AN ANALYSIS OF DEIXIS FOUND IN STUDENTS ENGLISH TEXTBOOK "THINK GLOBALLY ACT LOCALLY" FOR IX GRADE OF JUNIOR HIGH SCHOOL

A THESIS

Intended To Fulfill On The Award of Bachelor's Degree In English Language Teaching And Education of Universitas Islam Riau

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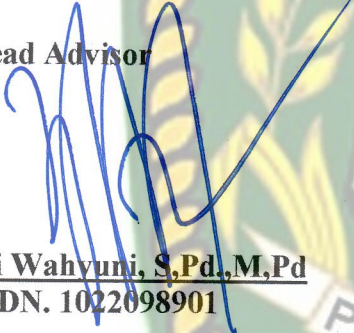
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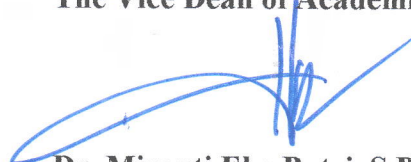   NIDN. 1022098901

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3	February 08th 2022	Disscuss Background Of The Problem	
4	March 04th 2022	Revised Chapter II	
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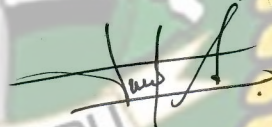NIDN. 1005068201

DECLERATION

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I truly that this paper writing derived from my own ideas, except some quotations (directly or indirectly) which were adopted or taken from various sources included in the "references'. Scientifically, I took responsible for truthfulness of the data presented in this paper.

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ABSTRACT

FITRIA LAKSONO DEWI. 2022**. *AN ANALYSIS OF DEIXIS FOUND IN STUDENTS' ENGLISH TEXTBOOK "THINK GLOBALLY ACT LOCALLY" FOR IX GRADE OF JUNIOR HIGH SCHOOL*. Thesis. Pekanbaru: English Study Program. Education And Teacher Training Faculty. Islamic University of Riau.

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Keywords: Analysis, Deixis, Context, Deixis In Textbook.

The aims of this research were to find out deixis words and the context of it in conversations in English textbook are find out in the students' English textbook for IX grade of junior high school. This research used Descriptive Qualitative Method. The source of data was the utterance contained of deixis in English textbook "Think Globally Act Locally" For IX Grade Of Junior High School.

The technique of collecting data used by the researcher was observation. After collecting the data, the data were analyzed through some stages, namely sorting the data into the table contained deixis, classifying the data based on the context of utterance, and answer the research problems.

The result of the research showed that the total of deixis founded in students' English textbook were 358 word or phrase of sixth chapters contained deixis of utterance. The mostly type of deixis obtained in English textbook were Personal Deixis 250 words, the second types were Spatial Deixis with 33 word, the third type Temporal Deixis with 30 word, the forth were Discourse Deixis were 40 words, and the last was Social Deixis with 5 words or phrase. While the context of utterances was discussed after the table of each utterances.

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all praise be to Allah SWT with abundance of mercy and the gift that the writer can complete this thesis entitle **"AN ANALYSIS DEIXIS FOUND IN STUDENTS' ENGLISH TEXTBOOK "THINK GLOBALLY ACT LOCALLY" FOR IX GRADE OF JUNIOR HIGH SCHOOL"**. To fulfill the assignment which is this assignment is a requirements to obtain an undergraduate degree at Teacher Training And Education Faculty, Islamic University of Riau.

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Finally,the researcher realized that this thesis is far from perfect, therefore, constructive critics and suggestion from the readers will be more appreciated. The researcher hopes that this thesis can be useful for development of education.

Pekanbaru, June 2022
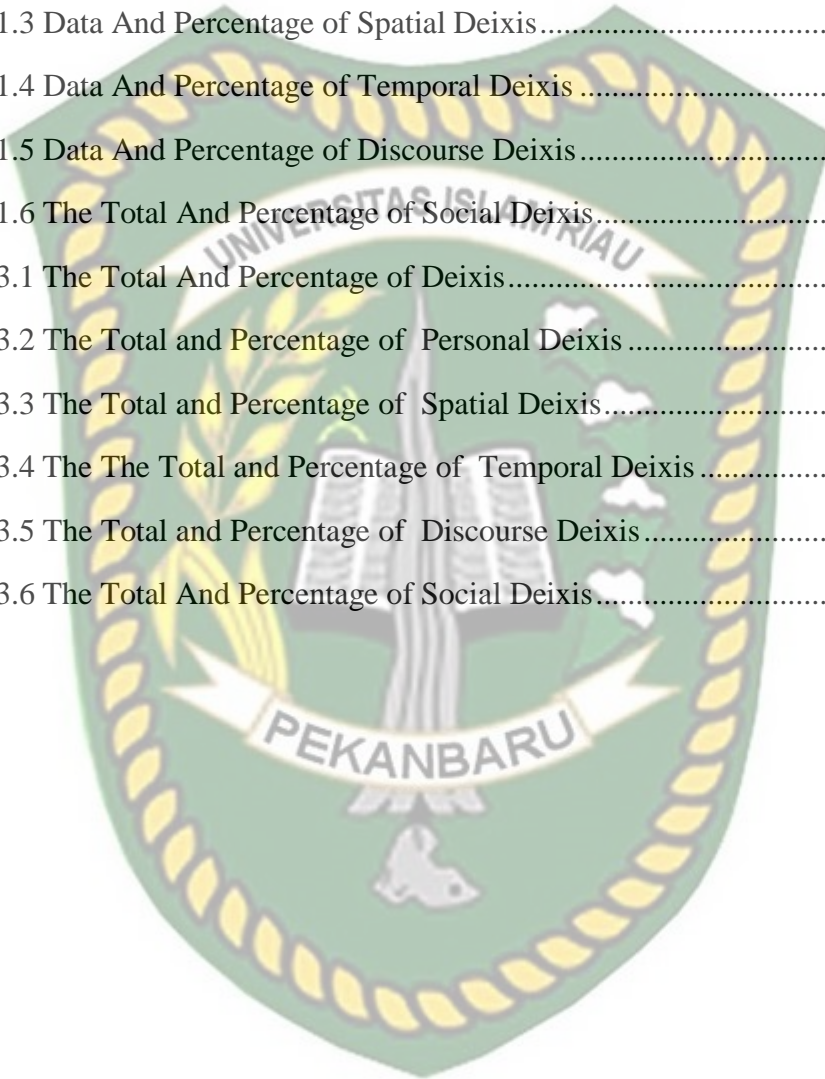The researcher

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CHAPTER I

INTRODUCTION

1.1 Background of the research

In the teaching and learning process, textbooks are essential. Instructional resources or learning texts are frequently included in textbooks in certain fields of study. Textbooks also contain learning materials with exercises to help students improve their abilities to study using textbooks. Textbooks are commonly used as a learning aid in both formal and informal educational establishments. Textbooks are valued in education since they are one of the most important components of learning and teaching.

