

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is very important in human life in this world. Between humans and languages cannot be separated from each other. People can communicate his or her thought by using the language. One of the functions of language is to communicate. In communication, language is used for transferring information and message. When talked about language, it directly related to linguistic. Linguistics can be interpreted as a field of study in human language. So, it can be said that linguistic objects are languages; therefore in linguistics, we study various aspects or levels in language.

The language level included sound aspects, morphemes, and words, phrases and sentences and aspects of meaning. In the core branches of linguistics, one of the sciences that studies aspects of the meaning of language is pragmatic. Pragmatics can be defined as the study of language in use. It deals with how speakers use language in ways that cannot be predicted from linguistic knowledge alone, and how hearers arrive at the intended meaning of speakers. Pragmatics studies how people understand and produce a communicative act in a real situation which is in the conversation. Pragmatics is the study of meaning related to the context.

In communication, there are also some aspects of language that must be noticed. For example, when we do communication, we will find the use of reference or term of address, such as He, She, You, Sir, Doctor, My Lord, Here, there, etc. The purpose is to point something. All of these words can be called as Deixis.

More important material should be learned by students is text types. In senior high school level, students will find many text types in a text book. In learning English subject,

some students got difficulties to comprehend or understand texts. When they read text, they got difficulties in referring a word or phrase to get the meaning of text. One of the reasons is because the students lack of knowledge about deixis.

In this research, the researcher want to analyze types of deixis in written language. There are some sources that can be taken, such as poem, song, series, book, short story, newspaper, magazine, novel, textbook, and so on, but textbook will be more useful to help students especially, in education field.

The important point, English textbooks commonly comprise two types of English texts as the learning materials to be taught to students, namely 1) genres such as descriptive texts, narrative texts, explanatory texts, procedure texts, hortatory texts, etc, and 2) functions such as greeting, introducing self/others giving information/opinion suggestions permission, thanking, complimenting, persuading, requesting, and etc.

On the other hand, functions which include various types of texts can be understood as spoken language. This fact, however, cannot be used as an excuse to not investigate the pragmatic knowledge existing in English textbooks. Investigating pragmatic knowledge in English textbooks can still be carried out as long as the investigation pay attention to the boundaries between the linguistic aspects under the pragmatic analysis and the pedagogical purposes of the textbook.

Based on the background of the research above, the researcher interested in doing a research entitle **AN ANALYSIS OF DEIXIS FOUND IN STUDENTS' ENGLISH TEXTBOOK FOR GRADE X OF SENIOR HIGH SCHOOL BY MASMEDIA.**

1.2 Identification of The Research

Based on the background above, the writer sets the researches are as follows: Deixis is classified into personal, temporal, spatial, discourse and social deixis. Personal deixis deals with the correct identification of the grammatical persons used to refer to speaker and addressee and concerns the encoding of the role of participants in the speech event in which the utterance in question. The personal deixis were in form of first-personal deixis (*I, me, myself, my*), second-personal deixis (*you, your, yours, yourself, we, our, us, ourself*) or third personal deixis (*he, him, his, himself, she, her, herself, they, their, them, themselves*).

Temporal deixis is an expression in relation to point to a certain period when the utterances produced by the speaker. The deictic items that use reference can only be determined in relation to the time of the utterance in which they occur. Such as *This /last/next Monday /week/month/ year, now, then, ago, later, soon, before, yesterday, today, tomorrow*. Tenses also belong to temporal deixis, as the timeline is divided into three domains: present, past, and future. Spatial deixis is to inform the location of something discussed. The words indicating place deixis is in two forms. They can come up in the form of adverb (*here, there*) and demonstrative pronouns (*this and that*). The terms CT (coding time), RT (referential time), proximal and distal are also used in place deixis.

Discourse deixis is deictic reference to a portion of a discourse relative to the speaker's current location in the discourse, such as *above, below, last, previous, proceeding, next or following* (usually used in texts) and *this, that, there, next, last* (usually used in utterances). Sometimes, discourse deixis is compared to anaphora, but actually, they both are different. Deictic are often used to introduce a referent, and anaphoric pronouns are used to refer to the same entity thereafter.

Social deixis does not deal with three main components (person, place and time) of the coordinate system of subjective orientation, but they show how different social rankings and the participants of communication utter relationships within society via language. Briefly, it is rather to refer to the level of relationship between people than to information.

1.3 Focus of The Research

There are many things that can be investigated in this research, but the researcher thinks that is needed to limit the problem. The researcher focus on what types of deixis which are divided into five parts according to Levinson's theory : person deixis, place deixis, time deixis, social deixis and discourse deixis appears in students' English textbook written by Puput Akad N.P 230 pages published by Masmedia 'English for Senior High School Grade X'.

1.4 Research Question

Research question of problem:

1. What types the deixis are found in students English textbook for Grade X of Senior High School?
2. What the function deixis are found in students English textbook Grade X Senior High School?

1.5 Objective of The Research

The objectives of this research are:

1. To identify and analyze types of deixis are found in students English textbook for grade X of Senior High School
2. To identify and analyze functions of deixis found in students English textbook for Grade X of Senior High School.

1.6 Significant of The Research

The findings of this research are expected to give contribution for the English teachers, English learners and the reader.

1. English teachers, The findings are expected to give information about deixis in the students “English textbook ENGLISH for Grade X of Senior High School” so that English teachers can use it to teach their students in analyzing literary works. So, English teachers not only concern grammatically form in teaching English, but also concerning in the context.
2. English learners as foreign language learners, This research can enrich English learner’s knowledge about deixis types by students English textbook as the media.
3. The reader, In relation to the field of literature, the researcher expected to increase the reader’s knowledge about deixis. The readers can learn the way to understand about the meaning based on the context in written form actually in the students English textbook. So, the readers can understand about the story of the students English textbook.

1.7 Assumption of The Research

Based on the research questions above, the writer assumes that there are several types of deixis found in students' English textbook for Grade X of Senior High School. There are person deixis, place deixis, time deixis, discourse deixis and social deixis.

1.8 Definition of Key Terms

In this part, there are some explanations to understand the context easier. The definitions of key terms are as follows:

1. Analysis

Analysis is a process of studying or examining something in an organized way to learn more about it or a particular study of something (Cambridge Dictionary).

2. Deixis

Deixis is a technical term (from Greek) for one of the most basic things we do with utterances. It means pointing is called a deictic expression (Yule, 1996).

3. Textbook

According to Yulianti (2011), a textbook is an instructional material that consists of content and material of the subject that is well organized in written form and has a great contribution to the teaching and learning process.

1.9 Grand Theories

1. Pragmatic

Grand theory of pragmatics in this research used the theory of Levinson (1983) pragmatics is the study of the relationship between language and the context as the basis in understanding the meaning of language. This theory has correlated with research that Pragmatics is the study of utterance meaning, sentences which are used in communication and also the study of meaning in language interaction between a speaker and hearer. And it is the study of the relationship between language and context, based on the situation, and deixis is the relationship between language and context reflected in the structure of language itself or in the other meaning the phenomenon of the occurrences.

2. Deixis

Grand theory of pragmatics in this research used theory of according to Levinson (1995), deixis is collectively the orientation features of human languages to have reference to specific points in time, space, and the speaking event between interlocutors. A word that depends on deictic clues is called a deictic or a deictic word. Deictic words are bound to a context, either a linguistic or extra-linguistic context for their interpretation. Deixis is the study of how to analyze word or phrase which directly relates to a personal, spatial, temporal, discourse and social deixis. It concerns the encoding of many different aspects of

circumstances in which the utterance and the relationship between the structure of language and context are being used.

