An Analysis of Deixis Found in Student English Textbook When English Rings a Bell for the Eight Grade of Junior High School

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ARTICLE INFO	ABSTRACT
Article history: Received 15 March 2024 Revised 25 April 2024 Accepted 15 May 2024	The aims of this research were to determine the the type deixis and the most dominating type of deixis found in students' English Textbook For The Eight Grade of Junior High School. The design of this study is descriptive qualitative method. The source of data of this study was the conversations contained deixis found in students' English Textbook "When English Rings A Bell" For The Eight Grade of Junior High School. The technique of collecting data used by the resercher was observation with technique of taking note techniques. The data was analyzed By applying the theory of creswell (2007) and to classifying the types of deixis use the theory of Yule (1996). The results show that there were three types of deixis found in students' English Textbook "When English Rings A Bell" for the eight grade of Junior High School, namely person deixis, spatial deixis, and temporal deixis. There were a total of 472 deixis data that contained deixis. Among them there were person deixis was 389 data and has a percentage of 82,41%, spatial deixis was 37 data and has a percentage of 7,84% and temporal deixis was 46 data and has a percentage of 9,75%.
Key Word	
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INTRODUCTION

Linguistics is the study of language, including its structure, function, evolution, and use. Linguistics not only examines language as a formal system, but also examines how language is used in the context of daily life, social interaction, and human thought processes. It covers various aspects of language, including phonology (the sounds in language), morphology (word structure), syntax (sentence structure), semantics (the meaning of words and sentences), and pragmatics (the use of language in a communicative context). This research will focus more on the study of pragmatics (Sundari, 2021; Viahapsari & Parmawati, 2020).

Pragmatics is a branch of linguistics that studies the external structure of language meaning, namely how the language unit is used in communication. Pragmatic has several parts, one of which is Deixis. There are various factors related to language to take into consideration when communicating. For instance, in our daily communications, we frequently use terms like "he," "you," "sir," "doctor," "teacher," "here," and "there." The intention is to make a point. They can refer to all of these terms as deixis (Sasmita et al., 2018; Setiakawanti & Susanti, 2019).

According (Raputri, 2022) deixis is closely related to the speaker's context when looking at an object through deictic relations. The concept of deixis is directly derived from the designation of something in context. Deixis is a study that shows or points to something through language that can be used in oral or written speech. Deixis is a deictic expression that depends on the speaker and receiver sharing a spatial and face-to-face context with oral interaction. To help readers understand a sentence, Deixis shows significant meanings as stated by speakers. It implies that for readers to get meaning from a text, it will be better if the readers understand deixis. Furthermore, because certain words in a language cannot be immediately interpreted, readers might need to read multiple text discourses to understand the actual meaning of a word or phrase.

According to (Bhattacharya, 2019) deixis is divided into three types, the first is person deixis, the second is spatial or location deixis, and the third is temporal or time deixis. Person deixis is a deixis that refers to the speaker who appears in a sentence. Person deixis is divided into 3 parts, namely first person, second person, and third person. Then temporal deixis, which refers to the time of the speaker or speech in a sentence, such as, tomorrow, today, yesterday, and others. Then spatial deixis which is relative to the location where the speaker is in a sentence, fo r example, here, there, that, at home and others.

(Fuh, 2024) In this study, researcher was interested in examining the eighth grade English book themed "When English Rings a Bell" as an interesting research object from the deixis review because in understanding English, text is needed so that readers can understand what was read. (Sundari, 2021) This eighth grade English book was a book based on the 2013 curriculum and is still used by some schools in Indonesia, and there were many deixis found in this book, making researcher interested in analyzing the deixis in the book.

In English, this research can help the readers in understood the meaning in a sentence. So that the meaning contained in the text can be understood. In English, there were also several pointers to words such as object, subject, time, and place. So that with research on deixis, it made it easier for readers to interpreted a sentence. Based on the following background, researcher was

interested in conducting research with the title An Analysis of Deixis Found In Students' English Textbook "When English Rings A Bell" For The Eight Grade of Junior High School.

