

**THE PRAGMATICS ANALYSIS OF DEIXIS
IN FINDING DORY MOVIE**

A Thesis

Submitted as a Partial Fulfilment of The
Requirement for S1-Degree

By:

**Laksmi Dwi Intan
NPM. 1711040229**

Study Program : English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY RADEN INTAN
LAMPUNG
2021**

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ABSTRACT

Deixis had several types that readers needed to understand pragmatics side in teaching learning process. This research concerned about pragmatics analysis of deixis in Finding Dory. The research aimed to analyze the types of social deixis in Finding Dory and the function of each utterance.

Qualitative research was used in the research methodology. Meanwhile, observation and documentation were used to gain the data. The sources of the data were gained from conversation in Finding Dory. Furthermore, theoretical triangulation was used to strengthen the data validity.

The result of research findings revealed that there were ninety-two data of relational social deixis and four data of absolute social deixis. The data of social deixis were arranged from six data of referent honorifics, forty data of addressee honorifics, six data of bystander honorifics, and four data of formality level. Meanwhile, the data of absolute social deixis were arranged from two data of authorized speaker but for authorized recipient, the data were not found. Furthermore, the functions of social deixis were found in the movie script, those were effectiveness of sentences or language, differentiator of person social level, to maintain politeness in language, and to maintain social attitude. Hence, this research was expected to help students to understand deixis especially social deixis, learn grammaticalization feature for elementary students and help them learning the language use.

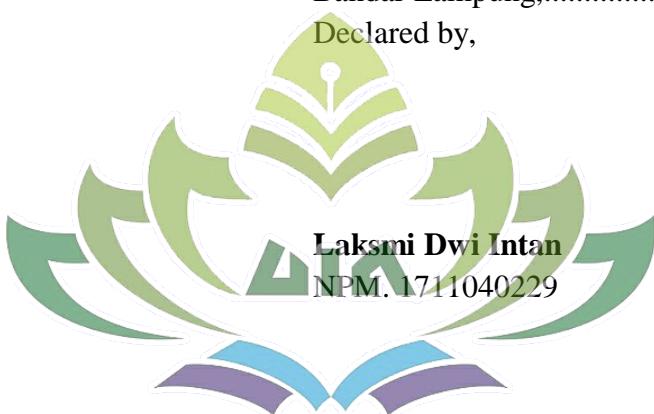
Keywords : Social Deixis, Finding Dory, Descriptive Qualitative

DECLARATION

Hereby, I state the thesis entitled Pragmatics Analysis of Deixis of Finding Dory Movie is completely my own work. I am fully aware that i have quoted some statements and theories from numerous sources and they are properly acknowledged in the text.

Bandar Lampung,.....2021

Declared by,





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ADMISSION

A thesis entitled: **THE PRAGMATICS ANALYSIS OF DEIXIS IN FINDING DORY MOVIE**, By: **LAKSMI DWI INTAN**, NPM: **1711040229**, Study Program: **English Education**, was tested and defended in the examination session held on: Thursday, October 21st 2021.

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The Dean of
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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

“For indeed, with hardship will be ease”

QS. Al. Insyirah:5¹



¹ Tarmidzi Abdurrahman, *Juz Amma 3 Bahasa Arab-Indonesia-Inggris*, (Tangerang Selatan: Al Aras Publishing, 2019), p.157

DEDICATION

From the depth of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My first-class support system, beloved father and mother, Drs. Azharuddin, M.M and Dra. Resti Kurniawati who always pray and support me in all circumstances.
2. My beloved brother and sister, Rachmat Adriansyah, S. I.P and Nadia Silvia Oktaviani who give advice and support.
3. My almamater and lecturer of UIN Raden Intan Lampung.



CURRICULUM VITAE

Laksmi Dwi Intan was born on September 3rd, 1999 in Bandar Lampung. Laksmi is the middle child of Mr. Azharuddin and Ms. Resti Kurniawati. Laksmi has an older brother named Rachmat Adriansyah and a younger sister named Nadia Silvia Oktaviani.

Laksmi accomplished her formal education at SD Negeri 1 Sukarame in 2012. Next, Laksmi continued her study at SMPN 23 Bandar Lampung and graduated in 2014. After that, Laksmi continued her study at SMKN 4 Bandar Lampung and graduated in 2017. Then, Laksmi continued her study in UIN Raden Intan Lampung as the students of English Study Program of Tarbiyah and Teacher Training Faculty. In 2018, Laksmi won the speech competition in Spectacular English Competition 2.0 held by English Department of UIN Raden Intan Lampung which placed as 3rd winner. Laksmi also became a local volunteer in AIESEC Lampung in 2019 that focused on education program.

ACKNOWLEDGEMENT

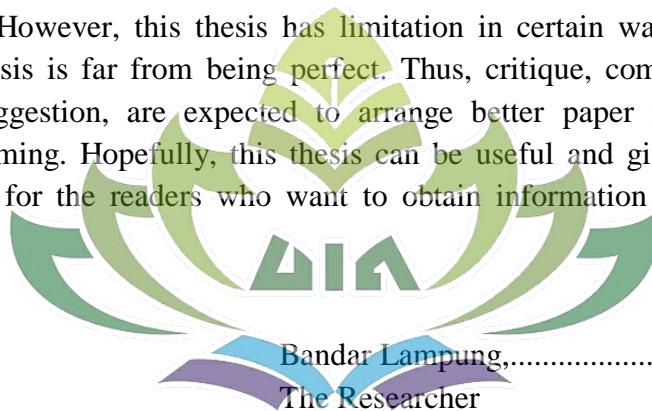
All praise be to almighty Allah SWT, for the blessing, mercy and kindness who always guides and protects all the creature. Then, peace and salutation may be upon the great messenger prophet Muhammad SAW who brought us from the darkness to the lightness. By the grace of Allah, the thesis entitled “Pragmatics Analysis of Deixis in Finding Dory” can be finished. This thesis is submitted as one of the fulfilment of the requirements of undergraduate degree of English Education Study Program at State Islamic University Raden Intan Lampung.

The thesis will never complete without help from others. There are so much help, motivation, suggestion, aid, support and many valuable things from various sides. Therefore, sincerest gratitude and appreciation to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Education and Teacher Training Faculty and his staff who have given their goodness and services
as long as her study program.
2. Meisuri, M.Pd, the chairman person and Yulan Puspita Rini, M.A the vice
chairman person of English Education Study Program.
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4. Sri Suci Suryawati, M.Pd as the second advisor, who has always patiently guided and given suggestion in arranging this thesis until finished.

5. All lecturers of English Department of Raden Intan State Islamic University Lampung, who have taught since the first of study.
6. All of classmates in PBI Class G 2017 who have accompanied during the process of study who cannot be mentioned one by one of their name.
7. Luthfinadya Damayanti who always prays and supports me in writing this research.
8. All of my friends who always support through my up and down.

However, this thesis has limitation in certain way and this thesis is far from being perfect. Thus, critique, comment, and suggestion, are expected to arrange better paper in the forthcoming. Hopefully, this thesis can be useful and give the benefit for the readers who want to obtain information about deixis.



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CHAPTER I

INTRODUCTION

This chapter contains about background of problem, identification of problem, limitation of the research, formulation of the problem, objective of the research, significance of the research, and scope of the research.

A. Background of Problem

“When is Mr. Ray coming back from his migration?”

There are numerous aspects of language structure that encode social identities or social relationship between participants and other entities referred to throughout communication. Communication is common to use in order to support the activity of society. It because communication is an important thing to build human relation. People communicate with others to achieve particular goals, it starts from ice breaking, business, until education field. Communication is receiving and sending information from sender to receiver.² Therefore, exchange of information, needs to use the media which is called language.

There are so many languages in the world, but they have same function to address people intention. Language defines as the media that is used to interact or express idea by using human system of sounds and words either in writing or speaking.³ It means that language has a big role to represent human's thought.

² Umi Pujianti, Fatkhunaimah Rhina, *Cross Cultural Understanding A Handbook to understand others culture*, (Yogyakarta: CV. Hidayah, 2014), p. 43.

³ Oxford, *Oxford Learner's Pocket Dictionary New Edition*, (New York: Oxford University Press, 2003), p.240.

While Meyer said, "language is a system of communication."⁴ It can be concluded that language is a media which uses human system to communicate by using sounds or sentences where it can help people to show up their thought and build a relation among society in the environment.