1.10 Research Methodology

1.10.1 Method of The Research

The method of this research was descriptive qualitative to analyzed Deixis found in students' English textbook for grade X of Senior High School. According to Landman (1998), Descriptive qualitative research is a type of research that is primarily concern by describing the nature or conditions and degree in detail of present situation.

Furthermore, Mahsun(2005) said that “Qualitative method means that all data that are analyzed are in the form of sentence and words, not in the form of number except, following some aspects”.

Based on explanation above descriptive qualitative research is a method by describing the fact and give explanation of the analysis. Therefore, this research use descriptive research because researcher analyzes of deixis found in Masmedia textbook entitled : “*English for Senior X High School*” published in 2017.

1.10.2 Source of Data

According to Bungin (2001), there are two types of data sources, primary and secondary data sources. Primary data source is the English Textbook for grade X Senior High School; while the secondary data source is taken from journal, the journals contain pragmatic on deixis. The data of this research focuses on the types of deixis that the researcher found the words or vocabularies in fiveteen chapters English textbook for grade X Senior High School that include person deixis, place deixis, and time deixis.

Whereas, the data source was the conversations that contained deixis which founded in chapter I, chapter II, chapter III, chapter IV, chapter V, chapter VI, chapter VII, chapter VIII, chapter IX, and chapter X of English textbook for grade IX Junior High School which was taken from the book entitled English for Senior High School as discussed in the two of chapters that mention before.

1.10.3 Instruments of The Research

In this research, the key instrument was the researcher herself. The researcher herself as instrumented because the researcher herself who actively analyzed such as identifying, classifying, analyzing the data, and draw the conclusion for this research. This research was impossible without any work from the researcher. The research instrument of this research was the documentation.

a. Documentation

According to Rugaiyah, (2016:23):

“Kajian dokumen merupakann sarana pembantu peneliti dalam mengumpulkan data atau informasi dengan cara membaca surat-surat, pengumuman, iktisar rapat, pernyataan tertulis kebijakan tertentu dan bahan-bahan tulisanlainnya. Penggunaan dokumen ini berkaitan dengan apa yang disebutkan analisi. Cara menganalisi dokumen ialah dengan memeriksa dokumen secara sistematik bentuk-bentuk komunikasi yang dituangkan secara tertulis dalam bentuk dokumen secara obyektif.”

Based on idea above, the researcher analyzes the data which taken from the textbook English for grade X Senior High School By Masmmedia.

1.10.4 Data Collection Technique

In conducting this research, the researcher used the observation technique method to collect data. According to sudaryanto (1993) in getting the data researcher will so an observation, closely observing the data. The study intended to the qualitative study so, in collecting the data, the researcher applies documentation that related to the research.

1.10.5 Data Analysis Technique

Analysis in the research is about the search for explanation and understanding the meaning. According to Blaxter *et al.* (1996:186) “ analysis is meant to be a rigorous process, using data that has been carefully produced and managed”.

In this research, the writer follows some procedures or steps. First, the writer presents all data from the textbook of deixis. The data source was being in the form of printed material, in this case, the students’ English textbook for grade X of Senior High School.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed some theories related to the topics of the study. The literature review consists of the pragmatics, the concept of deixis, and the previous study.

2.1 Pragmatic

The history of pragmatic begins from development semantics and syntax. It is an explanation from a linguist: “in the 1970s, linguist nuanced generative transformation, such as Ross and Lakoff, states that the study of syntax that cannot be disassociated with the context. Since then also born a new figure in linguistics called pragmatics”. Rahardi(2005). Pragmatic different from grammar, which studies the internal structure of the language. Morris in Rahardi (2005) divides the study of signs and heraldry into three branches, syntactics, semantics and pragmatics has been proven that with all the problems surrounding it became more and more interesting to the study.

Pragmatics can be defined as the study of language in use. It deals with how speakers use language in ways which cannot be predicted from linguistic knowledge alone, and how hearers arrive at the intended meaning of speakers. Pragmatics is the study of utterance meaning, sentences which are used in communication and also the study of meaning in language interaction between a speaker and hearer. Pragmatics is the study of relationship between language and context, based on the situation, and deixis is the relationship between language and context reflected in the structure of language itself or in the other meaning the phenomenon of the occurrences.

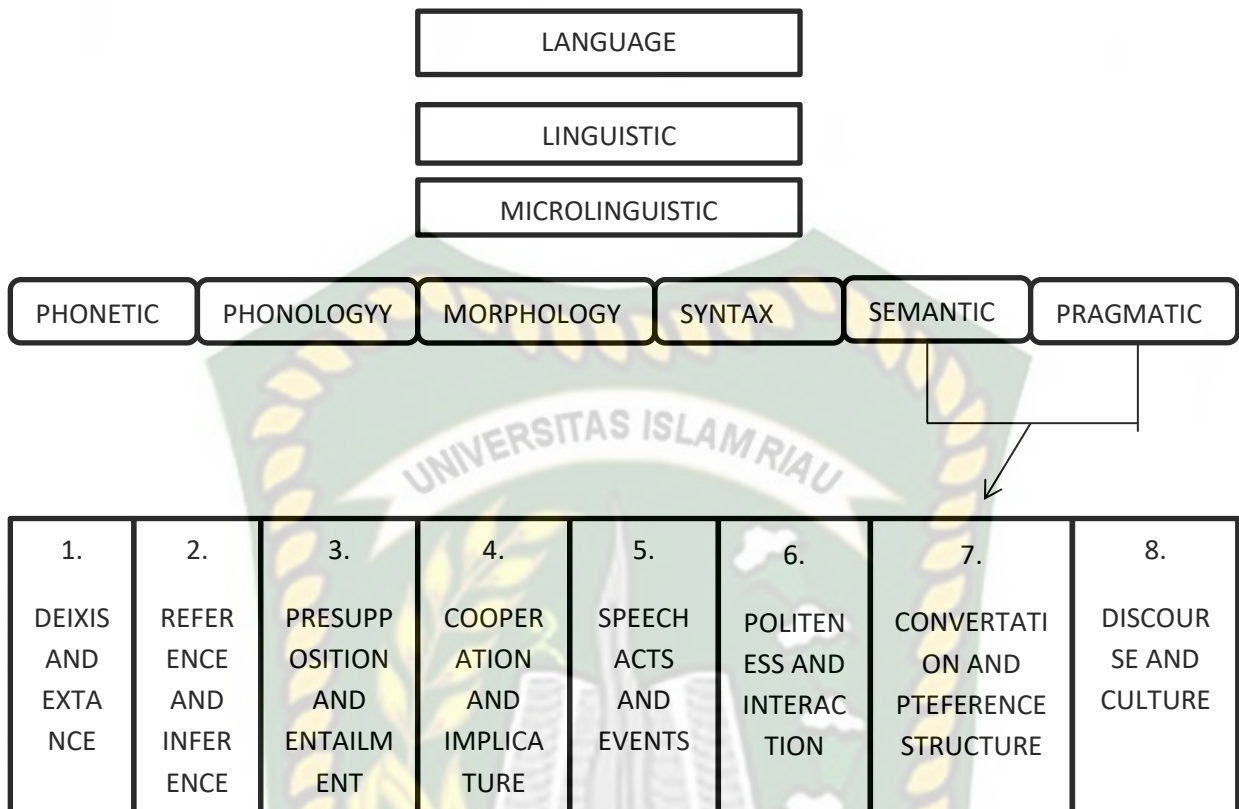
Leech in Gunarwan (2004) views pragmatics as a field of the study in linguistics which is concerned with semantics. Interrelationship called semantism, which is views pragmatics as the part of semantics. Pragmatisism, viewed semantic as a part of pragmatics. Complementarism, viewed semantic and pragmatic as two complementary fields.

