

THE USE OF DEIXIS ON THE ENGLISH TEXTBOOK IN AN EFL CONTEXT

Jauffillaili*, Imroatul Azizah, Turini Erawati
Universitas Swadaya Gunung Jati, Cirebon, Indonesia

*Corresponding author: jauffillaili@ugj.ac.id/fillihidayat@gmail.com

Abstract

This study aims to analyze pragmatic deixis in descriptive texts in 7th grade English textbooks. Deixis is an important part of pragmatics which deals with the use of language in certain contexts and situations. The purpose of this study is to identify the types of deixis used in descriptive text and determine the dominant type of deixis as well as knowing the reason why one type of deixis becomes the dominant type in the grade 7 English textbook of Merdeka curriculum in the descriptive part of the text. The research method used is a qualitative descriptive analysis of descriptive texts in grade 7 English textbooks. The data were collected by reading and examining the descriptive texts in the textbook. The results show that there are various types of deixis used in the descriptive text, including personal deixis, temporal deixis, and spatial deixis. However, the dominant type of deixis in the descriptive texts is personal deixis with 41 deixis, while place deixis amounts to 39 deixis, with time deixis 11, Deixis, social deixis 5 deixis, and discourse deixis there are 2 deixis, with a Total of 98 deixis.

Keywords: Pragmatics, Deixis, Descriptive Text, Textbook

INTRODUCTION

In the realm of daily communication, particularly within the social context, language serves as a pivotal tool for human interaction, connecting individuals to one another (Handayani, 2015). In this research that covers 7th grade students in textbook learning, for students' understanding of a meaning, it also affects the psychology of students including in the psychology of children's reading development so as not to misunderstand. It can also be connected in student psychology on affective factors leading to psychological factors that can determine the success or failure of learning objectives. Success or failure of learning objectives. Descriptive text is one of the more interesting texts for students ranging from 7-14 years old and helps in facilitating their understanding. Therefore, to clarify the meaning of a language in conversation or writing, learning knowledge is needed, such as deixis, the study of the meaning of an utterance so that there is no misunderstanding of a meaning. Deixis can be used in all aspects. In this research, deixis is conducted on descriptive text in 7th grade English textbook by using Levinson's theory.

Deixis, a crucial aspect of Pragmatic science, plays a pivotal role in directing meaning in speech to ensure proper comprehension by readers. Understanding deixis enables accurate interpretation of meaning. The concept of deixis involves words or phrases that change meaning based on the speaker, time, or place. For instance, terms like "He," "She," and "Here" are used to indicate specific references. English textbooks serve as valuable

resources for deixis exploration, especially in grade 7. This research delves into the analysis of deixis in descriptive texts within grade 7 English textbooks, focusing on its significance and influence on comprehension.

Scope and Limitation

This study concentrates on deixis words present in the reading section of grade 7 English textbooks. The research excludes other sections of the textbooks and employs non-participant observation to gather information.

Formulation of the Problem

The study seeks to answer the following questions:

1. What is the predominant type of deixis used in the reading texts of grade 7 English textbooks?
2. Why does this type emerge as the dominant one?

Object of Study

The research aims to:

- 1) Identify the primary types of deixis in grade 7 junior high school English textbooks titled “ENGLISH STARTER” under the Merdeka curriculum.
- 2) analyze the contextual use of deixis in these textbooks.

Significance of Study

This study contributes to clarifying the function of deixis in resolving confusion, ambiguity, and misunderstanding in speech, both spoken and written. It benefits future researchers by providing useful information and answering their queries. Moreover, it holds significance in the field of education by enhancing the standard of English textbook content, making this research accessible to educators seeking insights in the realm of education.

LITERATURE REVIEW

Previous studies on deixis analysis in various textual forms have shed light on the significance of deixis in conveying meaning and shaping communication. Egi Raputri's research on SMP textbooks (“Pragmatics Study On Deixis Analysis In Narrative Texts In A Textbook of SMP Nasima Semarang”) investigated deixis occurrences in narrative texts, revealing that persona deixis dominated the text. It was found that the third person category was the most frequently used type of persona deixis.

