An analysis of Deixis on Cinderella Film Winanda Reisty Oktavia¹, Bela Rizky Utami² English Literature¹ English Education²

belarizkyutami83@gmail.com

Abstract

This research is one way to find deixis in Cinderella Film. The purpose of this study is to identify which of the deixis forms and meanings are in the film. The result of this study shows that deixis is classified into 5 forms, those are: person deixis (1st person deixis: I, my; 2nd person deixis: you, your; and 3rd person deixis: they, her, she, he him), place deixis: inside, away, behind, here, besides, there, here; time deixis: now, two weeks hence; discourse deixis: that, it; and social deixis: madam, miss, mister, Your Royal Highness, Your Majesty, prince.

Key words: Deixis, Pragmatics, Cinderella Film

INTRODUCTION

One of the topics covered in the Pragmatic section is Deixis (EWK, 2018). Deixis refers to the expression in relation (Ngestirosa et al., 2020) to the utterance's (usually extralinguistic) context (Fakhrurozi & Puspita, 2021), such as:person deixis (Sartika & Pranoto, 2021) (first, second, and third person deixis) (Aminatun, 2021), place deixis (Suprayogi, Pranoto, et al., 2021), time deixis (Aminatun, Muliyah, et al., 2021), deixis discourse (Candra & Qodriani, 2019), and social deixis are all examples of deixis (Amelia, 2021). Deixis is a language term for pointing (Mandasari & Wahyudin, 2021).

Pragmatics is a subfield of linguistics (Suprayogi, Samanik, et al., 2021), that is becoming more well-known these days (Suprayogi & Eko, 2020), but up until about two decades ago (Kardiansyah & Salam, 2020), linguists almost never mentioned it (Aminatun, Ayu, et al., 2021). This is based on the more conscientious linguists' belief that without an understanding of pragmatics (Puspita & Amelia, 2020), or how language is used in communication (Ambarwati & Mandasari, 2020), efforts to discover the nature of language will not yield the expected results (Nurmala Sari & Aminatun, 2021). The study of meaning in relation to those situations (speech situations) is referred to as pragmatics (Septiyana & Aminatun, 2021a).

LITERATURE REVIEW

The study of the relationship between language (Amelia & Daud, 2020), and the context underlying the explanation of the meaning of language" is what pragmatics is all

about."understanding / understanding of language" (N. R. Putri & Sari, 2021) here refers to the fact that knowledge of words is required (Qodriani & Wijana, 2021), in addition to knowledge of the word's meaning and its grammatical relationship (Septiyana & Aminatun, 2021b), specifically its relationship to the context in which it is used (Afrianto et al., 2021). Pragmatics is the study of the ability of the user to connect sentences with contexts that are appropriate for those sentences" (Kasih, 2018).

The term "deiksis" (deixis) (Aminatun & Oktaviani, 2019), comes from the Greek word "deiktitos" (Kardiansyah & Salam, 2021), which means "direct appointment" (Puspita, 2021). Deiksis is a subfield of pragmatics (Wahyudin & Sari, 2018), or linguistics. When the referent moves (Muliyah et al., 2020), or alternates depending on the time (Qodriani & Wijana, 2020), and place of speech (E. Putri & Sari, 2020), a word is said to be deictic (Sari & Wahyudin, 2019a). Deixis can also be interpreted as a word whose meaning shifts constantly with the situation (Puspita & Pranoto, 2021). Deixis is also a part of pragmatics (Suprayogi & Pranoto, 2020), which is part of linguistic science (Qodriani, 2021). Linguistic science deals with how words or sentences change (Gulö & Nainggolan, 2021) depending on the situation (Sari, 2018), and context (Suprayogi & Novanti, 2021). Deixis are words whose meaning is determined by the context (persona, time, and location) in which they are used (Kardiansyah, 2021). The structure of language itself reveals the connection between language and the reflected context. Illustrations of deixis (Sari & Wahyudin, 2019b).

1.Deixis of time

Deixis time which is giving form in the time span utterances uttered. Example: "I will return one hour later," said the writer. Because we don't know when the author will return, we can't know when is the author back.

2. Deixis people

Deixis people are giving forms according to the role of participants in language events when the utterance is spoken. Example: imagine the lights went out and Harry said:

"Listen, I don't agree with you but with you, and not about this but about this "The word 'I' in the above statement refers to 2 different persons, and words 'This' in the utterance above refers to two different things.

