

JACINDA ARDERN'S SPEECH ANALYSIS FROM LINGUISTIC AND PEDAGOGICAL PERSPECTIVES

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Abstract

The research aims to comprehend the use of deictic expressions in Jacinda Ardern's speech and identify the potential use of the deictic expressions in the EFL context. The present study was conducted qualitatively. The researchers identified the sources of data manually. They further identified the data sources by watching the YouTube channel containing the speech performed by Jacinda, who was once a newly elected prime minister. The findings indicated that the person's deixis is the most frequently used in her speech. For example, 'we' is the most frequent pronoun to indicate the sense of togetherness between the speaker and her audience. In terms of the application of personal deixis in the pedagogical context, it can also be found that the use of personal deixis belongs to the most frequently used deictic expression by teachers. Despite its importance, the use of personal pronouns in English learning process can pose a persistent problem to non-native English learners, as English is known as the language which emphasizes the harmony between subject and verb. The researchers suggest that the teaching of pronouns be conducted in more contextually meaningful approaches.

Keywords: *Jacinda Ardern, Speech, Linguistic, Pedagogy*

INTRODUCTION

A speech conveyed to the audience constitutes a formal expression indicating the speaker's thoughts. It usually addresses specific topics and is directed to a particular audience (Encyclopedia Britannica, 2023; Merriam-Webster, 2023). Despite being used to communicate and address the topic, the speech can also represent its speakers. The effectiveness of communication, the clarity of the messages, and the relevance to the points discussed will generally affect the audience's impression of the speakers (Hamed, 2021).

It is generally acceptable that speech is not merely a fabricated sentence but also a well-arranged point of view grounded on typically selected words, phrases, or even sentences. The use of speech as part of public speaking has been well-known and is deemed powerful in delivering messages and creating images of the speakers. Given the importance of speech in supporting public speaking skills, language pedagogy should also incorporate speech as part of the learning process.

Amid the increasingly divisive and conflicting world (Hayes et al. 2016), the need to formally hone public speaking skills is a must for foreign language learners (Xhemaili, 2022, p. 323). Specifically, the use of public speaking is not only influential to foreign language learners but also beneficial to support them in certain formal occasions, such as employment interviews, formal discussions, legal disputes or diplomacy (Xhemaili, 2022, p. 323). Concerning the role of English as the world language for diplomacy, Xhemaili (2022, p. 322) argues that even though English is not the most spoken language worldwide, it is still the official language of around 53 nations. Approximately 400 million people speak it. She confirms that in terms of the creation of international law, English is now the primary language in which inter-state diplomacy and negotiation over legal texts are conducted (Xhemaili, 2022, p. 323). In addition, most significant organizations such as the United Nations, WHO and other global groups depend on English as a means for issuing any notification or information (Xhemaili, 2022, p. 323).

The use of speech in public speaking is inseparable due to the increasing formal encounters involving people of diverse interests and backgrounds. For instance, diplomacy in worldwide forums will require English as one of the most widely accepted lingua franca (Neville, 2018). Despite its importance, the use of speech in either learning or research contexts is relatively scarce. Most of the learning process emphasizes commonly accepted communication or conversation, enabling people to do certain practice aspects, such as travelling, buying food, meeting people, and the like (Richard et al. 2013). On the other hand, the research conducted on speech usually focuses on merely linguistic aspects (Rahman, & Bafadal, 2021).

In fact, the use of speech or public speaking will be more important in the future as people will probably move and create more networks for the sake of their survivability (Herasymenko, et al. 2021; Malini, et al. 2022). The use of speech or public speaking will definitely support English language learners to allow them to discuss, liaise, and to create more networks for the variety of goals. The present study attempts to analyze the speech presented by Jacinda, who was once the prime minister of New Zealand. Jacinda Ardern was once a former Prime Minister of New Zealand. Her speech is undoubtedly an important aspect that can be analyzed for linguistic and pedagogical purposes.

