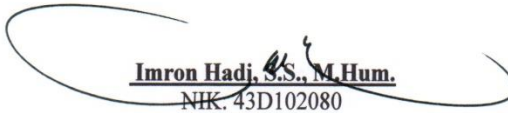
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MOTTO AND DEDICATION

MOTTO:

“BISMILLAHIRRAHMANIRRAHIM”

O you who have believed, seek help through patience and prayer. Indeed, Allah is with the patient. QS Al-baqarah (2: 153).

DEDICATION:

This paper is dedicated to my parents, young brother and my friends.

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Alhamdulillah. In the Name of Allah, the most Gracious, the most Merciful. All praises be to Allah, king of the king, the Lord of the world, and the master of the day after, who has given us blessing and guidance. Because of His graciousness and mercifulness the writer can write well. The writer realizes and feels very sure that without His blessing, mercy, and guidance, it would be possible for himself to finish the paper.

Shalawat and salam may Allah send them to our Prophet Muhammad Shallallahu alaihi wasallam (peace be upon him), his families, his companions, and his followers. The best messenger for people all over the world. This world becomes peace because of his hard effort in giving the human being advices

The writer has been interested in choosing the title of this script with: *Analysis of Deictic Kinds and Its Function in the Two Conversation Texts*. This paper is arranged as requirement to fulfill one of the requirements to pass the program of strata one (SI) in STBA-JIA. Therefore, the writer would like to take this opportunity to express his thankfulness, gratitude and appreciation to:

1. Her respected father, beloved mother, and brother who have prayed, motivated, encouraged, reminded the writer to finish the paper as soon as possible.
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8. The last but not last, she also gives her deep gratefulness to some others who cannot be mentioned for their concerns.

May Allah, The Almighty blesses them all, Aamiin. The writer hopes this paper will be useful especially for her and generally for everyone who reads it.

Bekasi, July 2016

Yuli Arsih Niken Andriyani

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CHAPTER I

INTRODUCTION

A. The Background of the Research

Language is a tool of social communication. It is the form of a symbol sound system that produces from every human speech. Human as a social creature needs to interact with other humans in social life. Every community in the world certainly has language. The language that they had is also various languages.

There are many languages in the world and English is one of the International languages. In the globalization era, non-English speaking countries try to make their people know, learn and master of English. Indonesia is one of the countries whose people are learning English as foreign language and try to use it in communication. English can help people to communicate with others around the world. It will support them, especially for their business. For the employee or technicians, English is very necessary to learn.

Language as a tool of communication must have a function based on the needs of a person consciously or unconsciously that use. The function of language is to convey the mutual information between family members or members of the public. In fact, the function of language is as a function for information such as news, announcements, oral instructions or written statements through the media social, print media such as newspapers,

magazines, etc. For example, in a football game, there must be one person as an emcee to guide the road of the match. That is one example of the language as an information tool. Language studied in almost all universities in the world. The scientific study of language is called linguistic.

Linguistics is not only investigated one language, like English or Indonesian only, but also learning the language in general as well. The language in the world is different. However, these languages also had a similarity in the process of forming words. Linguistics can be defined as the systematic study of the language, or described the language in all aspects, and formulated a theory on how languages work.

Linguistics is the basis for studying the language skills. Within one hour, someone can communicate with others more than four or five thousand words. While, among the benefits of linguistics, it can help in completing the tasks. For the language teacher and teacher studies, certainly it can be used to translate from one language to another language. It can be used to compile a dictionary, and guide the textbooks.

Human beings need language as their tool of communication because language as the branch of linguistic. "Semantic is the systematic study of meaning, and linguistic semantic is the study of how language organize and express meanings." (Kreidler, 2002: 3). Furthermore, it is discussed that dimensions of meaning include reference and denotation, connotation, sense relations, lexical and grammatical meaning, morphemes, homonymy, polysemy, lexical ambiguity, sentence and meaning. (Kreidler, 2002: 42).

Semantic is the study of meaning of words, phrases and sentences (Yule, 2010: 112). Semantics pertains to the meaning of utterances, or speaking meaning, whereas semantics focuses on linguistic expressions. (Jaszcolt, 2002: 1). Jaszcolt give example of expressions that are commonly used to refer to individuals (object, animals, people) in discourse. In order to avoid terminological commitments for the moment, I shall call these terms expressions used to refer. Speakers can refer by using proper nouns ('Bill'), pronouns ('he'), demonstrative pronouns ('this', 'that'), demonstrative phrases ('that man') and definite descriptions ('the man in the grey coat'). (Jaszcolt, 2002: 125). Expressions used to refer are standardly divided into two categories: that of directly referring expressions and that of expressions whose referring function is assigned to them by context of utterance.

In terms of grammar, all nouns referring to people, places, things and ideas. But, not all of them can be called an expression referring. For example, the sentence "A beagle is a breed of dog," it contains from three nouns. "Beagle", "breed", and "dog". Each one, however, refers to a class of thing, not for one particular thing, and so it does not refer to the expression. To this sentence it differently, the purpose of this sentence is to provide information on beagle dog in general situation and not to direct the reader's attention to a certain "beagle". On the other hand, in the sentence "The dog is a beagle," "dog" is a phrase that refers for certain dog shows and provide information about it.

In English, deixis can be classified into five parts, namely personal deixis, place deixis, time deixis, social deixis and discourse deixis. Deixis are words, phrases, or expressions that reference the move depends who the speakers and the time and place that language has to offer. A word is said to be deixis if the reference moving or changing, depending on who the speaker and depending on the time and place of spoken words.

Thus, there is a reference to the 'a near from speakers', 'close to the speakers', and 'a far from the speakers'. Place deixis with regard to the relative location of the speaker and hearer is involved in the interaction. Place deixis bookmark expressed in words, like this, that, there, here, there, etc. Deixis related to forms of personal pronouns (personal pronouns). Personal deixis distinguished on the first, second, and third, as well as distinguished on the singular and plural. Time deixis regards to the relative timing of the speaker or writer and the hearer or reader. In Indonesian, time deixis stated by now, was, first, then, today, yesterday, tomorrow, etc. In English, deixis time supported in the verb, that is tense.

From the above explanations, the writer gives two samples of those deictic kinds which are taken from conversation books “ *Practical English conversation*” by Drs. Ahmad Izzar, M.Ag. :

“ **You**” (*Watching TV*, P. 143, L. 5)

Rully : What are **you** watching on TV, Yudi ?

The sentence above consists of “You” word. “You” is one of the deictic components. This component identifies personal pronoun, especially for the

term of addressee. This pronoun means for the singular second person, means the meaning is “*Kamu*” not “*Anda*”. The reason is the above text performs names of person which are in the same ages because the name written as the speaker is Ruly and the questioned name is Yudi. In the above text “Yudi” name written without “Mr” word, that means between Ruly and Yudi are the same age and automatically the same social level, so the meaning of “You” above is “*Kamu*” not “*Anda*”.

“**It**” (*Watching TV*, P. 143, L. 5)

Yudi : **It**’s “Miami Vice” a police story. What kind of TV shows do you like?

“It” in this sentence as personal deictic, means third singular personal pronoun which relates to the thing (TV show) asked by speaker to the hearer of the sentence contextually and automatically the hearer understands what “It” means in the sentences, while “You” is as personal deictic which relates to the addressee of the sentence contextually and automatically the hearer understands what “You” means in the sentence.

Based on observation that the writer has studied, it was found that the communication in the three conversation text (Yudi and Ruly) are semantically, so the phenomena which is interesting to study is the external elements, in this case deixis (person deixis, place deixis, time deixis, discourse deixis and social deixis) in the three conversation text. Therefore, the writer chooses the title of this paper : *Analysis of deictic kinds and Its functions in the three conversation texts.*

B. The Scope of the Research

The main scopes of this study are the deictic kinds and its functions which are included in the two conversation texts of Practical English Conversation Book. The sub-scopes of this study are to find whether there are deictic elements which appear in the text. The deictic elements are (1) person deixis, (2) place deixis, (3) time deixis, (4) discourse deixis, and (5) social deixis.

C. The Questions of the Research

Based on the backgrounds of the research which have been explained above, there are some questions, it appears in the research of problem as follows:

1. What kinds of deictic do exist in the two conversation texts of Practical English Conversation Book?
2. What are the functions of those deictic which exist in those two conversation texts?
3. What kinds of deictic do exist the most?

D. The Objectives of The Research

Based on the problems of the research mentioned above, the objectives of the research are described as follows:

1. This research is for knowing the kinds of deictics which exist in the two conversation texts of Practical English Conversation Book.

2. This research is for understanding those deictic functions which exist in those conversation texts.
3. This research is for finding out those deictic kinds which exists the most.

E. The Significance of the Research

The writer hopes this research paper can be useful for a language study and as a material for discussion, not only for the writer herself but also for the readers mainly who learn or at least like to learn English. The significance of the writing is described below:

1. For the writer

The writer can get more knowledge and increase the ability in English by mastering reading and understanding in translating. Besides, the writer gets a lot of information about deictic. Furthermore, the writer will be able to complete as a fulfillment of the requirement for the Degree of Undergraduate Program of English Department in School Foreign Language Japan Indonesia America STBA-JIA.

2. For the readers

The writer hopes this writing can help to give the readers more knowledge, and also the readers can get more information and inspiration about deictic and kinds of deictic in this paper. Furthermore, the writer hopes that this paper can be useful as another reference for the next research.

F. The Systematic of the Paper

The systematic of the paper means to present the paper in well – edited composition. And also this paper to make the writer easier in taking the understanding composition. This paper is divided into five chapters as listed below:

Chapter 1 explains about the background of the research, scope of the problem, question of the research, objectives of the research, significance of the research, and systematic of the paper.