3. Discourse Deixis

Deixis discourse is a reference to certain parts in the discourse that has been given or is being developed. Example: suppose we find a bottle in the sea, and inside it is written a message read: "meet me here one more week with carrying wood of this size" We don't know who will be met, where and when they will meet him, or how big the stick will be taken.

4. Social deixis

Social deixis is giving forms according to social differences refers to the role of the participant, especially the aspects of social relations between speaker and listener or speaker with several references. Example: a waiter said to his queen

"Hopefully the noble is always healthy and happy"

The noble word is used to refer to the queen.

This study uses film as a data source. Film is a literary work containing, words, phrases, clauses, sentences and expressions in each conversation by figures. The author chose the Cinderella film that tells the story of life a beautiful woman born in a happy family. He lives with love from his parents and servants. But unfortunately his mother was sick and could not be cured. His mother can no longer endure it his illness and finally died. Ella and her father were very sad, but they were both of them always live by sharing love with each other. One day, Cinderella's father returned from his business trip and brought along a woman and her two children. Cinderella is realize that her father fell in love again and wants to get married again. Cinderella generously allowed her father to remarry. Very not luckily his stepmother hates Cinderella very much because she knows she can't change it his mother's position from Cinderella's father's heart.

Unfortunately the fate of Cinderella, Cinderella's father died of illness during his business trip that time. Starting at that time stepmother Cinderella treats Cinderella like a waiter. One day because of illness the heart that his stepmother gave him, Cinderella ran forest. In the Cinderella forest met a handsome man and the man stole his heart. Since then Cinderella can never stop thinking about the man he met in the forest. Luckily, man That handsome also felt the same thing without Cinderella's knowledge That handsome is a prince. Prince spreads the word for all women in that country invited to a dance held in the

kingdom with the intention of getting it find Cinderella there. Cinderella's mother who is very cruel does not allow Cinderella to attend the dance. But because of help from the protective fairy Cinderella can attend the dance and meet the prince. Cinderella left the kingdom in a hurry to leave the glass shoes in the empire. Prince immediately instructed his officers to look for a woman who owned a shoe the glass and finally the prince found Cinderella. They get married and live happily ever after.

The reason for choosing the film Cinderella is when the writer watches the film found that the characters in the film use a lot of deixis in sparks they. Therefore, the authors are interested in conducting research on deep deixis Cinderella movie. Based on preliminary research, several deixis were found in the film Cinderella.

RESULTS AND DISCUSSION

In the film Cinderella found deixic forms used by the characters through the sentences used. The deixis forms found in the film Cinderella, namely: deixis people who are divided into the first person category, second person category, and third person category. Next is deixis place, time deixis, discourse deixis.

1 Deixis People

The deixic form of the person found in the Cinderella film is divided into three categories, namely: first person category, second person category and third person category.

1.1 First person category

1. Cinderella asks her mother, does she believe that animals can understand what they say, then his mother said: *I believe that animals listen and speak to us if we only have the ear for it.*

1.2 Second Person Category

1.I do love a happy ending, don't **you**?

1.3 Third Person Category

1. Do they keep animals inside?

2. Deiksis Place

1. Do they keep animals **inside**?

3. Time Deixis

1. Now, now. Mustn't blub.

4. Deixis Discourse

1.**This**? I found **it** hanging on a tree.

5. Social Deixis

1. You needn't call me that. "Madam" will do.

Deixis meaning In the film Cinderella, deixis forms are used by the people characters in their conversations through the sentences used. As for meaning deixis in Cinderella films, as follows.

1. Deixis People

Deixis of people found in this film is categorized into 3 categories, namely: first person deixis, second person deixis, and third person deixis. Deixis people are giving form according to the role of the participant in the language event when the utterance is be spoken.

1.1 First Person Deixis

The first person category is the speaker category to himself or to a group that involved him.

1. Cinderella asks her mother, does she believe that animals can

understand what they say, then his mother said: I believe that animals listen and speak to us if we only have the ear for it

Analysis: The word *I* in the utterance above refers to Cinderella's mother and is subject in sentence and act as speaker. The words *us* and *we* said in the utterance above refers to Cinderella and her mother. Cinderella as a listener.