Specifically, the present study focuses on deixis as part of pragmatic analysis and the pedagogical aspects on the use of the deixis. Linguistically, deixis analysis can help the listeners to understand the meaning of the utterance. Furthermore, through deixis analysis, the learners can also elicit sufficient information regarding the use of pronouns, adverbs of time, and the relative location of the object of the speech, which can be helpful not only for personal analysis but also for learning objectives. In sum, the present study also highlights the use of the deixis in terms of linguistic and pedagogical application. The use of deixis presented by Jacinda Ardern can provide not only linguistic information but also invaluable sources on how to use English in a more formally dynamic context. The problem formulations are arranged as follows;

1. What types of Deixis are used in Jacinda Arden's speech?
2. To what extent can the speech be used in an EFL context?

Speech as part of public speaking activities

Public speaking is a way for someone to make his ideas known to the public (Do & Dang, 2012 as cited in Zulhermina, & Hardiani, 2020, p. 75). Furthermore, Speaking activities generally can be categorized into seven types, such as speaking based on pictures, speaking based on sound, telling stories, interviews, discussion, debate, and giving speeches (Leong et al., 2017, as cited in Amelia et al., 2022, p. 324). This concept indicates that basically public speaking and speech are interconnected as both of the activities are conducted in public and formally delivered for public scrutiny.

The urgency of speech skill in EFL context

Despite being the focus for linguistic research (Retnowaty, 2019; Elsanhoury, et al. 2020; Spencer, et al. 2021), the application of speech skill is also beneficial for applied linguistics, particularly in pedagogical aspect. Scholars consider that the tendency of using English in more formal manner in the current situation is increasingly evident (Nevile, 2018; Herasymenko, et al. 2021; Malini, et al. 2022; Xhemaili, 2022, p. 323). With this tendency the role of English deictic analysis in the future should not merely become the domain of linguistic study. In fact, it should further encourage more analysis on the use of this skill for possible employment or other formal purposes, such as diplomacy, negotiation, law dispute, and so forth. With this skill the students of English language can probably earn more benefits when they have to encounter some formal situations requiring them to present the language formally.

Deictic as part of pragmatic analysis

Yule (1996, p. 3) defines pragmatics as concerned with the study of meaning as communicated by the speaker (or writer) and interpreted by a listener (or reader). It has, consequently, more to do with analyzing what people mean by their utterances than what the words or phrases in those utterances

might mean by themselves. Similarly, Ciccia (2011) views that pragmatic communication belongs to sociolinguistic rules, which pertain to language within a communicative context. As part of pragmatics, deixis is generally construed as taken from Greek for doing the most basic things with utterances. In other words, deixis can be interpreted as a means to point through a language (Yule, 1996, pp. 9-10; Sugiarto, & Muslim, 2022).

Furthermore, Yule (1996, p.11) categorizes deixis into three generally accepted concepts: person deixis, spatial deixis, and temporal deixis. 1) Person deixis generally refers to the pronouns of persons indicated in the sentence, such as I, You, We, or They. 2) Temporal deixis refers to time relation or coincidence, in which the utterance of the speaker and the time the speaker hears the speaker's voice. 3) Spatial deixis refers to the space or location that the speaker's utterance indicates.

METHOD

Method of Study

The research method of the present study was qualitative. Qualitative is generally construed as a means to examine the way people make sense out of their concrete, real-life experiences in their minds and their own words and subsequently analyze these understandings in the sense of a behavioral science such as psychology, sociology, politics, education, health sciences or, nowadays, business and management, decision making, or innovation, to give some examples. For instance, when the research focuses on how people or the readers understand some particular aspects of other people's lives, qualitative should be used (Cropley, 2022, p. 9).

Instruments of the study

The instruments used in the present study were the researchers. The use of instruments in the qualitative study emphasized the researchers in attempting to describe the phenomena either in the textual or non-textual information. Although other instruments are used, such as YouTube videos, which could also of interest as the instruments to take the data sources, the present study emphasized the researchers as the primary instruments to interpret the data naturally.

Sources of data and data analysis

The primary source of data taken in the present study was a video from Newshub's YouTube channel (<https://www.youtube.com/watch?v=D20Agteh7U0>). The video was a formal speech marking her victory as a prime minister as well as a gratitude for electing her party in the general election.

Data collection procedures

In order to elicit sound data, the researchers employed some steps to collect the data. The first step was to access the data though YouTube video channel. The researchers also accessed the manuscript to help improve their comprehension toward the speech spoken by Jacinda. The researchers watched the video attentively and repeatedly to understand the speech. The researchers consulted the categories of deixis based on Yule's concepts (1996).

FINDINGS AND DISCUSSION

This data presented below was the selected excerpts taken from a video from Newshub's YouTube channel (Newshub, n.d.). The researchers collected the data by watching the video and reading the scripts.

