

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

**A THESIS**

*Intended to fulfill on the award of Bachelor's Degree in English Language  
Teaching and Education*



**SHOPHIA MARDHOTILLAH**  
**NPM 156310754**

**ENGLISH STUDY PROGRAM  
TEACHER TRAINING AND EDUCATION FACULTY  
UNIVERSITAS ISLAM RIAU  
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The researcher

**Shophia Mardhotillah**

NPM: 156310754

## ABSTRACT

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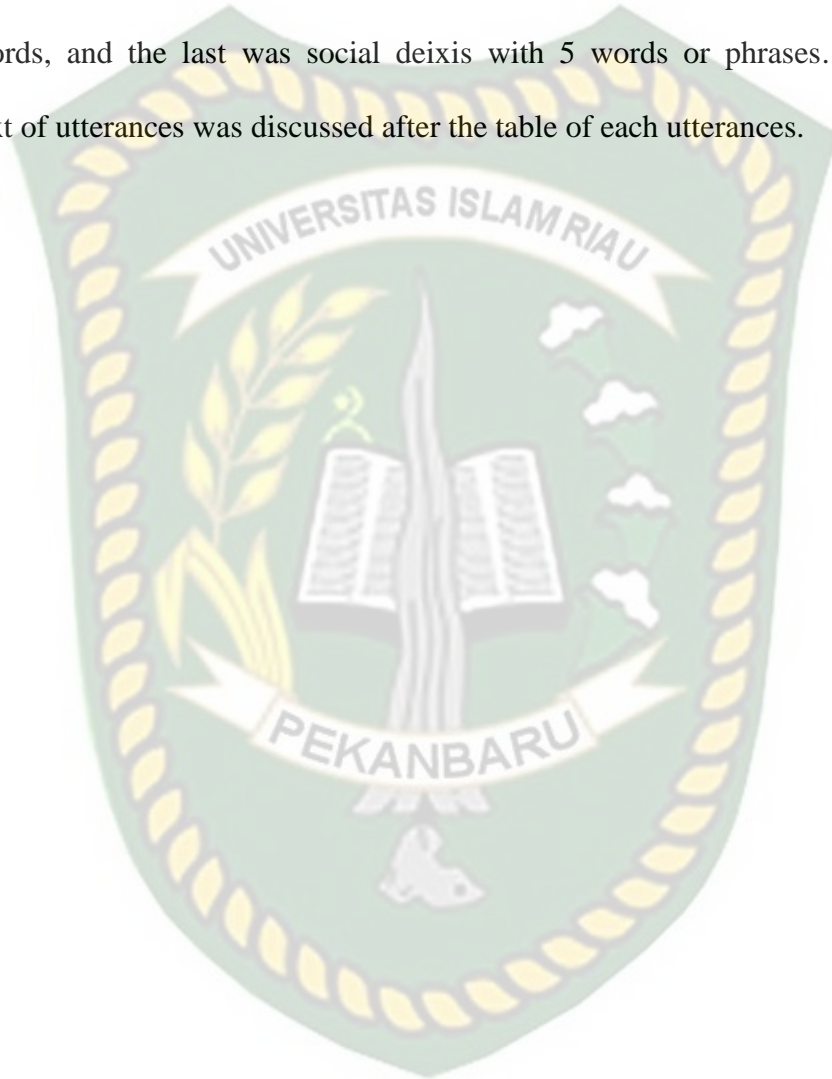
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**Keywords: Analysis, Deixis, Context, Deixis in Textbook.**

The aims of this research were to find out deixis words and the context of it in conversations in the English textbook are founded in the students' English textbook for Grade Ninth of Junior High School. This research used descriptive qualitative method. The source of data was the utterances contained of deixis in English Textbook "Think Globally Act Locally" For Grade Ninth 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 types of deixis, analyzing the data based on the theory, interpreting them to the context of utterances, and answer the research problems.

The result of the research showed that the total of deixis founded in students' English textbook were 429 deixis word or phrase of sixth chapters contained deixis of utterances. The mostly types of deixis obtained in English

textbook were personal deixis with 308 words, the second types were temporal deixis, with 40 words, the third types of deixis that founded in English textbook was discourse deixis with 41 words or phrases, the forth were spatial deixis with 36 words, and the last was social deixis with 5 words or phrases. While the context of utterances was discussed after the table of each utterances.