As a result, books serve a vital role in offering instructions to students in specific parts, allowing them to grasp the learning content more easily. Students will struggle to learn at school or when studying alone if they do not have access to textbooks. Textbooks also have a secondary purpose for educators in that they serve as instructional guides for teachers, making it easier for them to teach.

In the core branches of linguistics, one of the sciences that studies aspects of the meaning of language is pragmatic. According to Seno H Putra (2006) "Pragmatics is the science that we study the utterance function and the form of sentence which complete the utterance itself". Pragmatics is a branch of linguistics concerned with the relationship between expression and function in speech events. It's crucial to consider

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the interaction between utterances or sentences, context, and the situation in the speech event. Pragmatics, according to Yule in Kuzairi (2016), is the study of meaning in the speaker's utterances that are com prehended by the receiver or listener. The study of how individuals articulate relative distance and contextual meaning is also known as pragmatics. Furthermore, the pragmatic concern with the use of human language is conditional on society's situation.

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.

According to Levinson in Rati Sasmita, et.al (2016) Deixis is a reference to the link between a sentence's language and the context in which it is used Deixis is derived from the old "Greek," which was Romanized into the word "deixis," according to Yule (1996: 9). It means "pointing by way of language." Personal, spatial, temporal, discourse, and social deixis are examples of deixis that receive some of their meaning from the context. Deixis is an important topic of language study in and of itself, and it is especially significant for second language learners. In Yaron Matras & Levinson in T.A Suhair Adil Abdulameer (2016) states that Deixis is frequently regarded as the archetypal example of a pragmatic relation's reflection within a grammatical category. Deixis signifies things

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to different people. When we were having a conversation or discussion with our friends, the topics always change. One person might have different ideas at the same time we are talking about something else. In line with this, If the reference moves or changes depending on the time and place, the term is said to be a deixis.

Deixis In daily communication or in the text, it is always present. Deixis can be found in everyday language such as commerce, politics, and education, as well as in everyday speech. In English language education, to understand a language needed a text. Therefore, understanding the text requires the context of the outside language (reference) that supports the meaning of the text. English textbook were an interesting research object from the deixis review. The writer is interested in doing research entitled "An Analysis of Deixis Found In English Textbook "Think Globally Act Locally" For Grade IX Junior High School" based on the above-mentioned research.

1.2 Identification of the research

The writer's researches are as follows, based on the background: Personal deixis, temporal deixis, spatial deixis, discourse deixis, and social deixis are the different types of deixis. Levinson claims in his Retma Sari (2015) personal deixis refers to the participant's role in the dialogue in which the utterance the articulation in address is communicated. There are three types of personal deixis, according to Levinson: first personal deixis, second personal deixis, and third personal deixis. Personal deixis,

according to Yule in Umdatul Khoirot (2017), refers to the speaker, receiver, and other participants in the speech event, similar to Levinson's statement. The personal deixis were in form of first-personal deixis (*I, me, myself, my),* second personal deixis (*you, your, yours, yourself, we, our, us, our self)* or third personal deixis *(he, him, his, himself, she, her, herself, they, their, them, themselves).* The following are some examples of personal deixis:

- Aslan says: I am the king of Narnia

- Landon says Jammie, "You are beautiful."

Temporal Deixis is a term that refers to an expression that is used to indicate a specific point in a dialogue. Temporal deixis, according to Levinson in Fromkin (2009) is the An utterance is spoken or written over a period of time, which is represented by a relative range of time. For example, now, then, ago, later, soon, before, yesterday, today, tomorrow, and so on. Because the timeline is separated into three domains: present, past, and future, tenses are also part of temporal deixis. The following are some examples of temporal deixis:

- This year will be a great year.

- Yesterday, they came to my house.

Spatial deixis is concerned with the location where the speech event's participants are located. According to Levinson in Sherli Marliana (2011) Spatial deixis is a reference to location in a conversational situation that is related to the participant's location.They can come up in the form

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of adverb (here, there) and demonstrative pronouns (this and that). The examples of spatial deixis can be seen as follows:

- Josh is there.

- This place is beautiful

The use of expression in a conversation context to refer to a section of the speech is referred to as discourse deixis. Discourse deixis, according to Levinson in Ayu Melta Puteri Siregar (2015) is a deixis that relates to the encoding of statements in discourse with the goal of directing readers and listeners of spoken and written materials. The following are some examples of Discourse Deixis:

- I know you've already known that.

- This is important, remember it!

Social deixis refers to the participants in the speech event's social rank, trait, or qualification. Social deixis, according to Levinson& Yule in Oki Savyanandaru et.al (2017) refers to the social identities of members or participants in a discussion context. Social deixis does not deal with the three main components of subjective orientation's coordinate system (person, place, and time), but it does demonstrate how different social rankings and communication participants use language to express relationships throughout society. In a nutshell, it refers to the number of interpersonal relationships a person has rather than the amount of information he or she has. The examples of social deixis can be seen as follows:

- Good day, Mommy

- Thank you, Sir

1.3 Focus of the research

According to the research's identification, this research would like to focus on deixis found in student's English textbook " Think Globally Act Locally '' for grade IX Junior High School. The purpose of this study is to find out deictic words in conversations in the textbook used in Junior High School, to classify them into different types of deixis, and to explain their realization in different contexts.

1.4 Formulation of the problem

Taking care of the problem's main focus, the research question is "what kinds of deixis are found in students' English Textbook Think Globally Act Locally For Grade IX of Junior High School?".

1.5 Objective of the research

Based on the research of the problem, the objectives of the research to identify the types of deixis are found in students English Textbook Think Globally Act Locally for IX grade of Junior High School.

1.6 Assumption of the research

Based on the research question above, the writer assumes that there are several types of deixis found in students' English textbook "Think Globally Act Locally" for IX Grade Junior High School. Personal deixis,

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spatial deixis, temporal deixis, discourse deixis, and social deixis are all

types of deixis.

1.7 Significance of the research

The findings of the research are expected to give contribution to :

1. To Innovate English learning, especially at junior high schools about
   Deixis Found In Students English Textbook "Think Globally Act Locally" For IX
   Grade.
2. To innovate the terms of English especially deixis which are pragmatics
   such as Personal Deixis, Spatial Deixis, Temporal Deixis, Discourse
   Deixis, Social Deixis.
3. To facilitate the English teacher at general high school who a interested to
   develop English term on English Textbook "Think Globally Act Locally"
   For IX Grade Of Junior High School.
4. To contribute the result of this research to the institution especially for
   general high school globally.

1.8 Definition key of terms

There are some explanations in this section to help you grasp the

context. The following are the definitions of essential terms:

1. **Analysis**

   According to Satori and Komariyah, (2014) Analysis is an

   attempt to decompose a problem or topic of study into parts

   (decomposition) so that the organization / order of the form of

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something described is clearly seen and so may be understood more clearly in its meaning or explanation sitting the situation.

2. **Deixis**

   According to Levinson in Rati Sasmita et.al (2018), Deixis is In the utterance, there is a reference to the interaction between language and its surroundings.