Pragmatics is a branch of linguistics that is related about the meaning. The meaning that studied in pragmatics is related with the context. It means that how the context can influence what the speaker said. What the speaker means about who, where, and when the utterance happen. In other word, pragmatics is a study about meaning based on the context. Yule (1996) states that pragmatics is the study of speaker meaning. It is concerned with the study of speaker meaning as communicated as by the speaker (or writer and interpreted by a listener (or reader).

And according to Levinson (1983) pragmatics is the study of the relationship between language and the context as the basis in understanding the meaning of language. And according to Penelope Brown and Stephen Levinson (Brown & Levinson, 1987), pragmatics has become the discipline that houses many of the studies of language use beyond grammar, such as the influential work on politeness.

The theory of Pragmatics, as delineated by Bates (1976) claims that communication is acquired before speech. Levinson (1985, p. 27) says that “pragmatics is study of deixis (at least in part), implicative, presupposition, speech acts, and aspect of discourse structure. From those explanations above, it can be concluded that pragmatics is Pragmatics can be defined as the study of language in use. It deals with how speakers use language in ways which cannot be predicted from linguistic knowledge alone, and how hearers arrive at the intended meaning of speakers.

2.1.1 The Scope of Pragmatic



Note: researcher takes the first subfield to be subject of this research that is deixis. As the aspects of pragmatic but deeply reference refer to deixis.

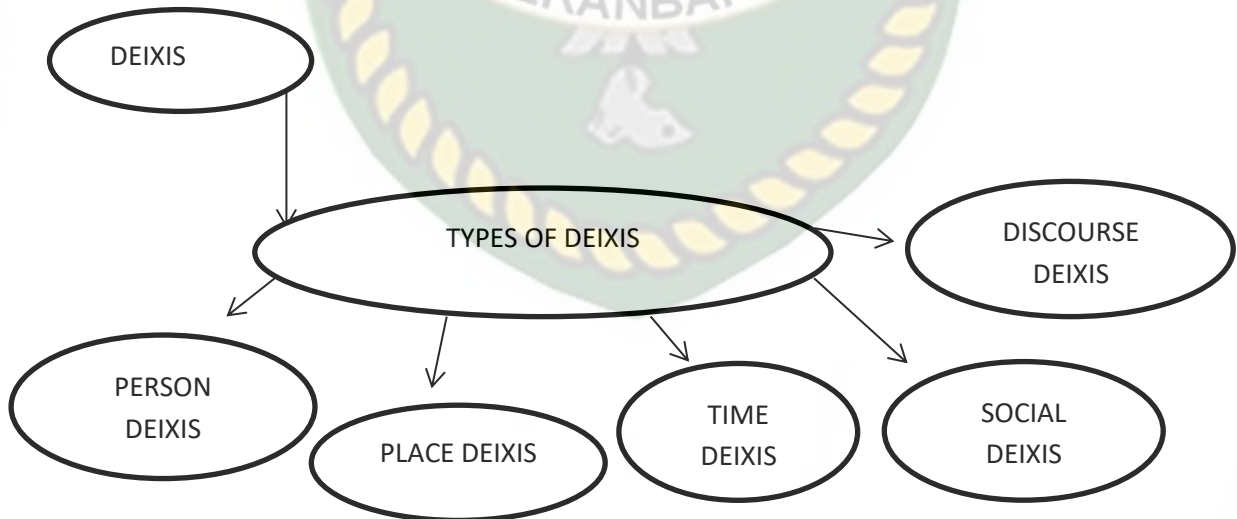


Table 2.1

2.2 Deixis

Deixis is one which takes some elements of its meaning from the situation, such as person, place, time, discourse and social. Deixis is an important field of language study in its own right and very important for learners of second languages. One of the issues within pragmatics is deixis. In Yaron Matras (1997), Levinson, (1983) states that deixis is often considered to be the prototypical case of a reflection of pragmatic relations within a category of grammar. Deixis signifies different things to different people. When we are having conversation or discussion with our friends, the topics always change. One person might have different idea at the same time we are talking about something else. In line with this, a word is said to be a deixis if the reference is moving or changing depending on the time and place. Deixis has the function to point or specify the perspective of a participant in an act of speech or writing, aspects of a communication whose interpretation depends on knowledge of the context in which the communication occurs semantics-the study of language meaning.

Deixis belongs within the domain of pragmatics because it directly concerns the relationship between the structure of languages and the contexts in which they are used. The term deixis, from the Greek word for pointing, refers to a particular way in which the interpretation of certain linguistic expressions (deictics and indexicals) is dependent on the context in which they are produced or interpreted. It means “pointing” is called a deictic expression. Deictic expressions are also sometimes called indexical. Deixis form is always tied to the speaker’s context. Levinson (1983) says that deixis belongs within the domain of pragmatics because it directly concerns the relationship between the structure of language and the context in which they are used.

The term deixis essentially concerns with the ways in which language encode or grammatically features of the context of the utterance or speech event, and those also

concerns on ways in which the interpretation of utterances depends on the analysis of that context of utterance, Levinson (1983).

Based on the definitions above, the researcher concludes that deixis is the word that refers to is always moving or changing depends on the speaker, place, and time that analyzing based on the context.

2.3 Types of Deixis

According to Levinson (1995) points out that there are five types of deixis: spatial, temporal, personal, social and discourse. In this case, the researcher discussed the type of deixis based on the aspects that will be analyzed. For more details, the researcher will be explained one by one with the first arrangement, namely Person, Spatial, Temporal, Discourse and then Social deixis.

2.3.1 Person Deixis

According to Levinson (1983) starts with person deixis found in the form of personal pronouns in the linguistic expressions. In this case, the researcher will only discuss the type of deixis based on the aspects that will be analyzed. For more details, the researcher will be explained one by one with the first arrangement, namely Person, Spatial, and then Temporal.

In this case based on the theory of Levinson (1983) states person deixis concerns with the encoding of the role of participants in the speech event, in which the utterance in question is delivered: the category first person is the grammaticalization of the speaker's reference to himself, second person the encoding of reference to one or more addressees and third person the encoding of reference to persons and entities which are neither speakers nor addressees of the utterance in question. So, person deixis was produced by a specific person and it was

usually addressed to some specific other persons. The following is the deixis of the person.

The forms of pronominally itself differentiated:

Subject	Object	Possessive Adjective	Possessive Pronoun	Reflexives
I	Me	My...	Mine	Myself
You	You	Your...	Yours	Yourself
We	Us	Their...	Theirs	Themselves
They	Them	Our...	Ours	Ourselves
She	Her	Her...	Hers	Herself
He	Him	His...	His	Himself
It	It	Its...	Its	Itself

Table 2.3

A. First-person

The category of first person is the grammaticalization of the speaker's reference to himself (Levinson, 1983). Based on the theory, the first person deixis (I/We) is a reference that refers to the speaker or both speaker and referent grouped with the speaker which is expressed in singular pronouns (I, me, myself, mine) and plural pronouns (we, us, ourselves, our, ours). For example;

- a. “I don't like long hair, but my sister likes long hair very much.”
- b. “What should our wall magazine contain? Can we put any writing we have made there?”