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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Problem

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.



Context is a small subpart of the universe of discourse shared by the speaker and hearer and includes a fact about the topic of the conversation in which utterance occurs about the situation. Communication can be understood well by both the speakers and hearer when they know about the context and the topic of conversation. Sometimes, the people not sure about the message get from something read or hear, and concern about getting the message across to others.

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.

Deixis is one that takes some elements of its meaning from the situation, such as personal, spatial, temporal, discourse and social. Deixis is an important field of language study in its own right and very important for learners of second languages. In Yaron Matras (1997), Levinson, (1983: 54) 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 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, a word is said to be a deixis if the reference is moving or changing depending on the time and place.

Deixis always found in daily communication or in the text. Deixis happens in daily language such as in business, politics, education, and also in daily conversation. 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 textbooks were an interesting research object from the deixis review. Based on the background of the research above, the writer's interested in does research entitled AN ANALYSIS OF DEIXIS FOUND IN ENGLISH TEXTBOOK “THINK GLOBALLY ACT LOCALLY” FOR GRADE IX OF JUNIOR HIGH SCHOOL.

## 1.2 Identification of the Problem

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 Problem**

From the identification of the research above, this research would like to focus on deixis found in student's English textbook "Think Globally Act Locally" for grade IX of 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 Research Question**

Research question of problem:

1. What kinds the deixis are found in students' English textbook Think Globally Act Locally for Grade IX of Junior High School?
2. What are the contexts of deixis found in students' English textbook Think Globally Act Locally for Grade IX of Junior High School?

#### **1.5 Objectives of the Research**

The objectives of this research are:

1. To identify and types of deixis are found in students English textbook Think Globally Act Locally for Grade IX of Junior High School
2. To identify and analyze the context of deixis found in students' English textbook Think Globally Act Locally for Grade IX of Junior High School.

#### **1.6 Significance of the Research**

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

1. To English teachers, the findings were expected to give information about deixis in the students' "English textbook Think Globally Act Locally for Grade IX of Junior High School" so that English teachers can use it to teach their students in analyzing literary works. So, English teachers not only concerned grammatically form in teaching English but also concerned in the context.

2. To English learners as foreign language learners are this research can enrich English learner's knowledge about deixis types and in conversation actually by students' English textbook as the media.
3. To the reader in relation to the field of literature are the researcher expects to increase the reader's knowledge about deixis based on the context in written form actually in the student's English textbook. So, readers can understand the story of the student's English textbook.

### **1.7 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, 1996:9).

#### **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.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discussed some theories which support the understanding of the problem formulated in Chapter I. The review is presented in four subheadings. The first part discussed relevance theories, the second part discussed relevance studies, the third part describes the conceptual framework of the study, and the last part is the assumption.

#### 2.1 Relevance Theories

##### 2.1.1 Definition of Pragmatics

Pragmatics is a branch of linguistics that is related to the meaning. The meaning that studies in pragmatics is relating to 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 happened. In other words, pragmatics is a study about meaning based on the context. In this case, many experts who define pragmatic science include Yule (1996:3) 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; 2004) 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. From those explanations by some expert above, this study that the researcher used Stephen Levinson's framework of deixis for the analysis of distinct types of person deixis elements. So, based on Levinson's theory can be concluded that 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 the meaning of speakers.

### 2.1.2 Definition of Deixis

This study used Stephen Levinson's framework of deixis for the analysis of distinct types of person deixis elements. There are many words that can be found in our utterance that cannot be interpreting if we do not know about the context, especially the physical context of the speaker. The words that we know for example here and there, this and that, now and then, yesterday, tomorrow or today, and like in pronouns such as I, You, her, him, and them. In English, we found that the sentence cannot understand clearly if we do not know who is speaking, whom, when and where the utterance is happened, especially the physical context of the speaker. For example:

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

If we do not know about the context, this sentence is really vague. It contains a large number of expression (*they, that, here, tomorrow, now*) that depends on immediate physical context in their interpretation of the utterance.