RESEARCH METHODE

The method used in this research is the descriptive qualitative method. This method used in analyzing the deixis found in the eighth-grade junior high school English book "When English Rings a Bell". (John W. Creswell, 2014; Syahrum, 2015) explained that qualitative descriptive research displays the results of analysis in the form of words, not numbers. As a result, the researcher's approach for this study was descriptive qualitative. The data were gathered, and examined, and a word-by-word conclusion was reached. The information is presented in the form of sentences that have gone through descriptive analysis based on the deixis category and the most commonly found in English textbooks.

(Huberman & J, 2014) In the data collection, the researcher collected the deixis data used in the English textbook of junior high school grade eight, and the steps were as follows :

1. The researcher was looking for English textbooks for eighth-grade class in Junior High School.
2. The researcher copied and got the soft file of the English textbook for eighth-grade class in junior high school.
3. The researcher used the advanced observation technique with the technique of taking notes. This method was done by carefully observing the form of deixis in each deixis found. The researcher read three or more times to understand the whole English textbook for eighth-grade junior high school class.
4. The follow-up process after collection was sorting the data. The data was sorted into utterances that contained deixis and those that did not contain deixis.
5. After that, the researcher identified the utterances based on the types of deixis, namely: (1) personal deixis, (2) spatial deixis, and (3) temporal deixis.
6. The researcher analyzed the data of deixis usage in the English textbook of junior high school.
7. Concluded the result of the analysis.

RESULT AND DISSCUSSION

The data were analyzed to answer the prviously mentioned questions. In this section, the researcher analyzed all the data to determine the types of deixis found in the students' English textbook 'When English Rings A Bell' for the eight grade of junior high school and the most dominat deixis found in the students' english textbook.

After analysis of the data obtained in this study. It can be shown the finding that 472 words that contained deixis from English textbook 'when English Rings A Bell' and the researcher analysis three types of deixis were found in sudents book, they are person deixis 389, spatial deixis 37, and temporal deixis 46. The researcher presented the result all of the data anlysis of deixis in the table 5 below :

Table 1.
The Total Number Of Deixis Used in Students' English Textbook

No.	Types of deixis	Frequency	Percentage
1.	Person Deixis	389	82,41%
2.	Spatial Deixis	37	7,84%
3.	Temporal Deixis	46	9,75%
	Total	**472**	**100%**

Type Of Deixis

Person Deixis

Person deixis is used to person. Person deixis divided into three namely,first person deixis, second person deixis, and third person deixis.

Table 2.
Person deixis in the students' English textbook 'When English Rings A Bell'

Person deixis			
No		Deictic Word	Frequencies
1.		I	93
2.	First singular of person deixis	Me	15
3.		My	23
4.	Reflexive pronoun of person deixis	Myself	1
5.		We	34
6.	First plural of person deixis	Us	5
7.		Our	12
8.	Second singular of person	You	79
9.	deixis	Your	17
10.	Third singular of person	She	24

11.	deixis	He	18
12.		It	34
13.		Everybody	3
14.	Third plural of person deixis	They	10
15.		Them	11
16.	Possessive adjective of person	Her	7
17.	deixis	His	1
18.	Reflexive pronoun of person	Himself	1
19.	deixis	Herself	1

First singular of person deixis

The word 'I' as subject pronoun

*"**I'm** so sorry, Ma'am. Yes, **I** am."* (Page 6)

The deictic word in this sentence is represented by the word 'I'. The deictic word 'I' denotes first person deixis. It is categorized as a subject pronoun and refers to Dayu, who uttered it as the speaker. She responded to the teacher, who had reprimanded her and asked her to be ready to use English in their class, and she was ready for it.

The word 'me' as object pronoun

*"Udin, do you think Edo is angry with **me**?"* (Page 9)

The deictic word 'me' denotes first person deixis. It is categorized as an object pronoun and refers to Lina, who uttered it as the speaker. She talked to her friend Udin and asked him if Edo was angry with her.