Resti Nur Setiakawanti and Elsa Susanti explored deixis in Jakarta sport articles (“ANALYSIS PRAGMATIC STUDY ON DEIXIS IN THE ARTICLES JAKARTA

SPORT”), discovering that persona deixis accounted for a significant percentage, with the second person deixis being the most dominant. They identified spatial and temporal deixis as well, emphasizing the relevance of deixis types in articles. Wiwiek Sundari's analysis of deixis in the novel “Ketika Cinta Bertasbih” (“An Analysis of Deixis in the Novel of ‘Ketika Cinta Bertasbih 1’ by Habiburrahman El-Shirazy”) highlighted the dominance of personal pronoun deixis, given the central role of characters in shaping the narrative. Additionally, place, time, discourse, and social deixis were observed, all contributing to the overall meaning of the novel's content.

In the current study, the focus is on deixis analysis in grade 7 English textbooks, specifically within descriptive texts in the reading section under the Merdeka curriculum. Unlike the

previous studies, this research hones in on educational contexts, aiming to contribute to the understanding of deixis within the realm of English education.

The theoretical framework is built upon the concepts of pragmatics, deixis, reference, and context. Pragmatics explores the use of language in practical contexts, while deixis involves the linguistic encoding of context features. Reference establishes the link between language and nonlinguistic elements, and context provides the environment for language use. The relationship among deixis, reference, and context is crucial for meaning interpretation. Moreover, the study considers the significance of textbooks in education. Textbooks serve as key learning tools, encompassing content, presentation, language readability, graphics, safety, and other essential components that contribute to effective teaching and learning. The presence of descriptive texts within textbooks provides a platform to examine the application of deixis in an educational context.

Descriptive texts are characterized by their ability to vividly describe objects or events, allowing readers to visualize and experience the subject matter. This characteristic aligns well with the study's exploration of deixis within descriptive texts in English textbooks.

The conceptual framework outlines the research's structure, starting with descriptive texts in the 7th grade English textbook as the primary subject. The research employs a Pragmatics approach to analyze deixis usage, focusing on personal deixis, place deixis, time deixis, social deixis, and discourse deixis. The objectives are to identify the dominant type of deixis and analyze its context within the 7th grade English textbook.

The research methodology involves qualitative analysis through non-participant observation. The data source is the English textbook, and the research aims to answer two main questions: 1) What is the dominant type of deixis in the reading text of the 7th grade English textbook? 2) Why is this type dominant among other types of deixis? The research process includes steps such as understanding deixis, data collection, classification of deixis types, analysis of context, and drawing conclusions.

In conclusion, the reviewed studies emphasize the significance of deixis analysis in various textual forms. The current study bridges this understanding with the realm of English education by exploring deixis in grade 7 English textbooks. The theoretical framework underscores the relationship among pragmatics, deixis, reference, and context, while the conceptual framework outlines the research's structure and objectives. This study contributes to the discourse on deixis in educational contexts and offers insights for future research in the field of linguistic analysis within educational materials.

METHOD

Methodology

In this section, we explain the procedures and techniques used to gather, select, and analyze information in this research, aiding readers in assessing the study's overall validity and reliability.

Research Design

This research employs an observational approach with non-participant observation. The primary objective is to obtain information from the observed object. The collected data is objective, factual, and systematic, gathered from grade 7 English textbooks following the Merdeka curriculum.

Data and Data Source

Data forms the core of this research, analyzed to address research questions. Primary data sources include grade 7 English textbooks with the Merdeka curriculum. Secondary data sources encompass Deixis theory and supporting materials from various books and the internet.

Data Collection Technique

Collecting Deixis data from grade 7 English textbooks with the Merdeka curriculum involves the following steps:

1. Searching for grade 7 English textbooks with an independent curriculum.
2. Obtaining physical copies of the textbooks.
3. Observing and noting utterances containing Deixis in the reading section.
4. Grouping and analyzing Deixis data based on its types.

Data Analysis Technique

Data analysis utilizes a qualitative approach involving data management, reading, describing, classifying, interpreting, representing, and visualizing.

Through this procedure, this research aims to validate and confirm findings regarding Deixis in grade 7 English textbooks following the Merdeka curriculum.

DATA ANALYSIS AND DISCUSSION

Data Analysis

For this study, grade 7 English textbooks following the Merdeka curriculum were selected. The textbooks were procured from a local bookstore. The researcher then meticulously sorted through the textbooks to identify instances of deixis.