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 (deictic and indexical) 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, p. 55) 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 (1983:54).

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.

### **2.1.3 Types of Deixis**

According to Levinson (1995, p. 39) 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.

### **2.1.3.1 Personal 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, p. 62) 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.

#### **A. First-person**

The category of first person is the grammaticalization of the speaker's reference to himself (Levinson, 1983:62). 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, 1983:62). 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 were 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.

### 2.1.3.2 Spatial Deixis

According to Levinson (1983, p. 62) states the place deixis concerns 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 the speaker (here, this) and a distal or not- proximal, sometimes close to addressee (there, that), but many make much more elaborate distinctions so we shall see. Such distinctions are commonly encoded in demonstratives (as in English this vs. that) and in deictic adverbs of place (like English here vs. there). For example of deixis which refers to the place, as shown short conversation below:

<p>A: I got <b><i>this</i></b> awesome souvenir when I was working in Papua last year. I love it!</p>
<p>B: What is <b><i>that</i></b>? Is <b><i>that</i></b> a bag or a basket?</p>

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.

### 2.1.3.3 Temporal Deixis

According to Levinson (1983, p. 62), time deixis concerns the encoding of temporal points and spans relative to the time at which the utterance was spoken (or a written message inscribed). So, the important point of time deixis is

tense system that in English only has two basic forms, the present, and the past. And then, time deixis is an expression in relation to a certain point of time when the utterance is produced by the speaker. 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:

- a. “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.

- b. “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.

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

The utterance of temporal deixis above refers to future time.

#### 2.1.3.4 Discourse Deixis

According to Levinson (1983, p. 85), “Discourse or text deixis concerns the use of expressions within some utterance to refer to some portion of the discourse that contains that the utterance (including the utterance itself)”. Based on the theory above, 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. And discourse deixis serves to facilitate the interpretation or understanding of the discourse, both written and oral discourse. In short, more of a deixis discourse conjunctions and words deixis demonstrative. Additionally, Levinson (1983: 87) 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.

### 2.1.3.5 Social Deixis

According by Yule (2006: 16) distinguishes deixis social in the higher social status and lower social status. Expressions which indicate a higher social status is described as honorifics (a form used to respect). So, the point of the use of social deixis discussed about aspects of language, such as politeness or speaking ethical in the aspect of social relationship between the speaker and the addressee with the reference to the topic of the utterance event. 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.

### 2.1.4 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 as 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 himself or herself as 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 reoffered to who is neither speaker nor addressee. The function of spatial deixis is the words 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.

### 2.1.5 The 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 (1996:128) 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.



### **2.1.6 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 "Think Globally Act Locally" is an EFL textbook edition series for students.

### **2.2 Relevance Studies**

This study has a relationship with a previous study of 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.

Moreover, 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.

There were some differences between this research and the previous study of Fatimah Aqillah Irani and Aulia Fauziah. The first difference was the subject or object of research, the subject of the research was the English teacher of the eleventh-grade students of MAN Sukoharjo.

The technique of collecting data used by the researcher was observation. Meanwhile, the object of Fauziah's research is the objectives in this research were (1) to find out the types of deixis in "A Thousand Words" movie script by Steve Koren (2) to find out the function of each deixis types in "A Thousand Words" movie script by Steve Koren. In this research, the writer uses descriptive analysis technique. This research finds out deixis on film script "A Thousand Words". The similarity of this researched and the previous studies is studying on deixis. Based on these previous studies above, the researcher realizes if there are many other writers who conducted the research with the same topic and theory but being analyzed in different objects.

### **2.3 Conceptual Framework**

A conceptual framework of the research was identified and analyzed in the English Textbook for Grade IX of Junior 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 some experts 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.

#### **2.4 Assumption**

Based on the research questions above, the writer assumes that there are several types of deixis found in students' English textbook "Think Globally Act Locally" for Grade IX of Junior High School. There are personal deixis, spatial deixis, temporal deixis, discourse deixis and social deixis.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1. Research Design

The method of this research was descriptive qualitative to analyzed deixis found in student's English textbook "Think Globally Act Locally" for grade IX of Junior High School. In conducted this research, the researcher used a qualitative approach because the researcher was described the data and given understanding about deixis found in English Textbooks of Junior High School for Grade IX of Junior High School based on Levinson's theory. Besides, Yin (2011) stated that the qualitative approach is the data in the form of words or phrases rather than a number. It means that the researcher uses the data to consist of the form of words or phrases and not in number form.