1.2 Second Person Category

The second category of people, namely giving a form of speaker reference to someone or more involving him.

1. Cinderella who reads stories to her father is very happy with the end of the story, Cinderella said: *I do love a happy ending, don't you?*

Analysis: The word *you* in the words above refers to Cinderella's father and acting as an object in a sentence acting as a listener.

1.3 Third Person Category

The third category of people, namely giving a form of reference to people who are not speech speaker or listener in a language event.

1. Cinderella's step sister saw that the Cinderella family kept animals inside their home, Cinderella's step sister said:

Do they keep animals inside?

Analysis: The word *they* in the utterance above refers to Cinderella and all the person who lives in Cinderella's house.

2.2 Deiksis Place

Deiksis place is giving shape to the location according to participants in the event language.

1. Cinderella's step sister asks if Cinderella and her family allow animals living in their house, Cinderella's step sister asked:

Do they keep animals *inside*?

Analysis: The word *inside* in the words above refers to Cinderella's house .The pointer is not followed by gestures, because the appointed ones can understood, thus said symbolism (symbolic).

3. Deixis Time

Deixis of time is the giving of forms in the time span of a speech spoken.

1. Cinderella's stepmother calms the crying Cinderella, Cinderella's stepmother

said:

Now, now. Mustn't blub.

Analysis: The word **now** in the utterance above shows the time in which Cinderella crying The pointer is not followed by gestures, because the appointed ones can understood, thus said symbolism (symbolic).

4. Deixis Discourse

Deixis discourse is a reference to certain parts of the discourse that have been given or being developed. Daddy Cinderella gave Cinderella a present she found in the trees, father

Cinderella said: *This?* I found it hanging on a tree.

Analysis: The word *this* in the utterance refers to the previous discourse, namely the gift for Cinderella The pointer is not followed by gestures, because the appointed ones can understood, thus said symbolism (symbolic).

5. Social Deixis

Social deixis that is giving form according to social differences that refer to the role of the participant, specifically the aspects of social relations between the speaker and listener or speaker with several references. Cinderella calls her stepmother but her stepmother says:

You needn't call me that. "Madam" will do.

Analysis: The word *madam* in the above statement refers to Cinderella's stepmother .The pointer is not followed by gestures, because the appointed ones can understood, thus said symbolism (symbolic).

CONCLUSION

In this study it can be concluded that . The purpose of this study is to identify and describe deixis according to its form and meaning based on the theory of Stephen C. Levinson (1983). The deixis forms found in the Cinderella film correspond to the ones Levinson put forward, namely:

1. deixis person

a. first person deixis: I, my

b. second person deiksis: you, your

c. third person deiksis: they, her, she, he, him

2. deiksis place: inside, away, behind, here, besides, there, here

3. deixis time: now, two weeks then

4. deiksis discourse: that, it

5. social deixis: madam, miss, mister, Your Ryal Highness, your Majesty,

Prince.

REFERENCES

Afrianto, Sujatna, E. T. S., Darmayanti, N., & Ariyani, F. (2021). Configuration of Lampung Mental Clause: a Functional Grammar Investigation. *Proceedings of the Ninth International Conference on Language and Arts (ICLA 2020)*, 539(Icla 2020), 222–226. https://doi.org/10.2991/assehr.k.210325.039

Ambarwati, R., & Mandasari, B. (2020). THE INFLUENCE OF ONLINE CAMBRIDGE DICTIONARY TOWARD STUDENTS'PRONUNCIATION AND VOCABULARY MASTERY. *Journal of English Language Teaching and Learning*, 1(2), 50–55.

Amelia, D. (2021). Antigone's Phallus Envy and Its Comparison to Indonesian Dramas' Characters: A Freudian Perspective. *Vivid: Journal of Language and Literature*, 10(1), 23–30.