Chapter 2 defines about the definition of deictic, kinds of deictic, definition of analysis, definition of conversation, definition of semantic and deictic.

Chapter 3 presents the setting of the research, subject of the research, object of the research, method of the research, instrument of the research, technique of data analysis, and procedure of the research.

Chapter 4 writer gives the data description, data analysis, data interpretations, and discussion. And the last chapter 5, it explains about conclusion, suggestion, bibliography and appendices. In this last chapter also, the writer gives the summary from all chapters and some suggestion for the object of the research.

CHAPTER II

THEORITICAL DESCRIPTION

A. Meaning

The study of linguistic meanings of morphemes, word, phrases, and sentence is called semantics. Semantic is considered with aspect of meaning language. Dealing with the meaning, it could be categorized into some reference. Lyons stated “The noun ‘meaning’ and the verb ‘mean’, from which it is derived, are used, like many other English other words, in a wide range of context and in several distinguishable senses (1995: 3). Then, According to Kreidler (2002: 42) the dimension of meaning include reference and denotation, connotation, sense relations, lexical and grammatical meaning, morphemes, homonymy, polysemy, lexical ambiguity, sentence and meaning.

Since deictic expressions only acquire meaning when interpreted by the hearer, they belong to the domain of pragmatics. However, since the resolution of their meaning is necessary in order to know the meaning of the proposition and its truth conditions, then at the same time they are in the domain of semantics (Jaszcolt, 2002: 192).

Semantic is the study of the relationships between linguistic forms and entities in the world: that is how words literally connect to things. In a language field, the study of contextual meaning is called pragmatics.

Pragmatics is one of the linguistic branches which concerns with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). It has, consequently, more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves. In other words, pragmatics is also the study of speaker meaning (Yule, 1996: 3).

Jaszcolt (2002: 1) stated that Semantics and Pragmatics meaning in language and discourse says; semantics pertains to the meaning of words and sentence; pragmatics pertains to the meaning of utterances, or speaking meaning. Nuttal (1996: 20) also stated that pragmatics is studies how we use language in particular context to achieve particular purposes, In other words, both semantics and pragmatics concern the meaning of linguistics expression but pragmatics takes the interlocutors, the speaker and the hearer, as the focus of attention, whereas semantics focuses on linguistics expression.

B. Semantics

Linguistic semantic is the topic if this book, but we need to limit to ourselves to expression of meanings in a single language, English (Kreidler, 2002: 3). The researcher thinks that semantic was a part of linguistics. On the other word, semantic was one of the branched of linguistic studying about the meaning of language.

According to Kreidler (2002: 3) semantic is the study of meaning and linguistic semantic is the study how languages organize and express meanings. It means that, meaning in linguistic semantic was very needed for us to limit ourselves to expression of meanings in a single language. And then, there were three disciplines were concerned with the systematic study of meaning, in itself: psychology, philosophy, and linguistics. It means that, psychologist were interest in how individual humans learn, how they retain, recall or lost information. Philosophies of language were concerned with how we know, how any particular fact that we know or accept as true was related to other possible facts. And then, the last systematic study of meaning is about linguistic, linguistics want to understand how language works.

According to Saeed, Semantics is identically with the study of the language meaning of words and sentences. In the field of semantics terms, lexeme be used for the linguistic sign, which is commonly defined as a word or phrase which is a unit of meaning (2003: 3).

According to Yule “Semantic is the study of the meaning of words, phrases, and sentences” (2010: 112). In semantic analysis, there is always an attempt to focus on what the words conventionally mean, rather than on what an individual speaker (like George Carlin) might want them to mean on a particular occasion. This approach is concern with objective or general meaning and avoids trying to account for subjective or local

meaning. Doing semantic is attempting to spell out what it is we all know when we behave as if we share knowledge of the meaning of a word, a phrase, or a sentence in a language.

Hurford stated “Semantics is the study of meaning in language.” (2007: 1). Meanwhile, Levinson stated that Semantics is the study of the relation to signs to the object to which the signs are applicable (1983: 1). As in the word or sign c-h-a-i-r is a concept stored in our brain and is denoted by the meaning of word furniture used to sit. Although we do not know what kind of seats, but after seeing the *chair*, we know furniture used to sit. Semantics is not only the center of communication study, but also the center of the study of the human mind-thought processes, cognition and conceptualization all these are intricately bound up with the way in which people classify and convey people’s experiences of the world through language.

Lyons stated, “Semantics is traditionally defined as the study of meaning; and this is definition which we shall initially adopt.” (1995: 3). Unfortunately, ‘meaning’ covers a variety of aspects language, and there is no general agreement about the nature of meaning, what aspect of it may properly be included in semantics, or the way in which it should be described.

The researcher understands that the meaning of a word is fully selected by its context. Here the meaning of the word is constituted by its

contextual relations. Therefore, a distinction between of participation as well as modes of participation was made. In order to, accomplish this distinction any part of a sentence that bears a meaning and combines with the meanings of other constituents. Meaning could be concluded that are idea or concept that could be transferred from the mind of the speaker to the mind the hearer by embodying them, as it were, in the form of one language or another.

C. Pragmatics

By using a language, people can communicate for many purposes. The use of language as a means of communication is the natural phenomena which occurs in a human community. In a community, language is spoken contextually under circumstances. In a language field, the study of contextual meaning is called pragmatics. Pragmatics is one of the linguistic branches which concerns with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). It has, consequently, more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves. In other words, pragmatics is also the study of speaker meaning (Yule, 1996: 3).

Yule (1996: 4) also states that one traditional distinction in language analysis contrast syntax and semantics. Syntax is the study of

the relationships between linguistic forms, how they are arranged in sequence, and which sequences are well formed. Semantics is the study of the relationships between linguistic forms and entities in the world: that is how words literally connect to things. Meanwhile, pragmatics is the study of the relationships between linguistic forms and the users of those forms. In this three-part distinction, only pragmatics allows humans into the analysis.

D. Deixis

Many linguistics have presented the definition of deixis variously. Deictic is the location and identification of people, objects, events, processes or activities that are being discussed or referred to in relation to the dimensions of space and time, or someone to talk to (Lyons, 1977: 637).

The most primitive way of referring to something is to point to it. Of course, this kind of reference can only be accomplished with people and concrete things in one's immediate environment. On a less primitive level, every language has **deictic words** which 'point' to 'things' in the physical-social context of the speaker and addressee(s) and whose referents can only be determined by knowing the context in which they are used (Kreidler, 2002: 144). This aspect of semantics is called **deixis**. First and second person pronouns such as: my, mine, you,

your, yours, we, ours, and us are always deictic because their reference is entirely dependent on context. You must know who the speaker and listener are in order to interpret them.

Yule (2010: 130) stated that deictic expression from the Greek word *deixis*, which means “pointing” via language. Meanwhile, Hurford (2007: 66) also stated that a deictic word is one which takes some element of its meaning from the situation (i.e. the speaker, the addressee, the time and the place) of the utterance in which it is used.

Jaszczolt (2002: 191) also stated that ‘*deixis*’ derives from Ancient Greek which means ‘to show’, ‘to point out’. **Deixis** is the phenomenon of encoding contextual information by means of lexical items of grammatical distinctions that provide this information only when paired with this context. In other words, it means lexicalizing or grammaticalizing contextual information, that is making it into obligatory grammatical or lexical distinctions.

Deictic expressions are also sometimes called indexicals or indexical expressions but some philosophers confine the term ‘indexical’ only to pronouns ‘I’ and ‘you’ and adverbs ‘here’ and ‘now’ because their role in a sentence is constant. Deixis uses the seaker’s setting of reference: the distinctions here/there; this/that; these/those rely on the proximity to the speaker.

The location of the addressee may also be involved in such classifications. Some languages have very elaborate , complex systems of demonstrative pronouns. There are also deictic verbs. For example, ‘come’ involves motion towards the speaker. Some languages, for example Somali, have deictic motion morphemes signaling ‘towards the speaker’ and ‘awa from the speaker’ (Saeed 1997: 177). These cross-linguistic differences demonstrate that different semantic information is grammaticalized or lexicalized in different languages. This spatial deixis is also often extended to temporal domain: ‘here’ and ‘there’ can mean ‘at this/that point of discourse’; ‘this’ and ‘that’ can qualify time: year, week and so forth. The use of the verb ‘go’ for future time reference as in ‘I am going to . . .’ is an example of the same phenomenon seen from a historical perspective.

1. Types of Deixis

Deictic expressions are also sometimes called indexicals or indexical expressions, but some philosophers confine the term ‘indexical’ only to pronouns ‘I’ and ‘you’ and adverbs ‘here’ and ‘now’ because their role in a sentence is constant. According to Jaszczolt, deixis has been classified in the literature as (1) person deixis; (2) place deixis; (3) time deixis; (4) discourse deixis; and (5) social deixis. Those types of deixis are discussed as follows:

a. Person Deixis

Person deixis encodes the role of participants in the speech event, such as speaker, addressee, other entities. *Person deixis* is encoded in pronouns: ‘I’ for the speaker, ‘you’ for the addressee, ‘he’ ‘she’, ‘it’, ‘we’, ‘they’, for others. Pronoun system different from language to language: different information is grammaticalized. *Person deixis* can be grasped only when we understand the roles of the speaker, source of the utterance, recipient, the target of the utterance, and hearers who are not addressees or targets. Only then can we successfully replace the pronoun and adjectives as in the examples of (a) by those in (b) or (c) in processing the utterance.