People live in the social environment and apply a language to connect one another because language can give vent to someone's feeling by using certain words. Segal argued that before sending information, the message should be identifiable then make it in form to be sent to hearer and can be understood. In the end, the message from speaker can be successfully arrived to listener.⁵ When both speaker and listener understand the language, communication between them become success. Therefore, understanding language is important to gain the purpose of either speaker or hearer.

The role of language is not only for communication but also for other functions which frequently appear in society such as entertainment, and advertisement. The example of these are novel, magazine, music and movie. The Development of life style also influences roles of language. One of entertainment media that famous recently is movie. Movie is an affiliation between cinematic process and one's concept.⁶ It merger certain idea from someone then draws it by using audio, visual and etc. People like watching movies no matter how old they are, what

⁴ Charles F. Meyer, *Introducing English Linguistics*, (New York: Cambridge University Press, 2009), p.3.

⁵ Erwin, M. Segal, *Deixis in Narrative A Cognitive Science Perspective*, (New York: Lawrence Erlbaum, 1995), p.5.

⁶ Doughlas Brown and Tanya krzywinska, *Film Theory and Contemporary Hollywood Movies*, (United Kingdom: Taylor&Francis, 2009), p.86.

their gender are or even their occupation. It can be proved by seeing cinema that provides several various movies from time to time and many applications that are built by company to watch movies such as, Netflix, Iflix, Viu, etc. People frequently watch movies based on their favorite genre.

Meaning of utterance in movie frequently changes. It depends on specific context in the story.⁷ Conversation between speakers that focus on particular theme can point different things when other people say the same word, for instance words of you and i. Meaning of distance and time in movie also may not similar, especially when distance between speaker and hearer is quite far. The way speaker chooses words in an event will determine the meaning. Griffiths argued that utterance is raw data of linguistics. The meaning in sentence *I'm hungry* is determined by individual word and syntactic construction where people have known general meaning of that word. Meanwhile, interpretation of utterance is the meaning of sentence plus situation. There are several things involve in situation, such as when the time is, where the place is, who the person involves, what their background is and relation between them. These aspects are called physical-social context.⁸ Based on this explanation, in order to get the real meaning in utterance, speaker and addressee must consider context to transfer the meaning.

The problems appear in watching movie can disturb viewer's comprehension. Griffiths said that heterogenous way to communicate same message in the same words can deliver

⁷ Nicholas T. Proferes, *Film Directing Fundamentals See Your Film before Shooting*, (USA: Elsevier Inc, 2008), p.3.

⁸ Charles W. Kreidler, *Introducing English Semantics*, (London and New York: Routledge, 1998), p.27.

different messages.⁹ One's utterance who says, "Visiting the school in New Zealand was out of my expectation". It can be a sarcasm, jokes, a report or others. Looking at the definition of movies which shows movement and sound that represent life story that can influence audience to comprehend the language use in real life.

Movie also a media to either viewers or students in language acquisition. Krashen (1989) in Sulistiyo believed language acquisition is a subconscious method where someone does not realize that actually they are acquiring language, and compose subconscious competence as in mother tongue language.¹⁰ in order to acquire a language, there should be an understandable input or language in form which both are easy to be understood and meaningful to a person. Misunderstanding to catch the point because the viewers do not know exact meaning of the word based on the situation can make misleading in creating fundamental use of language. If the viewers realize the meaning based on context it will prevent misinterpretation.

Besides entertaining, movie, takes a part in education especially in teaching learning language. It can improve vocabularies of students. The role of vocabulary is quite influential to comprehend information which presented in English. Vocabulary can be defined as a dictionary or collection

⁹ Patrick Griffiths, *An Introduction to English Semantics and Pragmatics*, (Edinburg: Edinburg University Press, 2006), p.3.

¹⁰ Urip Sulistiyo, "Language Acquisition and Language Teaching Methods in English as a Foreign Language (EFL) Context: A Literature Review Study," *Jambi-English Language Teaching Journal*, Vol. 2, no. 2 (2017): 60-73, e-ISSN: 2503-3840.

of words.¹¹ It consists of words, abbreviation, phrase, and etc, where every vocabulary has a meaning. Learning vocabulary will help students to understand basic knowledge of word form and its meaning. By knowing this, the students may be easier to gain the material, also learn other skills such as speaking, listening, reading, and writing.

Movie also takes several roles in teaching learning process in the classroom. It is supported by Herron(1995) in Ismaili implied that video can approve to contextualizing language or determining the meaning by considering the context and allow students to watch real language in conversation from native then learn linguistics structure.¹² Briefly, using movies in EFL classroom can stimulate pre-knowledge of students to learn four skills activities and students get motivated to accept material in classroom. Moreover, development of learning english creates movie as one of example that can be used to know usage of language in certain situation. So that, movie is entangled to learn languages.

Movie also works as media to deliver branch of linguistics. Development of teaching learning considers linguistics as a part that should be studied, especially learning language. Linguistics can be defined as a scientific study of language.¹³ It means linguistics concerns on how someone creates meaning through

¹¹ Višnja P. Taka, *Vocabulary Learning Strategies and Foreign Language Acquisition*, (UK: Cromwell Press Ltd, 2008), p.4.

¹² Merita Ismaili, "The Effectiveness of Using Movies in the EFL Classroom study Conducted at South East European University", *MCSER-CEMAS-Sapienza University of Rome*, Vol. 2, no.4 (2013): 122, <https://doi: 10.5901/ajis.2012.v2n4p121>

¹³ Adrian Akmajian *et.al.*, *Linguistics: An Introduction to language and Communication 5thEd*, (England: MIT Press, 2001), p.5.

combination of sounds, words, and sentences which create wide interpretation of language, the examples of it are conversation among friends, speech, and article in magazine, etc. Furthermore, linguistics also includes as a supporting part to make communication become success.

Communication has stright relation with interaction to other people where the speaker or writer act as sender and the hearer or the message is sent to act as addressee.¹⁴ Aspects in linguistics can help representing human's intention either in written or oral with well organized. This expression will be setting up with the branches from linguistics in order to make the message is accepted clearly to the addressee. Linguistics has several subfields which study different elements, there are phonology, phonetic, morphology, syntax, semantic, sociolinguistics, etc. Pragmatics and semantics are the parts in linguistics which focuses meaning.

In pragmatics, the meaning of words is not constanly same because the reference can change. This is supported by Andrian *et.al* who uttered that pragmatics covers the study of language use and context in utterance.¹⁵ The utterances are spoken by speaker and will be interpreted from background knowledge about the speaker and the topic. Even though pragmatics and semantics have main focus on meaning, semantics only focuses on word and sentence meaning without concerning the context. Therefore, hearer should know specific condition for linguistics expression such as word, phrase, sentence to be used while communicating. This is helpful to the hearer to decode the

¹⁴ Patrick Griffiths, *An Introduction to English Semantics and Pragmatics*, (Edinburg: Edinburg University Press, 2006), p.3.

¹⁵ Adrian Akmajian, *et.al*. *An Introduction to Language and Communication 5thEd* ,(England: MIT Press, 2001), p.361.

speaker says clearly. Pragmatic also has several branch, there are deixis, presupposition, implicature and speech act.¹⁶. Every part of pragmatics interest in meaning from context, but they have different depth focus specifically.

Context boundary in conversation is often used when people utter in conversation. Weissenborn and Klein conveyed the people who involved in conversation share a great compromise about situational perception and universal knowledge.¹⁷ It means context barrier will determine an extended meaning of natural language can be produced and understood. The utterance “I told him that yesterday, when he was here.” This sentence is recognizable when we can identify several parts. The speaker, in word I doesn’t mention who is doing action. The time of utterance, in word yesterday we cannot identify when is yesterday. The place of utterance, the word here doesn’t clearly mention the location, so it can be anywhere. Who is the speaker speaking with, the utterance only mention it is a girl. A part that has been told, word that indicates the speaker has told something previously.

The gap of interpreting the utterance is suitable with deixis which has the function to pointing words by considering the context. Deixis is a part of pragmatics which concerns about pointing in language.¹⁸ It is usually indicating who, what, when on so on. Every utterance is spoken by speaker will be

¹⁶ Stephen C. Levinson, *Pragmatics*, (Britain: Cambridge University Press, 1983), p.9

¹⁷ Jurgen Weissenborn and Wolfgang Klein, *Pragmatics & Beyond an Interdisciplinary Series of Language Studies*, (Amsterdam: John Benjamins Publishing Company, 1982), p. 1.

