Students' competence in interpreting Deixis in descriptive text on grade X of senior high school

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ABSTRACT

Competence is defined as the capability to apply or use a set of related knowledge, skills, and attitudes to complete a task according to its standards in a defined work area. In addition, competence can be scored and is measurable. The study employed a mixed-methods approach, combining quantitative analysis of test scores with qualitative insights from interviews. A total of 35 students participated in the test, which assessed their ability to interpret deixis. The results showed that 88.6% of the students achieved a very good classification, accurately interpreting more than 12 instances of deixis. Additionally, 5.8% of the students obtained a good classification by correctly interpreting at least 7 instances. The mean score of the essay test was 69.69, indicating a generally strong grasp of deixis interpretation among the students. A semi-structured interview with one English teacher and four students. The teacher's structured approach to teaching descriptive texts, including vocabulary introduction and text analysis, was found to be effective. However, students faced challenges due to limited vocabulary and confusion between descriptive and recount texts. The teacher addressed these issues by gradually introducing new terms and comparing different text types.

1. Introduction

1.1. Background

Pragmatics encompasses several aspects, including deixis. Deixis involves using language to refer to something within a particular context. Learning about deixis is crucial, especially for those studying English as a foreign language, as it can help overcome difficulties in understanding the speaker's intent and facilitate communication by emphasizing context. According to Lyons, as cited in Setiakawanti and Susanti (2018), deixis refers to expressions whose meanings are dependent on contextual factors such as the speaker, the timing, and the location of the conversation, and the speaker's current position within the discourse. Pragmatics, a field within linguistics, explores how utterances relate to their situational context. Purba (2018) explains that pragmatics investigates the link between context and language, emphasizing the grammatical framework, Thus, pragmatics can be defined as the study of how meaning is conveyed based on the context between the speaker and the listener.

Competence refers to the ability to utilize a combination of related knowledge, skills, and attitudes to perform a task according to specific standards within a designated work area. Moreover, competence is quantifiable and can be assessed. Teachers or instructors can evaluate students'

competence through observation and assessment processes. The issue of students' competence attainment is a significant topic of discussion. In Indonesia, this issue frequently affects school graduates, particularly those from vocational schools (Asfani et al., 2016).

Students represent the future's artists, scientists, thinkers, innovators, and leaders. They will be responsible for addressing today's issues and envisioning and shaping a new future. Competencies are essential in providing students with the knowledge, skills, and attitudes necessary for successfully navigating their learning, living, and working journeys. When students face new or difficult situations, they use and enhance their competencies. These competencies enable students to leverage and expand upon their existing knowledge, thought processes, and abilities. In educational settings, students develop and utilize competencies through subject-specific content and various learning experiences. Alberta's curriculum emphasizes the development of these competencies, as outlined in the Ministerial Order on Student Learning. These competencies include critical thinking, communication, problem-solving, collaboration, information management, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Government of Alberta, 2016).

Additionally, Brown (2007) presents several arguments highlighting the importance of these components. Firstly, content is crucial for effective writing. Students must focus on the completeness and clarity of the topic and ensure that the details are relevant. This pertains to the organization of descriptive texts, which include identification and description. Identification ensures the subject of the text is fully addressed, while descriptions organize ideas using appropriate connectives.

Descriptive text is an enjoyable type of writing because students can use their own words to depict people, places, animals, and more. Various researchers have investigated students' challenges with writing descriptive texts and have found similar issues. Siburian (2013) notes that students' ability to write descriptive texts is very low, primarily because the teaching methods used by English teachers fail to engage them.

The descriptive text aims to convey or explain something to the reader (Fitriani et al., 2019; Jayanti, 2019). This type of text offers detailed descriptions of people, animals, objects, and places. According to Suminar and Putri (2018), the descriptive text provides clear explanations to inform and help readers understand the subject being described. Consequently, readers can gain information about new objects through descriptive texts, and writers strive to depict these objects clearly to create a vivid picture. The main purpose of the explanations is to ensure that readers comprehend and learn about the described object.