   Furthermore, according to Yule in Farah Novianty et al. (2018), Deixis means "pointing by way of language" and is derived from the ancient "Greek", which was Romanized into "deixis.".

3. **Textbook**

   A textbook, according to Yulianti (2011), is an instructional tool that contains subject-specific knowledge and material that is effectively arranged in written form and contributes significantly to the teaching and learning process.

1.9 Grand theories

According to Levinson in Ramasari (2020), deixis falls under the pragmatics umbrella since it directly addresses the relationship between language structure and the contexts in which they are used. Lyon in Putri & Yana (2020) that deixis (which is a technical term in grammatical theory but is just the Greek word for 'pointing' or 'indicating') is introduced to deal with the 'orientation' features of language that are tied to the time and location of utterance. Muqit (2019) identified five sorts of deixis:

personal deixis, spatial deixis, temporal deixis, discourse deixis, and social deixis.

1.10 Research methodology

1.10.1 Research design

This study used a descriptive qualitative approach to analyze deixis discovered in students' English textbook "Think Globally Act Locally" for Junior High School grade IX. Because the researcher was told facts and given information of deixis found in English Textbook of Junior High School for Grade IX of Junior High School on the basis of Levinson's theory, the researcher employed a qualitative strategy in conducting this research. Furthermore, qualitative research employs data in the form of words or phrases rather than statistics, according to Yin (2011). It denotes that the researcher's data is expressed in words or phrases rather than numbers.

As a result, there was no form used in this research. The researcher reported the data on the various types of deixis observed in the study. Junior High School English Textbook, Grade IX. Based on Levinson's theory, a qualitative technique was used to discover the deixis in the English Textbooks of Junior High School for Grade IX, why the chapters in the English textbooks for Grade IX of Junior High School employed deixis, and to conclude with a general conclusion. Furthermore, all

chapters use a qualitative technique to characterize each form of deixis produced.

1.10.2 Source of data

The data source, on the other hand, was discussions containing deixis that were discovered in chapters I, II, III, IV, VIII, and XI of the English textbook for IX grade Junior High School, which were obtained from the book Think Globally Act Locally.

The researcher was collect the data from the a ninth-grade English textbook entitled " Think globally, act locally, written by Siti Wachidah, Asep Gunawan, and Diyantar in 2018 and published by the Balitbang Ministry of Education and Culture's Center for Curriculum and Books in Jakarta, with a total of 218 pages and a 25-centimeter thickness.

The researcher studied data from the English textbook for IX grade Junior High School based on the above concept. In addition, the researcher read the English textbook for IX grade Junior High School in order to gain a better understanding of the English textbook for IX grade Junior High School.

1.10.3 Instrument of the research

The Instrument that used in this research is documentation especially English Textbook "Think Globally Act Locally" For Grade IX of Junior High School.

1.10.4 Data collection technique

In collecting data, the researcher will uses several steps those are :

1. The researcher was find out English Textbook "Think Globally Act Locally" For Grade IX of Junior High School.

2. The researcher was to read the English Textbook "Think Globally Act Locally" For Grade IX of Junior High School at views of time.

3. The researcher was find the Deixis related to the title of this research in English Textbook "Think Globally Act Locally" For Grade IX of Junior High School.

4. The researcher was identify types of Deixis English Textbook "Think Globally Act Locally" For Grade IX of Junior High School.

5. The researcher was classify the Deixis English Textbook "Think Globally Act Locally" For Grade IX of Junior High School.

1.10.5 Data analysis technique

1. The researcher was listed and analysis the Deixis found in English Textbook "Think Globally Act Locally" For Grade IX of Junior High School

2. The researcher was presented the data based on the table below. with the by using the percentage formula as follows : $P = \frac{F}{N} x100\%$ Adapted from Ningsih and Rosa (2013).

Table 1.1 Data and Percentage of Deixis

No	Kind of Deixis	Total	Percentage
1	Personal Deixis		
2	Spatial Deixis		
3	Temporal Deixis		
4	Discourse Deixis		
5	Social Deixis		

Table 1.2 Data and Percentage of Personal Deixis

| NO | Personal Deixis | TYPE | | | | TOTAL | |
| | | SINGULAR | | PLURAL | | | |
		TOTAL	%	TOTAL	%	SUM	%
1	First-person deixis						
2	Second-person deixis						
3	Third-person deixis						

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Table 1.3 Data and Percentage of Spatial Deixis

NO	Spatial Deixis	TYPE				TOTAL	
		SINGULAR		PLURAL			
		TOTAL	%	TOTAL	%	SUM	%
1	There						
2	This						
3	That						
4	Those						

Table 1.4 Data and Percentage of Temporal Deixis

NO	Temporal Deixis	TYPE						TOTAL	
		SIMPLE PAST TENSE		SIMPLE PRESENT TENSE		SIMPLE FUTURE TENSE			
		TOTAL	%	TOTAL	%	TOTAL	%	SUM	%
1	Today								
2	Now								
3	Ago								
4	Last								
5	Before								
6	Yesterday								
7	Next month								
8	Soon								
9	Tomorrow								

Table 1.5 Data and Percentage of Discourse Deixis

No	Discourse deixis	Total	Percentage (%)
1	But		
2	That		
3	Actually		
4	So		
5	Because		
6	In fact		
7	Unfortunately		

Table 1.6 The Total and Percentage of Social Deixis

No	Social deixis	Total	Percentage (%)
1	Mam		
2	Mrs. Tiny		
3	Mr. Ahmad		

CHAPTER II

REVIEW TO THE RELATED LITERATURE

2.1 Relevance theory

2.1.1   Definition Deixis

This researchers analyzed various sorts of person deixis aspects using Stephen Levinson's deixis framework. Many words in our speech are uninterpretable until we understand the context, particularly the physical context of the speaker. That is, we are familiar with terminology like here and there, this and that, now and then, yesterday, tomorrow, or today, as well as pronouns like I, You, her, him, and them.. In English, we discovered that we cannot understand a statement correctly unless we know who is speaking, to whom, when, and where the speech occurred, particularly the speaker's physical surroundings. for example:

" *They will have to do that tomorrow because they are not here now* "

If we don't know the context, this sentence is rather unclear. It includes a large number of terms (they, that, here, tomorrow, and now) that interpret the sentence in light of the current physical situation.

Deixis is a member of the group. One of the branches of pragmatics is pragmatics, which is concerned with the relationship between the structure of languages and the contexts in which they are used. Deixis is derived from the Greek word deixis, which meaning "to point." The application of certain The

context in which notions linguistic phrases (deictic and indexical) are generated or perceived is crucial. "Pointing" is the definition of a deictic term. Indexical expressions are another name for deictic expressions. The context of the speaker is always linked to Deixis form. Deixis belongs to the pragmatics area, according to Levinson (1983, p. 55), because it directly addresses the relationship between the structure of language and the environment in which it is used.