The word 'my' as possessive adjective

*"Of course. You are one of **my** best friends. Don't forget to wear a T-shirt, ok* (Page 47)

The deictic word 'my' is categorized as a possessive adjective and is interpreted as belonging to the speaker. It refers to one of the speaker's best friends, Beni. She invited him to her birthday and reminded him to wear a T-shirt.

The word 'myself' as reflexive pronoun

*"Hi, may I introduce **myself**? My name is Udin.*(Page 3)"

The deictic word 'myself' is categorized as a reflexive pronoun and refers to Udin, who uttered it as the speaker. He tried to introduce himself to his classmates.

First plural of person deixis

The word 'we' as subject pronoun

*"Right. From now on **we** will use English in the English class. Everybody, what do you think? Are you ready?"* (page 5)

The deictic word in this sentence is represented by the word 'we'. The deictic word 'we' denotes first person deixis. It refers to the teacher and students in the class, uttered by the teacher as the speaker. She asked her students to use English in their English class.

The word 'us' as object pronoun

*"Only both of **us** will clean the classroom."* (page 14)

The deictic word in this sentence is represented by the word 'us'. It refers to Edo and his friend, uttered by Edo as the speaker. He said that both of them would clean the class.

The word 'our' as possessive

"What do you think of our classroom ?" (page 12)

The deictic word in this sentence is represented by the word 'our'. It refers to the boy and his friend, uttered by the boy as the speaker. He asks his friend about her class.

Second plural of person deixis

The word 'you' as subject and object

*"Will **you** sing an English song in Miss Nani's birthday? I know **you** can."* (Page 21)

The deictic word in this sentence is represented by the word 'you'. The deictic word 'you' denotes second person deixis. It refers to Lina, uttered by Udin as the speaker. He asked Lina to sing an English song, and he believed that she could.

The word 'your' as possessive

*"Are you sure we should wear a T-shirt to **your** party??"* (Page 47)

The deictic word in this sentence is represented by the word 'your'. The deictic word 'your' denotes second person deixis. It refers to Lina's birthday party, uttered by Beni. He asked Lina about the T-shirt they should wear to her birthday party.

The Third singular of person deixis

The word 'she' as subject

*"I think **she's** smart, but **she** is a bit talkative."* (Page 12)

The deictic word in this sentence is represented by the word 'she'. The deictic word 'she' denotes third person deixis. It refers to Sita, uttered by the boy to the girl in the conversation. The woman said that Sita was smart and a bit talkative.

The word 'he' as subject

*"Do you think **he** remembers the story **he** has to tell? **He** hasn't said a word."* (Page 10)

The deictic word in this sentence is represented by the word 'he'. The deictic word 'he' denotes third person deixis. It refers to the boy, uttered by the girl in the conversation. The woman said that Sita was smart and a bit talkative. The word 'it' as noun

"***It's*** *very dirty, Ma'am. Some people don't care."*(Page 10)

The deictic word in this sentence is represented by the word 'it'. The deictic word 'it' denotes third person deixis. It refers to the classroom, uttered by Udin in the conversation. Here, the teacher asked about the classroom, and Udin said that the classroom was dirty and some people didn't care.

The word 'everybody' as subject

"***Everybody***, *may I have your attention, please?"*(page 4)

The deictic word in this sentence was represented by the word 'everybody'. The deictic word 'everybody' denoted third person deixis. It referred to the students, uttered by the teacher in the conversation. Here, the teacher asked for the students' attention."

Third plural of person deixis

The word 'they' as subject pronoun

"*Are Dini and Dani really twins?* ***They*** *don't look like twins."* (Page 120)

The deictic word 'they' denotes third person deixis. It refers to Dini and Dani, uttered by the girl in the conversation. Here, the girl looks at Dini and Dani, and then she says to her friend that they don't look like twins.

The word 'them' as subject pronoun

"*They are toy cars. I collected* ***them*** *when I was in elementary school. I do not collect toy cars now. I''m going to give* ***them*** *to Ucok, my younger cousin."* (Page 143)

The deictic word in this sentence is represented by the word 'them'. The deictic word 'them' denotes third person deixis. It refers to the toy cars, uttered by the boy in the conversation. Here, his friend asked about what he carried, and then the boy said that he carried toy cars.

