Exploration of Deixis in Juice WRLD'S Songs and Its Application in Enhacing Student'S English Writing Skill

Panji Ketawang¹, Sri Widodo², Basuki³
1,2,3Universitas Muhammadiyah Purworejo, Indonesia
E-mail: panji231933@gmail.com

Article Info	Abstract
	Songs serve not only as entertainment but also as expressive linguistic media reflecting emotional experiences. This study aims to investigate the use of deixis in English song lyrics and explore its potential contribution to students' writing skills. Employing a qualitative descriptive method, the research involved several stages: selecting emotionally themed songs, identifying deixis expressions, and classifying them based on established deixis categories. A total of 346 deixis expressions were found and categorized into five types: person deixis (55.78%), social deixis (14.45%), time deixis (12.72%), place deixis (9.25%), and discourse deixis (7.80%). The findings indicate that person deixis dominates, reflecting the personal and emotional nature of song narratives. This narrative style enhances listener engagement and supports language learners' understanding of situational meaning. The study concludes that analyzing deixis in lyrics can improve students' cohesion, clarity, and expressive ability in writing. These findings offer both linguistic insights and pedagogical value for English language instruction.

Artikel Info	Abstrak
	Lagu tidak hanya berfungsi sebagai hiburan, tetapi juga sebagai media linguistik ekspresif yang mencerminkan pengalaman emosional. Penelitian ini bertujuan untuk mengkaji penggunaan deiksis dalam lirik lagu berbahasa Inggris serta mengeksplorasi potensinya dalam meningkatkan kemampuan menulis siswa. Penelitian ini menggunakan metode deskriptif kualitatif dengan beberapa tahapan, yaitu pemilihan lagu bertema emosional, identifikasi ekspresi deiksis, dan klasifikasi berdasarkan kategori deiksis yang telah ditetapkan. Sebanyak 346 ekspresi deiksis ditemukan dan diklasifikasikan ke dalam lima jenis, yaitu deiksis persona (55,78%), deiksis sosial (14,45%), deiksis waktu (12,72%), deiksis tempat (9,25%), dan deiksis wacana (7,80%). Hasil penelitian menunjukkan bahwa deiksis persona paling dominan, mencerminkan sifat naratif yang personal dan emosional dalam lirik lagu. Gaya naratif ini memperkuat keterlibatan pendengar dan mendukung pemahaman makna situasional oleh pembelajar bahasa. Penelitian ini menyimpulkan bahwa analisis deiksis dalam lirik lagu dapat meningkatkan kohesi, kejelasan, dan kemampuan ekspresif siswa dalam menulis. Temuan ini memberikan kontribusi baik dalam kajian linguistik maupun pembelajaran bahasa Inggris secara pedagogis.

I. INTRODUCTION

Language plays a vital role in human life as it serves as the primary tool for conveying information, expressing emotions, and building social relationships. In the realm of foreign language learning, especially English as a Foreign Language (EFL), writing skills are among the most complex aspects to master. This is because writing requires an understanding not only of grammatical structures and vocabulary, but also of pragmatic aspects, namely how language is used appropriately in social and communicative contexts (Hyland, 2016; Harmer, 2004).

One pragmatic element that plays a significant role in writing is deixis, which refers to words or phrases whose meanings are highly dependent on the context of their use, such as personal

pronouns, temporal adverbs, and spatial references (Levinson, 1983; Yule, 1996). Deixis helps writers and readers build a comprehensive understanding of the communicative situation occurring within a text. Unfortunately, awareness of deixis usage is often overlooked in writing instruction in EFL classrooms. This results in low cohesion and clarity in students' writing, which can then lead to misunderstandings of meaning (Azhar, 2021; Ekowati & Sofwan, 2014).

In the context of EFL teaching in Indonesia, the conventional approach, which still predominantly emphasizes memorization of grammatical rules without considering social and communicative contexts, has led to students' low pragmatic competence, including in the use of deixis (Nuryani et al., 2022). Therefore, more

authentic and contextual learning media are needed to help students understand the function of deixis in a more concrete and practical way.