From these quotations number, 'a' can be known that the word “I” and “my” refers to a speaker of the utterance as a singular pronoun, the word “I” to a subject pronoun and the

word “my” to a possessive pronoun. And, quotation number ‘b’, the word “we” and “our” as a plural pronoun, both of them refers to speaker and partners involved.

B. Second person

The second person is the encoding of the speaker’s reference to one or more addressee (Levinson, 1983:62). So, the point of the second person deixis (You) is a deictic reference to a person or people identified as addressee, such as you, yourself, yourselves, your, yours. An example of its use can be observed in the following utterances:

- a. “Happy birthday, Udin. You are a big boy now.”
- b. “Good work boys. You are super.”

In the utterance above, the word “you” number ‘a’ refers to Udin as addressee, in this case, it word refer to one person. While, the word “you” number ‘b’ refers to “boys” as addressees, in this case, it word refers to many people in the utterance event.

C. Third-person

Third-person is the encoding of reference to persons and entities which are neither speaker nor addressees of the utterance (Levinson, 1983). And the point of third-person deixis (He, She, It, and They) is a deictic reference to a referent(s) not identified as the speaker or addressee and usually implies to the gender that the utterance. Deixis uses was shown in the example below.

- a. “They have made handicrafts and sold them.”
- b. “Why doesn’t she live with her grandparents?”
- c. “No, his house is very small. He is a scavenger, and he has five children.”

d. “Angklung is a musical instrument from the Sundanese culture of West Java. It is made of bamboo.”

On the data ‘a’, the word “they” refers to the peoples that have made handicraft, and the word “them” refers to the things that was the handicraft. Next, on the data ‘b’ and ‘c’, there was the word “she”, “her”, “he”, “his” that refers to one person which are neither speaker nor addressees of the utterance. At last, the word “it” refers to the thing that is the Angklung.

2.3.2 Place Deixis

Levinson (1983) states “Place deixis concern with the encoding of spatial locations relative to the location of the participants in the speech event. Probably most languages grammaticalize at least a distinction between proximal (or close to speaker) and distal (or non-proximal, sometimes close to addressee), but many make much more elaborate distinctions so we shall see. For example of deixis which refers to the place, as shown short conversation below:

A: I got this awesome souvenir when I was working in Papua last year. I love it!

B: What is that? Is that a bag or a basket?

Based on the short dialogue above, there are the words “this” and “that” used the speaker A and B to refer to a specific thing or object that close at hand’s the speaker A, but used by speaker B to refers the thing previously mentioned, in this case, the thing far from speaker B.

2.3.3 Time Deixis

Time deixis concerns itself with the various times involved in and referred to in an utterance. Levinson (1983) states that time deixis is reference made to particular times relative to some other time, most currently the time of utterance. Time deixis concerns the

encoding of temporal points and spans relative to the time at which an utterance of spoken (or a written message inscribed). Here, it is a list referring to some deictic items of *Temporal Deixis* whose reference can only be determined in relation to the time of the utterance in which they occur.

- This/last/next Monday/week/month/year.
- Now, then, ago, later, soon, before.
- Yesterday, today, tomorrow.

For example, as shown below:

- “I have practiced every day for the last two month with my dad”

The utterance above refers to the time that shows how long Lina prepares herself for the storytelling competition. The word “last two months” here used to show the situation in the past time. The word “last two months” had an interpretation of knowing the relevant utterance time of an event.

- “Mr. Ahmad said you were not in class today because you have diarrhea.”

In utterance above, the word “today” here used to show the situation time of the utterance event, and its word refers to the present time.

- “I’m studying History for the test tomorrow.”

The utterance of temporal deixis above refers to future time.

2.3.4 Social Deixis

Social deixis concerns the social information that encoded within various expressions, such as relative social status and familiarity. Levinson (1983) says that social deixis concerns the encoding of social distinctions that are relative to participant-roles, particularly aspects of

the social relationship holding between speaker and addressee (s) or writer and some referent. Social deixis is a deictic expression used to distinct social status.

The use of deixis social can be seen in the data below:

- I hope so too, Mam. Yes, I'll do my best.”

The word “mam” refers to the Lina’s teacher in the class that uttered by Lina as a student.

- Mr. Fahri, the air is too hot. The weather is too bad.

The sentence above is another example unfound in the data, the word “Mr. or mister” refer to Fahri that uttered by Alan, this show the politeness to adult by Alan who younger than Mr. Fahri.

2.3.5 Discourse Deixis

Discourse deixis also referred to as text deixis. It refers to the use of expression within an utterance to refer to past of the discourse that contain the utterance including the utterance itself. According to Levinson (1983), discourse or text deixis has to do with the encoding of reference to portions of the unfolding discourse in which the utterance (which includes the text referring expression) is located. Discourse deixis are the use of that and this. Discourse, or text, deixis concerns the use of expression within some utterance to refer to some portion of the discourse that contains that utterance (including the utterance itself).

Instances of discourse are the use of ‘that’ and ‘this’ in following :

-that grandparents are looking quite anxious at this point

-that was the bad story I have ever hear.

Thus ‘this’ can be used to refer to a forthcoming of the discourse, and ‘that’ to a preceding portion.

Additionally, Levinson (1983) mentioned examples of the words and phrases in English that indicate the relationship between an utterance and the prior of discourse which are but, therefore, in conclusion, to the contrary, still, however, anyway, well, besides, actually, all in all, so, after all, and so on.

Let's have a look at the following example:

- “That was amazing day.”
- “This story is wonderful”.
- “Actually, this is a good lesson for me. I never care about what I eat.”

In the text above, the word “that”, “this”, and “actually” refers to a prior portion of the discourse.

2.4 Function of Deixis

Definition of Yule's theory, the function of Deixis is a pointing. Pointing here is to point thing or person as we called person deixis. The function of person deixis is referred to the thing or person who is speaker in utterance. Person deixis is divided into three parts they are first person deixis, second person deixis, and third person deixis. The function of first person deixis is the word that referred to the speaker him or herself as the sending the message. The function of second person deixis is the word that referred to the addressee as the listener or received the message.

The function of third person deixis is the word that referred to who is neither speaker nor address. The function of spatial deixis is the word that referred or point the location of the speaker. It could be proximal form (close from the speaker) and distal form (away from the speaker). And the last is the function of temporal deixis is the word that referred to the time when utterance was done.

According to Clemens, Hero, and Murray (2008) “the function of deixis in language is usually held to be anchor the utterance to the speaker at the moment of speaking”. Its requires the listener or in this context is reader to be able to appreciate, and is necessary to construct, the relevant context. The extent of deixis not only have the function as the grammatical constituent, deixis assignment is to point out the different meaning of words use in the same way in different situation of context.

Aijimer and stensrom (2004) function of deictic is relatively straightforward there are a whole range of uses of deictics in which the linguistics pointing to physical objects is not present and on this point opinion diverge. Clearly it shows to pointing the referent object. Deixis function as thing’s marker or particular function outside the language.

Through same theories, in linguistics it is used to describe the function of each types and an assortment of the grammatical features in the act of speech. The location and identification of person, objects, evens, processes or activities that are being discussed or that are referended in relation to the dimensions of space and time, when spoken by the speaker or the addressee. Deixis has a function to package the language and sentence to be more effective and efficient. Deixis is due to the replacement of context. It has different functions based on the source and types of deixis itself.