Given that descriptive text is part of the English curriculum in Indonesia (Kementerian Pendidikan dan Kebudayaan, 2013), understanding its ideal composition is crucial for both teachers responsible for delivering it in the classroom and students required to master it. Descriptive text, like other text types, isn't merely constructed based on rigid sentence rules; it's also composed with consideration of its purpose and the meaning conveyed by each structure. Therefore, teachers must possess sufficient knowledge of how these clauses create meaning.

1.2. Literature Review

a. Students Competence

According to Woodall and Winstanley D. (1998) as cited in Couhan and Srivastava (2014), competence encompasses skills, knowledge, understanding, qualities, attributes, values, beliefs, and attitudes that contribute to effective managerial performance in specific contexts, situations, or roles. Couhan and Srivastava (2014) defines competency as the capacity to apply knowledge, skills, abilities, behaviors, and personal characteristics to successfully execute critical work tasks, and specific functions, or fulfill a particular role. Competencies represent inherent traits of individuals that guide their behavior and thinking across various situations and endure over time. Thus, competence refers to the expertise level of knowledge, skills, and abilities required for adequate performance in a relevant work environment.

According to Van Lakerveld and De Zoote (2013), competence is composed of a blend of skills, knowledge, attitudes, and behaviors essential for effective real-world task performance. Competence is viewed as the comprehensive integration of these elements. "Knowledge and skills, attitudes, and values form a complex interrelated system resulting in a person taking action." Therefore, competence is not merely a combination of elements but a synergistic effect of them (Niculescu, 2018). Moreover, competence can be further broken down into three

components or aspects, representing a person's ability to exhibit specific behavior within a particular context and with a particular quality.

b. Deixis

The term 'deixis' originates from the Greek words meaning "pointing" or "showing". Deixis involves the spatial and temporal location and identification of persons, objects, events, processes, and activities being discussed or referenced in a specific context. All languages contain small sets of words whose meanings vary systematically depending on the user, location, and time of use. These words are known as deictic words, and the overall phenomenon is referred to as deixis. Examples of deictic words include "you", "here", and "today", as well as modifiers like the demonstrative "this" (Hurford et al., 2007).

c. Descriptive Text

Numerous linguists and theorists have provided diverse definitions of descriptive text. Wardani (2014) defines descriptive text as a type of writing that offers information about a specific person, place, or thing. Yule (2022) further explains that deixis originates from the Greek word meaning "pointing" through language. For instance, when someone asks, "What's that?" the word "that" is a deictic expression used to refer to something in the context. Such expressions rely on both the speaker and listener interpreting the same context. From this definition, it can be deduced that descriptive text provides a clear description of an object to the reader. According to Husna (2021), descriptive text differs significantly from other text types. It entails describing something by meticulously selecting details to leave an impression on the reader. According to Suminar and Putri (2018), descriptive text involves clear explanations that aim to inform and enhance the reader's understanding of the object being described. The primary goal is to ensure that readers gain new information about the described object and develop a clear mental image of it.

The clarity of the object's description is crucial for enabling readers to comprehend and acquire knowledge from the text. Additionally, descriptive text typically employs the simple present tense. Teachers must make the teaching and learning of descriptive text writing more engaging. Furthermore, descriptive text serves the purpose of providing information. It focuses on describing a particular thing, animal, person, etc. Masitoh and Suprijadi (2015) elaborate that descriptive text aims to visually depict a person, place, time, day, or season. It may also portray the outward appearance, traits, and personality of individuals.

1.3. Review of related studies

The researcher sought to assess tenth-grade students' proficiency in interpreting deixis within descriptive texts at SMAN 7 Yogyakarta. Prior studies on deixis supported this research endeavor. One such study, conducted by Wicaksono (2019), focused on students' competence in deixis interpretation within descriptive texts at the Pragmatics Course of the English Letters department at Universitas Ahmad Dahlan in 2017/2018. This research utilized a quantitative approach with twenty English Letters students as participants. Test data revealed that students exhibited good to excellent competence levels in interpreting deixis across various categories, albeit with some challenges, particularly in interpreting discourse deixis due to limited vocabulary and contextual understanding.