¹⁸ George Yule, *Pragmatics*, (Hongkong: Oxford University Press, 1996), p.9.

interpreted by considering to the situation or context. There are many words which indicate kinds of deixis and any form of linguistics that having a function to pointing is called deictic expression. Moreover, this is basic words in first form of utterance to indicate person, place, time, discourse and social deixis. Furthermore, having knowledge about deixis is not only for communicative purpose but also teaching English in school.

Deixis is useful to help them in writing. Astria et.al did the research to know the realization of deixis in students writing at STKIP Muhammadiyah Pringsewu.¹⁹ The purpose of this research is to find the difficulties suffered by the students and the teacher knows to overcome the students' weakness in writing by doing discussion, asking directly to the lecturer and giving feedback. The teacher also needs to improve the using of deixis to help students comprehending what the real meaning they want to send. Therefore, deixis used by the students can improve their writing skill.

Deixis can be used by the teachers in teaching learning process to explain the material. Ninik et.al. did the research to analyzing the use of deixis in classroom. The writer found that teachers and students have known the context then the teachers used five types of deixis.²⁰ When the students can understand the function of deixis within the teacher explanation, it will help them to develop their understanding and how system works then applies it into another task or subject. Moreover, it can help the

¹⁹ Asri Astria, et.al, *The Realization of Deixis in Students' Writing at Sekolah Tinggi Keguruan dan Ilmu Pendidikan Muhammadiyah Pringsewu Lampung*, English Education Journal, EEJ 9 (4) (2019) 517 – 526, <http://journal.unnes.ac.id/sju/index.php/eej>.

²⁰ Ninik Jumaedah, et.al, *The Effect of Teachers' Use of Deixis On Students' Understanding of Their Talk*, English Education Journal, EEJ 10 (3) (2020) 361-365. [https://English Education Journal \(unes.ac.id\)](https://English Education Journal (unes.ac.id)).

teacher to be creative on delivering material with use pronoun in order to referring something.

In this research, writer wants to focus on deixis in Finding Dory movie. Finding Dory is a movie from Disney which was released on 2016. This movie is a follow-up from Finding Nemo. It is 3D animation movie that shows the struggle of fish which has short-term memory lost to find her parents. There are numerous reasons why writer wants to choose this movie.

Intertextuality is relationship between text where the writer has implicit or explicit meaning as being shaped in the text. Kristeva assumed that textual analysis can be done by understanding the text.²¹ Finding Dory has intertextual relation with Finding Nemo. Based on description of plot, characterization, and background there are similarities and differences. Both of movies uphold the theme about the struggle of finding family through obstacles, trials, and problems. The main characters also have similarities in its personality such as they are disable but have spirit for not giving up. Some characters are adopted from Finding Dory such as Nemo, Marlin and others. But there are flow updates in its plot, characters and background. In Finding Dory, the plot is more complex because the plot is mixing of chronological plot and reverse chronology. Moreover, the majority background of scenes is happened in human's life. The writer tries sending the message to compare how is the better life for fish by inserting scenes in ocean and captivity.

²¹ Viandika Indah Septiyani , Suminto A. Sayuti, *Opposition in Agus Sunyoto's 'Rahuvana Tattwa' Novel: Julia Kristeva's Intertextual Analysis*, Lensa: Kajian Kebahasaan, Kesusasteraan, dan Budaya, Vol. 9 No. 2 (2019), e-ISSN: 2503-328X, <http://jurnal.unimus.ac.id/index.php/lensa>

There are several reasons why Finding Dory is chosen. The first, this movie script contains deictic words which can be analyzed. The words are simple, so it is easy to understand for all ages especially for children and students. It is because the movie is categorized as family and kid movie. The words in finding dory movie are not only easy for listening but also easy for using in the real life. People who watch and listen the words in finding dory movie can understand and imagine the function of the words that using in the film.

The second, this film is one of great movies from pixar and disney. The movie has won 17 awards, such as best animated feature, favorite movie, favorite family movie, etc²² and entered 44 nominees in any categories. Furthermore, Finding Dory movie has been reviewed by several top criticus and audiences in Rotten Tomatoes, world's most credible recommendation sources for quality entertainment, get 94% from reviewers also more than 100.000+ ratings.²³ Positive comments also have been gained. Criticus, Richard Propes, says," Filled with entertaining action sequences, slapstick humor, and the infinite heart and honesty that we have come to expect from Pixar's best films, Matthew Rozsa, also says that who thought that one of the deepest films ever made about learning disabilities would star a talking blue fish. Moreover, Finding Dory got US\$ 132,2 million. This film is breaking the record of Shrek the Third in 2007 which gets US121,6 Million.²⁴ These reviews and

²² Pixar, "Finding Dory Awards", <https://www.pixar.com/feature-films/finding-dory>, access on August 8th 2020, 17.45.

²³ Rotten Tomatoes, "Finding Dory", https://www.rottentomatoes.com/m/finding_dory, access on February 6th 2020, 16.00.

²⁴ Sanny Cicilia, "Penjualan Finding Dory Sentuh Rekor Pendapatan Film Animasi?" (on-line), Retrieved from:

achievements show that Finding Dory movie has good quality until it attracts attention from people no matter how old they are to watch this movie. Therefore, it is very interesting to analyze this movie and become one of my considerations.

The third, Finding Dory movie has a great value to send the meaning of family, friendship, struggle for not giving up and contain scientific knowledge in its scenes. For example, information about the function of sonar system in beluga whales, the number of hearts in octopus, function of anemone, etc. Meanwhile, Dory as a main character builds up spirit even with her drawback of having short-term memory lost by saying “keep swimming”. This is simple sentence where the meaning is not only commanding for swimming but also keep trying even the situation is hard. This movie is interesting to be analyzed and in the same time students can get the values which is good to their education. therefore, even though this movie was released in 2016, but Finding Dory movie is still worth to be analyzed.

Before conducting this study, writer has found several previous research that relate to writer's research. Fadlilah and Septyan also did the similar research to writer. The title of their research is *An Analysis of Deixis Using “Beauty and The Beast” Movie Script*.²⁵ The purpose of the research is finding the types of deixis and the frequency of each deixis. This research focuses on analysing deixis that is performed by one character in the movie called “Beast”. The data are gained from its movie script.

<https://www.tribunnews.com/seleb/2016/06/20/penjualan-finding-dory-sentuh-rekor-pendapatan-film-animasi>, (June, 20th 2016).

²⁵ Elisa Fadlilah and Erika Septyan, “*An Analysis of Deixis using Beauty and The Beast Movie Script*”, Professional Journal of English Education(PROJECT), Vol.1 No.4 , 2018, 415.

Moreover, this research conducts descriptive qualitative design. The writers use theory from Yule that divides deixis into its types. This research focouses on classifying the form of deixis used by one character to describe the types of deixis and its reference, either person, spatial or temporal deixis. The result of this research is Type of person deixis is used 128 times or (84,21%), which consists of first person used 53 times or (34,86 %), second person used 52 times or (34,21 %), and third person used 23 times or (15,13 %). The second, spatial deixis is used 12 times or (7,89 %) and the third, temporal deixis is used 12 times or (7,89 %). Dissimilarities between this research is writer's research uses Levinson's. while this writer uses Yule's theory and the movie is also different.

The second research is *The Analysis of Deixis in the Novel the Fault In Our Stars by John Green*. This research is written by Putri and Budiarsa. The purpose of the research is finding out the type types of deixis and the function of each deixis. The data are collected by using documentation and observation method. Kind of this research is qualitative method, so the writers present data in word rather than number. To find the types of deixis, the writers use theory from Yule. The result of the research is there are three types of deixis found in this novel such as person deixis, temporal deixis, and spatial deixis. While the function of person deixis is pointing the speaker, second person is pointing addressee, third speaker is pointing others people exclude speaker or addressee. Spatial deixis to describe specific location of participants. Temporal deixis to point particular period of time.²⁶ Dissimilarities that exists in this

²⁶ Artika Putri and Made Budiarsa, "The Analysis of Deixis in the Novel The Fault In Our Stars by John Green", Jurnal Humanis, Fakultas Ilmu

research is the writer analyzes deixis in the movie while this research focuses on novel. Moreover, the theory is also different.

After reading both of previous research, writer has found differences between them. The movies of those film are different and the theory which are used also different. Theory from Yule creates deixis into three types while Levinson's theory divides deixis into five types. Moreover, in the present research, it will conduct the research to know the context used in the film and its benefit to education field. Because of these studies, interested in taking the research entitled "Pragmatic Analysis of Deixis in Finding Dory Movie."