- 1) Give **me** your hand.
- 2) Give **him your** hand.
- 3) I give **him my** hand.

b. Place deixis

Place deixis encodes spatial locations relative to the interlocutors. He we allocate demonstratives – proximal and distal in English, and adverbs of place: ‘here’ and ‘there’. Place deixis specifies the location relative to the speaker and the addressee as in ‘ten meters further’, ‘ten miles east of here’, ‘here’, ‘there’. ‘Here’ as the unit of space the includes the place the location of the

speakers at the time of the utterance or a location proximal to the speaker's location at the time of the utterance the place pointed at if the use of 'here' is gestural.

In some cultures, demonstratives can be distinguished on principles other than distance from the speaker, such as (i) close to the addressee, (ii) close the audience, (iii) close to persons not participating in the event as well as, (iv) on the basis directions – above, below, or even, (v) visible, non – visible to the speaker or , (vi) upriver-downriver from the speaker, depending on the system of conceptualizing space used in the particular language. Place deixis can also be used for time as in an example (a) I live five minutes from here. Place deixis presupposes time deixis: the location are specified with respect to the time of utterance.

It is not always easy to decide whether the use of an expression is deictic or non-deictic. For example, in (b), The tree can be at the back of the car or hidden from view by the car. (b) The tree is behind the car.

Similiary, in an example (c), The boy can be placed to Tom's left or to the left of Tom from the speaker's point of reference. (c) The boy is to the left of Tom.

c. Time Deixis

Biner stated, “Deixis is relative to the time of utterance. Time deixis encodes temporal units relative to the time of the utterance. Here we distinguish coding time (time of utterance) and receiving time (time of the recovery of the information by the hearer.)” (2013: 118).

Tense markers and adverbs of time (‘now’, ‘tomorrow’, ‘next year’) also belong to this category. Time deixis is also oriented towards the in discourse. ‘Now’ means the time at which the speaker is producing the utterance. It is the coding time, different from the receiving time, although in practice the events of coding and receiving are, with an allowed approximation, co-temporal. The deictic centre can be projected on to the addressee as in an example below. ‘Now’ refers to the time at which the addressee learns the truth, which follows the time at which the author of the letter coded the message.

For example:

1) John thank you very much indeed for that. All sorts of other theories on why, when, how, act. Anyway that’s all from us for today, back with you tomorrow at the usual time until then a very good day to you.

- 2) You know the whole truth now. I knew it a week ago, so I wrote this letter.

d. Discourse deixis

Discourse deixis encodes reference to portion of discourse. *Discourse deixis* is not one of the basic deictic categories. By means of this device we can refer to portions of discourse, as in ‘in the last paragraph’, ‘this story’, sentence-initial ‘therefore’, ‘in conclusion’, ‘anyway’, ‘all in all’, where the reference is relative to the utterance.

Discourse deixis is deictic reference to a portion of a discourse relative to the speaker’s current “location” in the discourse. Example, the use of *this* to refer to a story one is about to tell in:

- 1) I bet you have not heard *this* story.

Another example of discourse deixis is.

- 2) I keep my car in the garage but my next-door neighbor keeps it in his drive.

We call this usage of ‘it’ discourse-deictic.

calls this an example of an identify of sense anaphora.

Discourse deixis also encodes reference to portion of discourse as in (c).

- 3) I am hungry – *that* is what I said.

e. Social Deixis

Social deixis encodes social relationships and other social distinctions. Social deixis concerns social relationships between participants, their status and relations to the topic of discourse. Relationships that are relevant in their type of deixis include these between the speaker and the object spoken about and soon. Devices used for the purpose of this deixis include varying forms of address, pronouns of politeness, kinship terms and honorifics, in particular addressee and referent honorifics.

Social deixis is the use of different deictics to express social distinctions. An example is difference between formal and polite preforms. Relational social deixis is where the form of word used indicates the relative social status of the addressor and the addressee. For example, one pro-form might be used to address those of higher social rank, another to address those of less or social rank, another to address those of the same social rank. By contrast, absolute social standing of the speaker. Thus, village chiefs might always be addressed by a special pro-form, regardless of whether it is someone below them, above them or at the same level of the social hierarchy who is doing the addressing.

From the five types of deixis above, some linguistics (Charles Fillmore, Stephen Levinson), in Jaszczolt, analyze all five types of deixis as instances of the same phenomenon. But discourse and social deixis seem to differ from the three basic categories of person, place and time deixis. They grammaticalized or lexicalize certain distinctions relative to context, but may not need context for interpreting them.

D. Conversation

According to Trask “The term conversation analysis, which came into prominence in the 1970s, sounds straightforward enough, but it is used in two rather different ways. Some people use it in a very broad sense, to include all possible approaches to the study of conversational structure. Much more commonly, however, the term is used more narrowly to denote an approach which rejects the use of traditional and widely used grammatical concepts and terms and attempts instead to work out from observation what speakers are doing and how they are doing it, with any required concepts and terms being derived purely from observation (2007: 55).

Crystal stated, “A term used in linguistics and associated disciplines to refer to a method of studying the sequential structure and coherence of conversations (in their everyday sense), usually employing

the techniques of ethnomethodology. The approach studies recordings of real conversations, to establish what properties are used in a systematic way when people linguistically interact. Conversation analysis is basically an empirical, inductive study, and a contrast is often drawn with the deductive approach characteristic of discourse analysis.” (2008: 114).

E. Text

Discourse analysis is more interesting in how the sentences in a text are organized, how they relate to one another. Understanding a text, there are some linguist give the definition differently. Lyons (1996: 263) states simply that a text is a sequence of sentence.

Naturally, there is a great deal of interest in the structure of discourse, with particular attention being paid to what makes a well-formed text. Within this structural perspective, the focus is on topics such as the explicit connections between sentences in a text that create cohesion, or on elements of textual organization that are characteristic of storytelling, for example, as distinct from opinion expressing and other text types (Yule, 1996: 84).

A pre-theoretical term used in linguistics and phonetics to refer to a stretch of language recorded for the purpose of analysis and description. What is important to note is that texts may refer to collections of written

or spoken material (the latter having been transcribed in some way), e.g. conversation, monologues, rituals, and so on (Crystal, 2008:481).

A continuous piece of spoken or written language, especially one with a recognizable beginning and ending (Trask, 2007:295). Linguists have long used the word text very informally to denote any stretch of language they happened to be interested in. Especially since the 1960s, however, the notions of a text has acquired a theoretical status in several quarters, and the analysis of texts is now seen as a major goal of linguistic investigation. However, the conception of what constitutes a text is not everywhere the same.

For some linguists, a text is no different from a discourse. For others, a text is a more or less physical product, the result of a discourse, which itself is then seen as a more abstract process leading to the construction of a text. For still others, a text is primarily defined by its possession of an identifiable purpose, an approach which leads quickly to the classification of texts into a number of kinds (text-types) differing in purpose – and, consequently, often also in their linguistic characteristics. Yet others see a text as an abstraction, with a discourse being the physical realization of a text. Finally, some linguists merely consider that a text is written while a discourse is spoken.

The analysis of texts is a prominent feature of several types of functionalism, and above all of Systemic Linguistics, in which the

analysis of texts is often seen as the primary goal of linguistic investigation, with the analysis of smaller units like sentences being interpreted largely in terms of their contribution to a text. Quite independently, the approach to teaching English called language in use focuses strongly upon the analysis of texts, particularly those which are familiar and meaningful to students. In Europe, a particular approach called text linguistics has become prominent in recent decades; this lays particular emphasis on textuality, the defining characteristics of different types of texts.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Setting of the Research

The research has been accomplished for four months. The writer has researched and got various kinds of books as references needed for the paper from JIA library. Besides, the references from internet were also used in accomplishing the paper. This research was conducted in Bekasi from the beginning of this semester that was on February until June 2016 by observation and deictic analysis in conversation texts.

B. Subject of the Research

The subject of the research are focused on the two conversations which refer texts describing grammatical elements in the syntactical constructions including all the deictic components which can be analyzed pragmatically and beside that the writer can learn about the deictic elements in those conversation texts.

C. Method of The Research

The method which is used by the writer is qualitative descriptive with the research data are gained from the three conversation texts of Practical English Conversation Book. Qualitative research is concerned with developing explanations of social phenomena. Creswell defined that qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (2009: 4). Meanwhile, Krippendorff explained the data of descriptive qualitative could be taken at the level of words, sentences, paragraphs, chapters or whole publication (2004: 84).

The kind of descriptive research which is used in this research is documentary analysis, because the research is implemented toward documented information. The form of this document information is writing in the three conversation texts of Practical English Conversation Book. The research is said qualitative because it is an activity assessment, while a research referred to measuring is said quantitative.

D. Instrument of the Research

The writer is the instrument in the data analysis , participates to the research and observes the objects. The main instrument of this research is the writer herself.

The supporting instruments to collect the data are documents and records of the conversation texts.

E. Technique of the Data Analysis

In this research, the writer analyzed the data using some theories and references from books and eBooks which are related to this research. The whole data is analyzed based on content analysis that is analyzing in the content of the text which is transcribed from The Practical English Conversation Book. Based on the transcription to the text, the external elements are found which appear based on the context.

F. Procedure of the Research

1. Preparation

For the preparation, the writer formulates and limits the problem as the first step. Then she explains the purpose of the research, the method of the research, determining The Practical English Conversation Book which will be the object of the research, collecting The Practical English Conversation Book which will be the object of the research as amount of five types of deictic, and the technique use to collect data. The last step during the preparation is discussing with the counselors. Actually, discussing with the counselors is a step which is always done in every section.

2. Implementation

After all the preparations are ready, then she does the implementation. The first step in implementations are reading the deictic and classifying the types of deictic. Second step is searching for references. Third step is collecting data. The fourth step are processing, giving mark to each word which is included in deictic expression and analyzing the data, and the last step are typing and printing the result of research, and discussing with the counselor.