The context in which concepts and linguistic expressions (deictic and indexical) are produced or interpreted in this way is critical. "Pointing" is what a deictic phrase means. Indexical expressions and deictic expressions are both terms for the same thing. Deixis form is always associated with the speaker's context. According to Levinson (1983, p. 55), deixis belongs to the pragmatics area since it deals directly with the interaction between language structure and the environment in which it is used.

Based on According to the definitions above, deixis is a word that refers to something that is always moving or changing depending on the speaker, place, and time that is analyzed based on the context.

2.1.2 Type of deixis

There are five sorts of deixis, according to Levinson in Raty Sasmita et al (2018) : personal deixis, temporal deixis, spatial deixis, discourse deixis, and social deixis.. The researcher explored the type of deixis in the instance based on the variables to be examined. Person deixis, Spatial deixis, Temporal

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deixis, Discourse deixis, and Social deixis will be explained one by one to the researcher for further information.

2.1.2.1 Personal deixis

Personal deixis is found in the form of personal pronouns in linguistic utterances, according to Levinson in shopia mardhotoliah (2019). The researcher will only address the sort of deixis in this case based on the characteristics that will be examined. The researcher will be explained one by one with the first arrangement, namely Person, Spatial, and Temporal, for more information.

According to Levinson in Md. Afaz Uddin (2020), person deixis is concerned with the encoding of participants' roles in the speech event in which the utterance in question is delivered; the first person category is the grammaticalization of the speaker's reference to himself, the second person category is the encoding of reference to one or more addresses, and the third person category is the encoding of reference to persons and entities who are neither speakers nor addresses. As a result, person deixis was typically written by a single person and addressed to a small group of people. The person's deixis is as follows.

A. First Person

The first-person category is the grammaticalization of the speaker's self-reference Levinson in Marlin Hati et al (2022) The first person deixis

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(I/WE) is a reference that refers to the speaker or both the speaker and the referent grouped with the speaker, and it is expressed in single pronouns (I, me, myself, mine) and plural pronouns (I, me, myself, mine) (we us, ourselves, our, ours). For example :

1. " *I* don't like long hair, but *my* sister likes long hair very much."

2. " What should *our* wall magazine contains ? can *we* put any writing we have made there?"

From these quotation number, 'a' can be known that the word "I" and "my" refers to a speaker of the utterance The word "I" is used as a singular pronoun, the word "I" is used as a subject pronoun, and the word "I" is used as a verb pronoun, 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 speaker's reference to one or more addresses (Levinson in Igaratu Rhuuril) is encoded in the second person (2019) As a result, the deictic reference to a person or people designated as addressee, such as you, yourself, yourself, your, yours, and so on, is the second person deixis (You).

The following are some examples of how it can be used:

1) "Happy birthday, Udin. *You* are a big boy now."

2) "Good work boys. *You* are super."

In the utterances above, the "you" number 'a' refers to Udin as addressee, in this case, it refer to one person. While, the word "you" number 'b' refer to "boys" as addresses, in the case, it word refers to many people in the utterance event.

C. Third person

Third-person encoding refers to people and things who are neither speakers nor recipients of the speech. Igaratu Rhuuril, Levinson (2019) And there's the issue of third-person narration. Deixis (He, She, It, and They) is a deictic reference to a referent(s) who isn't recognized as the speaker or addressee, and usually suggests the utterance's gender. The following are some of Deixis's applications:

1) "*They* have made handicrafts and sold *them*"

2) "Why doesn't *she* live with *her* grandparents?"

3) "No, *his* house is very small. *He* is a scavenger, and *he* has five children."

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"

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that refers to one person which are neither speaker not addresses of the utterance. At last, the word "it" refers to the thing that is the Angklung.

2.1.2.2 Spatial deixis

According to Levinson in Sherly Marliana (2011) the spatial deixis is concerned with the encoding of spatial places related to the position of the participants in the speech event. Most languages include a grammatical distinction between proximal or close to the speaker (here, this) and distal or not-so-close to the addressee (here-that), but as we'll see, many have much more intricate distinctions. To encode such distinctions, demonstratives (such as this vs. that in English) and deictic adverbs of place are commonly used (like English here vs. there). As an example of deixis, which refers to a location, as illustrated in the following short conversation:

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 form speaker B.

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2.1.2.3 Temporal deixis

According to Levinson in Retma Sari (2015), temporal deixis is the encoding of temporal points and spans relative to the time of speech (or a written message inscribed). A crucial part of temporal deixis is the tense system, which in English only has two basic forms: present and past. Then there's time deixis, which is a remark that alludes to a precise moment in time when the speaker speaks. This is a list of Temporal Deixis deictic items whose meaning can only be determined by the time of speech in which they appear.

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

For example, as shown below:

1) "I have practiced every day for the *last two months* with my dad"

The utterance above refers to the time that shows how to long Lina prepares herself for the storytelling competition. The word "last two months" The situation in the past was depicted here. Knowing the relevant utterance time was the meaning of the phrase "past two months" of an event.

2) "Mr. Ahmad said you were not in class *today* because you have diarrhea."

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Dokumen ini adalah Arsip Milik :

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.

3) "I' am studying History for the test ***tomorrow*.**"

The utterance of temporal deixis above refers to future time.

2.1.2.4 Discourse deixis

"Discourse or text deixis involves the use of phrases inside some speech to refer to some component of the discourse that comprises that utterance (including the utterance itself)," writes Levinson in Ayu Meita Puteri Siregar (2020). According to the idea, the discourse deixis discussed the reference to a part of an utterance that refers to a prior word/text or a forward word/text employed by the speaker or addressee during the utterance event. Furthermore, discourse deixis aids in the interpretation or comprehension of both written and oral speech. More deixis discourse conjunctions and deixis demonstrative terms, in brief. Levinson also gave instances of terms and phrases in English that express the relationship between a speech and the previous of discourse in Ayu Meita Puteri Siregar (2020), such as but, thus, in conclusion, 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, <u>this</u> is a good lesson for <u>me</u>. <u>I</u> never care about what <u>I</u> eat"

In the text above, the word "that", "this", and "actually" refer to a prior portion of the discourse.

2.1.2.5 Social deixis

According to Yule in Oki Savyanandaru et al. (2017), deixis social is divided into two categories: higher and lower social standing. Honorifics are expressions that denote a higher social rank (a form used to respect). As a result, the goal of using social deixis is to explore features of language such as politeness or speaking ethically in the context of a social relationship between the speaker and the addressee with regard to the topic of the utterance event. The data below shows how deixis social is used:

- I hope so too, Mam. Yes, I'll do my best."
  The word "mam" refer to the Lina's teacher in the class that uttrered 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.

2.1.3 Function of deixis

According to Yule's theory, the function of deixis is to point. Pointing here refers to pointing at something or someone, which we call person deixis. The function of person deixis refers to the thing or person who is speaking in utterance. First-person deixis, second-person deixis, and third-person deixis are the three elements of person deixis. The speaker delivering the message to himself or herself is referred to as "first-person deixis". The second person deixis refers to the person who is addressed as the message's listener or receiver. The word reoffered to someone who is neither the speaker nor the addressee is known as the third-person deixis function. In spatial deixis, words that refer to or point to the speaker's location are utilized. It might be proximal (close to the speaker) or distal (far away from the speaker) (away from the speaker). The final function is temporal deixis, which refers to the time when a statement was made.