So, this research did not use number form. The researcher described the data related to the types of deixis found in English Textbooks of Junior High School for Grade IX. Qualitative approach has the used to found out the deixis in the English Textbooks of Junior High School for Grade IX based on Levinson's theory, why the chapters in the English Textbooks for Grade IX of Junior High School used deixis and continue with general conclusion. Moreover, the qualitative approach is used to describe each type of deixis produced by all chapters.

### 3.2. 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 IX Junior 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 fourteen chapters English textbook for grade IX Junior High School that include personal deixis, spatial deixis, temporal deixis, discourse deixis, and social deixis.

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

In this research, the researcher herself who actively analyzed such as identifying, classifying, analyzing the data, and draw the conclusion for this research. According to Creswell (2013), the researcher as a key instrument; qualitative researchers collect data themselves through examining documents, observing behavior, or interviewing participants. They used a protocol as an instrument for collecting data —but the researchers are the ones who actually gather the information. They did not tend to used or rely on questionnaires or instruments developed by other researchers.

Based on the idea above, the researcher analyzed the data taken from the English textbook for grade IX Junior High School. In collected the data, the researcher needed copying of the English textbook for grade IX Junior High School, note, pen, as the supporting instrument to facilitate it. The researcher also read the English textbook for grade IX Junior High School for looking deeper information about the English textbooks for grade IX Junior High School.

### **3.3. Data Collection Technique**

The researcher collected the data of deixis that used in the utterance of English textbook for grade IX Junior High School, the followed steps:

1. The researcher was looked for an English textbook for grade IX Junior High School.
2. The researcher was copied and got the soft file English textbook for grade IX Junior High School.
3. The researcher used the method of observation techniques followed by the technique of taking note techniques. This observation method was done by carefully observed the deixis form in each utterance founded in the text in an English book. The researcher read three times or more to understand the whole text of the English textbook for grade IX Junior High School. The data was taken from the conversation in data sources. Data was quoted in the table as a word or phrase that has deixis characteristics.

4. The follow-up process after collecting that sorted the data. The data was sorted into utterances contained deixis and which did not contain deixis.
5. After that, the next process was contained deixis in group by type in the table, namely speech containing person deixis, spatial deixis, and temporal deixis.
6. Furthermore, the data were analyzed based on deixis theories. Deixis words or phrases in the utterances are interpreted according to the context of the event.

#### **3.4. Data Analysis Technique**

The data was analyzed by using a descriptive qualitative method in which all the facts that are related to the object of the analysis were describing. The stages of qualitative data analysis are data managing reading/memoing describing, classifying interpreting, representing, visualizing (Creswell, 2007). 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 "Think Globally Act Locally" for grade ninth of Junior High School.

Secondly, classified the data based on the types of deixis in the table with namely person deixis, spatial deixis, temporal deixis, discourse deixis, and social deixis, in this case, the data is the conversation that contained of deixis in the English textbook.

Thirdly, the data was analyzed based on the context of the utterances. Fourthly, the table of data can be summarized based on the characteristics and the reference of deixis.





## CHAPTER IV

### RESEARCH FINDING

Chapter IV presents the research findings are divided into two sections, (1) Data Description, and (2) Data Analysis. Here, the research findings are going to be presented based on the research question.

#### 4.1. Data Description

In this research the data description of the data has been found 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, temporal deixis, discourse deixis, and social 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 308 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.

Based on the data, the first singular of person deixis was 98 words (the word “I” to 77 as a subject, the word “my” to 15 as a possessive, and the word “me” to 6 as an object). The first plural of person deixis was 39 words (the word “we” to 24 as a subject, the word “us” to 5 as an object, and the word “our” to 10 as a possessive). The second singular of person deixis was 56 words (the word “you” to 40 as a subject and an object, then 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).

In the data founded the third singular of person deixis “he” was 14 (7 to the 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).