Another pertinent study by Muliati (2017) analyzed eighth-grade students' ability to predict information through pictures in reading texts at SMP Negeri 1 Sanrobone. The research, employing descriptive quantitative methods, focused on one class of grade VIII comprising 28 students. Results indicated a good level of competence in predicting information from pictures, with most students achieving satisfactory scores. Additionally, students demonstrated commendable reading comprehension skills, surpassing the Minimal Completeness Criteria (KKM) set by SMP Negeri 1 Sanrobone. This aligns with theories emphasizing the utility of pictures in aiding students' prediction and comprehension of textual content.

1.4. Research Gap

While studies on students' competence in interpreting deixis in English descriptive texts exist, there is a noticeable gap in research specifically focusing on the competency levels of tenth-grade students at SMAN 7 Yogyakarta. Existing literature predominantly discusses deixis in broader linguistic contexts or focuses on different age groups or educational settings. However, a detailed investigation into the specific challenges and proficiency levels of tenth-grade students in this particular school

setting remains limited. Understanding the specific difficulties students encounter in interpreting deixis types within descriptive texts could provide insights into effective pedagogical strategies tailored to enhance their English language comprehension skills.

a. Lack of Focus on Deixis in Descriptive Texts

While there may be studies on deixis in general language learning, few might focus specifically on how students interpret deixis in descriptive texts. Descriptive texts have unique characteristics that could affect how students understand and use deictic expressions.

b. Impact of Teaching Methods on Deixis Interpretation

There may be limited research on how different teaching methods influence students' ability to interpret deixis in descriptive texts. Comparing traditional teaching methods with more modern approaches (e.g., interactive or technology-enhanced learning) could provide new insights.

c. Influence of Language Proficiency Levels

Research might be sparse on how students' overall language proficiency impacts their ability to interpret deixis in descriptive texts. Investigating whether higher proficiency correlates with better interpretation skills could be valuable.

d. Role of Cultural Context

The role of cultural context in interpreting deixis may be underexplored. Understanding how the cultural background of students at SMAN 7 Yogyakarta influences their interpretation of deictic expressions could provide a new dimension to the study.

e. Comparative Studies Between Different Grades

Few studies might compare the competence of students in interpreting deixis across different grade levels. Comparing Grade X students with those in other grades could highlight developmental aspects and the effectiveness of the curriculum.

1.5. Research Question

a. How is the students' competences in interpreting deixis in descriptive text in grade tenth grade of SMAN 7 Yogyakarta?

b. What are the difficulties the students have in interpreting the types of deixis in descriptive text in the tenth grade of SMAN 7 Yogyakarta?

2. Method

2.1. Population & Sample

The focus of this investigation centered on first-grade students attending SMA Negeri 7 Yogyakarta during the academic year 2022/2023. Among the eight classes comprising grade X, totaling 288 students, the researcher selected students from class X1 as the sample for this study. This choice was made because the researcher was familiar with the characteristics of the students in this class and could provide relevant information or data pertinent to the research problem within the established research design. As defined by Creswell (2012), a population refers to a group of individuals who share similar characteristics. In this context, the target population, or sampling frame, encompasses individuals or organizations sharing common defining characteristics that the researcher can identify and study.

2.2. Data Collecting Techniques

a. Multiple choice test:

A multiple-choice test was crafted exclusively for this study to gauge students' proficiency in interpreting deixis within descriptive texts. The test encompassed 24 items, each designed to reflect the format and content of descriptive text. Data analysis adhered to a methodical process outlined by Ary et al. (2002), comprising the following steps:

1. Collecting the data
2. Checking and assessing students' answer
3. Calculating the Data
4. Put the data into a table and the percentage
5. Interpreting the results.

b.   Interview

An interview serves as a dialogue initiated by the interviewer to gather information from the interviewee. It's utilized as a data collection technique, particularly for preliminary studies aimed at identifying research problems (Febliza & Afdal, 2015). Cohen et al. (2002) define an interview as a structured conversation between two individuals, where the interviewer seeks research-relevant information focused on predetermined content areas aligned with research objectives of description, prediction, or explanation. Interviews involve direct verbal interaction for data-gathering purposes.