B. Identification of Problem

Based on background of the problem that had been explained earlier, this research identified the problem as followed:

1. People frequently misunderstood with the function of social deixis in social situation.
2. Those social deixis consist of many types that people did not know yet.

C. Limitation of The Research

Referring to the problems in this research, the research focused on social deixis in Finding Dory Movie.

D. Formulation of The Problem

Based on the limitation of study above, formulation of the problem as followed:

1. What were the types of social deixis?
2. What was the function of social deixis used by characters in Finding Dory Movie?

E. Objective of The Research

1. To find out the types of social deixis in Finding Dory Movie Script.
2. To investigate the function of social deixis in Finding Dory Movie.

F. Significance of The Research

1. Theoretically

This research can be used to researchers who wanted to conduct similar research because it provided additional knowledge in understanding deixis. Moreover, it also worked to contribute in linguistics especially in deixis.

2. Practically

- a. Reader

Hopefully it was useful for the readers who wanted to know about deixis and to improve their pragmatics competence.

b. Student

Hopefully this research will help students as a reference that will support them to understand of linguistics especially using social deixis in pragmatics and media to learn grammaticalization feature for elementary students also help them learning the language use.

c. Lecturer

Hopefully this research can be used as an example of analyzing deixis in movie and created deep comprehension about social deixis in its usage.

G. Scope of The Research

1. Subject of The Research

The subject of this research was Finding Dory Movie.

2. The Object of The Research

The object of the research was deixis of Finding Dory Movie.

3. The Place of The Research

The research conducted at UIN Raden Intan Lampung.

4. Time of The Research

This research conducted in the academic year of 2021.

CHAPTER II

LITERATURE REVIEW

This chapter discusses some theories that support the research. The literature review consists of pragmatics, types of deixis, presupposition, implicature, speech act, movie, description of Finding Dory Movie, Function of Social Deixis and Deixis in Teaching.

A. Pragmatics

Pragmatics is one of branches in linguistics. All parts in linguistics focus on study the language.²⁷ It learns how the speaker merger the sounds, words and sentences to create meaning. There are several definitions and statements about pragmatics. Levinson said that pragmatics is study which concerns in language and its context that is written in grammatical structure.²⁸ It covers both context-dependent and language use. Hence, getting letter from certain funny name is kind of empty meaning, but if it is arrived to concrete appropriate context, the receiver can encode the meaning from the speaker. So, in pragmatics explains the meaning of utterance from speakers in grammatical structure arrives clearly to listeners.

Pragmatics basically deals with context dependent. Birner gives definition of pragmatics is usually defined as the study of language use in context which compared with semantics that

²⁷ Charles F.Meyer, *Introducing English Linguistics*, (New York: Cambridge University Press, 2009), p.2.

²⁸ Stephen C. Levinson, *Pragmatics*, (Britain: Cambridge University Press, 1983), p.9.

studies language by only using literal meaning.²⁹ Pragmatics acts to give additional meaning, in contrast semantics explains the words by words without or literal without giving potential meaning that might appear in utterance. For example, the utterance “There’s one piece of pizza left”. In semantics, the meaning is the speaker tells that only one pizza left. But In pragmatics, the meaning can be offering “would you like it?”, cautioning “it’s mine”, or scolding “you haven’t finished your dinner”. These potential meaning probably appear depending on circumstances at the time speaking.

Yule defined that pragmatics is a study that refers to meaning which is communicated by speaker and interpreted by listener. It involves interpretation of meaning in certain context.³⁰ It can be said that speakers analyze what people want to convey more than words from their utterance. Therefore, people can find the real meaning from speaker. Such as the purpose or action behind their utterance and prevent misunderstanding between speaker and hearer. But, in interpreting the utterance, people should know the circumstances of the speakers such as who they are, with whom they speak, and so on. These aspects can help determining unspoken words as a part of communication to be revealed.

Another statement from Adrian, *et.al* declared that pragmatics is a study which concerns about linguistics communication in relation to language structure and context of

²⁹ Betty, J. Birner, *Introduction to Pragmatics*, (UK: Willey Blackwell, 2013), p.119.

³⁰ George Yule, *Pragmatics*, (Hongkong: Oxford University Press, 1996), p.3.

utterance.³¹ It reveals main uses of language that is used to communicate. Pragmatics should know how to use language structure such as word, phrase, and sentence based on condition in order to reveal the meaning of utterance. We will see what issues it poses to pragmatics and what structure it has. In the end, we are going to intercommunicate some special topics in pragmatics to be focused.

Pragmatics and semantics have relation in language. It because both of them are main part in linguistics that focus on meaning. The attribute to make them different is semantics encodes the vocabularies of the language and its pattern to elaborate the meaning, while pragmatics is interaction of semantic knowledge and connects it to context of the use.³² Several ways of sending message can determine different meaning. This is because intention of every people can be dissimilar. After reading many statements from experts, writer can sum up that pragmatics is branch of linguistics which focuses on the study of speaker utterance meaning in written or oral production and hearer interpretation relate with the context in usage.

Pragmatics is composed by many parts that have different spotlight. Levinson divided the scopes of pragmatics are deixis, implicature, presupposition and speech act. Even these elements have special focus, but in generalization they are studying meaning and context.

³¹ Adrian Akmajian, et.al. *An Introduction to Language and Communication 5thEd*, (England: MIT Press, 2001), p.361.

³² Pattrick Griffiths, *An Introduction to English Semantics and Pragmatics*, (Edinburg: Pattrick Griffiths, 2006), p. 1.

B. Types of Pragmatics

1. Deixis

The term of deixis gains from Greek as the basic things we do in utterance. Natural language we produce always relates with circumstances. Yule claimed that deixis means pointing certain things in context by using language.³³ It shows place, time, or person in the particular situation. Any forms that indicate pointing something is called as deictic expression. Sometimes, the name of deictic expression is termed as indexical expression. Deixis takes a role to link between semantics and pragmatics to the extent that deictic expressions can only be determined within the context of the actual speech situation.³⁴ Deixis is linked with speaker's context, so it is easy to interpret the meaning when the speakers and hearers who have same context but need more translation when people are not right there.

Deixis can be said as the ability of words to know the referential meaning. Meyer stated that deixis defines as words that have function as pointing.³⁵ When two people say the same words, it has two different meaning. Interpretation of the meaning depends on the context. Thus, the statements cannot be assigned truth value out of context, due to the interpretation will always depend upon by whom, when, and where they were uttered. Deixis it self stands as fundamental uses in face-to-face conversation.

³³ George Yule, *Pragmatics*, (Hongkong: Oxford University Press, 1996), p.9.

³⁴ Hadumod Bussmann, *Routledge Dictionary of Language and Linguistics*, (New York: Routledge, 1996), p. 286

³⁵ Charles F. Meyer, *Introducing English Linguistics*, (New York: Cambridge University Press, 2009), p.182

Levinson argued that deixis focused on the relationship between the structure of the language and the context in utterance.³⁶ So that is why the pronoun *this* does not have constant referent, *this* usually changes after given particular context. Fillmore in Levinson argued that deictic information is important to describe what has happened when it is lack of information to get well interpretation. Deixis reveals person pronoun, tense, specific time and place and so forth. The meaning of words is inconsistent, especially when people do not know when and whose the speaker. Here is the example:

I will be back in an hour

Because we don't know who will be back, when it is said, we cannot interpret when the writer returns. This shows that deixis always be surrounding utterance and connecting to the context directly. There are many statements about defining deixis. Based on those arguments from the experts, we can conclude that deixis is the way people pointing the language to refer their utterance by considering the situation. Deixis always relates with pointing and interpret the utterance based on context.

2. Implicature

Levinson declared that implicature is finding another meaning which possible appears from utterance more than what they said.³⁷ it searches implied meaning or indirect meaning that exists and notices something different. Gaining the meaning by semantics is not enough to get clearly interpretation from speakers, so implicature tends to link what speaker says and

³⁶ Stephen C. Levinson, *Pragmatics*, (Britain: Cambridge University Press, 1983), p.54

³⁷ Ibid, p. 97.

what speaker means. Meanwhile, Meyer conveyed that conversational implicature is the additional meaning that exists as a result when someone did not cooperate during communication.³⁸ The implicature appears when utterance is criticized as not being reliable.

For instance: A: Do you have ability to tell me the time?