In the process of data collection, the researcher thoroughly read and familiarized themselves with the textbooks to ensure alignment with the research domain. Subsequently, data was extracted from the descriptive text section of the textbooks, adhering to specific criteria for sentences containing deixis. These deixis categories were categorized based on Levinson's theory, and the collected data was meticulously recorded in a notebook, organized chapter-wise.

The author systematically categorized the data by scrutinizing sentences with deixis in the available chapters of the textbooks. Special attention was given to the descriptive text section within the reading portion. The identified sentences were then documented and elucidated, highlighting the reasons for their inclusion as deixis examples.

The Dominant Types of Deixis in Descriptive Text

We now turn our focus to identifying the dominant types of deixis present in the descriptive text section of the grade 7 English textbooks. This analysis will shed light on the prevalence and significance of deixis usage within the context of the study.

Personal Deixis

Data 1 (1) Context:

The sentence conveys that the speaker, who is a guy close to the Interlocutor ("bro"), plans to return to the dormitory this afternoon. He says goodbye and says that they will meet again next month.

Sentence:

“Bro, I’m going to return to the boarding house this afternoon. Bye and see you next month”

Reason:

The sentence uses the word “I’m” which refers to the speaker himself. In the context of this sentence, “I’m” indicates the action or intention of the person speaking to return to the dormitory this afternoon. In linguistic theory, this falls under the category of personal deixis.

Personal deixis is the use of words or phrases that refer directly to the person speaking or listening. In this sentence, “I’m” indicates the first person singular (I) is speaking. The use of personal deixis like this provides information about the position and role of the speaker in the context of the conversation.

In the sentence, “I’m” functions as a contraction of “I am” which shows the first person singular pronoun (“I”) and the verb “am” which shows the state or action performed by the speaker. In this case, “I’m”

indicates that the speaker (the person speaking) has the intention or plan to return to the dormitory that afternoon. Its function as a first person singular pronoun refers to the speaker’s own self.

One of the relevant theories is the Deixis theory of American researcher and linguist, Michael A. K. Halliday. In his theory, Halliday explains deixis as one of the important aspects of language related to situational context and its influence on meaning in communication. Another approach that can be used is the theory of speech coherence from American researcher Deborah Tannen. In her theory, Tannen emphasizes the importance of understanding the relationship between language use and social context in everyday conversation. The use of personal deixis, such as “I’m,” can be seen as a linguistic strategy that reinforces the speaker’s identity and role in the conversational context.

Data 2 (6) Context:

The context of this sentence is that in this sentence, a person called “Alam” apologizes to Gilang for saying harsh words. He states that he did not mean to say those words and apologizes to Gilang and asks for forgiveness.

Sentence:

“Gilang, sorry I’ve said harsh words to you. I didn’t mean it. Please forgive me. (Alam)”

Reason:

The word “you” in the sentence is included in personal deixis because it refers directly to the person spoken to, namely Gilang. Personal deixis is used when a word or phrase refers directly to the person spoken to in a conversational context. In the sentence, “you” shows that the speaker directly directs his apology to Gilang specifically. The word “you” is used to convey the message directly to the person who is the focus of communication, namely Gilang. Thus, “you” in the sentence shows the use of personal deixis.

In the sentence, the word “you” acts as the object of the sentence. The word “you” receives the action of the speaker who apologizes, namely “I”. In the context of the sentence, “you” refers to Gilang, who is the recipient of the apology. As an object, “you” is in a position to receive action or influence from the subject, which is the apologizing speaker. “You” is also the second person pronoun, which refers to the person being spoken to, namely Gilang.

Data 3 (11)

Context:

In this sentence, the speaker wishes his mother a good morning and calls her a “true angel”. The speakers also express their gratitude for everything their mother does for them. In addition, they wish her a happy Mother’s Day as a tribute and recognition of the important role she plays in their lives.

In the general context, the sentence reflects the warm and affectionate atmosphere between the speaker and her mother, where the speaker expresses her deep love and gratitude to her mother for her care and dedication.

Sentence:

“Good morning, mom. You are my truly Angel. Thanks for everything you’ve done for us. Happy mother’s day!”

Reason:

The word “us” in the sentence belongs to the category of personal deixis. Personal deixis refers to words or phrases that refer directly to the person speaking or the person being listened to in a conversational context.