2.1.4 The context

Discussion about pragmatics and All known theories claim that this science or study is tied to the context, deixis. To get the accurate and correct interpretation, every part of the deixis relies on the current context. The context is any information required for comprehending a sentence's utterance, which may include a person, place, or thing, whether spoken or written form.

The context, according to Yule in Lichao Song (2010), is "the physical environment in which a term is utilized." So, according to the idea, the context

refs to the situation, such as the time and location of the utterance, the individuals present, and the purpose of the utterances. The meaning of a speech or utterance is influenced by the context. The context in pragmatics tends to be non-linguistic (extra-linguistic), which means that the constituent elements are beyond the structure of the phrase.

According to the previous explanation, the context was all of the actual situations and information that connected with each participant in the speech, whether written or spoken.

2.1.5 Textbook

In an English as a foreign language (EFL) classroom, an English textbook is needed. Textbooks are important promotional tools for specific curricula. Travers and Robitaille Ghulam Shabiralyani et al. (2015) believe that textbook content and how they are used have a direct impact on students' learning. The primary source of classroom learning is textbooks. Textbooks gain important knowledge from students, which helps to increase students' knowledge and skills. In today's world, there are many different types of EFL textbooks that are extensively utilized in schools. The Ministry of Education and Culture publishes these textbooks. English textbook "Think Globally Act Locally" is an EFL textbook edition series for students.

2.2 Relevant studies

This study connects to a previous study by Fatimah Aqillah Irani (2017), in Islamic education and Teaching Training Faculty for analyzing deixis using Yule and Levinson's theory, who focused on deixis used by English Teachers of Man Sukoharjo's Eleventh Grade Students in the Academic Year 2016/2017.

Aulia Fauziah (2015) also conducted a deixis investigation. In Steve Koren's A Thousand Word Movie Script, she concentrated on deictic expression. She has also used Levinson's theory to evaluate deictic expression using a qualitative method.There were various variations between this study and Fatimah Aqillah Irani and Aulia Fauziah's earlier research. The first distinction was the research subject or object The English teacher of a MAN Sukoharjo eleventh-grade student was the topic of research.

As a data collection method, the researcher used observation. Meanwhile, Fauziah's study is focused on the The objectives of this research were to (1) identify the different varieties of deixis in Steve Koren's "A Thousand Words" movie script, and (2) determine the purpose of each type of deixis in Steve Koren's "A Thousand Words" movie. In this study, the author uses the descriptive analysis technique. Deixis is examined in the film script "A Thousand Words" in this study. Deixis is being used to look into the similarities between this research and other investigations. The researcher

determines whether there are other authors who have conducted research on the same topic and theory but with different things based on previous research.
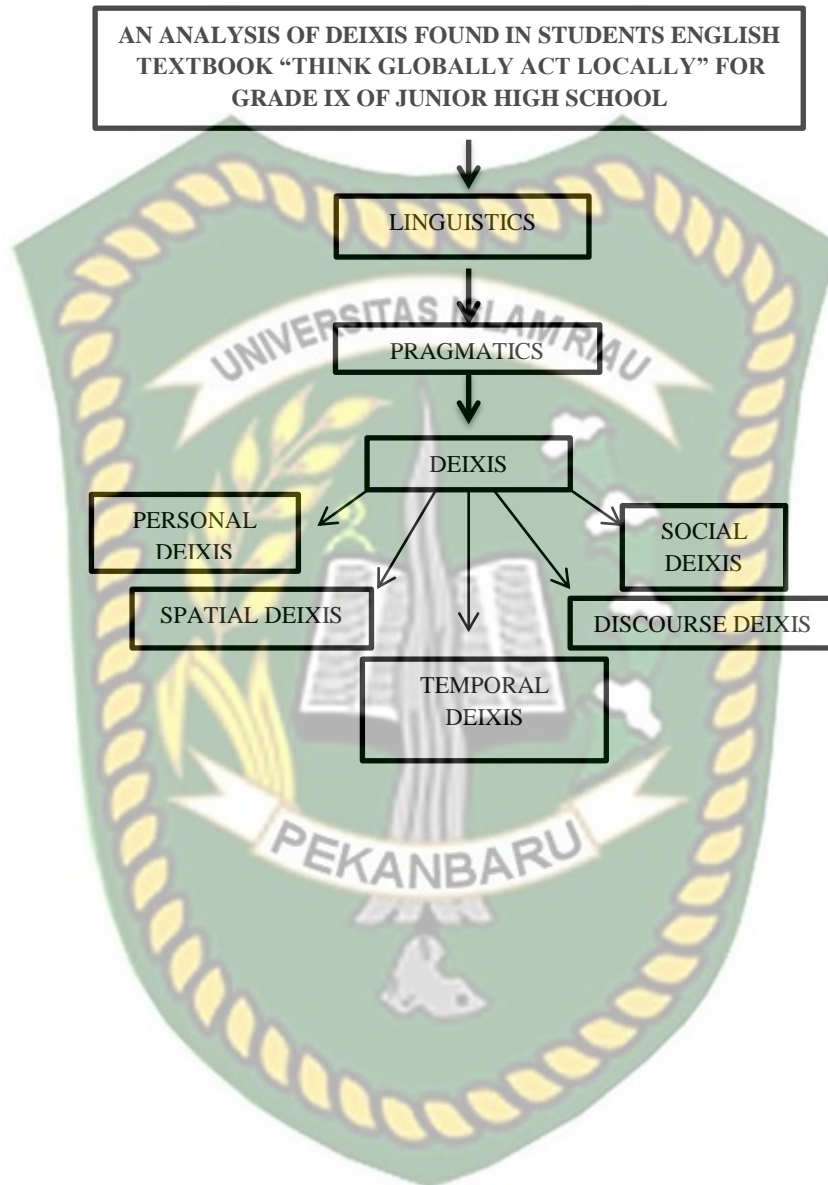
2.3 Theoritical Framework

The most widely utilized printed educational products are textbooks. Textbooks play a vital role in the teaching and learning process. Textbooks in specific disciplines of study usually comprise instructional resources or learning texts. Textbooks are commonly used as a learning aid in both formal and informal educational establishments. Textbooks are valued in education since they are one of the most important components of learning and teaching.

Pragmatics is a of linguistics that focuses on the link between expression and its function in speech events. The relationship between utterances or sentences, context, and the situation in the speech event is very important. Pragmatics is also the study of how people express relative distance and contextual meaning. Furthermore, the pragmatic concern with the use of human language is contingent on the state of society. There are various features of language that must be considered when communicating. When we, for example, We shall find the employment of references or terms of address, such as He, She, You, Sir, Doctor, My Lord, Here, There, and so on, in communication. The goal is to draw attention to something. Deixis is a term that encompasses all of these terms. Deixis is frequently regarded as the archetypal example of a pragmatic relation's reflection within a grammatical category.