Possessive adjective of person deixis

The word 'her' as possessive adjective

"*Of course. Let's walk together to* ***her*** *house"* (Page 49)

The deictic word in this sentence is represented by the word 'her'. The deictic word 'her' denotes third person deixis. It refers to Lina, uttered by Edo in the conversation. Here, Edo invited Beni to Lina's house for her birthday.

The word 'his' as possessive adjective

"*Okay. Now let's help Edo write* ***his*** *experience in a good order."*(Page 169)

The deictic word in this sentence is represented by the word 'his'. The deictic word 'his' denotes third person deixis. It refers to Edo, uttered by Lina in

the conversation. Here, Lina asked Udin and Edo to help him write his experience.

Reflexive pronoun of person deixis

The word 'himself' as reflexive pronoun

"Hey, that's Edo's jacket. He just bought it for **himself***."*(Page 60)

The deictic word in this sentence is represented by the word 'himself'. The deictic word 'himself' denotes third person deixis. It refers to Edo, uttered by the boy in the conversation. Here, the boy talked with Siti and said that the jacket Siti wanted to wrap was Edo's jacket, and he had just bought it.

The word 'herself' as reflexive pronoun

"She also laughed at **herself***. Then she changed her clothes, and went back to bed! My naughty sister!"* (Page 187)

The deictic word *'herself'* denotes third person deixis. It refers to Dina that uttered by the girl in the conversation, here the girl talked with her friend, the girl said Dina laughed at herself, because nobody come to school and she realized it was Saturday, so she change her clothes and went back to bed.

Spatial deixis

Spatial deixis is relative to the location of the speaker. Simply spatial deixis referes to an indication the speaker's location or the location indicated by the speaker in a sentence.

Table 3.
Spatial Deixis in the Students' English Textbook 'When English Rings A Bell'

Spatial Deixis		
No	Deictic Word	Frequencies
1.	Here	4
2.	There	7
3.	Outside	1
4.	House	1
5.	Classroom	5
6.	Library	1
7.	The yard	1
8.	at school	2
9.	at home	1
10.	Home	6
11.	School	5
12.	on the floor	1
13.	Hospital	1

14.	emergency room	1

The word 'here'

"Sure. Cut it into two, please. Here are the scissors." (Page 60)

The word "here" was uttered by the girl in the conversation with her friend. This word is indicate as an adverb of place, referring to the location of people and things, used for near distance. The word "here" refers to the scissors that were used by the girl; here, the boy wants to use the scissors to wrap his gift.

The word 'there'

"Yeah.There will be some outdoor games" (Page 47)

The word "there" was uttered by Lina in the conversation with Beni. This word was indicated as an adverb of place, referring to the location of people and things, used for distant locations. The word "there" refers to the party that had been mentioned by Lina. It was Lina's birthday party.

The word 'outside'

"Udin, let's go out. Don't be lazy. Get up and have some exercise outside." (Page 53)

The word "outside" was uttered by the boy in the conversation with Udin. This word was indicated as an adverb of place, referring to the location of people and things, used for far distances. The word "outside" above refers to outside the classroom; the boy asked Udin to go out to have some exercise.

The word 'classroom'

"Udin, what do you think of your classroom?" (Page 10)

The word "classroom" was uttered by the teacher in the conversation with Udin. This word was indicated as a noun referring to a location where people and things are situated. The word "classroom" above refers to the location that is near to them. Then, the teacher asks for Udin's opinion about the classroom.

The word "at school"

"But now I never play marbles anymore. I have so many things to do at home and at school. Did you play marbles too?" (Page 143)

The word 'at school' was uttered by the boy in the conversation with his friend. This phrase was indicated as an adverbial phrase denoting a location where people and things are situated. The phrase 'at school' above refers to the location that is near to them. The boy said that he never plays marbles because he has many things to do at school.

