

CHAPTER I

INTRODUCTION

A. Background of The Study

Language is not only a tool for conveying information but also a medium through which social interaction is constructed. In this regard, pragmatics as the study of meaning in context plays a critical role in understanding how language functions in real communicative settings.¹ One key component of pragmatics is deixis, which refers to linguistic expressions used to "point" to people, places, or times based on the speaker's context.²

In everyday communication, deixis is naturally embedded in both spoken and written language. In the context of English Language Teaching (ELT), deixis becomes an important linguistic tool that supports clarity, relevance, and engagement in classroom interactions.³ As a prospective English teacher, the researcher realized that many aspects of communication in the classroom go beyond grammar and vocabulary. One of the subtle but crucial elements is how teachers refer to people, places, or time during instruction—

¹ Stephen C Levinson, *Pragmatics* (Cambridge university press, 1983); George Yule, *The Study of Language, Cambridge University Press*, 4th ed., vol. 11, 2010, http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TE_RPUSAT_STRATEGI_MELESTARI.

² George Yule, *Pragmatics* (Oxford university press, 1996).

³ Peter Grundy, *Doing Pragmat. 4e, Doing Pragmatics 4e*, 3rd ed. (Hodder Education, 2008).

something known in linguistics as *deixis*. Teachers often use person deixis (e.g., I, you), spatial deixis (e.g., here, there), and temporal deixis (e.g., now, yesterday) to direct attention, manage discourse, and build rapport with students.⁴

However, the use of deixis in teaching contexts is often unconscious and rarely examined in depth, particularly in live classroom interactions. Studies such as Rebong & Handayani (2023), Ritonga (2023), and Panuntun (2020) have analyzed deixis in movies, speeches, and student writing, but little attention has been paid to its role in direct pedagogical communication, especially within the dynamic setting of real-time teaching.⁵

This becomes particularly relevant in the context of tenth-grade English instruction, where students are in a transitional phase of developing more advanced language skills. Teachers' effective use of deixis can enhance students' understanding by anchoring abstract language in concrete classroom realities.⁶ At this stage, the need for clarity and engagement in teacher talk is especially crucial.

⁴ Yule, *Pragmatics*; Levinson, *Pragmatics*.

⁵ Natalia Rebong and Nurma Dhona Handayani, "Deixis Analysis Found In 'Bird Box' Movie," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 11, no. 1 (2023): 686–691; Maimunah Ritonga, "Person Deixis in Joko Widodo's Speech: A Pragmatic Analysis," *Journal of Applied Linguistics* 3, no. 1 (2023): 20–25; Ida Ayu Panuntun, "Deixis Analysis on Writing About Past Experience by Economic Students," in *Pekalongan University Education Scientific Conference*, vol. 1, 2020, 106–109.

⁶ Cut Gebriana Rahmatika and Andri Wardana, "An Analysis of Speech Acts Used By English Teacher At," *English Education Journal* 15, no. October (2024): 243–254; Jan Renkema and Christoph Schubert, *Introduction to Discourse Studies* (John Benjamins Publishing Company, 2004).

Moreover, this study is conducted in MA Al-Rahmah, an Islamic boarding school where students and teachers engage in frequent, intensive interaction. The pesantren context emphasizes not only academic success but also meaningful social relationships, making the appropriate use of contextual language including deixis essential for communicative success⁷.

By identifying how deixis is used and what referent meanings it carries in teaching, this study seeks to fill the gap in deixis-related research within the classroom discourse domain. The findings are expected to contribute to the development of pragmatic strategies in ELT and to inform teacher training in communication-based pedagogy.

B. Focus of The Study

This study specifically examines the use of deixis in the English utterances produced by a teacher during classroom interactions. The analysis focuses on three types of deixis; person deixis, spatial deixis, and temporal deixis, as well as the referential meaning conveyed by these deixis forms, all of which were identified during the teaching and learning activities in an offline class at MA Al-Rahmah. The researcher obtained formal permission to conduct the study in class X MIA A with one of the English teachers, referred to by the initial Mrs. R. The theoretical framework for this research is based on George Yule's (2017) classification of deixis types. Data were collected from the

⁷ S Rahmawati, "The Role of Contextual Language in Islamic Boarding School Classroom Discourse," *Indonesian Journal of English Language Teaching and Applied Linguistics* 5, no. 1 (2021).

teacher's spoken discourse during classroom discussions involving exercises. Although the material served as a medium for communication between the teacher and students, the research exclusively focuses on the teacher's utterances to analyze the types of deixis employed, rather than on the content of the material itself.

C. Formulation of The Problem

In this study, the researcher aims to investigate the following research questions:

1. What types of deixis are used by the English teacher in the tenth grade of MA Al-Rahmah?
2. What are the referent meanings of the deixis used by the English teacher in the tenth grade of MA Al-Rahmah?

D. The Objectives of The Study

The specific objectives of this study are as follows:

1. To identify the types of deixis used by the English teacher in the tenth grade of MA Al-Rahmah.
2. To analyze the referent meanings of the deixis used by the English teacher in the tenth grade of MA Al-Rahmah.

E. Benefits of The study

1. Teoretical

- a. This research provides empirical data on the use of deixis in classroom interactions, especially within the context of English language teaching.
- b. This research is intended will serve as a knowledge base for future researchers studying the same subject.

2. Practical

- a. The findings help English teachers understand how to use deixis effectively during instruction.
- b. This research also anticipated will inspire readers who are considering deixis studies.

F. Clasification of the Term

Some of these terms are important to describe research related to the title “Exploring the role of deixis in english language teaching” ;

1. Pragmatics

The study of what speaker mean or speaker meaning.⁸

2. Deixis

Deixis refers to "pointing" through language, which means using linguistic expressions to indicate person, place, and time⁹

⁸ Yule, *The Study of Language*, vol. 11, p.148 .

⁹ Yule, *The Study of Language*, vol. 11, p.130.

3. English Language Teaching (ELT)

English Language Teaching (ELT) refers to the practice and methodology of teaching English to learners whose first language is not English. It encompasses the teaching of English as a second language (ESL) or as a foreign language (EFL), depending on the learners' linguistic and cultural context.

4. Classroom Interaction

Classroom interaction refers to the communication between teachers and students during the learning process.

G. Organization of Writing

The structure of this study is organized into five main chapters, as outlined below:

Chapter I (Introduction) Provides an overview of the study, including the background of the research, formulation of the problem, research objectives, significance of the study, definitions of key terms, and the overall structure of the thesis.

Chapter II (Literature Review) Discusses the theoretical foundation relevant to the research. It includes a review of related literature on pragmatics, speech acts, deixis (including its definition, types, and functions), reference, and context. The primary theoretical framework used for data analysis George Yule's theory of deixis is also presented.

Chapter III (Research Methodology) Describes the research methodology employed in the study. It explains the research design (descriptive qualitative), the subjects and setting of the study, data collection techniques (such as observation, recording, and transcription), research instruments, and the data analysis method. Data analysis is based on the interactive model of Miles, Huberman, and Saldana, which includes data condensation, data display, and drawing/verifying conclusions.

Chapter IV (Research Findings and Discussion) Presents the results and interpretation of the study. It includes the types and frequency of deixis used by the English teacher, as well as an analysis of the referential meaning of each deictic expression.

Chapter V (Conclusion and Suggestion) Summarizes the main findings of the research, draws conclusions, and provides suggestions for future research or practical applications in the field of language education and pragmatics.a