Deixis has diverse meanings for different people. The themes always changed when we were having a talk or discussion with our buddies. At the same time as we're discussing something else, one person may have different opinions. Accordingly, a term is said to be a deixis if the reference changes or moves depending on the time and place. Deixis is always present in everyday dialogue or in the written word. Deixis can be found in everyday language such as commerce, politics, and education, as well as in everyday speech.

The following are the results of the author's research: Deixis is separated into two groups. Personal deixis is the function of the conversation participant in expressing the utterance and articulation in address, whereas Temporal deixis is the phrase used to depict a certain period in the conversation environment. Spatial deixis refers to the position of the participants in a speech occurrence. After that, discourse deixis refers to the usage of language in a conversation context to refer to a segment of the speech. The last Social deixis is about the people who are going to the speech event. social rank, trait, or qualification. It signifies that deixis in an English textbook is ordinary and not tough, simple to comprehend, and appropriate for students.

Theoretical Framework

AN ANALYSIS OF DEIXIS FOUND IN STUDENTS ENGLISH TEXTBOOK "THINK GLOBALLY ACT LOCALLY" FOR GRADE IX OF JUNIOR HIGH SCHOOL

LINGUISTICS

PRAGMATICS

DEIXIS

PERSONAL DEIXIS

SOCIAL DEIXIS

SPATIAL DEIXIS

DISCOURSE DEIXIS

TEMPORAL DEIXIS

CHAPTER III

RESEARCH FINDINGS

3.1 Data Description

In this chapter, the researcher present the data analysis about deixis found in English Textbook IX grade of think globally act locally. The table below shows the distribution of deixis. There are five kinds of deixis, those are personal deixis, spatial deixis, temporal deixis, discourse deixis, and social deixis. also and there are three personal deixis of deixis based on the meaning of the head and modifier of personal deixis which are first-person deixis, second-person deixis, third-person deixis as a singular and plural.

Table 3.1 The Total And Percentage of Deixis

No	Kind of Deixis	Total	Percentage
1	Personal Deixis	250	69.83 %
2	Spatial Deixis	33	9.21 %
3	Temporal Deixis	30	8.37 %
4	Discourse Deixis	40	11.17 %
5	Social Deixis	5	1.39 %
		358	100 %

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3.2 Data Analysis

3.2.1 Personal Deixis

According to Levinson (1983, p. 62), person deixis is concerned with the encoding of the role of participants in the speech event in which the utterance in question is delivered; the first person category is grammaticalization of the speaker's reference to himself, the second person category is the encoding of reference to one or more addresses, and the third person category is the encoding of reference to persons and entities who are neither speakers nor addresses of the utterance in question. Personal deixis was classified into three categories based on its type: first-person deixis, second-person deixis, and third-person deixis. In both solitary and plural forms.

3.2 The Total and Percentage of Personal Deixis

NO	Personal Deixis	TYPE				TOTAL	
		SINGULAR		PLURAL			
		TOTAL	%	TOTAL	%	SUM	%
1	First-person deixis	98	58.3%	39	50%	137	54.8%
2	Second-person deixis	56	33.3%	8	10.2%	68	27.2%
3	Third-person deixis	14	8.3%	31	39.7%	45	18%
	TOTAL	168	99.9%	78	99.9%	250	100%

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A.1 The First-Person Singular and Plural of Deixis

Based on the data, the first singular of person deixis was 98 words (the word "I" to 77 as a subject, word "my" to as a possessive, and word "me" to 6 an object). First plural of person deixis was 39 words (the word "we" to as a subject, the word "us" to 5 as an object, and the word "our" to 10 as a possessive).

- The word **"I"** as a subject

"*I* hope so too, *Mam*. Yes, *I*'ll do my best." (Table utterances A 2.2)

The context: the word "I" refers to Lina that uttered by Lina as the speaker, she tried to response to the conversation and convinces the teacher and herself to do best as her wish. Lina stand in front of the class.

- The word "**My**" as a possessive

"Yes, it's *my* dream. *And I have practiced everyday for the last two months with my dad*." (table utterance A 9.9)

The context : The word "**my**" refers to Lina that uttered by Lina as the speaker who has a dream that is the winner of the story telling competition and has a father who always accompanied her in practiced everyday.

- The word "**Me**" as an object

"Actually, this is a good lesson for *me*. I never care about what I eat,"

(Table utterance E 13.13)

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The context : The word "our" is a possessive first person plural and it is another form of the pronoun "we" which means belonging. The person deixis "our" in there refers to Beni and his friend. The pronoun of the word "our" above is kind of inclusive where this pronoun refers to speaker and addresses.

A.2 The Second-Person singular and plural Deixis

The second singular of person deixis was 56 words (the word "you" to 40 as a subject and object, the the word "your" to 16 as a possessive). The second plural of person deixis was 8 words (the word "you" to 6 as a subject and object, then the word "your" to 2 as a possessive).

- The word "***You***" as a subject or an object

  *"Congratulations for being the champion of the class, Lina' I hope **You** will be the winner of the school's competition"* (Table utterance A 4.4)

  The context : Based on the preceding sentence, the word "you" was also used by one of Lina's female friends to point someone out. The words "you" and "addresses" were used here to allude to someone and their addresses. Lina, who was recognized as the addresses or the second person deixis in the discourse, was referred to by the word "you." This was evident in the interaction between the two. Lina and one Lina's female friend. Therefore, the word "**you**" as the addresses.

- The word "***Your***" as a possessive

  "Great. ***Your*** cookie are very popular, now." (Table Utterance A 20.20)

The context: Dayu's cookies sale has just been sold out. Lina praises her and says that Dayu's cookies are popular. The word "our" refers to Lina and Dayu the uttered by Lina.

- The word **"You"** as a subject or an object

*"listen everybody, never forget to wash **your** fruits and vegetables before **you** eat them so that you will not take any germs into **your** stomach."* (Table utterance E. 14.14)

The context: there was deixis word used by Beni. It seems that Beni uttered word "you" to point his friends because Beni and his friends come to visit Dayu who is having diarrhea. Here the word "you" referred to this friends as the addresses or the second plural of person deixis in the conversation. Therefore, Beni gives advices to his friends about what to do in order to get healthy.

- The word "your" as a possessive

The context : in the text above was also the word "your" that referred to Beni's friends, which was uttered by Beni and has a function as possessive adjective. And it was categorized in anaphora. Because it provides addresses based on the context of utterance, this sort of reference is known as anaphora reference. The anaphora was employed to introduce someone or something that had previously been mentioned. and also to show cohesive relationship between sentence.

A.3 The Third-Person singular and plural Deixis

- The word **"he"** as a subject

"*Where is Edo? Usually **he** comes earliner than me.*" (Table Utterance F 7.7)

The context : the word "she" refers to Mrs.Tini who is English teacher that uttered by Dayu as a speaker and her friends as the addresses. Dayu and her friends talking about Mrs. Tini to ask for help them setting-up a wall magazine.