B: the milkman came at some time prior to the time of speaking

Both of speakers actually have intended meaning that they want to say. Speaker A actually can complete his/her utterance become **do you have ability to tell me the time of present, you can see your watch or handphone to know it. So, please tell me.** And speaker B become **no, I don't know what time is it now, but I have clues to estimate the time. Namely, Milkman has come.** From this example, the notion of implicature is being a bridge between speaker and hearer by providing possibly meaning in utterance that has been said.

3. Presupposition

Assumption from what speakers have to be the prior case before creating utterance is the argument from Yule's about definition of presupposition.³⁹ It means speakers have assumed in their thought not in their sentence. Presupposition is managed as a relationship between two propositions. It is usually using

³⁸ Charles F. Meyer, *Introducing English Linguistics*, (New York: Cambridge University Press, 2009), p.224

³⁹ George Yule, *Pragmatics*, (Hongkong: Oxford University Press, 1996), p.25

symbol >> which means presupposes. Fromkin *et.al* added that presupposition serves to check and construct same understanding between the speaker and hearer.⁴⁰ The hearer both already recognize everything which present sentence presupposition or she contains a presupposition. Yule divided presupposition into six types, there are:

a. Existential Presupposition

Existential presupposition is not only defined in possessive construction such as your car >>you have a car, but in general it exists as noun phrase by using the existential presupposition. For instance, the A >>A exists. Also, when speaker says,” Nadia’s wallet is new”. We can presuppose that Nadia exists and she has a new wallet.

b. Factive Presupposition

Factive presupposition is particular verbs/construction which indicate something is a fact. There are many words to indicate factive presupposition such as recognize, regret, aware, glad, and so forth. For instance, he didn’t realize that Andi was ill, presupposition of this sentence is >>Andi was ill, also in utterance we regret telling him. Presupposition in this utterance is >> we told him.

c. Lexical Presupposition

Lexical presupposition is the assumption where one form with its affirmed meaning is delivered and the speakers have other presupposition that understand the meaning which is not c.

⁴⁰ Victoria A. Fromkin *et.al*, *Linguistics An Introduction to Linguistics Theory*, (USA: Blackwell Publisher, 2000), p.387

For instance, Laila was late again, presupposition of this sentence is >>Laila was late before, also He stopped playing guitar, presupposition of this sentence is >>he was playing guitar.

d. Structural Presupposition

Structural presupposition is particular sentence structures that have been analyzed to have correct structure and its presupposition already inserted in the sentence. For instance, information from wh- question is already known to be the case. For instance, where did you buy the book? Presupposition of this sentence is >>you bought the book.

e. Non-factive Presupposition

Non-factive presupposition is opposite of factive presupposition. So, it is assumed one that not to be true. There are many verbs to indicate non-factive presupposition, such as imagine, dream, and pretend. For instance, I dreamed that I am smart, presupposition of this sentence is >>I was not smart. Also, she is ill, presupposition of this sentence is >>she is not ill.

f. Counterfactual Presupposition

The meaning of counterfactual presupposition is not only true, but opposite the circumstances or contrary the fact. For instance, if I were not sleepy, presupposition of this sentence is >>I am sleepy.

4. Speech Act

Speech act is part of pragmatics that concerns about meaning behind utterance.⁴¹ Speech act is being devided into three parts. There are locutionary act, illocutionary act, and perlocutionary act. In locutionary act, speaker produces his or her utterance meaningfully can be interpreted by using sematic system without considering the context. While in illocutionary act, speaker has intention behind their utterance which contains various function for communication purpose, there are commanding, offering, promising, thanking, and etc. So, after speakers say something, it is usually followed by action. The last is perlocutionary act, this type is showing the result of locution. It influences the hearer after the s says something which can give impact to the hearer.

C. Types Of Deixis

In pragmatics study, there are several arguments which define type of deixis. It is because every linguist has point of view in seeing phenomena. Therefore, writer chooses theory from Levinson.

1. Person Deixis

Person deixis operates three subfields to refer participants roles in conversation. According to Horn, person deixis is part of grammatical which includes person that directly describes different roles in speech event.⁴² Clearly, when someone gives

⁴¹ Charles F. Meyer, *Introducing English Linguistics*, (New York: Cambridge University Press, 2009), p.50

⁴² Kurnia Saputri, *An Analysis of Deixis in Black Swan Movie Script*, Jurnal Bahasa dan Sastra Vol. 5 No.1, 2016, p.13

utterance, they have a position whether as speaker, addressee and others. The speaker means the person gives action to speak. The addressee, the person acts as hearer or responses. The addressee, the person is not directly included in the conversation.

Levinson stated that person deixis reflects grammatical categories of person.⁴³ So, it shows participant role whether they are included as speaker participation, addressee participation or do not inserted directly as a person that includes in conversation. Grammatical categories of person basically are divided into three part. It represents pronoun for first person, second person, and third person.

a. First Person Deixis

First person pronoun refers to speaker itself, it involves the spokesman as participant-role in conversation. There are two categories such as singular and plural form.

Singular: I, me, myself, mine

Plural: we, us, ourselves

For instance: A: “I’m hungry.”

B: “yes, me too.”

The personal pronoun I refers to speaker and it includes in singular pronoun. Moreover, plural pronoun has two kinds of first-person plural pronoun there are “inclusive we” and “exclusive we”. Inclusive we means the speaker involves with third speaker in the conversation. Apinaye claimed that the

⁴³ Stephen C. Levinson, *Pragmatics*, (Britain: Cambridge University Press, 1983), p.68

gender is not distinguished in neither in inclusive nor exclusive in the third person singular.⁴⁴

For instance: A: “Are **we** going to book store now?”

B: “Yes, **we** are going to the bookstore now”

The word “we” includes the speaker and addressee, so it can be concluded into we-inclusive-of-addressee. Then, exclusive we means that the speaker does not include with third speaker or others addressee.

For instance: A: “What were you doing there?”

B: ”**We** were celebrating our graduation”

The word “we” is excluded the speaker, it only focuses on addressee and others. So, it is concluded as we-exclusive-of-addressee.

b. Second Person Deixis

The reference of second person deixis refers to someone or more addressee. In second person deixis, there is no difference words stand between subject and object. The use of second person deixis also indicates that person involve in conversation is two people. The words which include in second person deixis are you, yourself, yours.

For instance: “what do **you** want?”

The word “you” in the utterance is encoding to one or more addressee during the conversation.

⁴⁴ Revere D. Perkins, *Deixis, Grammar, And Culture*, (Amsterdam: John Benjamins Publishing Company, 1992), p. 8.

c. Third Person Deixis

In third person deixis, the reference is speaker and addressee exclusion. It means the referential of third person deixis comes from other exclude the speaker and hearer. So, it involves the other people entity or certain things. There are two categories such as singular and plural form. In singular, such as she, he, hers, him. While in plural form such as they, themselves.

For instance: A: “your friend is okay”

B: “she is?”

The word “she” refers to woman/girl. Where it is neither speaker nor addressee. So, it is classified as subject pronoun of third person deixis.

2. Place Deixis

Place deixis is also described as space deixis. Levinson explains that place deixis refers to specific location in speech event.⁴⁵ It is as supporting medium to reveal the speakers' utterance in conversation. The importance of knowing the place of speakers' location can be viewed from two basic things speaker and hearer do, these are naming and describing the place. While, Yule states that place deixis draws location of things and people that are indicated in conversation. It is important to bring out where the location of objects in speech event in order to comprehend the discussion.

There are two pure place-deictic words in deixis. The first is in English adverbs “here” and “there”. The adverb *here* identifies the object of utterance is near to the speaker location,

⁴⁵ Kholifatul Ainayah, Surya Sili, Setya Ariani, *Analysis of Deixis in Pitch Perfect 2 Movie*, Jurnal Ilmu Budaya Vol.3, No.3, 2019, p.290.

or it is named as proximal. The other hand, *there* means far from speaker's location. Usually, it is called as distal. The next is demonstrative pronoun.⁴⁶ Demonstrative pronoun clearly describes proximal-distal dimension. It usually points a person, thing, or other stuffs. There are words "this" and "that". *This* in pragmatically means the objects close to speaker's location at speaking time, while *that* is near to addressee's location at time of speaking. furthermore, the meaning that also can be interpreted beyond.