- Amelia, D., & Daud, J. (2020). FREUDIAN TRIPARTITE ON DETECTIVE FICTION: THE TOKYO ZODIAC MURDERS. Language Literacy: Journal of Linguistics, Literature, and Language Teaching, 4(2), 299–305.
- Aminatun, D. (2021). STUDENTS 'PERSPECTIVE TOWARD THE USE OF DIGITAL COMIC. 2(2), 90–94.
- Aminatun, D., Ayu, M., & Muliyah, P. (2021). ICT Implementation during Covid-19 Pandemic: How Teachers Deal with a New Style of Teaching. *The 1st International Conference on Language Linguistic Literature and Education (ICLLLE)*.
- Aminatun, D., Muliyah, P., & Haryanti, H. (2021). the Effect of Using Dictogloss on Students' Listening Comprehension Achievement. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 5(2), 262–269. https://doi.org/10.33578/pjr.v5i2.8246
- Aminatun, D., & Oktaviani, L. (2019). Memrise: Promoting students' autonomous learning skill through language learning application. *Metathesis: Journal of English Language, Literature, and Teaching*, 3(2), 214–223.
- Candra, L. K., & Qodriani, L. U. (2019). An Analysis of Code Switching in Leila S. Chudori's For Nadira. *Teknosastik*, 16(1), 9. https://doi.org/10.33365/ts.v16i1.128
- EWK, E. N. (2018). Redefining Hybridity of Chicano Literature in Jimenez's Fictions. *The Center for Asia and Diaspora*, 8(2), 293–319. https://doi.org/10.15519/dcc.2018.06.8.2.293
- Fakhrurozi, J., & Puspita, D. (2021). KONSEP PIIL PESENGGIRI DALAM SASTRA LISAN WAWANCAN LAMPUNG SAIBATIN. *JURNAL PESONA*, 7(1), 1–13.
- Gulö, I., & Nainggolan, T. (2021). The Functions of Nias Personal Pronouns. The 1st International Conference on Language Linguistic Literature and Education (ICLLLE).
- Kardiansyah, M. Y. (2021). Pelatihan Guru dalam Penggunaan Website Grammar Sebagai Media Pembelajaran selama Pandemi. *English Language and Literature International Conference (ELLiC) Proceedings*, *3*, 419–426.
- Kardiansyah, M. Y., & Salam, A. (2020). The Translator's Strategy as a Cultural Mediator in Translating Indonesian Novel into English. *4th International Conference on Language, Literature, Culture, and Education (ICOLLITE 2020)*, 413–418.
- Kardiansyah, M. Y., & Salam, A. (2021). Reassuring Feasibility of Using Bourdieusian Sociocultural Paradigm for Literary Translation Study. *Ninth International Conference on Language and Arts (ICLA 2020)*, 135–139.
- Kasih, E. N. E. W. (2018). Capitalism as The World View in Valdez's The Dirty Social Club. *Language in the Online and Offline World 6 (LOOW): The Fortitude, May 2018*, 105–109.
- Mandasari, B., & Wahyudin, A. Y. (2021). Flipped Classroom Learning Model: Implementation and Its Impact on EFL Learners' Satisfaction on Grammar Class. *Ethical Lingua: Journal of Language Teaching and Literature*, 8(1), 150–158.