Deixis function is established on the source of referent and types deixis. As a preview person, place, time, social, and discourse deixis becoming types and function at once. There are five function :

1. As the form of person reference to explain the function of deixis for the position of person sentence.
2. As the form place reference to explain the function of deixis for the of position in sentence.

3. As the form time reference to explain the function of deixis for the position of time adverbs in sentence.
4. As the form social reference to explain the function of deixis for the position of social adverbs and vocabulary in sentence.
5. As the form discourse reference to explain the function of deixis for position of discourse for the unusual vocabulary in sentence.

2.5 Context

Discussing about pragmatics and deixis, all of the existing theories say that this science or study related to the context. Every aspect of the deixis rests on the existing context to get the proper and correct interpretation. The context is any information that needed for interpreting the utterance of the sentence which consists of person, place or thing although in the spoken or the written forms.

According to Yule (1996) state about the context is “The physical environment in which a word is used”. So, based on the theory, the context related to the situation like time and place where the utterance happened, the peoples in the utterance and the purpose of the utterances. Functionally, the context influences the meaning of a sentence or utterance. In the pragmatic area, the contexts tend to a non-linguistic (extra-linguistic), that it has meant a context in which the constituent elements are outside the structure of the sentence.

From the above explanation, the researcher concludes that the context was all of the actual situations and information that correlated with each participant in the utterance no matter it is written or spoken.

2.6 Textbook

An English textbook has an essential role in English as a Foreign Language (EFL) classroom. Textbooks are important tools for the promotion of specific types of curricula. Robitaille and Travers (1992) express the view that textbook content and how such textbooks are used to impact directly on students' learning. Textbooks are the main source of classroom learning. Through students, textbooks obtain useful knowledge for improved student's knowledge and their skills.

In this era, there are several varieties of ELT textbooks widely used in school. Those textbooks are published by the Education and Culture of Ministers. English textbook is an EFL textbook edition series for students.

2.7 An Overview of Source Data

English for senior high school grade x is a book series designed to develop students comprehension skills in English. This book provides to the spoken material for the student in accordance with the standard of contents and standard of graduate competence as written in first years 2007.

An Overview of the research was identified and analyzed in the English Textbook for Grade X of Senior High School to found the types of deixis and explain their functioned to answer research questioned on chapter I. This type of research was research leather with descriptive method. Settings the time used in this study consist of three stages. The first stage is in the form of data collection, the second stage is in the form of analysis data, and the third stage of the presentation stage theory-based analysis.

This research is research pragmatics, and then the data is collected by taken from a collection of spoken or written languages. The data in this study are dialogue conversations that have types of deixis according to parameters that were described in the previous chapter. The data taken from dialogue texts and monologues contained in the data source. Data quoted is a word or phrase that has characteristics of deixis. The quoted word or phrase is called data form.

After the observation process, continued to make a note. The utterances containing deixis was making a note and collected. The advanced process after collected data is sorting data. The data is sorted into utterances contained deixis and did not contain deixis. After the data, those containing deixis are grouped based on the type, namely the utterance containing

person deixis, place deixis, and time deixis then reduced to a word or phrase in the form of a personal pronoun, place adverb, and time statement. The word or phrase has been reduced then classified and inserted into the data card according to the type of deixis. And words or phrases of deixis in utterance are interpreted according to the context. After that, the data is interpreted in accordance with the intent. The final stage of this process was the conclusion. In word or phrase of deixis, utterances are concluded according to type of deixis and function it.

2.8 Relevance Studies

The first study was written by Ria Novianti (2016) entitled “An Analysis Of Deixis In Textbook *Look Ahead An English Course For Senior High School Years XI*” in Islamic education and Teaching Training Faculty State Islamic University Of Riau. She used a qualitative method for analyzed deixis by using Yule and Levinson’s Theory.

The second study written by Aulia Fauziah (2015) also carried out a study of deixis. She focused on deictic expression in *A Thousand Words Movie Script* by Steve Koren. She has also used a qualitative approach to analyzed deictic expression by used Levinson’s theory.

The third study was written by Fatimah Aqillah Irani (2017) whose study focusing on deixis used by English Teacher of The Eleventh Grade Students of Man Sukoharjo in Academic Year of 2016/2017, in Islamic education and Teaching Training Faculty State Islamic Institute of Surakarta. She used a qualitative method for analyzed deixis by using Yule and Levinson’s Theory.

CHAPTER III

RESEARCH FINDING

This chapter proves research finding about deixis in students' English textbook for grade x of senior High School. The core purpose of this chapter is answering the question based on the problems that have been written in chapter I.

3.1 Finding of Kinds of Deixis

After collecting the data, the types of deixis in the English Textbook for Grade X of Senior High School are classifies them into five types of deixis based on. This study focused to found out personal deixis, place deixis, time deixis, discourse deixis and social deixis occur in six conversations of the English textbook. It will be presented in the table below:

Table 3.1 The findings of deixis in students' English textbook

<i>The Findings of Deixis in Students' English textbook for Grade X of Senior High School by Masmedia</i>						
No.	The Utterances	The Kinds of Deixis are Found				
		Personal Deixis	Place Deixis	Time Deixis	Discourse Deixis	Social Deixis
A. Chapter I, Conversation of number 1 introduction. Page	“ Good afternoon, sir. May <u>I</u> introduce myself? <u>My</u> name is Ahmad. <u>I</u> am a technician of PT Automobile Assembling Industry.”	I – My		Good afternoon		

13						
		“Please sit down, what can <u>I</u> do for <u>you</u> , sir”	I - You			
		“ <u>I</u> want to see <u>Mr. Rahmat</u> , the mechanic in the <u>workshop</u> . Is <u>he</u> in <u>today</u> ?”	I - He	Today		Mr. Rahmat
		“ <u>I</u> am sorry, sir. But <u>Mr. Rahmat</u> isn’t in <u>today</u> .”	I	Today		Mr. Rahmat
		“ <u>I</u> see. Never mind, sir. Good bye”	I			
B. Chapter II, Conversation of number 1 B page 24	Rahmi	<u>Hello. How are things going on, Dinda?</u>				
	Dinda	Hi. I am good, and you?	I - you			
	Rahmi	<u>I</u> ’m feeling great today. How was <u>your</u> weekend	I - your	Today		

		with <u>your</u> family in <u>Batu</u>					
	Dinda	Excellent! <u>We</u> had a lovely time there. <u>You</u> should have gone there with <u>us</u> .	We - you - us				
	Rahmi	Really? Hey, what a beautiful skirt <u>you</u> are wearing. It matches <u>your</u> blouse.	You - your				
	Dinda	Thanks a lot. <u>My</u> sister bought it for <u>me</u> last month.	My - me				
	Rahmi	<u>Wow!</u> <u>That's</u> <u>wonderful.</u>					
	Dinda	Oh, Rahmi, can <u>I</u> ask <u>you</u> something?	I - you				

	Rahmi	Oh, sure. Please.				
	Dinda	Have <u>you</u> finished writing the book <u>we</u> discussed two month ago?	You – we		Two month ago	
	Rahmi	Yes, come to <u>my</u> room. Look at this. What do <u>you</u> think?	My – you			
	Dinda	Terrific. <u>I</u> like the cover. Let <u>me</u> see the contents. This book is excellent. <u>You</u> really did a great job.	I – me – you			
C. Chapter III, Conversation of number 3 page 34	Ken	It will be a long weekend soon. Do <u>you</u> have any plans?	It – you		Weekend soon	