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

The word *here* of the cage is not the actual physical location of person uttering the words, but the location of that person performing in the role of puppy. Fundamental of spatial deixis is actually psychological distance.⁴⁷ When the distance of object in physically close to the speaker, it will be treated close to the psychological. Nonetheless, when a speaker closes with something, but in psychological he or she feels doesn't close. It can influence the meaning. For example, when someone eats a food which is close to him, in psychological distance "I don't like that". In this analysis the word "that" does not have stick meaning. The meaning prefers to speakers' context. So, in place deixis, location from the speaker's perspective can be determined mentally as well as physically.

⁴⁶ Stephen C. Levinson, *Pragmatics*, (Britain: Cambridge University Press, 1983), p. 79.

⁴⁷ George Yule, *Pragmatics*, (Hongkong: Oxford University Press, 1996), p.13.

3. Time Deixis

Time deixis also describes as temporal deixis. Time deixis frequently makes people confused because the meaning can be so broad and narrow. Nababan in Andi Wiguna, *et.al*(2018) claimed that time deixis exposes the time of utterance from speaker by looking at time expression which is made.⁴⁸ While, Mayer described that temporal deixis is pointed linguistically by temporal adverbial and tense signal.⁴⁹ In temporal deixis, preposition such as at, in, on usually marks on time deixis. For example, yesterday, tomorrow, in this evening, at night. In tense signal, it is cued by present or past tense.

Frawley (1992) in Meyer specified that main reference point in time deixis is present, circumstance time where the utterance occurs. It means event though the speaker speaks by using past tense, but the time is present. The speaker only talks about an event that happened in the past. For example, I came to bookstore yesterday. In this analysis, the speaker now is telling that he or she came to bookstore the day before today.

Moreover, Levinson mentioned that time deixis focuses on encoding time points when a speaker utters. There are a number aspects of pure time deixis. These include deictic adverbs of time and tense. The examples of adverbs of time such as now, then. The word “now” can be interpreted near to speaker or it uses present tense. The other side, the word “then” can be interpreted far from speaker or it uses past tense.

For instance: “I visited uncle’s house **yesterday**”

⁴⁸ Andi Wiguna, *et.al*. Deixis in Maleficent Movie Script, Profesional Journal of English Education, Vol. 1, No.2, 2018, p.135

⁴⁹ Charles F. Meyer, *Introducing English Linguistics*, (New York: Cambridge University Press, 2009), p.186

In this sentence shows that if we don't know when the time of utterance happened, we cannot determine whether we should wait for short or long time ahead. So, it needs interpretation from time deixis by considering context of coding time to know the meaning.

4. Discourse Deixis

Discourse deixis is one of parts in deixis. It concerns about using expression in utterance to refer several parts of the discourse that is used in utterance itself.⁵⁰ So discourse deixis has a function to facilitate the interpretation or understanding the discourse. The expression that is used in discourse deixis is demonstrative this and that. The deictic used here are demonstrative this and that. The usage of *this* can be used to inform the forthcoming portion of discourse. Whereas, *that* is used to preceding portion of discourse.

Discourse deixis is different with other types of deixis. Birner argued that when other kinds of deixis refer to portion of context of utterance such as person, time, place, etc. But discourse deixis tends to reveal a part of utterance or statement elicited by the speaker itself.⁵¹ In discourse deixis, there are two demonstrative expressions used. The words are same with Levinson's theory, *this* and *that*.

For instance: “I swear you haven’t heard *this* story”

“*that* was horrible story I have heard”

⁵⁰ Stephen C. Levinson, *Pragmatics*, (Britain: Cambridge University Press, 1983), p.85

⁵¹ Betty, J. Birner, Introduction to Pragmatics, (UK: Willey Blackwell, 2013), p.119.

Both words either *this* and *that* refer as the referent from discourse. The word *that* in the utterance refers to previous spoken. Meanwhile, the word *this* indicates that speaker will inform upcoming portion of discourse. So, it can be classified to discourse deixis. Beside the words *this* and *that*, there are many words include discourse deixis. Such as: but, therefore, in conclusion, to the contrary, still, however, anyway, well, besides, actually, so, after all, and etc.

5. Social Deixis

Social deixis is one of types of deixis that is used to draw the social relationship of people in utterance. Fillmore declared that social deixis is circumstance occurs in utterance that reflects certain realities in social condition when speech event happens.⁵² It helps to conceal social identities or social relationship between participants by analyzing the title used in utterance. While, Levinson stated that social deixis refers to social distinction of participant-roles, especially relation between speaker and addressee or speaker with other potential reference. It means social deixis can draw social identities of participants in social structure. Social deixis basically used by speaker to show honorifics to others. There are several social relationships that is organized grammatically, such as totemic relation, kinship relation, gender, clan membership, etc. Levinson classified social deixis into two types, there are relational and absolute social deixis.

⁵² Stephen C. Levinson, op. cit, p. 89.

a. Relational Social Deixis

Relational social deixis usually is declared between several rational variety. In speaker and referent or referent honorifics, respect can be sent only to the respected target. The form of referent honorifics shows more about status or title. In speaker and addressee or addressee honorifics, respect can be showed without strengthen who the target is. Direct reference is not necessary to be mentioned but the words still represent honorifics to the addressee. For instance, the words Mr/Mrs, you have shown respect without adding its subject.

In speaker and bystander or bystander honorifics, this third form of relational deixis is relationship between speaker and people who are not included in conversation. The honorifics is shown to audience role and non-participating overhearer. For instance, is mother-in-law. The last form is speaker and setting or formality levels. The honorifics is relationship between participant roles and setting. Formality and informality words is set up to show the honorifics based on the situation. For instance, home become residence, etc.

b. Absolute Social Deixis

Absolute social deixis is the form of language that has been set up for particular speakers. It relates with social status such as higher or lower social status. Levinson breaks down into two kinds. Authorized speaker is one of absolute social deixis where the form of language is applied for speakers only. Meanwhile authorized recipient is the respect to proper recipient only. The title of subject can indicate person position, social status, and class. For instance, Your Majesty, Mr. President, etc.

D. Function of Social Deixis

Social deixis always relates with social condition. Language that represents social status or participant role in speech event. It can reveal social entities of either speaker or addressee. Understanding social deixis helps someone to speak politely and suitable with the social values that exist in social environment. There are numerous functions of social deixis that has been mentioned by Chaniago.

The first is effectiveness of sentences or language. Effectiveness is important in to make the communication works well. Reduction of words or sentences to give representation of speaker's intention about what the real meaning of the word can be more effective and still send equal meaning. The second is differentiator of person's social level. The difference in social status emphasizes someone's position in speech event. It influences polite form that will be used to respect the participants.

The third is to maintain politeness in language. The use of language to consider their feeling as how they should be treated which proper for all participants. The relation between the speaker and other participant, either family or friend creates the moniker. The last is to maintain social attitude.⁵³ The use of social attitude in language is also important for participants and the environment. The chosen words are determined by circumstances whether it is formal or informal situation as the way speaker respects the norms in the surroundings.

⁵³ Sam Mukhtar Chaniago., et. al, *Pragmatik*, (Jakarta: Universitas Terbuka, 2007), p.228.

E. Deixis in Teaching

Process of transferring information during teaching learning can influence students' comprehension toward the subject. Brown declared that teaching is helping someone to reveal something they do not know, giving information, guiding in study and serving a knowledge which makes people to understand.⁵⁴ It involves transferring insight to someone and influence their comprehension toward something. Moreover, Leo described that teaching is treating them well, encouraging to be brave and motivated to learn also activating their mind either attitude or knowledge.⁵⁵ The learners whose motivated well in learning can apply their knowledge to their life and help them to have a good behavior. Based on these experts, in teaching involves two main roles there are teachers and students that have communication between them.

Communication is an act to transfer information, message by talking, gesture, writing etc.⁵⁶ the different way of communication has a purpose to deliver message to the hearer. Besides content of teaching, teacher should be able to create an effective communication. This is very important to student in order to accept the explanation. So, the language should be well set up to make the material can be understood by students easily. Because of this, teachers need to master many vocabularies and linguistic skills such as pragmatics, discourse and syntax.

⁵⁴ H. Doughlas Brown, *Principles of Language Learning and Teaching*, (United States of Amerika: Pearson Education, 2007), p. 8.