In this research, the researcher employed semi-structured interviews. These interviews were conducted after implementing multiple-choice activities in the classroom. The purpose was to engage English students and teachers in discussions to obtain initial insights and identify challenges related to interpreting deixis in class.

2.3. Research Instruments

In this research, both tests and interviews served as instruments for data collection. The researcher utilized a Deixis Exercise in Multiple Choice format, accompanied by a descriptive text, to assess students' proficiency in interpreting Deixis within descriptive texts. Additionally, interviews were conducted to gather information on the specific challenges students encountered in understanding deixis.

Through the multiple-choice test, students' abilities in interpreting deixis were quantitatively evaluated based on their responses to the exercise. Meanwhile, the interviews provided qualitative insights into the difficulties students faced regarding deixis interpretation. By combining these methods, the researcher obtained a comprehensive understanding of students' competency levels and the specific challenges they encountered in grasping deixis within descriptive texts.

2.4. Data Analysis Techniques

In the data analysis, the researcher analyzed the following steps:

a.   Scoring the test in interpreting

In scoring the test in interpreting, the cumulative score was ranging from 1-100. To know students' competence in interpreting deixis in descriptive text, some criteria must be considered which are very good 76 – 100, good 51 – 75, low 26 – 50, and very low 0 – 25.

b.   Scoring the Multiple-Choice Test

In scoring the Multiple-Choice test, the researcher determined the cumulative score ranging from 0-100 by counting the correct answer and applying the following formula:

$$S \frac{R}{N} \times 100$$

Where, S = Score of the Test

R = Number of Correct Answers

N = Number of Questions

(Gay, 1981: 298)

c.   Scoring the Essay Test

In scoring the essay test, the researcher determined the cumulative score ranging from 0-100 by counting the correct answer, The Researcher used SPSS 24 or MS. Excel to find the Final Score of the essay test.

d.   Calculating the mean score and percentage of the student's answer by using the following formula:

The Researcher used SPSS 24 or MS. Excel to find the Descriptive Statistics of Mean, Median, and Modus.

e.   Interview Analysis

An interview is a method of data collection where an interviewer engages in a conversation with an interviewee to gather information. According to Febliza and Afdal (2015), interviews are used in preliminary investigations to uncover and understand the issues being studied.

Cohen (2000) defines an interview as a discussion initiated by an interviewer with the specific purpose of obtaining information relevant to a research project, focusing on systematically describing, predicting, or explaining the subject matter. Interviews typically involve face-to-face communication between individuals, facilitating the collection of data through direct interaction. According to Esterberg in Sugiyono (2011), interviews can be classified into three types:

1) Unstructured interview: The interviewer interviews with no systematic planes of questions.
2) Structured interview: The interviewer interviews by using a set of questions arranged in advance.
3) Semi-structured interview: The interviewer uses a set of questions that are developed to gain specific information.

Based on the explanation provided, the researcher employed semi-structured interviews in this study. These interviews were conducted after the researcher's administration of multiple-choice exercises in the classroom. The purpose of these interviews was to gather initial information and understand the challenges students and teachers faced in interpreting deixis during class activities.

3. Findings and Discussion

3.1. Findings

a. Student's Competence in Interpreting Deixis

The findings of this research primarily focus on the students' scores, derived from their performance on the test. The test scores were computed by comparing students' interpretations with the correct answers provided for each test item. This computation involved dividing the number of correct interpretations by the total number of test items and then multiplying by 100 to obtain a percentage score. The maximum achievable score was 100.