In the sentence, “us” refers to the group of people involved in the situation or conversation, including the speaker (the person speaking) and possibly other people present or involved. In the context of the sentence, “us” refers to people who are within the scope of the relationship with the letter writer, such as a family or a specific group called “us”.

For example, if the letter writer is a child and he or she Mentions “us”, then “us” can refer to himself or herself and his

or her parents or family members. In this case, “us” becomes a personal deixis because it refers to the people involved in the communication.

Thus, the word “us” in the sentence is a personal deixis because it refers to a group of people involved in a specific conversational situation or context.

The word “us” in the sentence is a form of object pronoun in English called “object pronoun”. Object pronouns are used to replace objects in a sentence. In the sentence “Thanks for everything you’ve done for us”, the word “us” is used as an object that replaces the group of people who receive actions or benefits from the person being spoken to. In the sentence, the use of the word “us” as an object pronoun helps replace the group of people who are the object of the sentence.

Place Deixis

Data 4 (2) Context:

The following sentence describes a person’s plan to return to his boarding house in the afternoon, say goodbye, and declare that they will meet again next month.

Sentence:

“Bro, I’m going to return to the boarding house this afternoon. Bye and see you next month.”

Reason:

The phrase “the boarding house” falls within the category of place deixis. The phrase is included in place of deixis for the following reasons:

1. Reference Location: “The boarding house” refers to a specific location, such as a boarding house or temporary residence for students or others. The term is used in the context of the sentence to allude to the location where the speaker will return in the afternoon.
2. Identification of Location: The phrase “the boarding house” aids in identifying the location or place where the speaker is or will return. This statement, which may be identified by the listener or reader, provides information on a specific temporary abode.

The phrase “the boarding house” offers information on the location or place that is the focus of the conversation using the word deixis. It assists the listener or reader in understanding the context in which the speaker is or

will return, resulting in more clear and structured communication. In terms of deixis, the phrase “the boarding house” can be reinforced as place deixis for the following reasons:

1. Deixis as a Linguistic Component: Deixis is one of the main branches in the study of pragmatic linguistics that studies the use and meaning of words or phrases in situational contexts. In this case, the phrase “the boarding house” is used to refer to a place that has significance in the context of the conversation. This shows that the phrase meets the criteria of deixis as a linguistic component involved in communication.
2. Location Identification: The phrase “the boarding house” is used to identify a specific location that is relevant in the context of the sentence. It provides information about the place to which the speaker will return, which is a boarding house or temporary residence. In the context of the conversation, the location has a certain meaning and significance to both the speaker and the listener.
3. Proximal Deictics: The phrase “the boarding house” is a proximal deictic because it refers to a place that is close to the speaker or that is considered physically or contextually close. In the sentence, the speaker indicates that they are going back to a place close to them, which is their boarding house or temporary residence.

Thus, through the understanding of deixis as a branch of pragmatic linguistics, the identification of specific locations, and the use of proximal deictics, the phrase “the boarding house” can be reinforced as an example of place deixis. The phrase provides information about the relevant location in the context of the conversation and fulfills the criteria of deixis as a linguistic component involved in communication.

Data Context:

The following sentence describes Sarah’s self-introduction, a story about her favorite time of year (winter break), playing with her little brother, and how they dress warmly when playing outside in winter.

The context of the sentence is a girl named Sarah Davidson introducing herself and telling about her favorite time of the year, the winter holidays. She lives with her parents in Ottawa, Canada, and has free time during winter vacation.

During that time, she often plays with her younger brother at a nearby playground. They play snowballs and make snowmen in their front yard. The sentence gives a description of Sarah’s activities and experiences during winter vacation.

Sentence:

“Hi, I’m Sarah Davidson. I’m thirteen years old and I live with my parents in Ottawa, Canada. Let me tell you about my favorite time. It is my one and only, winter holiday. During the Time, I have a lot of free time. I use to play with my seven-year old brother. We play in a nearby playground. When it snows, we play snowball throwing. We also like making a snowman in the front yard of our house. Of course, we dress in warm clothes: a woolen hat, a jacket, warm trousers, boots a scarf, and mittens.”