	Elliza	I'm not sure. I don't have any idea yet. I think I might stay at home	I				
	Ron	Are you serious for only stay at home. I think you could do something more interesting.	You - I				
	Elliza	What about you Ron? Do you have any plans?	You				
	Ron	Definitely. My dad and I are going to go fishing.	My - I				
	Elliza	Fishing? It sounds boring too. Are you going to go	It - you - your				

		fishing in the river near <u>your</u> house?				
Ron		No, <u>we</u> have planned to go fishing in a lake near <u>my</u> uncle's house. Would <u>you</u> like to come with <u>us</u> ?	We – my – you – us			
Elliza		<u>I</u> don't really like fishing. <u>I</u> would rather stay at home than go fishing.				
Ron		What about <u>you</u> can? What would <u>you</u> like to do on the long weekend?	You		Long weekend	

	Ken	<p>I have made a plan with <u>my</u> mother about what to do on this long weekend.</p> <p>We are going to <u>practice baking cookies.</u></p>	I – my – we		Long weekend		
	Elliza	That sounds like a <u>very good plan.</u>				Very good	
	Ron	<p>Are <u>you</u> going to <u>bake chocolate chip cookies</u> as the last time?</p>	You		Last time		
	Ken	<p>Yes, because that is <u>my</u> favorite. On different, we will try to make ginger cookies.</p>	My			Because	

	Elliza	How <u>I</u> envy <u>you</u> . <u>My</u> mother is going to accompany <u>my</u> little brother to attend a drawing competition. <u>I</u> don't think <u>I</u> can ask <u>her</u> to teach <u>me</u> for baking cookies.	I - you - my - her - me			
	Ron	<u>I</u> guess <u>you</u> should enjoy staying at home alone	I - you			
	Ken	Would <u>you</u> like to join <u>me</u> to learn baking cookies? <u>You</u> can come to <u>my</u> house.	You - me - my			
	Ron	<u>That's good</u> idea. Will	You - us		That's good	

		<u>you</u> go fishing with <u>us</u> ?				idea	
	Elliza	<u>I</u> would like to bake cookies with ken	I				
	Ron	No problem. Have nice <u>your</u> long weekend	Your		Long weekend		
D. Chapter IV, Conversation of Number 4 page 46	Resha	<u>Good afternoon</u> desta, are <u>you</u> from bandung?	You		Good afternoon		
	Desta	Yes, <u>I</u> am.	I				
	Resha	<u>It's</u> fantastic. <u>It's</u> clean and spacious. And <u>it</u> has lots of trees. <u>It</u> has nice	It's – It			Really a nice	

		<p>weather. <u>It's</u> really a nice place for shopping and culinary.</p>				
	<p>Destas</p>	<p><u>It</u> has a lot of shopping centers and factory outlets. <u>It</u> also has museums and many historical landmarks such as gedung sate, Isola, banceuy prison, Bandung lautan api Monument and so on. Furthermore, Bandung offers beautiful natural sceneries, like in Tangkuban</p>	<p>It</p>		<p>because</p>	

		<p>perahu mountain, Ciwidey tea estate, Cihideung flower garden, and Kampung gajah. It also provides indoor entertainment such as Trans Studio. And the most interesting ones are numerous foods and cultural performance.</p>					
	Resha	That sounds a great and comfortable place					
E. Chapter V of Conversation	V	“Hi Sandra, how was <u>your</u> vacation?”	Your				

Number 4 page 60	“ <u>I</u> spent time at <u>my</u> grandmother’s house in <u>Yogyakarta</u> ”	I – my				
	“Wow, Yogyakarta is a beautiful city. <u>I</u> once visited on time. What did <u>you</u> visit?”	I – you				
	“ <u>I</u> visited prambanan temple, parangtritis beach, malioboro, jomblang cave, and cita elo rafting.”	I				
	“ <u>You</u> must be getting a memorable experience.”	You				
	“Of course. Before <u>I</u> tell <u>you</u> about <u>my</u> vacation experiences in detail, <u>I</u> want you tell <u>me</u> <u>your</u> experience first.”	I – you – my – me – your				
	“Okay. I am on vacation to the island of Derawan in East Kalimantan”	I				
	“Fantastic. Continue <u>your</u> story.”	Your				
	“As many people said	I –				

	<p>that Derawan is a heaven for divers. <u>I</u> also think so. When diving in the sea around the archipelago of Derawan, <u>I</u> saw a lot of coral, plants, and fish which were so beautiful. Derawan has a completely natural sea and <u>you</u> should try it.”</p>	<p>you</p>				
	<p>“It was a truly impressive. <u>I</u>’ve heard about the beauty of the sea in Derawan and last year <u>I</u> was supposed to go there, but <u>my</u> father did not allow. And tell more about <u>your</u> story, bella.”</p>	<p>I – my – your</p>	<p>Ther e</p>			
	<p>“When diving, <u>I</u> saw a lot of green and hawksbill turtles. <u>You</u> can certainly imagine how beautiful the sea in Derawan, right?”</p>	<p>I – you</p>				
	<p>“It was too beautiful for only being</p>	<p>I</p>	<p>Ther e</p>			

	<p>imagined. One day, I have to get there.”</p>					
	<p>“Of course. In Derawan, I also visited a laguna, a lake in which many jellyfish swam upside down.”</p>	I				
	<p>“<u>Laguna on Derawan island so famous</u>”</p>			So		
	<p>“Yes. That right. Regarding to Yogyakarta, I have several times visited prambanan temple and Malioboro street. I want to hear the stories about Goa jomblang”</p>	I				
	<p>“Of course. <u>I’ll tell you</u>. It is a cave in which there is the Ancient forest inside it. <u>You</u> are like being in another world when going into it. Then, at 10:00 to 12:00, <u>you</u> will see a light from the sky, which</p>	I you	-	Ther e		

	penetrates the cave. The light is commonly referred to as the light of heaven.”					
	“ It was an amazing experience. <u>I</u> really want to go there.”	I	There			

F. Chapter VII, Conversation of Number 3 page 90	Good morning, <u>my</u> friends. How was <u>your</u> vacation?	My - your		Good morning		
	<u>I</u> had a fun weekend, linda. <u>Me</u> and <u>my</u> family went to green canyon in pengandaran	I – me – my		weekend		
	<u>I</u> ’m glad to hear that. What did <u>you</u> do there?	I – you	There			
	<u>Me</u> and <u>my</u> brother played rafting, but out parents didn’t join <u>us</u> because <u>they</u> were to afraid.	Me – my – us – they			But, because	
	How about <u>you</u> weekend, sella?	You		Weekend		
	<u>I</u> had a fun weekend, too. <u>Me</u> and <u>my</u> family went to	I – me – my		Sunset		

Pengandaran Beach to watch sunset and eat seafood.					
What an awesome weekend <u>you</u> had! <u>I</u> was only at home on this weekend. <u>I</u> played volley ball with <u>my</u> twin sister.	You – I – my	This	weekend		
That was awesome too, linda. Anyway, <u>I</u> can't play volley ball at all. Can <u>you</u> teach <u>me</u> how to play it?.	I – you – me	That			
<u>Me</u> too! <u>I</u> would like to know how to play it.	Me – I				
Alright. <u>I</u> will teach <u>you</u> to play volley ball. Don't forget to make time for it this weekend.	I – you		Weekend		
Thank you. <u>You</u> are the best.	You				

The table showed the data found in this researched were in the form of words and phrases that contained the deixis. The kinds of deixis founded in the English textbook for grade nine of Junior High School are personal deixis, spatial deixis, and temporal deixis. The personal deixis were contained as the data of pronouns *I, you, he, she, it, we, they, my, your, her, him, his, our, their, me, us, them*. Overall, there are 122 of person deixis. Further, the deixis person was divided into grouped by base on the type, namely the first-person deixis, the second person deixis, third-person deixis, as singular and plural.