3. Finishing

In the finishing section, the writer takes five steps. As the first step, reporting the result of the result of the research to the counselor after that she composes the data which have been analyzed before. Then, he formulates the problem and concludes the result. The third step is giving mark to the result of the research if there is a mistaken result or more, discussing with the counselors again. After having discussed with the counselors, she revises the result which is needed to be revised. Finally, the last step is concluding the final result.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. The Data Description

The problem of the research will be answered in this chapter. This chapter presents the analysis of the research findings and discussion. The data are taken from the two conversation texts titles: “*Practical English Conversation*” by Drs. Ahmad Izzar, M.Ag. Those conversation which are going to be analyzed are: (1) *Asking about Dates* (2) *Asking about Times*

Finding data in the Conversation Books of Practical English Conversation are analyzed according to some step. In the beginning step, choosing the kinds of deictic on the data provided. Second step, describing those data based on finding the deictic kinds. The last step, analyzing the data found by explaining those data and how it can be group whether it is person, place, time, discourse, and social deictic kinds.

B. The Data Analysis

In the data of the research, they are analyzed from the three conversation text which contains of deictic kinds in the meaning of the words found in the those conversation texts. The description is listed conversation texts. That contains deictic kinds in those words of the three conversation texts. To make the interpretation of the data analysis easily.

a) Conversation I : Asking about Dates

- Mr. Aris : What's the date **today**, Dana?
 Dana : **Today** is November the first, two thousand and three. L.2
 Mr. Aris : What date is **today**, Rio?
 Rio : **Today**'s the first of November, **Sir**. L.4
 Mr. Aris : What's the date **tomorrow**, Zaki?
 Zaki : **Tomorrow** is November the second, **Sir**. L.6
 Mr. Aris : Correct. What date will be after **tomorrow**, Ami?
 Ami : After **tomorrow** will be the third of November, **Sir**. L.8
 Mr. Aris : **That**'s right. What date was **yesterday**, Indra?
 Indra : **Yesterday** was the thirty first of October, **Sir**. L.10
 Mr. Aris : Good. What date was before **yesterday**, Lulu?
 Lulu : Before **yesterday** was October the thirtieth, **Sir**. L.12
 Mr. Aris : Very good. When were **you** born, Rio?
 Zaki : **I** was born on August ten, nineteen eighty-six. L.14
 Mr. Aris : Where were **you** born, Zaki?
 Mia : **I** was born in a little town not far from **here**. L.16
 Mr. Aris : When is **your** birthday, Mia?
 Mia : The tenth of August is **my** birthday. L.18

Datum 1

Mr. Aris : What's the date **today**, Dana? (L.1)

There is a deictics kind in the above sentence, that is *today* . *Today* is a time deictics which usually exist in every sentence in English language. As tensed language, English has compulsory grammatical rules that there is no sentence building without time deictics, and there is no sentence which has no tense that means time deictics has central position in sentence building where the tense of sentence is created by the time

deictics which usually locates in the end or between subjects and predicates of the sentences. The automatic influences of the time deictics to the verb of the sentence whether the tense of the sentence is present, past or future. All are caused by the deictics kind itself. The influences can be seen in the to be, verbs, modal verbs of those sentences. The time deictic : *Today* in the above sentence makes the sentence has *present tense*.

Datum 2

Dana : **Today** is November the first, two thousand and three (L.2)

Datum 2 also has *today* as a deictics kind. *Today* is a time deictics which usually exist in every sentence in English language. As tensesd language, English has compulsory grammatical rules that there is no sentence building without time deictics, and there is no sentence which has no tense that means time deictics has central position in sentence building where the tense of sentence is created by the time deictics which usually locates in the end or between subjects and predicates of the sentences. The automatic influences of the time deictics to the verb of the sentence whether the tense of the sentence is present, past or future. All are caused by the deictics kind itself. The influences can be seen in the to be, verbs, modal verbs of those sentences. The time deictic : *Today* in the above sentence makes the sentence has *present tense*.

Datum 3

Mr. Aris : What date is **today**, Rio? (L. 3)

Today become a deictics kind again in datum 3. *Today* is a time deictics which usually exist in every sentence in English language. As tensed language, English has compulsory grammatical rules that there is no sentence building without time deictics, and there is no sentence which has no tense that means time deictics has central position in sentence building where the tense of sentence is created by the time deictics which usually locates in the end or between subjects and predicates of the sentences. The authomatical influences of the time deictics to the verb of the sentence wheter the tense of the sentence is present, past or future. All are caused by the deictics kind itself. The influences can be seen in the to be, verbs, modal verbs of those sentences. The time deictic : *Today* in the above sentence makes the sentence has *present tense*.

Datum 4

a) Rio : **Today**'s the first of November, Sir. (L.4)

The deictic kinds of datum 4 is *Today* again. *Today* is a time deictics which usually exist in every sentence in English language. As tensed language, English has compulsory grammatical rules that there is no sentence building without time deictics, and there is no sentence which has no tense that means time deictics has central position in sentence building where the tense of sentence is created by the time deictics which usually locates in the end or between subjects and predicates of the sentences. The

authoritative influences of the time deictics to the verb of the sentence whether the tense of the sentence is present, past or future. All are caused by the deictics kind itself. The influences can be seen in the to be, verbs, modal verbs of those sentences. The time deictic : *Today* in the above sentence makes the sentence has *present tense*.

b) Rio : Today's the first of November, **Sir**. (L.4)

Sir is the answer from Rio, means to Mr. Aris who teaches him, so *Sir* is the respect kind of persons to their Olders. *Sir* means the reflection of the social positions of person, means social deictic.

Datum 5

Mr. Aris : What's the date **tomorrow**, Zaki? (L. 5)

There is a deictic kinds in the above sentence, that is *tomorrow*. Tomorrow is a time deictic which usually exists in every sentence in English language. As tensed language, English has compulsory grammatical rules that there is no sentence building without time deictic, and there is no sentence which has no tense that means time deictic has central position in sentence building where the tense of the sentence is created by the time deictic which usually locates in the end or between subjects and predicates of the sentences. The authoritative influences of the time deictic to the verb of the sentence whether the tense of the sentence is present, past or future. All are caused by the deictic kinds itself. The influences can be seen in the to be, verbs, modal verbs of those

sentences. The time deictic : *Tomorrow* in the above sentence makes the sentence has *future tense*.

Datum 6

a) Zaki : **Tomorrow** is November the second, Sir. (L.6)

Datum 6 also has Tomorrow as a deictic kinds. Tomorrow is a time deictic which usually exists in every sentence in English language. As tensed language, English has compulsory grammatical rules that there is no sentence building without time deictic, and there is no sentence which has no tense that means time deictic has central position in sentence building where the tense of the sentence is created by the time deictic which usually locates in the end or between subjects and predicates of the sentences. The authomatical influences of the time deictic to the verb of the sentence whether the tense of the sentence is present, past or future. All are caused by the deictic kinds itself. The influences can be seen in the to be, verbs, modal verbs of those sentences. The time deictic : *Tomorrow* in the above sentence makes the sentence has *future tense*.

b) Zaki : Tomorrow is November the second, **Sir**. (L.6)

Sir is the answer from Zaki, means to Mr. Aris who teaches him, so *Sir* is the respect kind of persons to their Older. *Sir* means the reflection of the social positions of person, means social deictic.

Datum 7

Mr. Aris : Correct. What date will be after **tomorrow**, Ami? (L. 7)

The deictic kinds of datum 7 is *Tomorrow* again. Tomorrow is a time deictic which usually exists in every sentence in English language. As tensed language, English has compulsory grammatical rules that there is no sentence building without time deictic, and there is no sentence which has no tense that means time deictic has central position in sentence building where the tense of the sentence is created by the time deictic which usually locates in the end or between subjects and predicates of the sentences. The authomatical influences of the time deictic to the verb of the sentence whether the tense of the sentence is present, past or future. All are caused by the deictic kinds itself. The influences can be seen in the to be, verbs, modal verbs of those sentences. The time deictic : *Tomorrow* in the above sentence makes the sentence has *future tense*.

Datum 8

a) Ami : After **tomorrow** will be the third of November, **Sir**. (L. 8)

In datum 8, there is a deictic kinds, that is *tomorrow*. *Tomorrow* is a time deictic which usually exists in every sentence in English language. As tensed language, English has compulsory grammatical rules that there is no sentence building without time deictic, and there is no sentence which has no tense that means time deictic has central position in sentence building where the tense of the sentence is created by the time deictic which usually locates in the end or between subjects and predicates of the

sentences. The automatic influences of the time deictic to the verb of the sentence whether the tense of the sentence is present, past or future. All are caused by the deictic kinds itself. The influences can be seen in the to be, verbs, modal verbs of those sentences. The time deictic : *Tomorrow* in the above sentence makes the sentence has *future tense*.

b) Ami : After tomorrow will be the third of November, **Sir**. (L. 8)

Sir is the answer from Ami, means to Mr. Aris who teaches her, so *Sir* is the respect kind of persons to their Olders. *Sir* means the reflection of the social positions of person, means social deictic.

Datum 9

a) Mr. Aris : **That's** right. What date was yesterday, Indra? (L. 9)

There is a deictic kinds in the above sentence. *That* in this sentence as personal deictic, means third singular personal pronoun which relates to the thing asked by speaker to hearer to the hearer of the sentence contextually and automatically the hearer understands what *that* means in the sentences.

b) Mr. Aris : That's right. What date was **yesterday**, Indra?