Reason:

The sentence “I live with my parents in Ottawa, Canada” contains place deixis because it refers to a place or location in the context of the

conversation. The following is a detailed explanation of the reasons why the sentence includes place deixis:

1. The use of the phrase “in Ottawa, Canada”: This phrase refers to the geographical location where Sarah lives with her parents. “Ottawa” is the name of the city, while “Canada” is the name of the country. The use of this phrase identifies where Sarah lives.
2. Location distinction: The use of the phrase “in Ottawa, Canada” also provides specific information about the location where Sarah lives. Ottawa is the capital of Canada, so this provides information about the country she lives in.
3. Conversational context: In a broader conversational context, the reader or listener would understand that “Ottawa, Canada” is a place that has meaning and relevance in a geographical and social context.

Deixis theory supports this understanding, arguing that deixis involves the use of words or phrases that refer to aspects of space and place in the context of communication. In this case, the phrase “in Ottawa, Canada” in the sentence indicates Sarah’s placement in a geographical context, namely in the city of Ottawa which is located in the country of Canada. Thus, the use of the phrase is included in the category of place deixis because it refers to the location or place in the conversation. In Levinson’s theory, there are relevant reinforcements to explain deixis, including place deixis. Levinson’s research in pragmatics and cognitive linguistics provides a deep understanding of the role of deixis in communication.

Levinson views deixis as an important component in the notion of context in conversation. He put forward the concept of “Grounding” which highlights how deixis helps in establishing a shared understanding between the speaker and the listener in the context of communication. Deixis is used to embed information in time and space and relate it to the social context. In the context of the sentence “I live with my parents in Ottawa, Canada”, reinforcement from Levinson’s perspective can be found in the understanding that deixis, including place deixis, helps in building a shared understanding of the location where Sarah lives. Deixis in this case serves to embed relevant location information in the context of communication between speaker and listener.

Time Deixis

Data 6 (4) Context:

The following sentence indicates that the speaker, who refers to herself with the word “I’m,” will return to the boarding house in the afternoon. He says goodbye and says that they will meet again next month. Sentence:

“Bro, I’m going to return to the boarding house this afternoon. Bye and see you next month.”

Reason:

The word “this afternoon” belongs to the time deixis category because it refers to a specific time in the context of the communication. Time deixis is used to indicate a specific time associated with the moment of speaking.

In pragmatic theory, as explained by Levinson, deixis is an important part of language that helps clarify temporal, spatial, and personal references in communication. Temporal deixis, such as “this afternoon,” are used to relate statements to a specific time close to the moment of speech.

Reinforcement of Levinson’s theory of deixis can be found in his book entitled “Pragmatics” (1983) where he describes the concept of deixis and the different types of deixis, including temporal deixis.

In the case of the sentence “I’m going to return to the boarding house this afternoon,” the word “this afternoon” is used to specify the time, which is the afternoon when the speaker plans to return to the boarding house. The use of “this” indicates that the time is close to the moment of speaking and can be clearly identified by both the speaker and the listener. By using time deixis, communication becomes more effective and can minimize time- related confusion or ambiguity.

Data 7 (21)

Context:

In the following sentence, the speaker acknowledges that there are misunderstandings or negative judgments that others might make about him. However, she emphasizes that she is not actually rude and selfish. He explains that his behavior at that moment may have been caused by certain stress or pressure. He apologizes and asks for the listeners’ understanding to forgive him.

Sentence:

“You might think I’m rude and selfish. I’m actually not. I was only stressful at that time. Please forgive me!” Reason:

The word “at that time” in the sentence belongs to the time deixis category because it refers to a specific time or period mentioned in the context of the sentence. The phrase indicates that the abusive or selfish behavior mentioned happened at a certain specific time or moment.

The reinforcement of deixis theories from experts, including Levinson, can provide further understanding of the concept of time deixis. Levinson in his theory of deixis states that deixis refers to language use that depends on the situational context, including the context of time. In this case, the phrase “at that time” is used to indicate the specific time at which the behavior in question occurred.

Levinson emphasizes that deixis is closely related to situational context involving time, place, people, and other factors. Understanding deixis in the context of time is important in interpreting the meaning of a sentence or statement because it takes into account the specific time that is referenced in the message conveyed.

Thus, the word “at that time” in the sentence shows the use of time deixis because it refers to the specific time in which the behavior occurred, and an understanding of situational

context and the concept of deixis from experts, including Levinson, can strengthen this understanding.