Popular song lyrics, especially from contemporary musicians such as Juice WRLD, can be an interesting and contextual learning resource. Juice WRLD's songs contain strong emotional expressions, the use of personal pronouns, and contextual references to time and place, making them suitable objects for deixis analysis. Furthermore, the lyrical content, which closely relates to the lives of teenagers, can also increase students' motivation and engagement in the learning process (Daskalovska & Hadzi-Velkov, 2012; Rubaai et al., 2019; Kramsch, 1993).

Previous studies have examined the use of deixis in other media such as films (Kholis, 2016), Ed Sheeran's song lyrics (Nugroho, 2021), and Mariah Carey's lyrics (Putri, 2014). However, studies on deixis in Juice WRLD's lyrics are still limited, even though his expressive and communicative lyrics have great potential as teaching materials in English writing instruction.

Based on this background, this research aims to analyze the types of deixis found in Juice WRLD's song lyrics and explain their potential use in improving EFL students' writing skills. This study is expected to contribute to the development of more contextual and meaningful teaching strategies, particularly in writing instruction based on pragmatic competence.

II. METHOD

This study employs a descriptive qualitative approach aimed at describing the types of deixis found in Juice WRLD's song lyrics and analyzing their potential application in English writing instruction for EFL learners. This approach was chosen because it can provide an in-depth depiction of contextual linguistic phenomena (Creswell, 2014).

1. Data Source

The primary data in this study consist of the lyrics from eight popular Juice WRLD songs: Lucid Dreams, Robbery, All Girls Are the Same, Wishing Well, Stay High, Wasted, Righteous, and Legends. These songs were purposively selected based on three criteria: (1) they contain emotional and reflective themes, (2) they feature abundant deictic expressions, and (3) they are relevant to the lives of teenagers as the target EFL learners. The selection also considers the diversity of lyrical themes and the distinctive

representation of Juice WRLD's musical style (Flick, 2009).

2. Data Collection Technique

Data collection was carried out through intensive reading and repeated analysis of the lyric texts. Each lyric was examined to identify the use of deictic expressions, covering five categories according to Levinson's (1983) classification: person deixis, temporal deixis, spatial deixis, discourse deixis, and social deixis. This process was conducted manually by marking parts of the lyrics containing deictic elements based on their contextual use.

3. Data Analysis Technique

The data were analyzed using the qualitative content analysis method developed by Miles, Huberman, and Saldaña (2014), through the following three stages:

a) Data Reduction

At this stage, the collected data were selected and classified according to the types of deixis. Each form of deixis was recorded, coded, and its function analyzed within the lyric context.

b) Data Display

The classified data were organized into tables and frequency diagrams to facilitate the identification of distribution patterns and the dominance of each deixis type.

c) Conclusion Drawing

The final stage involved interpreting the data based on relevant theories and relating them to the research objectives, namely the implications of deixis usage in EFL students' writing instruction.

4. Data Validation

To ensure the validity and credibility of the data, this study applied several strategies such as source triangulation through literature review and in-depth analysis of various references, as well as peer review by academics in the field of applied linguistics. Additionally, the analysis results were checked through member checking with English teachers to assess the applicability of the findings in the instructional context.

5. Limitations of The Method

While this qualitative approach provides in-depth insights, the analysis was limited to a

specific artist and genre. This scope may not capture deixis patterns in other musical styles. Furthermore, the interpretation of deixis relies heavily on contextual reading, which may vary depending on cultural and personal perceptions. Therefore, future studies are recommended to broaden the dataset to include different artists, genres, and cross-linguistic deixis comparisons.

III. RESULT AND DISCUSSION

A. Result

From the analysis of eight Juice WRLD songs, a total of 346 deictic expressions were identified. These expressions were classified into five types based on Levinson's (1983) theory. The table below presents the frequency of each type of deixis found:

No	Type of Deixis	Frequency	Percentag (%)
1	Personal	193	55.78%
2	Social	50	14.45%
3	Time	44	12.72%
4	Social	32	9.25%
5	Discourse	27	7.80%
	Total	**346**	**100%**

B. Discussion

The discussion section elaborates on the pedagogical significance of deixis, particularly in how students can be trained to recognize and apply these elements in their writing. Each deixis category provides a unique opportunity to teach narrative structure, coherence, and voice, especially through the contextual richness found in music lyrics. The subsections below present the findings in more detail.