In datum 9, there is a deictic kinds that is *yesterday*. *Yesterday* is a time deictic which usually exist in every sentence in English language. As tenses language, English has compulsory grammatical rules that there is no sentence building without time deictic, and there is no sentence which has no tense that means time deictic has central position in sentence building where the tense of the sentence is created by the time deictic

which usually locates in the end or between subjects and predicates of the sentences. The automatic influences of the time deictics to the verb of the sentence whether the tense of the sentence is present, past or future. All are caused by the deictic kinds itself. The influences can be seen in the to be, verbs, modal verbs of those sentences. The deictic time : *Yesterday* in the above sentence makes the sentence has *past tense*.

Datum 10

a) Indra : **Yesterday** was the thirty first of October, Sir. (L.10)

Datum 10 also has *yesterday* as a deictic kinds, that is *yesterday*. *Yesterday* is a time deictic which usually exist in every sentence in English language. As tensed language, English has compulsory grammatical rules that there is no sentence building without time deictic, and there is no sentence which has no tense that means time deictic has central position in sentence building where the tense of the sentence is created by the time deictic which usually locates in the end or between subjects and predicates of the sentences. The automatic influences of the time deictics to the verb of the sentence whether the tense of the sentence is present, past or future. All are caused by the deictic kinds itself. The influences can be seen in the to be, verbs, modal verbs of those sentences. The deictic time : *Yesterday* in the above sentence makes the sentence has *past tense*.

b) Indra : Yesterday was the thirty first of October, **Sir**. (L.10)

Sir is the answer from Indra, means to Mr. Aris who teaches him, so *Sir* is the respect kind of persons to their Olders. *Sir* means the reflection of the social positions of person, means social deictic.

Datum 11

Mr. Aris : Good. What date was before **yesterday**, Lulu? (L. 11)

Yesterday become a deictic kinds again in datum 11. *Yesterday* is a time deictic which usually exist in every sentence in English language. As tensed language, English has compulsory grammatical rules that there is no sentence building without time deictic, and there is no sentence which has no tense that means time deictic has central position in sentence building where the tense of the sentence is created by the time deictic which usually locates in the end or between subjects and predicates of the sentences. The authomatical influences of the time deictic to the verb of the sentence whether the tense of the sentence is present, past or future. All are caused by the deictic kinds itself. The influences can be seen in the to be, verbs, modal verbs of those sentences. The deictic time : *Yesterday* in the above sentence makes the sentence has *past tense*.

Datum 12

a) Lulu : Before **yesterday** was October the thirtieth, Sir. (L.12)

The deictic kinds of datum 12 is *yesterday* again. *Yesterday* is a time deictic which usually exist in every sentence in English language. As tensed language, English has compulsory grammatical rules that there is

no sentence building without time deictic, and there is no sentence which has no tense that means time deictic has central position in sentence building where the tense of the sentence is created by the time deictic which usually locates in the end or between subjects and predicates of the sentences. The automatic influences of the time deictic to the verb of the sentence whether the tense of the sentence is present, past or future. All are caused by the deictic kinds itself. The influences can be seen in the to be, verbs, modal verbs of those sentences. The deictic time : *Yesterday* in the above sentence makes the sentence has *past tense*.

b) Lulu : Before yesterday was October the thirtieth, **Sir**. (L.12)

Sir is the answer from Lulu, means to Mr. Aris who teaches her, so *Sir* is the respect kind of persons to their Olders. *Sir* means the reflection of the social positions of person, means social deictic.

Datum 13

Mr. Aris : Very good. When were **you** born, Rio? (L. 13)

You in this sentence as personal deictic, means second plural pronoun which relates to the addressee of the sentence contextually and automatically the hearer understands what *you* means in the sentence.

Datum 14

Zaki: **I** was born on August ten, nineteen eighty-six. (L.14)

I in this sentence as personal deictic, means first singular personal pronoun which relates to the speaker of the sentence contextually and automatically the addressee understands what *I* means in this sentence.

Datum 15

Mr. Aris : Where were **you** born, Zaki? (L. 15)

Datum 15 also has *you* as deictic kinds. *You* in this sentence as personal deictic, means second plural pronoun which relates to the addressee of the sentence contextually and automatically the hearer understands what *you* means in the sentence.

Datum 16

a) Mia : **I** was born in a little town not far from here. (L.16)

The deictic kind of datum 16 is *I* again. *I* in this sentence as personal deictic, means first singular personal pronoun which relates to the speaker of the sentence contextually and automatically the addressee understands what *I* means in this sentence.

b) Mia : I was born in a little town not far from **here**. (L.16)

Here in this sentence as deictic of place, means the deictic of place *here* relates to the place when the speaker does an action (information) in the sentence contextually which automatically the addressee understands what *here* means in this sentence.

Datum 17

Mr. Aris : When is **your** birthday, Mia?

Datum 17 also has *your* as deictic kinds. *Your* in this sentence as personal deictic, means second plural pronoun which relates to the addressee of the sentence contextually and automatically the hearer understands what *your* means in the sentence that is Mia's birthday.

Datum 18

Mia : The tenth of August is **my** birthday. L.18

My in this sentence as personal deictic, means first singular personal pronoun which relates to the speaker of the sentence contextually and automatically the addressee understands what *My* means in this sentence that is Mia's birthday.

Table 4 B.1

NO	Deictic Kinds	Total	Remarks
1	Time Deictics	12	L.1, 2,3,4,5,6,7,8, 9, 10,11,and L.12.
2	Personal Deictics	7	L.9,13,14,15, 16, 17, and L.18.
3	Place Deictics	1	L.16.
4	Social Deictics	5	L.4,6, 8, 10, and L.12
5	Discourse Deictics	-	-
		25	

b) Conversation 2 : Asking about Times.

Mr. Aris : Excuse me, can **you** tell me the right time?

Denny : I'm sorry, **Sir. I** have no watch. (L. 2)

Mr. Aris : Heru, look at the clock on the wall. What time is **it** now?

Heru : **It's** two o'clock. (L. 4)

Mr. Aris : **Now**, when the short hand points to one and the long hand points to twelve, what time is **it**?

Heru : **It's** one o'clock. (L. 6)

Mr. Aris : The short hand moves to two. What time is **it** then, Dhea?

Dhea : **It's** two o'clock. (L. 8)

Mr. Aris : Quite right. **Now** the short hand moves to five and the long hand moves to three. What time is **it** then, John?

John : A quarter past five. (L. 10)

Mr. Aris : Correct. When the long hand moves to nine and the short hand points to seven, what time is **it** then, Dana?

Dana : **It** is then a quarter to seven (L. 12)

Mr. Aris : **That's** right. How many hands are **there** in a watch Rully?

Rully : **There** are two or three hands in a watch. (L. 14)

Mr. Aris : What are **they**, Tony?

Tony : **They** are short hand **that** points to the hours, the long hand that points to the minutes, the second hand or the longest hand **that** points to the second. (L. 16)

Mr. Aris : Very good. Do **you** know the very big clock in the world, Dana?

Dana : Yes, **I** do. **It's** Big Ben. (L. 18)

Mr. Aris : Where is **it**?

Dana : **It** is in London. (L. 20)

Mr. Aris : Where's your watch, Hadi?

Hadi : **I** have it on my wrist. (L. 22)

Mr. Aris : What's the time, **now**, by your watch, Jerry?

Jerry : **It's** five to eight. (L. 24)

Mr. Aris : What time is **it** by your watch is stopped.

Dhani : **I'm** sorry, my watch is stopped. (L. 26)

Mr. Aris : Can **you** tell me the right time, Aji?

Aji : **I'm** sorry. My watch is slow, five minutes slow. (L. 28)

Mr. Aris : What about your watch, Helmi?

Helmi : **It** says five past five, **It's** fast. Five minutes fast. (L. 30)

Mr. Aris : How many minutes are **there** in an hour, Yusuf?

Yusuf : **There** are sixty minutes in an hour, teacher. (L. 32)

Mr. Aris : **Now you**, Helmi. How many seconds are **there** in a minute?

Helmi : **There** are sixty seconds in a minute. (L. 34)

Mr. Aris : How many hours are **there** in a day and night?

- Aji : **There** are twenty four hours in a day and night. (L. 36)
- Mr. Aris : How many hours are **they** in **there** a day, Ali?
- Ali : **There** are 12 hours in a day, **Sir**. (L. 38)
- Mr. Aris : Good. How many hours are from two to five?
- Maya : Three hours, **Sir**. (L. 40)
- Mr. Aris : Ali, do **you** know what the alarm clock is?
- Ali : The alarm clock is a clock **that**'s going to ring and wake up the sleeping person according to the time **he** wishes. (L. 42)
- Mr. Aris : What time do **you** get up every day, Yusuf?
- Yusuf : **I** often get up at four every day, **Sir**. (L. 44)

Datum 19

Mr. Aris : Excuse me, can **you** tell me the right time? (L. 1)

There is a deictic kind in the above sentence, that is *you*. *You* in this sentence as personal deictic, means second plural pronoun which relates to the addressee of the sentence contextually and automatically the hearer understands what *you* means in the sentence.

Datum 20

a) Denny : I'm sorry, **Sir**. I have no watch. (L. 2)

Sir is the answer from Lulu, means to Mr. Aris who teaches her, so *Sir* is the respect kind of persons to their Olders. *Sir* means the reflection of the social positions of person, means social deictics.

b) Denny : I'm sorry, Sir. **I** have no watch. (L. 2)

I in this sentence as personal deictic, means first singular personal pronoun which relates to the speaker of the sentence contextually and automatically the addressee understands what *I* means in this sentence.

Datum 21

Mr. Aris : Heru, look at the clock on the wall. What time is **it** now? (L. 3)

The deictic kind of datum 21 is *it*. *It* in this sentence as personal deictic, means third singular personal pronoun which relates to the thing (clock) asked by speaker to the hearer of the sentence contextually and automatically the hearer understands what *it* means in the sentence.