Social Deixis 8) Data 8 (15) Context:

The following sentence is a congratulation to a sister who has just graduated cum laude. The speaker conveys his joy and reveals that there are great opportunities waiting for the sister after graduation. The speech contains an expression of happiness and hope for a bright future for the sister who has achieved extraordinary achievements in her studies.

Sentence:

“Hi, Sis. Congratulations on your graduation with cumlaude! A big opportunity awaits you!”

Reason:

The word “congratulations” belongs to the category of social deixis. Social deixis refers to social references related to the social relationship between the speaker and the listener. In the sentence, the use of the word “congratulations” indicates that the speaker wants to express pride and appreciation for the achievement of graduating cum laude achieved by the sister.

A more detailed explanation of the reasons why the word “congratulations” is included in social deixis is as follows:

1. **Social Relationship Context:** The use of the word “congratulations” indicates a social relationship between the speaker and the listener, in this case between the speaker and the sister who graduated cumlaude. This word implies that the speaker has a social role as a person who congratulates someone who has achieved certain achievements.
2. **Orientation to the Listener:** The use of the word “congratulations” directs attention to the listener or recipient of the message, namely the sister who graduated cum laude. The speaker actively recognizes the sister’s achievement and expresses his appreciation for the achievement.

Levinson’s Deixis Theory supports this explanation. According to Levinson, deixis is a pointer in language that refers to the current communicative situation, including the social relationship between the speaker and the listener. In this case, the speakers’ use of the word “congratulations” refers to their social relationship with the graduating sister, and the word functions as a marker of recognition and appreciation of the sister’s achievement.

Discourse Deixis 9) Data 9 (31) Context:

The following sentence describes a situation where there is a woman named Anna and her extended family. The people sitting on the bench are Anna’s father’s parents, Mr. Luhur and Mrs. Suci. The woman beside Mrs. Suci is Mr. Richy’s brother, Mrs. Elok. The whole sentence here is a description of Anna’s family.

Sentence:

“These Anna and her big family. The people on the bench are her father’s parents, Mr. Luhur and Mrs. Suci. The woman beside Mrs. Suci is Mr. Richy’s sister, Mrs. Elok.”

Reason:

The word “the people on the bench” in the sentence is included in the Discourse Deixis category. Discourse Deixis relates to the use of language in the context of an ongoing conversation or discourse. In this case,

the phrase “the people on the bench” refers to the people who are concretely present at the seat when the conversation takes place.

The use of “the” indicates that the speaker and listener have shared knowledge of the people in question. In the context of the conversation, the sentence assumes that both the speaker and the listener know about the people sitting on the bench, or at least the speaker assumes that the listener can identify them.

The theories of deixis experts, such as Levinson, support this notion. Levinson argues that Discourse Deixis is concerned with the use of language in a conversational context and the involvement of the speaker and listener in understanding the meaning of a particular phrase or word. In the sentence, the use of the phrase “the people on the bench” becomes relevant and meaningful in the current conversation because it refers to the people present at the seat, which can be recognized and understood by the speaker and the listener in that context.

Based on the original data from the Grade 7 English Textbook that used Levinson’s deixis theory, the research identified 5 types of deixis: 1. Personal Deixis: 41 occurrences, 2. Place Deixis: 39 occurrences, 3. Time Deixis: 11 occurrences, 4. Social Deixis: 5 occurrences, 5. Discourse Deixis: 2 occurrences. In total, there were 98 deixis identified in the research.

Why “Personal Deixis” is the Dominant One?

This deixis research focused on grade 7 English textbooks using the Merdeka curriculum, with personal deixis emerging as the dominant type. The research process involved identifying deixis types, collecting data, analyzing it, relating to communication purposes, comparing with learning context, and drawing conclusions.

The prominence of personal deixis in the research can be attributed to several factors:

1. Identification and Description: Personal deixis is vital for recognizing and describing individuals, aligning with grade 7 learning objectives.
2. Real-life Relevance: The use of personal deixis in descriptive texts mirrors English used in daily life, connecting to students’ everyday experiences.
3. Student Engagement: Personal deixis establishes emotional connections between readers and characters, enhancing engagement and comprehension.