It's important to note that interpretation was not solely based on whether students correctly identified the ending of the text. Instead, it was evaluated on whether they supported their interpretation with information extracted from the given text. This approach aimed to assess students' comprehension and analytical skills rather than just their ability to identify specific details. The findings of the research can be summarized as follows:

Table 1.   Classifications of Students' Competence Frequency and Percentage (X1)

| No	Classification	Frequency	Percentage
1	Very Good	0	0,0 %
2	Good	31	88,5 %
3	Low	3	8,6 %
4	Very Low	1	2,9 %
	Total	35	100,0

Table 1 showed that from the 35 samples there were no students that got very good classification or could interpret more than 19 deixes from the text, 31 students (88.5%) got good classification or could interpret 18 or less than 18 deixes from the text, and only 3 students (8.6%) got low classification or can interpret at least 12 from the text. From the explanation above, it can be seen that the student's competence in interpreting deixis is good classifications because more than 50% of the students got good scores from the higher frequency 31 students with 88,5% percentage and the lower frequency was 1 2.9% percentage.

After the students interpreted deixis in descriptive text, the researcher gave an 11-question essay test to know the student's understanding of the deixis and the text. The findings of the test can be seen as follows:

Table 2.   Students Score Essay

No	Score	Frequency	Percent	Total
1	36	2	2.8	72
2	63	4	5.6	252
3	72	2	2.8	144
4	81	14	19.7	1134
5	90	13	18.3	1170
	Total	35	49.3	2772
	Mean Score			79,2

Based on the score and frequencies above, the essay score shows that students' competence in interpreting deixis in descriptive text is also good. Of these 13 students got a score of 90, there are 14 students got a score of 81, there are 2 students got a score of 72, there are 4 students got a score of 63 and there also 2 students got a score of 36. The total score was 2772 with a mean score of 79.2 with the highest score being 90 and the lowest score being 36. Based on the table 4 and 5 above, the researcher presents the students' mastery of interpreting deixis and students' comprehension of interpreting deixis in descriptive text in a chart as below:
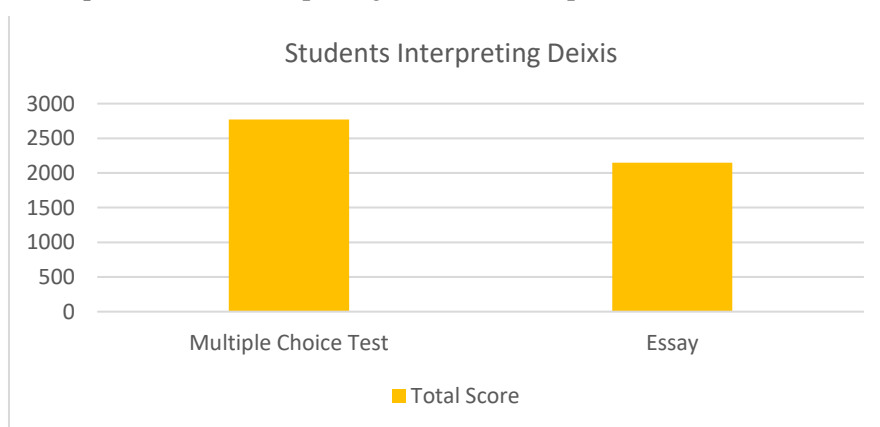
Fig 1. Result of Interpreting Deixis in Descriptive Text and Essay Test

Fig 1 shows that interpreting deixis can improve students' competence in descriptive text. In interpreting deixis, the total score of the students was 2146 and after the students interpreted the full text of Descriptive Text, the total score of the essay test was 2772.

b. The Result of the Interview

In the interview, the researcher used a semi-structured format to gather insights. The English teacher and four students from class X1 were interviewed. These interviews took place on Friday, May 17, 2024.