Datum 22

Heru : **It**'s two o'clock. (L. 4)

It become a deictic kind again in datum 22. *It* in this sentence as personal deictic, means third singular personal pronoun which relates to the thing (clock) asked by speaker to the hearer of the sentence contextually and automatically the hearer understands what *it* means in the sentence.

Datum 23

a) Mr. Aris : **Now**, when the short hand points to one and the long hand points to twelve, what time is it? (L. 5)

There is a deictic kind in the above sentence, that is *now*. *Now* in this sentence as a deictic of time, means the deictic of time *now* relates to the time when the speaker does an action (taking) in the sentence contextually which automatically the seller understands what *now* means in the sentence.

b) Mr. Aris : Now, when the short hand points to one and the long hand points to twelve, what time is **it**? (L. 5)

Datum 23 also has *it* as a deictic kind. *It* in this sentence as personal deictic, means third singular personal pronoun which relates to the thing (clock) asked by speaker to the hearer of the sentence contextually and automatically the hearer understands what *it* means in the sentence.

Datum 24

Heru : **It's** one o'clock. (L. 6)

It become a deictic kind again in datum 24. *It* in this sentence as personal deictic, means third singular personal pronoun which relates to the thing (clock) asked by speaker to the hearer of the sentence contextually and automatically the hearer understands what *it* means in the sentence.

Datum 25

Mr. Aris : The short hand moves to two. What time is **it** then, Dhea? (L. 7)

The deictic kind of datum 25 is *it* again. *It* in this sentence as personal deictic, means third singular personal pronoun which relates to the thing (clock) asked by speaker to the hearer of the sentence contextually and automatically the hearer understands what *it* means in the sentence.

Datum 26

Dhea : **It's** two o'clock. (L. 8)

It in this sentence as personal deictic too, means third singular personal pronoun which relates to the thing (clock) asked by speaker to the hearer of the sentence contextually and automatically the hearer understands what *it* means in the sentence.

Datum 27

- a) Mr. Aris : Quite right. **Now** the short hand moves to five and the long hand moves to three. What time is it then, John? (L. 9)

The deictic kind of datum 27 is *now*. *Now* in this sentence as deictic of time, means the deictic of time *now* relates to the time when the speaker does an action (taking) in the sentence contextually which automatically the seller understands what *now* means in the sentence.

- b) Mr. Aris : Quite right. Now the short hand moves to five and the long hand moves to three. What time is **it** then, John? (L. 9)

It in this sentence as personal deictic, means third singular personal pronoun which relates to the thing (clock) asked by speaker to the hearer of the sentence contextually and automatically the hearer understands what *it* means in the sentence.

Datum 28

Mr. Aris : Correct. When the long hand moves to nine and the short hand points to seven, what time is **it** then, Dana? (L. 11)

It in the above sentence as personal deictic, means third singular personal pronoun which relates to the thing (clock) asked by speaker to the hearer of the sentence contextually and automatically the hearer understands what *it* means in the sentence.

Datum 29

Dana : **It** is then a quarter to seven (L. 12)

It in the above sentence also a deictic of personal, means third singular personal pronoun which relates to the thing (clock) asked by speaker to the hearer of the sentence contextually and automatically the hearer understands what *it* means in the sentence.

Datum 28

Mr. Aris : **That**'s right. How many hands are there in a watch Rully? (L. 13)

That in this sentence as personal deictic, means third singular personal pronoun which relates to the the thing (clock) asked by speaker to the hearer of the sentence contextually and automatically the hearer understands what *that* means in the sentence.

Datum 30

Rully : **There** are two or three hands in a watch. (L. 14)

There in this sentence as deictic of place, means the deictic of place *there* relates to the place when the speaker does an action (information) in the sentence contextually which automatically the addressee understands what *there* means in this sentence.

Datum 31

Mr. Aris : What are **they**, Tony? (L. 15)

They in this sentence as personal deictic, means first plural personal pronoun which relates to the speaker of the sentence contextually and automatically the hearer understands what *they* means in the sentence.

Datum 32

- a) Tony : **They** are short hand that points to the hours, the long hand that points to the minutes, the second hand or the longest hand that points to the second. (L. 16)

Datum 32 also has *they* as a deictic kind. *They* in this sentence as personal deictic, means first plural personal pronoun which relates to the speaker of the sentence contextually and automatically the hearer understands what *they* means in the sentence.

- b) Tony : They are short hand **that** points to the hours, the long hand that points to the minutes, the second hand or the longest hand that points to the second. (L. 16)

That in this sentence has 2 deictic of place, means third singular personal pronoun which relates to the the thing (clock) asked by speaker to the hearer of the sentence contextually and automatically the hearer understands what *that* means in the sentence.

- c) Tony : They are short hand that points to the hours, the long hand that points to the minutes, the second hand or the longest hand **that** points to the second. (L. 16)

Same with before, *that* in this sentence is deictic of place too. *That* in here means third singular personal pronoun which relates to the the thing

(clock) asked by speaker to the hearer of the sentence contextually and automatically the hearer understands what *that* means in the sentence.

Datum 33

a) Dana : Yes, **I** do. It's Big Ben. (L. 18)

I in this sentence as personal deictic, means first singular personal pronoun which relates to the speaker of the sentence contextually and automatically the addressee understands what *I* means in this sentence.

b) Dana : Yes, I do. **It**'s Big Ben. (L. 18)

It in this sentence as personal deictic, means third singular personal pronoun which relates to the thing (clock) asked by speaker to the hearer of the sentence contextually and automatically the hearer understands what *it* means in the sentence.

Datum 34

Mr. Aris : Where is **it**? (L. 19)

It become a deictic kind again in datum 34. *It* in this sentence as personal deictic, means third singular personal pronoun which relates to the thing (clock) asked by speaker to the hearer of the sentence contextually and automatically the hearer understands what *it* means in the sentence.

Datum 35

Dana : **It** is in London. (L. 20)

The deictic kind of datum 35 is *it* again. *It* in this sentence as personal deictic, means third singular personal pronoun which relates to the thing

(clock) asked by speaker to the hearer of the sentence contextually and automatically the hearer understands what *it* means in the sentence.

Datum 36

Hadi: **I** have it on my wrist. (L. 22)

I in this sentence as personal deictic, means first singular personal pronoun which relates to the speaker of the sentence contextually and automatically the addressee understands what *I* means in this sentence.

Datum 37

Mr. Aris : What's the time, **now**, by your watch, Jerry? (L. 23)

Now in this sentence as deictic of time, means the deictic of time *now* relates to the time when the speaker does an action (taking) in the sentence contextually which automatically the seller understands what *now* means in the sentence.

Datum 38

Jerry : **It's** five to eight. (L. 24)

It in this sentence as personal deictic, means third singular personal pronoun which relates to the thing (clock) asked by speaker to the hearer of the sentence contextually and automatically the hearer understands what *it* means in the sentence.

Datum 39

Mr. Aris : What time is **it** by your watch is stopped. (L. 25)

Datum 38 also has it as a deictic kind, that is *it*. *It* in this sentence as personal deictic , means third singular personal pronoun which relates to

the thing (clock) asked by speaker to the hearer of the sentence contextually and automatically the hearer understands what *it* means in the sentence.

Datum 40

Dhani : I'm sorry, my watch is stopped. (L. 26)

I in this sentence as personal deictic, means first singular personal pronoun which relates to the speaker of the sentence contextually and automatically the addressee understands what *I* means in this sentence.

Datum 41

Mr. Aris : Can **you** tell me the right time, Aji? (L. 27)

You in this sentence as personal deictic, means second plural pronoun which relates to the addressee of the sentence contextually and automatically the hearer understands what *you* means in the sentence.

Datum 42

Aji : I'm sorry. My watch is slow, five minutes slow. (L. 28)

I in this sentence as personal deictic, means first singular personal pronoun which relates to the speaker of the sentence contextually and automatically the addressee understands what *I* means in this sentence.

Datum 43

Helmi : **It** says five past five, It's fast. Five minutes fast. (L. 30)

It in this sentence as personal deictic, means third singular personal pronoun which relates to the thing (clock) asked by speaker to the hearer

of the sentence contextually and automatically the hearer understands what *it* means in the sentence.

Datum 44

Mr. Aris : How many minutes are **there** in an hour, Yusuf? (L. 32)

There in this sentence as deictic of place, means the deictic of place *there* relates to the place when the speaker does an action (information) in the sentence contextually which automatically the addressee understands what *there* means in this sentence.

Datum 45

a) Mr. Aris : **Now** you, Helmi. How many seconds are there in a minute?
(L. 33)

Now in this sentence as deictic of time, means the deictic of time *now* relates to the time when the speaker does an action (taking) in the sentence contextually which automatically the seller understands what *now* means in the sentence.

b) Mr. Aris : Now **you**, Helmi. How many seconds are there in a minute?
(L. 33)

You in this sentence as personal deictic, means second plural pronoun which relates to the addressee of the sentence contextually and automatically the hearer understands what *you* means in the sentence.

c) Mr. Aris : Now you, Helmi. How many seconds are **there** in a minute? (L. 33)

There in this sentence as deictic of place, means the deictic of place *there* relates to the place when the speaker does an action (information) in the sentence contextually which automatically the addressee understands what *there* means in this sentence.

Datum 46

Helmi : **There** are sixty seconds in a minute. (L. 34)

There become a deictic kinds again in datum 46, means the deictic of place *there* relates to the place when the speaker does an action (information) in the sentence contextually which automatically the addressee understands what *there* means in this sentence.