- The word **"her"** as an object

"Should we go to the drug store and buy some for **her**, Siti ?" (Table Utterances F 7.7)

The context : the word "her" refers to Dayu who is having diarrhea that uttered by Beni as a speaker to Siti as a addressee. Beni want to give suggestion and invite his friends include Siti to go to the drug store to buy 'oralit' for Dayu.

- The word "**it**" as a noun

"*No way. **I** have tried it once **and I** could not stand the taste. **It** was very bitter.*" (Table utterance E 11.11)

The context : the word "it" refers to the taste guava's leaves and it is a the object in the utterance that uttered by Dayu as a speaker to Udin who is her friend as the addresses. Because it reflects an item based on the context of the utterance, this sort of reference was called anaphora reference. That was used to introduce

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something that already mention before and also to show cohesive relationship between sentences. Dayu refused to take guava's leaves as her medicine because her know it taste and was try it before.

- The word **"they"** as a subject

*"Many people have come to our table. **They** like my cookies. **They** are sold out."* (Table Utterance A 19.19)

The context : the word "They" refers to two reference. The first word "They" in the text above refers to people that come to buy Dayu's cookies. And the second word "they" refers to the cookies. But both of them uttered by Dayu as a speaker to Lina addressee. They were talked about the cookies that they have sold.

- The word **"them"** as an object

*"I agree with Siti. We can ask **them** a lot of question. I think they will be happy to help us start our well magazine."* (Table Utterence B 21.21)

The context : there is the word "them" refers to the owners of wall magazine that was on the SMP Sumber Ilmu. Its word uttered by Udin for this agreement of the Siti's suggestion in the meeting conversation about setting-up a wall magazine.

- The word "**their**" as a possessive

*"That's a very good idea. We need **their** help to plan our wall magazine."* (Table Utterance B 22.22)

The context : the word "their" that was used for possessive adjective of the third person plural. This word is distal form or the participants that indirectly in utterance event. The word "their" refers to the owners of wall magazine in the SMP Sumber Ilmu that uttered by Dayu as a speaker to her friends as the addressee. In the conversation Dayu show her agreement of her friends suggestion in the meeting to setting-up a wall magazine.

3.2.1.3 Third-Person Deixis

In the data founded the third singular of person deixis "he" was 14 (7 to position as subject, 3 to the word "him" as an object, and 4 to the word "his" as a possessive). Next to the word "she" of person deixis was 32 words (15 to the position as a subject and 17 to the word "her" as an object). Then, the word "it" was 30 words as a noun in the utterance. At last, the third plural of person deixis "they" was 31 words (19 to the position as subject, 7 to the word "them" as an object, 5 to the word "their" as a possessive).

3.2.2 Spatial Deixis

Table 3.3 The Total and Percentage of Spatial Deixis

NO	Spatial Deixis	TYPE				TOTAL	
		SINGULAR		PLURAL			
		TOTAL	%	TOTAL	%	SUM	%
1	There	-	-	3	23.07%	3	9.09%
2	This	-	-	10	76.92%	10	30.30%
3	That	10	50%	-	-	10	30.30%
4	Those	10	50%	-	-	10	30.30%
		20	100%	13	100%	33	100%

The spatial deixis that founded on the data are the words "here" and "there", also the demonstrative words "this" and "that". Based on the collected data, the word "here" was 3 in the utterance of data. The word "there" refers to a distal region from the speaker was 10 words. The words "this" was 10 words and the word "that" was 10 words.

- The word "**here**"

  *"That's a good idea. The closest drug store is quite far from **here**."* (Table Utterance E 9.9)

The context : the spatial deixis The word "here" was used by Dayu in this segment, and it was classed as spatial deixis, which indicated the relative placement of individuals and things in the speech event. The term "here" is also known as a location adverb that refers to a short distance. The word "here" on the

sentence above refers to Dayu's home that uttered by Dayu as a speaker to her friends as addressee where they want to go to the drug store to bought medicine for Dayu. But, Dayu informs to her friends that the drug store far from her house.

- The word "**there**"

  *"What should our wall magazine contain ? can we put any writing we have made **there** ?"* (Table utterance B 7.7)

  The context : The word deixis "there" uttered by Edo as a speaker for give his suggestion to his friends as the addressee. It word was used as a place adverb to describe the placement of persons and objects, was being indicate and it is used for far distance. The word "there" above refers to the writing that Edo and his friends want to have made before will apply on the magazine contain in their discussion about setting-up a wall magazine . In addition, this sentence contained a chataphoric reference, in which the deixis word was revealed before the referent meaning in the first sentence.

- The word "**this**"

"*Lina, because you are the winner of the story-telling competition in this class, you will represent **this** class for the story-telling competition of our school next month.* " (Table Utterance A 1.1)

  The context : in the A deixis word "this" was employed by a teacher as a speaker to Lina as an addressee in the line above. It is classified as the spatial deixis, which represented the relative placement of persons and things. The term

"this" can also be referred to as demonstrative pronouns, and it can refer to objects that are close to the speaker's location (proximal). The word "this" refers to the class in which Lina and her teacher are present, as well as the teacher's words. The teacher takes a position in front of the class with Lina, to informed her students in tha class about Lina competition.

- The word "**that**"

    B: *"Wow, **that** looks nice! What is it called ? is **that** made in Indonesia ?"*

    (Table Utterance J 2.2)

The context : the word "that" refers to an Angklung where a people this initial B is tourism from another country and that uttered by a people that initial B as a speaker to a people that initial A as an addressee. The people A and B are tourist from another country, the people A showed his gift that was given by his friend from Indonesia to the people B, and the people B interested of it, and ask to the people B about an Angklung.

3.2.3 Temporal Deixis

Table 3.4 The Total and Percentage of Temporal Deixis

NO	Temporal Deixis	SIMPLE PAST TENSE		SIMPLE PRESENT TENSE		SIMPLE FUTURE TENSE		TOTAL	
		TOTAL	%	TOTAL	%	TOTAL	%	SUM	%
1	Today	3	33.3 %	-	-	-		3	10 %
2	Now	3	33.3 %	-	-	-		3	10 %
3	Ago	-	-	2	18.8%	-		2	66.6 %
4	Last	-	-	5	45.5 %	-	-	5	16.6%
5	Before	-	-	4	36.4%	-	-	4	13.33%
6	Yesterday	3	33.3 %	-	-	-	-	3	10%
7	Next month	-	-	-	-	2	20 %	2	66.6%
8	Soon	-	-	-	-	6	60%	6	20%
9	Tomorrow	-	-	-	-	2	20%	2	66.6%
	TOTAL	9	100 %	11	100%	10	100%	30	100%

The temporal deixis in the form of the word "today" was 3 words and 2 to the word "now". The phrase of temporal deixis that used the word "ago", "last", "before", that is, 1 to "six years ago", 1 to "eight years ago", 1 to "last two month", 3 to "last year", 1 to "last week", 4 to "before", and 3 to "yesterday". In addition, the used of phrase that refers to the past time also appears I to the phrase "two years now", I to "six years now", and 1 to "two month after".