1) Teacher Interview Result

The interview took place on Monday, May 13, 2024. The researcher posed four questions to the teacher. The first question focused on the techniques used in teaching descriptive text, particularly during learning activities in the English class. This question was tailored specifically for class X1, aiming to explore the methods employed by the teacher in teaching descriptive text and addressing any difficulties encountered, along with the solutions applied to overcome them. The teacher explained that:

"Untuk memberikan materi deskriptif Saya melihat modulnya di bagian silabus yang mana buku tersebut dipinjamkan dari perpustakaan lalu saya melihat di bagian rangkaian kegiatannya kemudian anak saya suruh membaca teks lalu menyimpulkan teks tersebut isinya apa, karena deskriptif teks sudah dijelaskan di SMP jadi saya tidak begitu mengulang hanya saja memanggil memori mereka, kemudian anak saya suruh membaca bagian sosial function kemudian purpose kemudian generic structure dan language featuresnya lalu diberikan soal-soal yang saya ambil dari luar buku"

The second question is about how you teach descriptive text to the students. In the interview, the teacher explained that:

"Caranya ya anak itu mungkin karena nuwun sewu bukan saya meremehkan pengetahuan mereka dan meremehkan guru mereka.... Enggak, cuman karena mereka itu kan mungkin beberapa tahun kan online jadinya kan istilahnya mereka bagus-bagus nilainya bahasa Inggris mereka tahu. Sebenarnya, tapi kan kadang anak apalagi dalam tahun ini kan tidak hanya bahasa Inggris, lebih dari satu mungkin ada 10 pelajaran ya makanya kan pasti apalagi mereka harus mendalami sesuatu yang mungkin ada yang baru ada yang masih lama gitu kan... Makanya saran saya adalah ya cuma kaya menggali atau memanggil memori mereka kembali gitu aja... Ya selebihnya kan mungkin di kurikulum ini kalau saya tidak salah itu kan anak diminta untuk seperti menganalisis sendiri dan sebagainya guru kan sepertinya dibuat jangan terlalu banyak menerangkan mungkin ya... Setidak-tidaknya pokoknya anak saya suruh mikir ini apa? dari yang mudah kemudian yang sulit lalu kemudian nanti sampai pada saatnya anak tahu... Oh ini... Seperti ini. . ."

The third question is about whether are there any difficulties faced by the students in learning descriptive text. In the interview, the teacher explained that:

"Kalau kesulitan sebenarnya enggak karena materinya kan sekali lagi itu di materi SMP Mbak... Di SMP itu kalau tidak salah itu kelas 8 ya mbak, itu kan dikasih deskriptif kalau tidak salah ya... Kalau saya sih sebenarnya anak kalau hafal dalam pengertian kalau dia mah itu pasti tidak akan pernah sulit. Cuman, kesulitannya mungkin pada vocab-nya mbak, karena kan tidak mungkin yang namanya deskriptif teks kemudian saya ambil teksnya dari SMP saya ulang, kemudian saya ambil teksnya dari SMP Saya ulang lagi di sini kan nggak mungkin... Biasanya kan saya ambil levelnya untuk reading kan mungkin yang agak dikit vocabnya saya tambah yang baru mungkin dari vocab-nya saja bagi anak"

The fourth question is about what are the common errors produced by the students based on your teaching experience. In the interview, the teacher explained that:

"Kalau saya sih mikirnya deskriptif itu kan larinya akhirnya kita harus membandingkan ke Recount. Deskriptif itu kan menjelaskan sesuatu yang khusus, orang. Sementara kan di Recount itu ada biografi ya mbak ya... Nah itu mungkin anak kan kalau tidak paham kan mana yang biografi mana yang deskriptif kan... Kalau kita tidak menerangkan detail membandingkan dua itu kan anak mungkin akan bingung, jadinya dalam menerangkan deskriptif ya saya tidak lupa pasti saya selalu membandingkan dengan recount. Biar mereka tahu Recount itu yang bagaimana deskriptif bagaimana dalam menceritakan orang."

Based on the interviews conducted with teachers, the researcher concludes that the teacher employs a structured method to teach descriptive texts to tenth graders. This method begins with reading and summarizing from textbooks, followed by analyzing the text's purpose, structure, and language features. Additional materials and grammar lessons are provided as needed. The primary challenge for students is vocabulary, and confusion between descriptive and recount texts is resolved by comparing their differences. To address vocabulary difficulties, the teacher introduces new terms gradually and ensures comprehension through context. To clarify the distinctions between text types, the teacher compares descriptive texts with recount texts, emphasizing their unique characteristics.