Base on the table above, the first singular of person deixis was 63 words (the word “I” to 39 as a subject, the word “my” to 16 as a possessive, and the word “me” to 8 as an object). The first plural of person deixis was 6 words (the word “we” to 2 as a subject, the word “us” to 4 as an object, and the word “our” to 0 as a possessive). The second singular of person deixis was 41 words (the word “you” to 32 as a subject and an object, then the word “your” to 9 as a possessive).

In the table, the word “she” of person deixis was 1 words (1 to the position as a subject and 1 to the word “her” as an object). Then, the word “it” was 3 words as a noun in the utterance. At last, the third plural of person deixis “they” was 1 words (1 to the position as subject as a possessive).

The place deixis that founded on the data are the words “there”, also the demonstrative words “this” and “that”. Based on the collected data, the word “there” refers to a distal region from the speaker was 7 words. The word “this” was 1 words and the word “that” was 1 words.

The time deixis in the form of the word “today” was 3 words, 2 to the word “good afternoon”, and 1 to the word good morning. The phrase of time deixis that used the word “ago”, “last”, “sunset”, weekend; 3 to “long weekend”, 1 to “sunset”, 1 to “last two month”, 4 to “weekend”, and 1 to “week soon”. In addition, the used of a phrase that refers to the past time also appears 1 to the phrase 1 to “two months ago”.

The discoursed deixis word or phrases that showed in the table above were *but, that, actually, so, this, because, in fact, unfortunately*, and the total numbers of discourse deixis were 7 words or phrases. The discourse deixis refers to such matters as the use of *this* to point to future discourse elements and *that* to point to past discourse element.

And the social deixis that founded in the data were *mam, Mr. Rahmat*. And based on the data, the total of social deixis were 2 word or phrase. The function of social deixis includes the encoding of social relationship in linguistic expressions which refers to social status of participants in the utterance of event.

The words or the phrases of deixis that mentioned, taken from the texts conversation in the English textbook which is the source of the data. A detailed of the results of the research will be presented in the result section below.

3.2 Function Of Deixis

3.2.1 Person Deixis

Person deixis is the deictic reference to the participant role of a referent, such as a speaker, the addressee, referents which are neither speaker nor addressee. First and second person pronouns typically refer to the speaking and hearing speech participants, whereas third person pronouns designate the non speech or narrated participant.

a. First person deixis

The functions of first person deixis are the word that referred to the speaker him or herself as sending the message. Extract 9 Giving Direction

T: Visit yah, I call it to visit because you will visit people, you will ee you will leave the classroom and talk to someone in the other class or someone in the other building or someone in another campus yah okay?...

S9: Hmhm how many times we have to interview someone? In extract 9 above, the bold word “I” is identified as the first time deixis that occurred in the sentence used by the teacher. The function of the deictic word “I” is as the subject of personal pronouns in the sentence. Semantically, the word “I” refers to the speaker. Pragmatically the word “I” in the extract above refers to the teacher as the speaker. The teacher used the word ‘visit’ for the interviewer. The word “I” is classified as a singular first person.

b. Second Person Deixis

The function of second person deixis is the word that referred to the addressee as the listener or received the message. Extract 10 Asking question

T: You know which group you belong to?

SS: Yes

In extract 10 above shows, the teacher asks the student’s group work. The deictic word “you” indicated as the second person deixis, the functions of the deictic word “you” is as a subject personal pronoun in the sentence. Semantically the word “you” refers to a person or people addressed. Meanwhile pragmatically, the conversation above was conducted between the teacher and the students. The speaker here is the teacher and the addressee is the students. The word “you” is uttered by the teacher, so that the word “you” refers to the students as the addresses. The word “you” refers to the second person of utterance.

c. Third Person Deixis

The function of third person deixis is the word that referred to who is neither speaker nor addressee. Extract 11 Telling Experience

T: Who knows yah, yap number thirteen I am interesting the knowing whether you learn something from your group member English yah when they were speaking English during your work was there something new that you heard, I remember when I was a student, I think I learn a lot from my friends, but silently, you know mean silently?... The bold word “they” in extract 11 above indicates third person deixis.

Semantically, the word “they” refers to people mentioned earlier, while pragmatically in the conversation above, the word “they” here refers to the interviewee. The word “they” above is classified as a plural third person.

3.2.2 Time Deixis

Time deixis using time form indicate both of time coinciding with the speaker’s utterance and the time of the speaker’s voice being heard (the hearer’s now).

Extract 12 Asking Students’ ideas

T: Yaahh so every week you must give me the file of aa ten minutes video clip every week. Aa video clip taken with your handphone lets we talk more about the video yah, the project number one you will work from today until hmhm, how long do you want to work? How many days or the weeks do you want to?

S9: Seven days The bold word “today” in extract 12 above is identified as time deixis that occurred in the sentence used by the teacher. The functions of the word “today” semantically, refers to (on) this day. The day when the utterance was uttered was on Monday, September 17th, 2018. Based on the conversation above, the teacher as the speaker asked the students as the addressee about how long they wanted to do their project started working from today. Pragmatically the word “today” in the sentence is classified into present time.

3.2.3 Place Deixis

Place deixis concerns with the location of participants at the time of speaking.

Extract 13 Asking Question

T: Did you go to a cafe, an internet café buy something for 2000 rupiah and sit there for seven hours.

S: @@ In extract 13 above, the word “there” indicates place deixis used by the teacher. The functions of the word “there” semantically, means (being) the person or thing away to the speaker. Meanwhile, the speaker is the teacher and the addressee is the students and the conversation take place in the classroom. Pragmatically, the word “there” refers to the location in café that away from the classroom. The word “there” refers to the distal distance, in which it is away to the speaker.

3.2.4 Social Deixis

There are two kinds of social deixis, relational social deixis, and absolute social deixis. (Hatch, 1992)

a. Relational social deixis

Relational social deixis is a deictic reference to certain social characteristics of the reference, apart from any relative ranking or deicing of a social relationship between the addressing person and the speaker. Extract 14 Giving Direction

T: Or the director yah... hmm but I'm joking about this, so aa you don't have to interview the students you can interview my colleagues, my lovely fellow lectures out there but you need to convince them that this is aa... In extract above the bold words "my colleagues, my lovely fellow lectures". Semantically, it shows the relationship in society as solidarity. Pragmatically the word "my colleagues, my lovely fellow lectures" refers to the speaker's colleagues and his lovely fellow lectures, Based on the conversation above, the teacher is as the speaker and the students are as the addressee.

b. Absolute Social Deixis

Absolute social deixis is forms associated with a social function.

Extract 15 Invitation

T: Okay? You can invite your lectures, or the chairman of the department, Pak Sahrir, "hmm excuse me, Sir, we have a final presentation, its posterpresentation, the poster about the local issues in the society, we invite you to come to our poster presentation, and I hope you give comment or suggestion about our poster".