⁵⁵ Sutanto Leo, *A Challenging Book to Practice Teaching in English*, (Yogyakarta: Andi Yogyakarta, 2013), p.2

⁵⁶ Webster, *Webster's New World Dictionary of The American Language Second College Edition*, (United States of Amerika: Simon and Schuster, inc, 1984), p.287

Bahrens explained that beside vocabularies as body of language continuously developed, educators have to think about skills in syntax, pragmatics, and discourse as part in learning process. The language used by the teacher also influences the way students comprehend the material. It is not only teaching the content of material, but also teaching students to use the language.⁵⁷ Moreover, Bahrens also said that students need to be negotiators, and they should acquire metaknowledge of language to help them.⁵⁸ If students comprehend the language, they don't need to memorize or robotically apply rules that often make little sense to them. With metaknowledge, they can practice the knowledge in more cases and help them to face unfamiliar structure in reading and writing.

Based on the explanation, pragmatics also plays important role in learning process. It helps teacher to improve their skill in the material to students and helps students to understand the content and how the language is used. Since pragmatics has many classifications which one of those parts is deixis. Deixis is often used while teaching process, produced by either teachers or students to interact.

Deixis is not only helping them to comprehend the material explained by the teacher and understand the language use. But also help them in grammar. Yule mentioned that fundamental distinctions presented among types of deixis are grammar structure, the structure of direct and indirect speech.⁵⁹ For

⁵⁷ Susan J. Bahrens, *Understanding Language Use in The Classroom: A Linguistic Guide for College Educators*, (Great Britain: The CPI Group, 2014), p.8.

⁵⁸ Ibid., p.37

⁵⁹ George Yule, *Pragmatics*, (Hongkong: Oxford University Press, 1996), p.15.

instance, the utterance “are you planning to be there this evening?”. This utterance shows proximal form which is ‘near speaker’ meaning of direct speech. Meanwhile, the utterance “I asked her if she was planning to be there this evening”. The utterance shows distal form which is ‘away from speaker’ meaning of indirect speech.

Several parts of deixis also represent English grammar. The first is person deixis. Person deixis is a part of speech which concerns about pronoun. Supported by Levinson who said that person deixis reflects in grammatical category of person.⁶⁰ It is first, second, and third pronoun. The next is place deixis. English grammar uses place deixis to reflect adverb of place to know specific location. Furthermore, time deixis represents tenses in English. There are present and past. Grammar rules can help to compose word by word into a well-formed sentence. Manser claims that grammar makes a relationship between different words, dictating order, and setting up words in different context, and explaining something in meaningful sentence.⁶¹ In discourse deixis helps them to talk about previous or forthcoming portion topic.

Furthermore, social deixis is useful to encode social distinction of participants in time utterance. For example, in morphological system to show honorifics which is usually reflected in the choice between pronoun, title, or address in familiar languages. Moreover, social deixis supports the government goals in education to Growing Pancasila Student Profiles in Learning. There are have faith, piety and noble

⁶⁰ Stephen C. Levinson, *Pragmatics*, (Britain: Cambridge University Press, 1983), p. 68

⁶¹ Martin H. Manser, *The Fact on The File: Guide to Good Writing*, (USA: Fact on File, Inch, 2006), p.97.

character, global diversity, team work, independent, critical thinking and creative.⁶² The point of having faith, piety and noble character is suitable the function of social deixis to maintain social attitude, maintain politeness and be differentiator of person's social level.

F. Movie

Movie is usually delivered by using oral production. Barsham and Monahan (2010) explained that movie is a story which is shown on the screen that during process of showing is inserted particular speed to leave its mark on the meaning.⁶³ It means movies give description to make audiences immersed in the story by giving stressed in certain part. While, Klarer added that movie is semi-textual genre which influenced by literature.⁶⁴ It indicates in the movie it has parallel pictures of literary text or can be explained by using textual framework. The features of movie are camera angle, editing, slow and fast motion.

The movie become the medium to give understanding and see how it is shaped in movie, for example, historical story. Villarejo defines a movie as capacity to give comprehension about social, historical, philosophical, technological, personal and so on by arranging or rearrange the time or movement in

⁶² Faizal Ananda Tohara Al Ghazali, *Menumbuhkan Profil Pelajar Pancasila dalam Pembelajaran* (on-line), retrieved from: <https://ayoguruberbagi.kemdikbud.go.id/artikel/menumbuhkan-profil-pelajar-pancasila-dalam-pembelajaran/>. Access on August 15th, 2021.

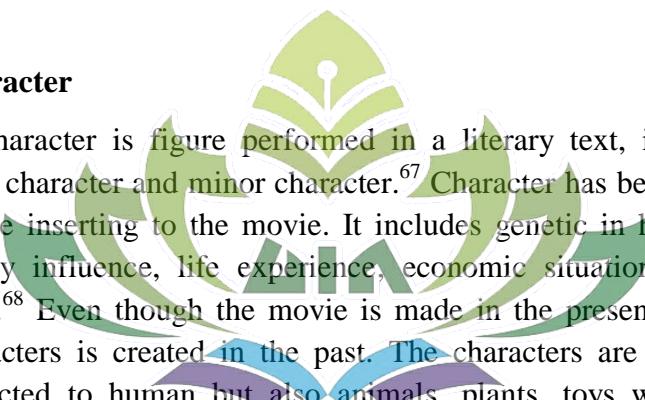
⁶³ Usman Abdullah, Indah Fadhillah, *The Correlation Between Students' Habit in Watching Movie and Listening Skill*, Vol. 3 No.1, 2017, p.99.

⁶⁴ Mario Klarer, *An Introduction to Literary Studies*, 2nd Edition, (London: Routledge: 2004), p.56.

story.⁶⁵ So, it will enrich their knowledge, comprehension and experience movie. Furthermore, according to Websters New World Dictionary, movie is a showing of a motion pictures.⁶⁶ It merger moving pictures which create meaningfully movement from the characters.

From previous statements about movies, writer can conclude that movie is story from writer's idea to deliver certain goals such as educating, giving comprehension about history or social and in the end it will be shown on the screen.

G. Character



Character is figure performed in a literary text, including main character and minor character.⁶⁷ Character has been set up before inserting to the movie. It includes genetic in heritance, family influence, life experience, economic situation and so forth.⁶⁸ Even though the movie is made in the present but the characters is created in the past. The characters are not only restricted to human but also animals, plants, toys who have human attributes and human abilities that have a role in the

⁶⁵ Amy Villarejo, *Film Studies The Basics*, (New York: Amy Villarejo, 2007), p.9.

⁶⁶ Webster, *Webster's New World Dictionary of The American Language Second College Edition*, (United States of Amerika: Simon and Schuster, inc, 1984), p.932

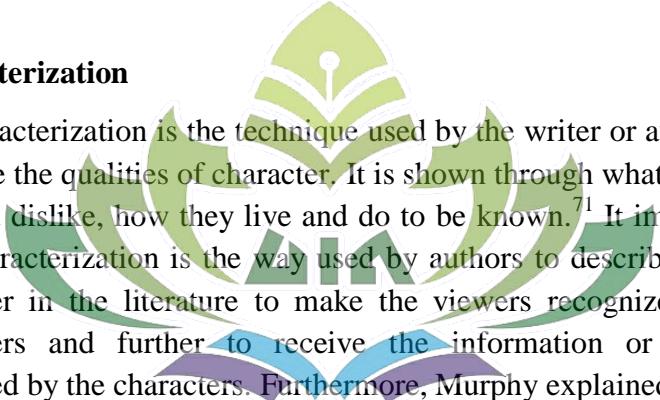
⁶⁷ Mario Klarer, *An Introduction to Literary Studies*, 2nd Edition, (London: Routledge: 2004), p.135

⁶⁸ Nicholas T. Proferes, *Film Directing Fundamentals See Your Film before Shooting*, (USA: Elsevier Inc, 2008),p.15

movie.⁶⁹ So, character is crucial to support the story in the movie.

Bennet and Royle stated that character is like-life. They have a name and activity which convincingly people say and do. Character has a complexity, which means they uphold the certain different attribute to make a conflict.⁷⁰ Through the strong identification, it represents the real people. Characters are essence of literature. Additionally, character and plot are complementary that influences each other.