- Muliyah, P., Aminatun, D., Nasution, S. S., Hastomo, T., & Sitepu, S. S. W. (2020). EXPLORING LEARNERS'AUTONOMY IN ONLINE LANGUAGE-LEARNING IN STAI SUFYAN TSAURI MAJENANG. *Getsempena English Education Journal*, 7(2), 382–394.
- Ngestirosa, E., Woro, E., & Strid, J. E. (2020). Reconstructing the Border: Social Integration in Reyna Grande's The Distance Between Us. December.
- Nurmala Sari, S., & Aminatun, D. (2021). Students' Perception on the Use of English Movies to Improve Vocabulary Mastery. *Journal of English Language Teaching and Learning*, 2(1), 16–22. http://jim.teknokrat.ac.id/index.php/english-language-teaching/index
- Puspita, D. (2021). TED-Talk: A Listening Supplemental Material for Learning English. The 1st International Conference on Language Linguistic Literature and Education (ICLLLE).
- Puspita, D., & Amelia, D. (2020). TED-TALK: A SUPPLEMENT MATERIAL TO PROMOTE STUDENTS'AUTONOMY IN LISTENING. *ELTIN JOURNAL, Journal of English Language Teaching in Indonesia*, 8(2), 91–102.
- Puspita, D., & Pranoto, B. E. (2021). The attitude of Japanese newspapers in narrating disaster events: Appraisal in critical discourse study. *Studies in English Language and Education*, 8(2), 796–817.
- Putri, E., & Sari, F. M. (2020). Indonesian Efl Students' Perspectives Towards Learning Management System Software. *Journal of English Language Teaching and Learning*, 1(1), 20–24. https://doi.org/10.33365/jeltl.v1i1.244
- Putri, N. R., & Sari, F. M. (2021). INVESTIGATING ENGLISH TEACHING STRATEGIES TO REDUCE ONLINE TEACHING OBSTACLES IN THE SECONDARY SCHOOL. *Journal of English Language Teaching and Learning*, 2(1), 23–31.
- Qodriani, L. U. (2021). English interference in bahasa Indonesia: A phonology-to-orthography case in Instagram caption. *English Language and Literature International Conference (ELLiC) Proceedings*, 3, 349–355.
- Qodriani, L. U., & Wijana, I. D. P. (2020). "Drop your 'Hello!'here!": Investigating the Language Variation Used in Online Classroom for Tertiary Level in Indonesia. *International Joint Conference on Arts and Humanities (IJCAH 2020)*, 617–623.
- Qodriani, L. U., & Wijana, I. D. P. (2021). The 'New' Adjacency Pairs in Online Learning: Categories and Practices. *Ninth International Conference on Language and Arts* (ICLA 2020), 121–125.
- Sari, F. M. (2018). EFL STUDENTS'DILEMMA: FACTORS DETERMINING THEIR TALK IN THE LANGUAGE LEARNING PROCESS. Kolita.
- Sari, F. M., & Wahyudin, A. Y. (2019a). Undergraduate Students' Perceptions Toward Blended Learning through Instagram in English for Business Class. *International*

- *Journal of Language Education*, *3*(1), 64–73.
- Sari, F. M., & Wahyudin, A. Y. (2019b). Undergraduate students' perceptions toward blended learning through instagram in english for business class. *International Journal of Language Education*, *3*(1), 64–73. https://doi.org/10.26858/ijole.v1i1.7064
- Sartika, L. A., & Pranoto, B. E. (2021). *Analysis of Humor in the Big Bang Theory By Using Relevance Theory : a Pragmatic Study*. 2(1), 1–7.
- Septiyana, L., & Aminatun, D. (2021a). the Correlation Between Efl Learners' Cohesion and Their Reading Comprehension. *Journal of Research on Language Education*, 2(2), 68–74.
- Septiyana, L., & Aminatun, D. (2021b). THE CORRELATION BETWEEN EFL LEARNERS'COHESION AND THEIR READING COMPREHENSION. *Journal of Research on Language Education*, 2(2), 68–74.
- Suprayogi, S., & Eko, P. B. (2020). The Implementation of Virtual Exhibition Project in English for Tourism Class for University Students. *Academic Journal Perspective: Education, Language, and Literature*, 8(2), 87–97.
- Suprayogi, S., & Novanti, E. A. (2021). EFL Learner's Literary Competence Mapping through Reader-Response Writing Assessed using CCEA GCSE Mark Scheme. *Celt: A Journal of Culture, English Language Teaching & Literature*, 21(1), 1.
- Suprayogi, S., & Pranoto, B. E. (2020). VIRTUAL TOURISM EXHIBITION ACTIVITY IN ENGLISH FOR TOURISM CLASS: STUDENTS'PERSPECTIVES. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 7(2), 199–207.
- Suprayogi, S., Pranoto, B. E., Budiman, A., Maulana, B., & Swastika, G. B. (2021). Pengembangan Keterampilan Menulis Siswa SMAN 1 Semaka Melalui Web Sekolah. *Madaniya*, 2(3), 283–294. https://doi.org/10.53696/27214834.92
- Suprayogi, S., Samanik, S.-, Novanti, E. A., & Ardesis, Y.-. (2021). EFL Learner's Literary Competence Mapping through Reader-Response Writing Assessed using CCEA GCSE Mark Scheme. *Celt: A Journal of Culture, English Language Teaching & Literature*, 21(1), 2. http://journal.unika.ac.id/index.php/celt/article/view/2871
- Wahyudin, A. Y., & Sari, F. M. (2018). The effect of Instagram on the students' writing ability at undergraduate level. *The 1st International Conference on English Language Teaching and Learning (1st ICON-ELTL)*, 1–10.