S: @@ yah kalau mauu Sir. The bold word "Sir" in extract 15 above indicates the social deixis as absolute social deixis used by the teacher. Semantically, the word "Sir" shows the level of society. From the utterance above addressed to the head of English Department, in this case, Mr. Sahrir, marked formal and polite forms, where the form of the word used indicated the relative social status of the speaker and the hearer. Pragmatically, the bold word "Sir" refers to the head of the department, namely Dr. Sahril, M.Hum. Discourse Deixis

A word can be said as discourse deixis if that word refers to a certain part of that text. It is where reference is being made to the current discourse.

Extract 16 Giving Information

T: Here are three files that I shared this morning a... but one file is not completed yet, so let's have a look, oh, by the way, have you made the groups?

SS: Yes Sir Extract above shows the bold word "that" used by the speaker.

Semantically, the conversation above involves the part of the discourse in the preceding statement so it belongs to discourse deixis. Pragmatically, the word “that” in the sentence above refers to the three files that the speaker sent to the students this morning. The speaker is the teacher and the addressee is the students.

The researcher analyzes the functions of deixis by using the theory of meaning based on lexical meaning and pragmatic meaning. Semantics is the linguistic branch which deals with the meaning of words in phrases. Pragmatics looks at the same language and its meaning, but Pragmatics also looks at context. Person deixis, the pronoun of deixis person used the terms self, other people because the function that replaces self. Renkema (1993) adds that person deixis is realized by personal pronouns. The speaker as the first person (I) direct the utterance to the listener as the second person (You), and about a third person (He, She, and It).

The function of first person deixis used to change the function of a person who is speaking about their self. The function of second person deixis used to change the function of describing another person who he or she is told with him. The function of the third person deixis used to change the function of describing another person.

Second, function to proximal distance/place deixis means the location of something that is close to the speaker's location or away from the speaker's location. Grundy (2000) adds that there are two degrees of proximity which are by no means uncommon, with some languages distinguishing proximity to the speaker and to the addressee. They are: here (proximal), there (distal), where, left, right, up, down, above, below, in front, behind, come, go, bring, and take. The teacher used this kind of deixis to show the location relative to the location of a participant in the speech event.

Third, time deixis is used to change function describe time whether it's today, tomorrow, yesterday or the day after tomorrow. In English, there are two basic forms, there are the present and the past. The present tense is the proximal forms and the past tense is the distal forms (Yule, 1996). Function to present time means the time of speaking relates to the time at present. Function to past time means the relationship between the times of speaking relates to the past time or the time before. Function to future time means the future time after the time of speaking. It refers to the next time after the day mentioned.

Fourth, discourse deixis deals with the orientation in the text through the speaker or the writer. Discourse deixis refers to the use of this point to the future element of discourse (Cruise, 2000). For example, ‘last’, ‘previous’, ‘preceding’, ‘next’, ‘this’, ‘that’, and ‘there’. In discourse deixis, linguistic expressions are used to refer some parts of the wider discourse

in the form of either a written or an oral text in which these expressions occur. Briefly, it refers to the use of expressions within some utterance to refer to some portion of unfolding discourse in which utterance.

Last, social deixis concerns the social information that is encoded within various expressions, such as relative social status and familiarity. Social deixis also indicates markers of relative social status, like addressee with higher status versus addressee with lower status. In short, social deixis is a deictic term used to express different social status. There are two basic kinds of social deixis according to Levinson (1983), they are relational and absolute social deixis. Relation social deixis is a deictic reference to a social relationship between the speaker and addressee, and absolute social deixis is forms attached to a social role.

3.3 Discussion

Finally, after analyzing the data and classifying the types of deixis, the researcher wanted to discuss the results detailed of the research findings. The discussion below describes the analyzed data contained in the person, place, time deixis and the context of utterances that founded in three chapters consist of one conversations.

1. Chapter 1, Page number 13

2. No.	UTTERANCES	The kinds of deixis are found		
		Person Deixis	Place Deixis	Time Deixis
Dialog 1	Good afternoon, sir. May I introduce myself? My name is Ahmad. I am a technician of PT Automobile Assembling Industry.	I – my		Afternoon
Dialog 2	Please sit down, what can I do for you, sir?	I – you		
Dialog 3	I want to see Mr. Rahmat, the mechanic in the workshop. Is he in today?	I – he		Today

Dialog 4	I am sorry, sir. But Mr. Rahmat isn't today.	I		Today
Dialog 5	I see. Never mind, sir. Good bye.	I.		
Dialog 6	Good bye.			



CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter presents two parts namely conclusion and suggestion. The conclusion was concerned with the summary of the result. This includes the types of deixis founded in the English textbook “For Grade X of Senior High School by Masmedia”, the types of reference and the context of that deixis. Meanwhile, suggestion was presented to offer some

suggestions for the students, the English teacher, and future researchers to enlarge reader knowledge about the deixis.

4.1 Conclusion

Derived from the result that has been obtained and analyzed. The research was to identify the types of deixis founded in the English textbook for grade x of Senior High School, there were three types of deixis according to Levinson's theory that were employed by the English textbook. The researcher then drew some conclusions as follow:

1. The utterance that founded in the English textbook contains the deixis were personal deixis, spatial deixis, temporal deixis, discourse deixis, and social deixis. These types of deixis are contained in the conversation of the English textbook.
2. The researcher founded that the conversation of the English materials to grade x of Senior High School. From the analysis done by the researcher, there where the personal deixis that founded in the utterances can be singular or plural of person deixis and the word has meaning as a subject, a possessive word, and object depending on the context of utterance.
3. The spatial deixis were used to indicate the relative location of people and things. The concept of distance in the study of deixis was more relevant to spatial deixis. It was the reference to location information in the utterance event; furthermore, it does can be demonstrative of things or situations.
4. The temporal deixis is a description of the time contained in the utterance. This was can referred to the information of the present, past, and future time. The time is measured from the time of utterance event.
5. The discourse deixis discussed about the reference to part of utterance that refer to point something previous word/phrase text or forward word/phrase text that used by speaker or addressee in the utterance event.
6. The social deixis discussed about how different social rankings and the participants of communication utter relationships within society via language.
7. The researcher has founded that the conversation of English textbook that contained in the data often used person deixis. This indicates that the person deixis is an

important element in an utterance because the pronoun of a person clarified the identity of the speaker, the addressee, or the third person that mention in the utterance.

8. The reference of the word or the phrase contained in the utterance of deixis in the English textbook will determined whether the word or the phrase was anaphoric or cataphoric.

4.2 Suggestion

Based on the conclusions and the implications, some suggestions were proposed to somebody as follows:

1. To students

The result of this research can give the student knowledge about the theory and types of deixis and the context. This study helps them in speaking practice and doing writing practice. Therefore, the researcher hopes the students open their minds about the importance of studying the deixis, to help them in mastering the many skills found in learning English.

2. To English Teacher

This research is expected to give English teachers an insight into types of deixis that should be used when they are teaching English in the class to increase the communicative of students' competency. It is advisable for English teachers to use English optimally in choosing the reference word to get the students' understanding of what the teacher refers to. Therefore, the teaching-learning process would be fun for the teacher and the students.

3. To other researchers

Based on the limitation, it was suggested to the next researchers who interested in pragmatic to conduct another research with an especially deixis feature, then this study by using a different method of analysis to get more accurate findings. Besides, the researcher hoped that other researchers are interested in analyzing pragmatics in other classification to make this study better and perfect.



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