1. Analysis of Deixis Types

   a) Personal Deixis

   Example: "I still see your shadows in my room" (Lucid Dreams)

   The use of "I" and "your" indicates the relationship between the speaker and the addressee, creating emotional closeness and clarifying the subject and object in the text. This type of deixis is highly useful in writing instruction as it trains students to use pronouns accurately according to context. This is consistent with findings in Juice WRLD's song "All Girls Are the Same," where personal deixis, especially first-person pronouns like "I," dominates the lyrics, reflecting a personal and emotional narrative style.

   b) Social Deixis

   Example: "She told me put my heart in the bag" (Robbery)

   The use of "she" as a third-person referent shows interpersonal relationships within the narrative. Social deixis can be used in exercises to help students express social roles and relationships in narrative or descriptive writing.

   c) Time Deixis

   Example: "I admit it, another ho got me finished" (All Girls Are the Same)

   The verb "admit" and the phrase "got me finished" implicitly indicate the timing of events. Understanding temporal deixis assists students in organizing chronology in their writing. This aligns with research showing temporal deixis appears less frequently but plays a key role in structuring time references in lyrics.

   d) Social Deixis

   Example: "That's the world we live in now" (Legends)

   This phrase refers not only to a physical location but also to a shared social space. Students can use spatial deixis to build spatial context in narrative or descriptive writing.

   e) Discourse Deixis

   Example: "This is the part where I tell you I'm fine but I'm lying" (Wishing Well)

   The word "this" refers to a part of the ongoing discourse. Understanding discourse deixis helps students improve cohesion between text sections and organize narrative flow logically.

2. Implications of Deixis Use in Writing Instruction

   The study's findings reveal that Juice WRLD's lyrics are rich in deictic expressions, making them effective materials for writing instruction. Teachers can:

Design rewriting tasks that change the point of view (e.g., from first to third person) to practice personal deixis.

Develop short narrative writing exercises based on lyric excerpts containing temporal and spatial deixis to help students construct stories with clear timelines and settings.

Train students to identify deixis in texts and explain their contextual functions, enhancing pragmatic awareness and textual cohesion.

Use songs as emotional and contextual triggers to naturally increase students' motivation and enrich their expressive abilities.

This approach supports contextual teaching and learning principles, where students learn not only language forms but also meanings and social functions in real communication (Taguchi, 2019; Medzhitova & Akhmetova, 2022). The prominence of personal deixis in Juice WRLD's lyrics, especially the frequent use of "I," underscores the potential of these lyrics to engage students emotionally and pragmatically in writing tasks. In addition to the applications described above, it is recommended that teachers guide students to reflect on the emotional nuance conveyed by deixis, particularly through first-person and temporal expressions. These elements not only enrich writing quality but also personalize the student's voice. As a class activity, students could be tasked with rewriting a verse from a different point of view or time frame, reinforcing their understanding of deixis while encouraging creativity.

Furthermore, teachers can introduce simple diagrams to help visualize how deixis anchors meaning within text. An example would be a timeline exercise based on temporal deixis or a diagram connecting pronouns to speaker roles. These strategies help scaffold abstract linguistic concepts into more digestible forms for learners.

IV. CONCLUSION AND SUGGESTION
A. Conclusion

This study demonstrates that Juice WRLD's song lyrics contain various types of deixis that play a crucial role in constructing contextual meaning. Among the 346 deictic expressions analyzed, personal deixis is the most dominant type, reflecting a lyrical style that is personal and emotional. This analysis not only enriches the linguistic understanding of song lyrics but also offers pedagogical potential in English writing instruction. By utilizing song lyrics as learning media, students can enhance their pragmatic awareness, comprehend relationships among textual elements, and produce more cohesive and meaningful writing.

B. Suggestion

Further application in real classroom contexts is needed to test the effectiveness of using song lyrics in teaching writing, especially in the aspect of deixis. EFL teachers are advised to integrate pragmatic materials, including deixis, into the writing curriculum systematically through the use of authentic media such as songs. In addition, further research can expand the scope of the study object, for example by comparing other music genres or examining the impact of this approach on students' motivation and learning outcomes quantitatively. The integration of this approach is expected to create a more relevant, contextual, and interesting learning experience for EFL learners.

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