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 word “this” was 10 words and the word “that” was 10 words.

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 a phrase that refers to the past time also appears 1 to the phrase “two years now”, 1 to “six years now”, and 1 to “two months after”.

The temporal deixis that refer to the future time in the table above was 1 to the phrase “next month”, 6 to the word “soon”, and 2 to the word “tomorrow”. The total number of the temporal deixis was 40. The temporal deixis is the time marker mentioned in the utterance and the reference is always changing.

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.

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 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.

#### **4.2. Data Analysis**

This sub-heading presents the description analysis of deixis found in students' English textbook "Think Globally Act Locally" for grade ninth of Junior High Score based on the data description above.

##### **4.2.1. Personal Deixis**

According to Levinson (1983, p. 62) 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 addresses and third person the encoding of reference to persons and entities which are neither speakers nor addressees of the utterance in question. Personal deixis was divided into groups based on the type, namely the first-person deixis, the second person deixis, third-person deixis, as a singular and a plural.

#### A.1. The first singular of person deixis

- **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 respond to the conversation and convince the teacher and herself to do best as her wish. Lina stands 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 Utterances 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 practicing everyday.

- The word “me” as an object

*“Actually, this is a good lesson for me. I never care about what I eat.” (Table Utterances E 13.13)*

The context: In the sentence above there was deixis word “me” refers to Dayu and uttered by Dayu. It is the word “me” based on the speaker’s position as an object in the sentence. She talked with her friends that visited her because she is having diarrhea.

#### A.2. The first plural of person deixis

- The word “we” as a subject

*“Yes we can, so we do not need a lot of money to make a wall magazine. What we need is hard work.” (Table Utterances B 6.6)*

The context: There is the deixis word that had been uttered by Lina was The referent meaning of person deixis “we” were Lina and her friends, because they were involved in the discussion process together about setting up a wall magazine. She gives suggestion in the discussion.

- The word “us” as an object

*“I think they will be happy to help us start our wall magazine.”*

*(Table Utterances B 21.21)*

The context: The word “us” that uttered by Udin as object refers to Udin and his friends, because he were involved in the discussion about setting up a wall magazine with his friends.

- The word “our” as possessive

*“I think we should start our wall magazine now.”*

*(Table Utterances B 1.1)*

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 friends. The pronoun of the word “our” above is kind of inclusive where this pronoun refers to speaker and addressee.

### B.1. The second singular of person deixis

- 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 too.”*

*(Table Utterances A 4.4)*

The context: Base on the sentence above, there also the word “you” that used by one of Lina’s female friends herself to point someone. Here the word “you” referred to someone and the addresses. The word “you” was refers to Lina who a person identified as the addressee or the second person deixis in the conversation. This was observable in the conversation between Lina and one of Lina’s female friends. Therefore, the word “you” here referred to the Lina as the addressee.

- The word “your” as a possessive

*"Great. Your cookies are very popular, now."*

*(Table Utterances 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 that uttered by Lina.

## B.2. The second plural of person deixis

*“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 Utterances E 14.14)*

- The word “you” as a subject or an object

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 his 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 into anaphora. This type of reference was Anaphora reference because it represents the addressee based on the context of utterance. The anaphora was used to introduce someone or something that already mention before and also to show cohesive relationship between sentences.

## C.1. The third singular of person deixis

- The word “he” as a subject

*“Where is Edo? Usually **he** comes earlier than me.”*

*(Table Utterances F 7.7)*

The context: The word “he” refers to Edo that uttered by Dayu as a speaker and Lina as a addressee. In the class, Dayu ask to Lina about Edo who did not come to the study-group meeting in that day.

- The word “him” as an object

*“I can’t come to the phone now, Mom. I’m mixing the flour and the eggs for the pastry. My hand is full of dough. Please tell him, I’ll call him back soon.” (Table Utterances F 9.9)*

The context: The word “him” refers to Beni where the situation is Beni’s calling to Lina, but Lina who is in kitchen at that time cannot come to the phone, because her hand is full of dough. Its word uttered by Lina as a speaker and the addressee is her mother. And its word is anaphora reference because it represents object that already mention before and also to show cohesive relationship between sentences.