Findings

Types of Deixis used in Jacinda Arden's speech

Table 1. Types of Deixis

No.	Sentence	Word	Types of Deixis
Datum 1	Tonight , New Zealand has shown the Labour Party its greatest support in at least 50 years.	Tonight	Temporal
Datum 2	We have seen that support in both urban areas and in rural areas and seats we may have hoped	We That	Person Spatial

	for, but in those equally we may not have expected.	We We	Person Person
Datum 3	And for that, I only have two simple words.	That I	Spatial Person
Datum 4	Thank you . Thank you to the people who worked so hard to share our message, who volunteered for us in what felt like an endless campaign.	You You	Person Person
Datum 5	Thank you to the candidates and members of Parliament who worked not just for six weeks , but for three years to earn their community's support.	You Six weeks Three years	Person Temporal Temporal
Datum 6	But most importantly, thank you to the many people who gave us their vote, who trusted us to continue with leading New Zealand's recovery, who backed to the plan we are already rolling out.	You We	Person Person
Datum 7	And to those amongst you who may not have supported Labor before and the results tell me there were a few of you .	You There You	Person Spatial Person
Datum 8	To you, I say thank you .	You I You	Person Person Person
Datum 9	We will not take your support for granted.	We	Person
Datum 10	And I can promise you, we will be a party that governs for every New Zealander.	I You We That	Person Person Person Spatial
Datum 11	The governing for every New Zealander has never been so important more than it has been now .	It Now	Person Temporal
Datum 12	We are living in an increasingly polarized world, a place where more and more people have lost the ability to see one another's point of view.	We	Person
Datum 13	I hope that this election, New Zealand has shown that this is not who we are.	I That This That This We	Person Spatial Spatial Spatial Spatial Person
Datum 14	That as a nation, we can listen and we can debate.	That We We	Spatial Person Person
Datum 15	After all, we are small to lose sight of other people's perspectives.	We	Person
Datum 16	Elections are not always great at bringing people together, but they also do not need to tear one another apart.	They	Person
Datum 17	And in times of crisis, I believe New Zealand has shown that .	I That	Person Spatial
Datum, 18	And so again, I say, thank you .	I You	Person Person
Datum 19	This has not been an ordinary election and it is not an ordinary time.	This It	Spatial Person
Datum 20	It is been full of uncertainty and anxiety.	It	Person
Datum 21	And we set out to be an antidote to that .	We That	Person Spatial
Datum 22	As a nation, we needed a plan for recovery.	We	Person
Datum 23	And so that is what we created.	That We	Spatial Person
Datum 24	We needed an ongoing health response to the	We	Person

	global pandemic to keep people safe.		
Datum 25	So that is what we have done.	That We	Spatial Person
Datum 26	And we needed a team focused absolutely and entirely on New Zealand and Labour absolutely is.	We	Person
Datum 27	Tonight's result has been strong and it is clear that Labour will lead the government for the next three years .	Tonight It The next three years	Temporal Person Temporal
Datum 28	And over the next three years, there is much work to do.	The next three years There	Temporal Spatial
Datum 29	We will build back better from the COVID crisis.	We	Person
Datum 30	This is our opportunity to build an economy that works for everyone, to keep creating decent jobs, to up-skill and train our people, to protect our environment and address our climate challenges, to take on poverty and inequality, to turn all of the uncertainty and hard times into cause for hope and optimism.	This That	Spatial Spatial
Datum 31	It is an opportunity we have already grabbed and a plan we have laid out to invest in the infrastructure.	It We We	Person Person Person
Datum 32	It sits us up for generations to come while creating thousands of jobs.	It	Person
Datum 33	But after this result, we have the mandate to accelerate our response and our recovery and tomorrow we start.	This We We	Spatial Person Person
Datum 34	We know the next few years will not be easy.	We The next three years	Person Temporal
Datum 35	The last few have not been easy either, but there have been chinks of light that have shown through even the darkest of times.	There That	Spatial Spatial
Datum 36	That light has been our nation's determination, our support for one another, our sense of resolve.	That	Spatial
Datum 37	And that light has always been more powerful than the most overwhelming darkness	That	Spatial
Datum 38	Yes, policies, ideas, and having a plan matter, but it will only be as good as the people that it works to support	It That It	Person Spatial Person
Datum 39	And I cannot imagine a people I would feel more privileged to work on behalf of, to work alongside and to be Prime Minister for.	I I	Person Person
Datum 40	We will govern as we campaigned, positively with optimism about our future, with a relentless focus on a recovery that brings New Zealanders with us to deliver long-lasting change.	We We	Person Person
Datum 41	Now more than ever is the time to keep going, to keep working, to grab hold of the opportunities that lay in front of us.	Now	Temporal
	TOTAL	87 words	Person: 52 Temporal: 26 Spatial:9

The extent to which the speech can be adopted in the pedagogical context

Pedagogically, public speaking can be used to teach students skills. Scholars perceive that being a competent communicator is essential for personal contentment, academic achievement, and professional career success (Morreale & Pearson, 2008, as cited in Herbein et al., 2018). Furthermore, it is also believed that in school and work, competent speakers are more successful in conveying their knowledge, ideas, and opinions (Herbein et al., 2018). Some important aspects can be adopted from the text above, starting from the message and grammatical aspects. Contextually, the text above explicitly indicates the speaker's focus on the audience, whom she considered important. Most of the use of pronouns, termed 'personal deixis,' indicates the attempt to involve and accommodate the audience into someone's speech.