Datum 47

Mr. Aris : How many hours are **there** in a day and night? (L. 35)

There in this sentence as deictic of place, means the deictic of place *there* relates to the place when the speaker does an action (information) in the sentence contextually which automatically the addressee understands what *there* means in this sentence.

Datum 48

Aji : **There** are twenty four hours in a day and night. (L. 36)

The deictic kinds of datum 48 is *there* again, means the deictic of place *there* relates to the place when the speaker does an action (information) in the sentence contextually which automatically the addressee understands what *there* means in this sentence.

Datum 49

- a) Mr. Aris : How many hours are **they** in there a day, Ali? (L. 37)

They in this sentence as personal deictic, means first plural personal pronoun which relates to the speaker of the sentence contextually and automatically the hearer understands what *they* means in the sentence.

- b) Mr. Aris : How many hours are they in **there** a day, Ali? (L. 37)

There in this sentence as deictic of place, means the deictic of place *there* relates to the place when the speaker does an action (information) in the sentence contextually which automatically the addressee understands what *there* means in this sentence.

Datum 50

- a) Ali : **There** are 12 hours in a day, Sir. (L. 38)

There in this sentence as deictic of place, means the deictic of place *there* relates to the place when the speaker does an action (information) in the sentence contextually which automatically the addressee understands what *there* means in this sentence.

- b) Ali : There are 12 hours in a day, **Sir**. (L. 38)

Sir is the answer from Lulu, means to Mr. Aris who teaches her, so *Sir* is the respect kind of persons to their Olders. *Sir* means the reflection of the social positions of person, means social deictics.

Datum 51

Mr. Aris : Ali, do **you** know what the alarm clock is? (L. 41)

You in this sentence as personal deictic, means second plural pronoun which relates to the addressee of the sentence contextually and automatically the hearer understands what *you* means in the sentence.

Datum 52

- a) Ali : The alarm clock is a clock **that**'s going to ring and wake up the sleeping person according to the time **he** wishes. (L. 42)

That in this sentence as personal deictic, means third singular personal pronoun which relates to the the thing (clock) asked by speaker to the hearer of the sentence contextually and automatically the hearer understands what *that* means in the sentence.

- b) Ali : The alarm clock is a clock that's going to ring and wake up the sleeping person according to the time **he** wishes. (L. 42)

He in this sentence as personal deictic, means first singular personal pronoun which relates to the speaker of the sentence contextually and automatically the hearer understands what *he* means in the sentence.

Datum 53

- Mr. Aris : What time do **you** get up every day, Yusuf? (L. 43)

You in this sentence as personal deictic, means second plural pronoun which relates to the addressee of the sentence contextually and automatically the hearer understands what *you* means in the sentence.

Datum 54

- a) Yusuf : **I** often get up at four every day, Sir. (L. 44)

I in this sentence as personal deictic, means first singular personal pronoun which relates to the speaker of the sentence contextually and automatically the addressee understands what *I* means in this sentence.

b) Yusuf : I often get up at four every day, **Sir**. (L. 44)

Sir is the answer from Yusuf, means to Mr. Aris who teaches him, so *Sir* is the respect kind of persons to their Olders. *Sir* means the reflection of the social positions of person, means social deictics.

Table 4 B.2

NO	Deictic Kinds	Total	Remarks
1	Time Deictics	4	L.5,9,23, and L.33
2	Personal Deictics	31	L.1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 15, 16, 17, 18, 18, 19, 20, 22, 24, 25, 26, 27, 28, 30, 33, 37, 41, 42, 43, and L.44
3	Place Deictics	14	L.13, 13, 14, 16, 16, 31, 32, 33, 34, 35, 36, 37, 38, and L.42
4	Social Deictics	4	L.2, 38, 40, and L.44
5	Discourse Deictics	-	-
		53	

C. The Data Interpretation

After the writer analyses, the writer is going to count deictic of time, person, place, social, and discourse, explain the meaning of the deictic elements contextually, and coherence of the discourse in two conversation book.

NO	Deictic Kinds	Conversation Titles		Total	Percentage
		Asking about Dates	Asking about Time		
1	Time Deictics	12	4	16	20%
2	Person Deictics	7	31	38	49%
3	Place Deictics	1	14	15	19%
4	Social Deictics	5	4	9	12%
5	Discourse Deictics	0	0	0	0%
	Total			78	100 %

From the data above, there are some data the two conversation text from *“Practical English Conversation”* by Drs. Ahmad Izzar, M.Ag. First, there are sixteen data of time deictic, thirty eight data of personal deictic, fifteen data of place deictic, 0 (zero) data of discourse deictic due to it is not found in the two conversation nine data of social deictic and the last are nine data of social deictic.

D. The Discussion

From the data analysis of 78 data of the two conversation text from *“Practical English Conversation”* by Drs. Ahmad Izzar, M.Ag, the using types deictic have different percentage between one and another. The percentage of time deictic is 20% consist of today, tomorrow, yesterday, and now, deictic of person is 49% consist of I, you, they, it, my, and your, deictic of place is 19% consist of that, there, and here, deictic of discourse is 0%, whereas the percentage of social deictic is 12% consist of Sir. The percentages show that all forms are frequently found in the two conversations.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After completing all description based on the contents of preview chapter, the writer has an inference based on references used for composing this research. There are four kinds of deictic analyzed in here, time deictic, personal deictic, place deictic, social deictic.

There are four deictic kinds in the two conversation titles. Most of the deictic kinds which have the most totals are personal deictic. It can be seen that the classification of time deictic found is 16, personal deictic found is 38, place deictic found is 15, and social deictic found is 9. From the analysis can be taken the implicit conclusion, they are:

1. Many kinds of deictic expression in "*Practical English Conversation*" book by Drs. Ahmad Izzar, M.Ag.
2. Since deictic expressions only require meaning when interpreted by the hearer, they belong to the domain of pragmatics. However, since the resolution of their meaning is necessary in order to know the meaning of the proposition and its truth conditions, then at the same time they are in the domain of semantic.
3. In pragmatics and linguistics, deixis is a process whereby words or expressions rely absolutely on context.

4. Deixis expressions which have been found in the two conversations are time, personal, place, and social deixis.
5. Deixis expressions have special functions in the communication science in the modern era due to communication science relates to other science like Economics, Politics etc.

B. Suggestion

Based on the result if this research, some suggestion can be proposed to the following parties :

1. For students

First, they should be more aware that deictic is important in conversation which they may not realize yet so far. They should know types of deictic and how to use it when they make conversation.

2. For lecturer

Hopefully, they should teach students about deictic. Deictic has one of important to know in studying language which is related to Semantics. Teachers need to start by the example are. They should ask their students to memorize them and practice how to know them in real communication.

3. For college

The writer hopes that STBA JIA provides more new English Books especially English Semantics and Pragmatics Books.

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BIOGRAPHY

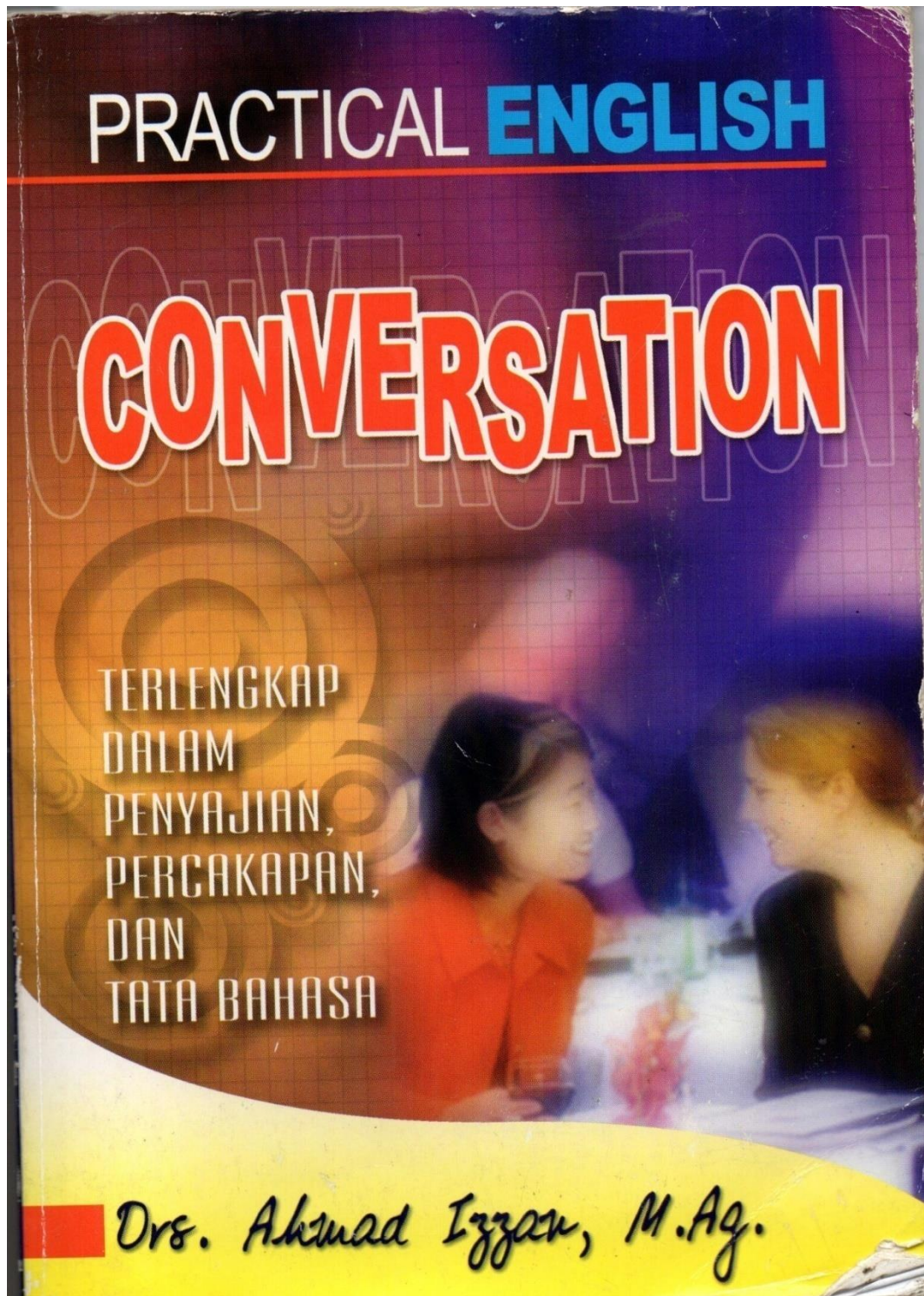


The writer was born in Wonogiri on 22 July 1990, her mother is Suparyati and her father is Eko Hadi Purnomo. She is the eldest daughter of two children and educated at Pondok Kopi 04 Elementary School East Jakarta in 1996. She continued studying to 199 Junior High School East Jakarta in 2002, then the writer took Social Science when she was in 107 Senior High School East Jakarta in 2005.