2) Students Interview Result

The interview took place on May 17, 2024, a Friday. The first question the researcher asked the students was about the challenges they faced when learning descriptive text, particularly in the context of a learning activity. The second question asked whether the students faced any challenges at all and the English teacher's response to those challenges. These are particular questions for class X1. The first query addresses the challenges that students in English classes have when learning descriptive text. The pupils clarified as follows:

Aziz Mirza Ramadhan	:	*"Sebenarnya kalau kesulitannya itu terkadang itu deskriptif teks itu ada kata-kata yang sulit untuk dimengerti gitu loh dalam bahasa Inggris… Banyak tenses barulah apa ya kata-kata baru yang vocab-nya dari kita kurang ngerti gitu loh, gitu aja sih kesulitannya dari deskriptif teks."*
Muhammad Daffa Faiza	:	*"Kalau kesulitan mungkin lebih ke arah sama kaya Azis tadi... Dalam mengartikannya, terus juga kadang untuk menggambarkan suatu yang dituliskan di teks itu agak nyangkut-nyangkut itu... Ya karena itu tadi artinya juga masih kadang bingung, terus juga mungkin ada kayak konjungsi – konjungsinya… Jadi kayak jadi malah bingung buyar gitu penggambarannya"*
Ulayya Anindya Diwayoka	:	*"Kesulitannya itu sebenarnya karena bahasa asing ya... Jadi kayak kurang familiar aja di telinga sama sebenarnya saya itu kalau misalnya bahasa Inggris itu kurang untuk belajarnya juga... Ya seperti itu"*
Jasmine Angelya Putri	:	*"Kalau menurut aku itu deskriptif teks itu kesulitannya dalam hal kosakatanya... Soalnya dari SMP itu kan dari SD itu belum diajarin kan, bahasa Inggris itu gimana dan kosakatanya baru dikit banget... Terus pas di SMP itu langsung dihadapin dengan belajar bahasa Inggris dan di ujian akhirnya itu ada bahasa Inggris juga... Jadi menurut aku dalam mempelajari kosakatanya itu kurang waktu gitu buat belajar, harusnya kan kosakata bisa dari kecil."*

The second question is about have you ever been taught about descriptive text by your teacher. In the interview, the students explained that:

Aziz Mirza Ramadhan	:	*"Jelas banget, kalau itu pasti banget diajarin oleh Bu Nana"*
Muhammad Daffa Faiza	:	*"Iya, diajarkan sama Bu Nana"*
Ulayya Anindya Diwayoka	:	*"Diajarkan, detail juga ngajarnya"*
Jasmine Angelya Putri	:	*"Iya Bu Nana itu mengajarkan Bahasa Inggrisnya dengan efektif juga pembelajarannya."*

The third question is about what are your difficulties in interpreting descriptive text. In the interview, the students explained that:

Aziz Mirza Ramadhan	:	*"Ya kalau penyebab salah ya pasti nggak tahu artinya karena kan bahasa Inggris kita nggak tiap hari juga kan pakai Bahasa Inggris jadi ya seingatnya kita kadang lupa gitu artinya apa gitu aja"*
Muhammad Daffa Faiza	:	*"Mungkin kalau kesalahan dari saya sendiri mungkin lebih kayak kurang cermat dalam membaca soalnya Ya jadi kayak keburu-buru... Pengen santai-santai, terus kayak "ah ya udahlah" kayaknya ini jawabannya mungkin itu aja jawabannya"*
Ulayya Anindya Diwayoka	:	*"Karena ya itu tadi karena kurang familiar sama kosakatanya"*
Jasmine Angelya Putri	:	*"Kalau penyebab kesalahan mungkin salah buat pemahaman isi teks yang udah ada di bacaan aja,*

soalnya kan kalau belum bisa nentuin maknanya atau isinya itu tuh nanti bakalan susah buat ngerjain."