The word "home"

"No. He is sick. He caught the flu yesterday. He walked home when it was raining hard." (Page 144)

The word "home" was uttered by the boy in the conversation with the teacher. This word was indicated as an adverb of place, referring to the location

where people and things are situated. The word "home" above refers to the location that is near to them. Here, the teacher asked her student about Edo, and the boy said that Edo was sick because he walked home when it was raining.

The word "school"

"No! It is my breakfast. I did not have breakfast before I went to this morning to school I woke up at six because I went to bed very late last night. I did my homework until ten." (Page 144)

The word "school" was uttered by the girl in the conversation with her friend. This word was indicated as a noun referring to a location where people and things are situated. The word "school" above refers to the location that is near to them. Here, her friend asked the girl if she was going to eat her lunch. Then, the girl said that it was her breakfast because she went to bed very late.

The word "on the floor"

"We went there quickly, and we found her on the floor. she just fell. She could not move her hands and her legs. At 10.30, my parents and I took Mrs. Wayan to hospital." (page 183)

The phrase 'on the floor' was uttered by the boy in the conversation with his friend. This phrase was indicated as a prepositional phrase denoting a location of people and things. The phrase 'on the floor' above refers to the location of the woman named Mrs. Wayan, as told by the boy to his friend. Here, the boy said that they found the woman on the floor in her house.

The word "hospital"

"We went there quickly, and we found her on the floor. she just fell. She could not move her hands and her legs. At 10.30, my parents and I took Mrs.Wayan to hospital." (page 183)

The word *"hospital"* uttered by the boy in the conversation with his friend. It word was indicated as adverb of place which was location of people and things. The word *"hospital"* above refers to the location where the boy will go with his parents, where they will take Mrs.Wayan to the hospital.

The word "emergency room"

"My father and I sat in the front seats. In the back seats, my mum was holding Mrs. Wayan. In the emergency room, a doctor examined her." (page 183)

The word *"emergency room"* uttered by the boy in the conversation with his friend. It word was indicated as adverb of place which was location of people and things. The word *"emergency room"* above refers to the location where Mrs. Wayan would be examined by the doctor because she had fallen in her house.

The word "library"

"Siti, can you return the book to the library for me, please?" (Page 21)

The word *"library"* uttered by the boy in the conversation with his friend Siti. It word was indicated as adverb of place which was location of people and things. The word *"library"* above refers to the location that the boy asked his friend to go to, namely Siti, where he wanted to ask her to return the book.
The word "yard"
"Siti, let"s join the boys in the yard." (Page 53)

The word *"yard"* uttered by the girl in the conversation with his friend Siti. It word was indicated as adverb of place which was location of people and things. The word *"yard"* above refers to the location where the girl wants to invite her friend Siti to join with the boys

CONCLUSION

After reading and and indentifying the English textbook , the researcher made conclusion. Based on the data finding and analysis the types of deixis found in students' English textbook "When English Rings a Bell" for the eighth grade, the resercher conlcuded that : Deixis is included in pragmatics. Deixis is a study that shows or points to something through language that can be used in oral or written speech. There are 3 types of deixis they are person deixis that refers to the speaker who appears in a sentence, spatial deixis that is relative to the location of the speaker, and temporal deixis that is show both the time couincoiding with the speaker's time in speech.

The source of data of this study is the students' English textbook "When English Rings a Bell" for the eighth grade in chapter I with title "It's English time", chapter II with title "We can do it, and we will do it", chapter IV with tittle "Come to my birthday, please!", chapter VIII with tittle "What are you doing?", chapter IX with tittle "Bigger is not always better", chapter X with tittle "When I was a child" , and chapter XI with title "Yes, we made it!"

There were 180 data that contain deixis. The finding of this study, there are 472 total of deixis found in the English textbook "When English Rings a Bell", were person deixis 389 words (82,41%), spatial deixis 37 words (7,84%), and temporal deixis 46 words (9,75%). From the book, the most dominant type of deixis used in students' English book was person deixis which amounted to 389 (82,41%) words.

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