After she graduation from senior high school, she applied the requirements to PT Indonesia Epson Industry as operator production for 1 year, then she worked at PT Patco Elektronik Teknologi as operator production for 1 year. In 2011 the writer back to worked at PT Indonesia Epson Industry again but as Quality Control for 1 year. So, In 2012 the writer decided to continue her study and joining in English Department of Foreign Language STBA JIA Bekasi.

During her study at the college, in 2015 she applied the requirements to PGRI Rawa Lumbu Bekasi Senior High School and became a staff administration for 6 months. In April 2016, she applied the requirements to Kartika Husada Hospital as Front office until now.

APPENDIX



ASKING ABOUT DATES

(Bertanya Tentang Tanggal)

- Mr. Aris** : **What's the date today, Dana?**
Tanggal berapa hari ini, Dana?
- Dana** : **Today is November the first, two thousand and three.**
Hari ini tanggal satu November 2003.
- Mr. Aris** : **What date is today, Rio?**
Tanggal berapa hari ini, Rio?
- Rio** : **Today's the first of November, Sir.**
Hari ini tanggal satu November, Pak.
- Mr. Aris** : **What's the date tomorrow, Zaki?**
Tanggal berapa besok, Zaki?
- Zaki** : **Tomorrow is November the second, Sir.**
Besok tanggal dua November, Pak.
- Mr. Aris** : **Correct. What date will be after tomorrow, Ami?**
Betul. Tanggal berapa lusa, Ami?
- Ami** : **After tomorrow will be the third of November, Sir.**
Lusa tanggal tiga November, Pak.
- Mr. Aris** : **That's right. What date was yesterday, Indra?**
Itu betul. Tanggal berapa kemarin, Indra?
- Indra** : **Yesterday was the thirty first of October, Sir.**
Kemarin tanggal 31 Oktober, Pak.

Mr. Aris : **Good. What date was before yesterday, Lulu?**
Bagus. Tanggal berapa kemarin dulu, Lulu?

Lulu : **Before yesterday was October the thirtieth, Sir.**
Kemarin dulu tanggal 30 Oktober, Pak.

Mr. Aris : **Very good. When were you born, Rio?**
Bagus sekali. Kapan kamu lahir, Rio?

Rio : **I was born on August ten, nineteen eighty-six.**
Saya lahir tanggal sepuluh Agustus 1986.

Mr. Aris : **Where were you born, Zaki?**
Di mana kamu lahir, Zaki?

Zaki : **I was born in a little town not far from here.**
Saya lahir di sebuah kota kecil tidak jauh dari sini.

Mr. Aris : **When is your birthday, Mia?**
Kapankah hari ulang tahunmu, Mia?

Mia : **The tenth of August is my birthday.**
Tanggal sepuluh Agustus adalah hari ulang tahun saya.

ASKING ABOUT TIMES

(Bertanya Tentang Waktu)

Mr. Aris : Excuse me, can you tell me the right time?

Permisi, pukul berapa sekarang?

Denny : I'm sorry, Sir. I have no watch.

Maaf, Pak. Saya tidak mempunyai arloji.

Mr. Aris : Heru, look at the clock on the wall. What time is it (now)?

Heru, lihatlah jam di dinding itu. Pukul berapa sekarang?

Heru : It's two o'clock.

Sekarang pukul dua.

Mr. Aris : (Now when the short hand points to one and the long hand points to twelve, what time is it?)

Sekarang, kalau jarum pendek menunjuk ke angka satu dan jarum panjang menunjuk ke angka 12, pukul berapa itu?

Heru : It's one o'clock.

Pukul satu.

Mr. Aris : The short hand moves to two. What time is it then, Dhea?

Jarum pendek pindah ke angka dua. Jika demikian pukul berapa, Dhea?

Dhea : It's two o'clock.

Pukul dua.

Mr. Aris : **Quite right. Now the short hand moves to five and the long hand moves to three. What time is it then, John?**
Betul sekali. Sekarang jarum pendek pindah ke angka lima dan jarum panjang pindah ke angka tiga. Kalau demikian pukul berapa, John?

John : **A quarter past five.**
Pukul lima lewat seperempat.

Mr. Aris : **Correct. When the long hand moves to nine and the short hand points to seven, what time is it then, Dana?**
Betul. Kalau jarum panjang ke angka sembilan dan jarum pendek pindah ke angka tujuh, pukul berapa pada waktu itu, Dana?

Dana : **It is then a quarter to seven.**
Pada waktu pukul tujuh kurang seperempat.

Mr. Aris : **That's right. How many hands are there in a watch, Rully?**
Betul. Ada berapa jarum jam di dalam arloji, Rully?

Rully : **There are two or three hands in a watch.**
Ada dua atau tiga jarum di dalam arloji.

Mr. Aris : **What are they, Tony?**
Jarum-jarum apakah itu, Tony?

Tony : **They are short hand that points to the hours, the long hand that points to the minutes, the second hand or the longest hand that points to the seconds.**
Mereka adalah jarum pendek yang menunjukkan jam, jarum panjang yang menunjukkan menit, dan jarum detik atau jarum yang terpanjang menunjukkan detik.

Mr. Aris : **Very good. Do you know the very big clock in the world, Dana?**
Bagus sekali. Tahukah kamu jam terbesar di dunia, Dana?

Dana : **Yes, I do. It's Big Ben.**
Ya, saya tahu. Itu Big Ben.

Mr. Aris : **Where is it?**
Di mana?

- Dana** : **It is in London.**
Jam itu ada di London.
- Mr. Aris** : **Where's your watch, Hadi?**
Di mana arlojimu, Hadi?
- Hadi** : **I have it on my wrist.**
Saya memakainya di pergelangan tangan.
- Mr. Aris** : **What's the time now, by your watch, Jerry?**
Pukul berapa sekarang menurut arlojimu, Jerry?
- Jerry** : **It's five to eight.**
Pukul delapan kurang lima.
- Mr. Aris** : **What time is it by your watch, Dhani?**
Pukul berapa arlojimu, Dhani?
- Dhani** : **I'm sorry, my watch is stopped.**
Maaf, arloji saya mati.
- Mr. Aris** : **Can you tell me the right time, Aji?**
Pukul berapa sekarang, Aji?
- Aji** : **I'm sorry. My watch is slow; five minutes slow.**
Maaf, arloji saya lambat; lambat lima menit.
- Mr. Aris** : **What about your watch, Helmi?**
Bagaimana dengan arlojimu, Helmi?
- Helmi** : **It says five past five, It's fast. Five minutes fast.**
Arloji saya menunjukkan lima lewat lima. Lebih cepat lima menit.
- Mr. Aris** : **How many minutes are there in an hour, Yusuf?**
Ada berapa menitkah dalam satu jam, Yusuf?
- Yusuf** : **There are sixty minutes in an hour, teacher.**
Ada 60 menit dalam satu jam, Pak.
- Mr. Aris** : **Now you, Helmi. How many seconds are there in a minute?**
Sekarang kamu, Helmi. Ada berapa detikkah dalam satu menit?
- Helmi** : **There are sixty seconds in a minute.**
Ada 60 detik dalam satu menit.

- Mr. Aris** : **How many hours are there in a day and night?**
Ada berapa jamkah dalam sehari semalam?
- Aji** : **There are twenty four hours in a day and night.**
Ada 24 jam sehari dan semalam.
- Mr. Aris** : **How many hours are they in there a day, Ali?**
Ada berapa jamkah dalam satu hari, Ali?
- Ali** : **There are 12 hours in a day, Sir.**
Ada 12 jam dalam sehari, Pak.
- Mr. Aris** : **Good. How many hours are from two to five?**
Bagus. Ada berapa jamkah dari pukul dua sampai lima?
- Maya** : **Three hours, Sir.**
Tiga jam, Pak.
- Mr. Aris** : **Ali, do you know what the alarm clock is?**
Ali, tahukah kamu apakah beker itu?
- Ali** : **The alarm clock is a clock that's going to ring and wake up the sleeping person according to the time he wishes.**
Beker adalah sebuah jam yang akan berbunyi dan membangunkan seorang yang tidur menurut waktu yang diinginkannya.
- Mr. Aris** : **What time do you get up every day, Yusuf?**
Pukul berapa kamu bangun setiap hari, Yusuf?
- Yusuf** : **I often get up at four every day, Sir.**
Saya sering bangun pukul empat setiap hari, Pak.