The prevalence of personal deixis also aligns with experts’ theories:

1. George Yule: Personal deixis is common in everyday language, aiding in identifying and referring to individuals.
2. Michael Halliday: Personal deixis fulfills the interpersonal function of language, emphasizing individual identification and relationships.
3. John Lyons: Deixis connects language to situational contexts, making personal deixis relevant and situational.
4. Charles Fillmore: Personal deixis contributes to building language competence by linking descriptions to human objects.

Considering the concise nature of the Merdeka curriculum’s grade 7 English textbooks, using personal deixis in descriptive texts serves as an effective teaching strategy. It helps students grasp essential aspects of English and enhances engagement by emphasizing real-life language use.

Discussion

The prevalence of personal deixis in this research suggests that its dominance is a result of its alignment with 7th-grade educational objectives, relevance to daily life, increased student

engagement, and emphasis on fundamental learning. On the other hand, the absence of dominance in other types of deixis (place, time, social, and discourse) can be attributed to their lesser alignment with these factors and their complexity at this grade level. This underscores the necessity for a more comprehensive analysis to better understand these variations.

CONCLUSION

Conclusion

This study analyzed deixis in Grade 7 English textbooks of the Merdeka curriculum, identifying five types of deixis. Personal deixis emerged as the dominant type with 41 instances. Its significance lies in aiding students' comprehension by linking content to real-life situations. The findings inform curriculum development, promoting meaningful language learning aligned with students' needs. Overall, the study highlights personal deixis' role in connecting language with everyday contexts for more effective English education.

Suggestion

Future researchers studying "Pragmatic Analysis of Deixis in Class 7 English Textbooks' Descriptive Texts" could explore new angles. Investigate deixis in everyday communication, focusing on its role in contextual information and guiding reader interpretation. Additionally, analyze how deixis reflects social identities and norms. Compare deixis usage across text types, referencing established theories and relevant examples. This approach can enrich our understanding of deixis in 7th-grade English textbooks.

REFERENCES

- Artelu, A. P. A., & Indah, D. R. I. (2023, February). Analyzing Five Types of Deixis in Cruella Movie: Pragmatics Analysis. *Analyzing Five Types of Deixis in Cruella Movie: Pragmatics Analysis*, 4, 47–54. <https://media.neliti.com/media/publications/559057-analyzing-five-types-of-deixis-in-cruella-c3fb14bb.pdf>
- Attardo, S., Pickering, L. (2021). *Pragmatics and Its Applications to TESOL and SLA*. Britania Raya: Wiley.
- Ben, (2020). 6 Tahap Perkembangan Membaca pada Anak dan Remaja. EF BLOG. <https://www.ef.co.id/englishfirst/kids/blog/6-tahap-perkembangan-membaca-pada-anak-dan-remaja/>
- Budiana, H. B., & Nurwaliyah, N. N. (2019, March). The Affective Factors Causing Students to be Passive During the Speaking Class. *The Affective Factors Causing Students to Be Passive During the Speaking Class*. <https://doi.org/10.2991/isseh-18.2019.55>
- Calude, A. S., & Bauer, L. (2021, September 30). *Mysteries of English Grammar*. In *A Guide to Complexities of the English Language*. Routledge
- Deixis. (n.d.). Deixis. Retrieved June 22, 2023, from <https://www.studysmarter.us/explanations/english/pragmatics/deixis/>

Jaufillaili, J., Nurmalita, R., & Herawan, E. (2021, December 1). A Pragmatic Analysis on Vague Language Used in Disaster News Articles on Thejakartapost.com. *Register Journal*, 14(2), 185–202. <https://doi.org/10.18326/rgt.v14i2.185-202>

Levinson, Stephen C. 1983. *Pragmatics*. Cambridge, England: Cambridge University Press

Mandarani, V. M., & Fediyanto, N. F. (2022, November). *Buku Ajar ENGLISH PRAGMATICS*. In *Buku Ajar ENGLISH PRAGMATICS* (1st ed., pp. 24–29).

UMSIDA Press

Nengsi, R. N. (2022). *Modul Ajar Descriptive Text*. *Modul Ajar Descriptive Text*. Retrieved June 24, 2023, from <https://files1.simpkb.id/guruberbagi/rpp/755655-1674225436>. Pdf

Yule, G. (1996). (Oxford Introductions to Language Study) George Yule –*Pragmatics*-Oxford University Press, Usa (1996). Pdf. In *Pragmatic*.