H. Characterization



Characterization is the technique used by the writer or author to create the qualities of character. It is shown through what they like and dislike, how they live and do to be known.⁷¹ It implies that characterization is the way used by authors to describe the character in the literature to make the viewers recognize the characters and further to receive the information or idea presented by the characters. Furthermore, Murphy explained that there are several ways to propose characterization.⁷²

First, personal description describes characters from the appearance, clothes, etc. Second, speeches describe the one's character through what she or he says. Third, characters as seen by other characters explains the characters through other

⁶⁹ Hasballah M.Djasi, *Introduction to Literature*, (Banda Aceh: Nurani Enterprise, 2009) p.28

⁷⁰ Andrew Bennet and Nicholas Royle, *Introduction to Literature, Criticism, and Theory*, 3rdEdition, (Britain: Pearson Eduation Limited, 2004), p. 62

⁷¹ M.J. Murphy, *Understanding Unseen*, (London: George Allen and Unwin Ltd, 1972), p. 52

⁷² Ibid, p. 161

character's opinion involved in the story. Fourth, past life can be seen from the characters past life through the events set by the author to the character. Fifth, conversation of others describes the character through the communication among other characters.

Sixth, reactions describe the character through the response toward situation. Seventh, direct comments describe character directly from the comment of author. Eighth, thought shows the character from what the character is thinking about. The last, mannerism explains the character by describing their habit, mannerism. Characterization is necessary to demonstrate the readers about the person in order to explain the story.

I. Finding Dory Movie

1. Description of Finding Dory Movie

Finding Dory is 2016 animated movie produced by Pixar Animation Studios and released by Walt Disney Pictures. Finding Dory was released theoretically in the United States on June, 17th 2016. This movie is sequel of finding nemo, but in Finding Dory focuses on Dory's journey to find her parents. This movie grossed income over \$1 billion worldwide and won several awards such as Tenth Choice Awards in category Best Animated Film 2016, Empire Awards in category Choice Summer Movie 2016, Kids Choice Awards in category Favorite Animated Movie 2017, People Choice Awards in category Favorite Family Movie 2017, Saturn Awards in category Best Animated Film 2017 and so on. More information about the film is presented as following:

- 
1. Directed by : Andrew Stanton
 2. Produced by : Lindsey Collins, P.G.A
 3. Original Story by : Andrew Stanton
 4. Screenplay by : - Andrew Stanton
- Victoria Strouse
 5. Music by : Thomas Newman
 6. Film Editor : Axel Geddes
 7. Produced Company by : Pixar Animation Studios
 8. Distributed by : Walt Disney Pictures
 9. Release Date : - June, 8 2016 (El Capitan Theater, Los Angeles)
- June, 17 2017 (United States)
 10. Running Time : 97 minutes
 11. Country : America
 12. Language : English
 13. Cast : - Ellen Degeneres (Dory)
- Albert Brooks (Marlin)
- Ed O'neill (Hank)
- Kaitlin Olson (Destiny)
- Hayden Rolence (Nemo)
- TY Burrell (Bailey)
- Diane Keaton (Jenny)
- Eugene Levy (Charlie)

- Sloane Murray (Young Dory)
- Idris Elba (Fluke)
- Dominic West (Rudder)
- Bob Peterson (Mr. Ray)
- Kate McKinnon (Wife Fish)
- Bill Hader (Husband Fish)
- Sigourney Weaver (Sigourney Weaver)
- Alexander Gould (Passenger Carl)
- Torbin Xan Bullock (Gerald)
- Andrew Stanton (Crush)
- Katherine Ringgold (Chicken Fish)
- Lucia Geddes (Tween Dory)
- Squirt (Bennett Dammann)
- John Ratzenberger (Husband Crab)

2. Synopsis of The Movie

Forgetful blue tang Dory is living with Marlin and Nemo in the reef. Suddenly, Dory remembers her pieces of memory that she had separated from her parents in the past. Realizing her drawback, Dory asks Marlin to accompany her. So, the trio Dory, Marlin, and Nemo start the journey and bring them to the prestigious place Marina Bay Life Institute.

Dory is helped by an octopus called Hank, who wants to get dory's tag, so they make an agreement. In the middle, Dory meets her pipe friend Destiny who is a nearsighted whale shark and Bailey who believed that he cannot activate the sonar system. Within their flaws, Hank, Destiny, and Bailey still give a hand to Dory until she meets her parents.

3. Plot of The Movie

Five-year-old blue tang called Dory is practicing to introduce herself in front of her parents, called Charlie and Jenny. She has a short-memory lost disease that makes her easy to forget something. After that, they play hide and seek together, Dory starts counting but she forgets what she did and gets interested in shell. Her parents come towards her with her panic expression. Then Dory asks how if she will she forget her parents, and her mother says that she will never forget Dory. Whatever will happen, just keep swimming, that is dory's song. But at that time, Dory separated from her parents and still can't remember it.

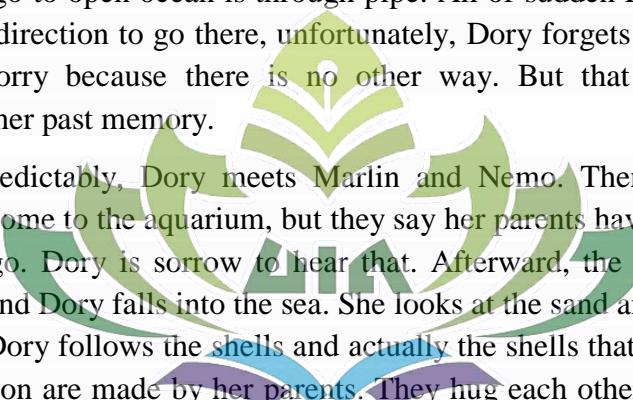
After rescuing Marlin's son, called Nemo. They live in great barrier reef. In the morning, they go to Mr. Ray who leads the field trip. Dory works as volunteer, so she follows the class. Mr.

ray talks about migration and going home. One of students asks Dory about where her home is, then the word “home” triggers dory’s thought but she forgets it. In the middle of his explanation, Mr. Ray warns the class to be careful to swim near to undertow. Again, that word reminds Dory that she has separated from their parents and everything is going blank.

Mr. Ray finds her on the sand while mumbling “Jewel of Morro Bay, California”. When she wakes up, she remembers about her family and lived in California. Dory excitedly tells her memory to Marlin. She wants to get any information about California sea, so they go with turtle called Crush to deliver them to California. Then, they jump off from the sunken and enter a container ship. The squid tries to chase them, until nemo hits the rock and falls. Marlin is worry with Nemo and wants Dory to stay away. Dory feels sorry and swims off to find a help silently with her body is still caught by plastic ring. She hears a mysterious voice and attempts to come closer, unfortunately Dory is caught by humans to pull out the plastic ring from Dory and move into a cooler box.

The staff workers put off Dory into big tank and leave a tag. An octopus called Hank comes to her and requests the tag. Dory asks him why does he want to get her tag and says that she wants to meet her parents in Jewel of Morro Bay. Finally, they make agreement to help Dory finding her parents and switch it with the tag. The other side, Marlin and Nemo looks a help to get in the building, they meet two sealions called Fluke and Rudder, who describes that Marine life Institute is the place for fish to be rehabilitated and released.

Hank brings Dory closer to see the map, then Dory sees a purple shell that triggers her that her parents were lying off the shell near to their house. A minute from that, Dory sees a staff worker brings a bucket full of dead fish with destiny printed on it. She jumps to the bucket. When Destiny will eat the fishes, she hears Dory's voice and remembers that they are pipe friends. Dory asks Destiny to show her home but she doesn't have a way to go. A beluga, Bailey, talks that he was brought with head injury so he cannot use his ability to turn on echolocation. The only way to go to open ocean is through pipe. All of sudden Destiny gives a direction to go there, unfortunately, Dory forgets it. She feels worry because there is no other way. But that words remind her past memory.



Unpredictably, Dory meets Marlin and Nemo. Then, they finally come to the aquarium, but they say her parents have gone years ago. Dory is sorrow to hear that. Afterward, the worker comes and Dory falls into the sea. She looks at the sand and sees shells. Dory follows the shells and actually the shells that shows a direction are made by her parents. They hug each other while crying.

Dory remembers that Marlin and Nemo has left in the truck. She directly searches a way to save her friends by asking a help to Destiny, Bailey, Sea lions, and beavers. Marlin calls Blecky to help him. In that time, Dory asks Hank to follow them. But the workers realize something happened in the truck. Hank takes over the truck and drives it with navigation from Dory. Just then, Dory sees a sea at the bottom and requests Hank to floor it. The truck falls off the edge and all fishes are falling to the sea.

Back to the Great Barrier Reef, Hank tells the students that Mr. Ray is in migration. So, Hank will substitute teacher. Bailey

and Destiny explains about echolocation. Dory states that she will visit her parents in a while, but first she wants to do something first. Dory looks up the sea, followed by Marlin. She says “unforgettable”.



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