The fourth question is about how to interpret a descriptive text to determine the correct answer, by reading the text before or after it. In the interview, the students explained that:

Aziz Mirza Ramadhan	:	*"Ya lebih dibaca lagi, lebih banyak dibaca ulang-ulang terus nanti itu bakalan kesambung lah itu kalimat itu bakalan artinya apa aja bakalan tahu bakalan dapat sendiri gitu lho artinya"*
Muhammad Daffa Faiza	:	*"Itu pertama kita lihat dari kalau saya sendiri dari soalnya dulu mintanya itu apa… Nah nanti baru dilihat nanti ini kira-kira itu lebih cocok diambil dari belakangnya apa dari depannya, cuman kalau saya biasanya lebih ngambil dari ke belakangnya aja… Soalnya kayak "oh sebelumnya tuh ini" masih membicarakan topik yang sama"*
Ulayya Anindya Diwayoka	:	*"Karena ya itu tadi karena kurang familiar sama kosakatanya"*
Jasmine Angelya Putri	:	*"Kalau menurut aku mengerjakan pilihan ganda terutama dalam bacaan yang sangat panjang, itu pertama biasanya itu aku membaca soal dulu lalu ngerjain soalnya. Kalau misalnya kan baca dulu itu kan nanti terlalu panjang dan bakalan memakan waktu yang banyak."*

Based on interviews conducted with students from class XI 1 about their experiences and difficulties in learning descriptive text in English, the researcher concludes that the primary challenge for students is a lack of familiarity with the language, especially vocabulary and tenses. Despite the effective teaching methods employed by their teacher, Bu Nana, students struggle to interpret texts accurately due to limited daily use and comprehension strategies. The findings suggest that reinforcing vocabulary from an early age, encouraging daily use of English, and teaching effective reading strategies could alleviate these challenges. Repetitive reading and contextual analysis were identified as helpful strategies by students for improving their understanding of descriptive texts.

3.2. Discussion

Based on the resulting test in interpreting deixis in descriptive text, there are three classifications of students' competence of tenth grade at SMAN 7 Yogyakarta, from the good level to Very low level. The first is a good level, there are 31 students (88.5%) Good level because the score are 54,58,62,66,70, and 75. The second is low level, there are 3 students (8.6%) got low level because the score is just 50. The third is very low level, there are 1 student (2.9%) got very low level because the score is just 25.

Based on the explanation above, the level of the students' competence in interpreting deixis in descriptive text is good level because more than 50% students got good score. The lower score of the students is 25 and the higher score is 75.

The essay test also shows that the students' competence in interpreting deixis in descriptive text is good, the total score was 2772 and the mean score was 79.2 which is quite higher than the Minimal Completeness Criteria (KKM) of reading in descriptive text applied by SMAN 7 Yogyakarta. So, the researcher stated that the Students' Competence in Interpreting Deixis in Descriptive Deixis on Grade X SMAN 7 Yogyakarta was a good classification.

The interviews reveal that the primary challenge for students in learning descriptive text in English is the lack of familiarity with the language, particularly vocabulary and tenses. Despite effective teaching methods by their teacher, Bu Nana, students struggle with interpreting the text accurately due to insufficient daily use and comprehension strategies. The findings suggest that reinforcing vocabulary from an early age, encouraging daily use of English, and teaching effective reading

strategies could mitigate these challenges. Repetitive reading and contextual analysis are recommended strategies that students found helpful in improving their understanding of descriptive texts

Conclusion

In reference to analyzing students' competence in interpreting deixis in descriptive text at SMAN 7 Yogyakarta, it could be concluded that students' competence in interpreting deixis in descriptive text at SMAN 7 Yogyakarta is good. from the 35 samples there are no students that got very good classification or can interpret more than 19 deixis from the text, 31 students (88.5%) got good classification or can interpret 18 or less than 18 deixis from the text, and only 3 students (8.6%) got low classification or can interpret at least 12 from the text. It can be seen that the student's competence in interpreting deixis is good classifications because more than 50% of the students got good scores from the higher frequency 31 students with 88,5% percentage and the lower frequency is 1 2.9% percentage.

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