This finding is relevant to the other previous findings indicating the numerous usages of personal deictic expressions in both pedagogical and non-pedagogical contexts (Sugianto & Muslim, 2022, p. 53). They further cited the abundant use of personal pronoun deictic expressions found in previous studies (Astria et al., 2019; Jumaedah et al., 2020, as cited in Sugianto & Muslim, 2022, p. 53). In pedagogical context, for instance, it was found that English teachers, native teachers, and Indonesian teachers tend to use personal deixis frequently in their teaching and learning process (Mayori et al., 2020). The finding should ultimately encourage more applications of personal deictic in pedagogical EFL context so that it becomes the focus of the teaching and learning process and not only become the privilege of linguists and teachers. In fact, it should finally encourage the English learners to learn how to use personal deixis in the so-called formal linguistic nuances so that they can effectively communicate their messages in front of public.

Discussion

The use of certain deixis in public speech and the emphasis on human's aspects

The findings of the present study, which indicated the most usage of personal deixis, indicated that the speaker (i.e., Jacinda) attempted to focus on her audience, whom she considered very important. This finding was relatively similar to the other analysis on the use of deixis, in which most of the speakers tend to use more personal deictic than other deictic, such as temporal or spatial (Retnowaty, 2019). In her research on Trump's speech analysis, Retnowaty (2019) identified that of the 344 utterances, person deixis constitutes the most frequently used, with a frequency of 279 (81.10%).

Further pedagogical application

Regarding pedagogical aspects, particularly in English language teaching, using personal pronouns is important and usually poses some problems for Indonesian learners. In the Indonesian context, for instance, pronoun use will not affect the adjacent verb. In English, using certain pronouns will affect the word adjacent to it. Reports indicate that some things could be improved, persistently committed by non-English learners due to the differences in the word grammatical order (Dong et al., 2015).

Furthermore, the use of pronouns is getting more intricate when it is conjoined into two sentences (Alotaibi, 2016, p. 58). One of the important findings for using personal pronouns, termed a relative clause, is to restrict the possible set of individuals, objects, events, etc., to the subset the speaker intends to discuss. For example, when someone does the action to someone guilty, it means that the actor does the action only to a certain person he perceives as guilty and not to the innocent (Alotaibi, 2016, p. 58). Given the above importance, using pronouns and other related topics should not only be taught in a separate word. In fact, it should be applied in a more connected or contextually meaningful unit so that it can be comprehended and adopted easily by the learners.

CONCLUSION

Linguistically, human factors are the most essential aspect of speech. The most significant number of person deictic might indicate the speaker highly emphasizes her focus on the human factor as one of the most important considerations when delivering her speech rather than other aspects, such as temporal and spatial. With this finding, the further pedagogical application may also accommodate more emphasis on using more human factors to allow the learners to have more effective public

speaking ability. For instance, the teacher may emphasize using personal deixis in speaking practice before the class.

The teacher can also focus on the student's weaknesses when making sentences/expressions about the use of connecting words, which are commonly related to personal deixis. Furthermore, the teacher can also encourage the students to apply the students' written texts containing personal pronouns to be presented orally. The use of personal pronoun, despite being bagatelle, can also improve the students' accuracy on the whole sentence knowledge. It is true that the use of subject and verb should be placed harmoniously, thus placing importance on pronoun can also help students arrange the sentences more accurately and meaningfully.

Furthermore, presenting the written text already done by the students can probably encourage the students to speak more accurately and effectively, particularly to address the audience, which is considered necessary in the present study. In sum, the analysis of deixis should be not only linguistically theoretical but also practically applicable to improve the student's learning process, mainly when being assigned to deliver effective public speaking or formally dynamic sphere.

This study is conducted only in one speech conducted by Jacinda. Further analysis can be undertaken on more speeches of different speakers. The findings of the deictic investigation can provide more insight into how to teach public speaking to English learners so that they can improve their public speaking skills in the future. The emphasis on particular aspects of public speaking is also another essential finding that should be further investigated to warrant more valid results.

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