The temporal deixis that refer to the future time in the table above was I to the phrase "next month", 6 to the word "soon" and 2 the word "tomorrow". The

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total number of the temporal deixis was 30. The temporal deixis is the time marker mentioned in the utterance and the reference is always changing.

- The past time

   "*Hi Udin, I went to your house around ten __yesterday__ to return your magazine, but the door was closed, I knocked on the door many times but nobody come out.*" (Table Utterance G 1.1)

   The context : the word "yesterday" refers to past time that uttered by Dayu as a speaker to Udin as the addressee where Dayu informed to Udin in the class when she comes to Udin's house for returns his magazine. The utterance happen when Dayu meets Udin in the school and talked about past time when she come to Udin's house

- The present time

   "*Hi Dayu, how are you? Mr.ahmad said you were not in class __today,__ because you have diarrhea. Have you taken any medicine yet ?*" (Table Utterance E 1.1)

   The context : the word "today" that uttered by Siti as a speaker to Dayu as an addressee at present time when Siti and her friend come visit Dayu who has diarrhea. The word "today" referred to the present time when the event of utterance happened.

- The future time

"Lina, because you are the winner of the story-telling competition in this class, you will represent this *class for the story-telling competition of our school __next month__."* (Table Utterances A 1.1)

The context : In the previous utterance, the word deixis "next month" refers to the time when the school's storytelling competition will take place. The term "next month" is used to describe a circumstance that will occur in the future. Knowing the relevant utterance time or an event was implied by the phrase "next month." It is the word said by the teacher to Lina, the addressee.

3.2.4 Discourse Deixis

Table 3.5 The Total and Percentage of Discourse Deixis

No	Discourse deixis	Total	Percentage (%)
1	But	8	**20 %**
2	That	6	15%
3	Actually	7	17.5%
4	So	3	7.5%
5	Because	4	10%
6	In fact	8	20%
7	Unfortunately	4	10%
		40	**100%**

The discoursed deixis word or phrases in the data founded the words but, that, actually, so, this, because, in fact, unfortunately, and the total numbers of discourse deixis were 40 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.

- *"**That's a good idea**. The closest drug store is quite for from here."* (Table Utterances E. 9.9)

The context : the phrase "that's good idea" that uttered by Dayu as a speaker and it phrase refers to the solution that given by Siti before. The addressee in the utterance is Dayu's friends that they come to visit Dayu who having diarrhea. Its phrase is agreement by Dayu based on her friends' solution.

- " *Wow !* ***That's amazing***. *I've never thought of that before. I thought that the kids in orphan homes were sad kids who needed our help.* ***But*** *they help other people instead*"

The context : the phrase "that's amazing" refers to discourse before Beni's utterance and the word "but" refers to a prior portion of the discourse before that is what Beni's think about the kids in orphan. Its phrase and word discourse deixis above was uttered by Beni as a speaker to his friend as the addressee. They are talking about their friends namely Riri who live in the orphan.

3.2.5 Social Deixis

Table 3.6 The Total and Percentage of Social Deixis

No	Social deixis	Total	Percentage (%)
1	Mam	3	60%
2	Mrs. Tiny	1	20%
3	Mr. Ahmad	1	20%
		5	**100%**

And the social deixis that founded in the data *were mam, Mrs, Tini, and Mr. Ahmad*. And based on the data, the total of social deixis were 5 word or phrase. The function of social deixis includes the encoding of social relationship in linguistic expression which refers to social status of participants in the utterance of event.

The words or 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.

- "*I hope so too, **Mam**. Yes, I'll do my best*." (table utterance A 2.2)

The context : the word "Mam" uttered by Lina as a speaker and refers to Lina's teacher as an addressee of it utterance above. The word "mam" indicate is described as honorific by Lina to her teacher that gives a motivation for Lina in the next competition.

- *"It seems that none of us knows how to make a wall magazine." What if we go to __Mrs.Tini__ and ask her for advice. I think she has a lot of good ideas.* (Table utterance B. 13.13)

The context : the phrase "Mrs. Tini" that uttered by Lina as a speaker to her friends as the addressee in the discussion together about setting-up wall magazine. Its phrase is described an honorific by students to their teacher who has high social status in the school. The utterance above is a suggestion by Lina to her friends for their problem in the discussion together.

- *"Hi Dayu, how are you ? __Mr. Ahmad__ said you were not in class today because you have a diarrhea. Have you taken any medicine yet ? "* (Table utterance E 1.1)

The context : the phrase "Mr. Ahmad" that uttered by Siti as a speaker to Dayu as an addressee. Its phrase refers to Siti's teacher and its phrase is described a social status Mr. Ahmad as one of the teacher in the school.

CHAPTER IV

CONCLUSION AND SUGGESTION

After analyzing and interpreting the data gathered in the previous chapter, this chapter presents two sections as the final result and the last part of this paper: conclusion and proposal. research entitled An Analysis Of Deixis In Students' English Textbook "Think Globally Act Locally" For IX Grade Of Junior High School. The In this study, the conclusion is the response to the formulated research question, and the suggestions are designed to provide information to researchers who are interested in conducting similar studies.

4.1   CONCLUSION

Derived from the result that has been obtained and analyzed. The goal of the study was to determine the different varieties of deixis that have been established in the past. English textbook for IX grade of Junior High School, According to Levinson's hypothesis, English textbooks used three different types of deixis. The researcher then came to the following conclusions:

1. The utterance that found in the English textbook "think globally act locally" for grade IX of Junior High School contains the deixis were personal deixis, spatial deixis, temporal deixis, discourse deixis, and social deixis. These type of deixis are contained in the conversation of English textbook.

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2. The researcher found that the conversation of the English materials to IX grade of Junior 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 show where people and things are in relation to each other. In the study of deixis, the concept of distance was more relevant 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 present, past, and future time. The time is measure 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 ranks and communication participants create relationships within society through 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 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

Following are some suggestions made to someone based on the results and implications:

1. To the students:

   This study's findings can help students understand the theory and varieties of deixis, as well as the context. This study assists them in honing their speaking and writing abilities. As a result, the researcher anticipates that students will be more conscious of the importance of studying the deixis, which will help them acquire the various abilities connected with learning English.

2. To the English teacher

   This research is designed to give English teachers insight into the forms of deixis that should be employed in the classroom to help students enhance their communicative abilities. English teachers should utilize English as a reference word to ensure that students understand what the teacher is talking about. As a result, the teaching-learning process will be enjoyable for both the teacher and the students.

3. To other researcher

Based on the constraints, it was suggested to the next pragmatic researcher to do another study with a deixis characteristic, this time using a different method of analysis to acquire more accurate results. In order to develop and refine this study, the researcher hoped that other academics would be interested in investigating pragmatics in various classifications.

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