- The word “his” as a possessive

*“He cannot come to the study-group meeting today. He’s helping his father fixing the fence of his house.”(Table Utterances F 8.8)*

The context: The word “his refers to Edo that uttered by Lina as a speaker to answer Dayu’s question. Lina explained to Dayu about why Edo cannot come to study-group meeting in that day.

- The word “she” as a subject

*“I don’t think we can see her now. She is in the staff meeting.”*

*(Table Utterances B 15.15)*



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 addressee. Dayu and her friends talking about Mrs. Tini to ask for help them to 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 Utterances E 11.11)*

The context: the word “it” refers to the taste guava’s leaves and it is as the object in the utterance that uttered by Dayu as a speaker to Udin who is her friend as the addressee. This type of reference was Anaphora reference because it represents object based on the context of utterance that was used to introduce 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.

## C.2. The third plural of person deixis

- The word “they” as a subject

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

The context: The word “they” refers to two references. 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 as the 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 questions. I think they will be happy to help us start our wall magazine."*

(Table Utterances 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 his 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 Utterances 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 participant 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.

#### 4.2.2. Spatial Deixis

- The word “here”

*“That’s a good idea. The closest drug store is quite far from here.” (Table Utterances E 9.9)*

The context: the spatial deixis word used by Dayu in this section was the word “here” and it was classified as spatial deixis which had a relative location of people and things was being indicated in the speech event. The word “here” also called as adverb of place used for near 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 Utterances 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 indicates as adverb of place, which was location of people and things, was being indicated 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 also had a reference type as the chataphoric reference, where the deixis word had been told on the first sentence, before the referent meaning.

- 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 Utterances A 1.1)*

The context: In the sentence above there was a deixis word “this” used by a teacher as a speaker to Lina as an addressee. It is categorized as the spatial deixis, which had a relative location of people and things was being indicated. The word “this” also can be called demonstrative pronouns and it can mean that the objects close from the speaker’s location (proximal). The word “this” refers to the class that the place where Lina and her teacher occur that uttered by the teacher. The teacher stands in front of the class with Lina, to informed her students in that class about Lina competition.

- The word “that”

*B: “Wow, that looks nice! What is it called? Is that made in Indonesia?” (Table Utterances J 2.2)*

The context: the word “that” refers to an Angklung where a people that 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 tourists from another country. The people A showed his gift that was given by his friends from Indonesia to the people B, and the people B interested of it, and ask to the people B about an Angklung.

#### 4.2.3. Temporal Deixis

- 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 came out.” (Table Utterances 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 utterances 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 Utterances 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 friends come to 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 utterance above, there is the word deixis “next month” that referred to the time when the activity of the storytelling competition in the school. The word “next month” here used to show the situation in the future time. The word “next month” had interpretation of knowing the relevant utterance time of an event. Its word uttered by Teacher as a speaker to Lina as the addressee.

#### 4.2.4. Discourse Deixis

- “That’s a good idea. The closest drug store is quite far from here.” (Table Utterances E 9.9)

The context: The phrase “that’s a good idea” that uttered by Dayu as a speaker and its 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.”  
(Table Utterances H 15.15)

The context: The phrase “Thas’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 prhase and word discourse deixis above was uttered by Beni as a speaker to his friends as the addressee. They are talking about their friends namely Riri who live in the orphan.

#### 4.2.5. Social Deixis

- “I hope so too, Mam. Yes, I’ll do my best.”  
(Table Utterances 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 Utterances 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 a wall magazine. Its phrase refers to their English teacher in the school and 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 diarrhea. Have you taken any medicine yet?” (Table Utterances 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 V

### CONCLUSION AND SUGGESTION

After analyzing and interpreting the obtained data in the previous chapter, this chapter presents two section conclusion and suggestion, as the final result and the last part of this research entitled *An Analysis of Deixis in Students' English Textbook "Think Globally Act Locally" for Grade IX of Junior High School*. The conclusion in this research is as the answer based on the formulated research question, and suggestion are intended to given information to the researchers who are interested in doing similar research.

#### 5.1 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 nine of Junior 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 nine 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 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.

## 5.2 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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