

An Analysis of Deixis Used by an English Teacher at Methodist Junior High School, Banda Aceh

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ABSTRACT

The English teacher uses English to deliver the material. This delivery process can cause misunderstandings among students due to their different backgrounds in English comprehension. In this regard, this study wants to find out whether, in the delivery of material in the classroom, the teacher uses the element of deixis in each of her speech during the learning process. This study aims to discover the types and dominant types of deixis used by the English teacher at Methodist Junior High School Banda Aceh. This research uses a qualitative research design to investigate deixis in the utterances of an English teacher at Methodist Junior High School Banda Aceh. To collect the data, the researcher used documentation. The result of this study showed that all types of deixis proposed by Cruse (2000) are found in the English teacher's utterances in the classroom. There are 265 words that have deixis, including 184-person deixis, 27 spatial deixis, 11 discourse deixis, 39 temporal deixis, and 4 social deixis. It can be said that person deixis is the most frequently used by English teachers at Methodist Junior High School Banda Aceh. Summarily, it is evident that the English teacher at Methodist Junior High School Banda Aceh applied Cruse's theory to types of deixis.

Keywords: *deixis, deixis in teaching, pragmatics.*

1. INTRODUCTION

Language is a sound produced by human speech organs that can be understood by the listeners. Humans as social beings need language as a means to interact with other humans. Language has an important role in human life. The use of language is to convey human feelings to other humans. In language, there is linguistics. Linguistics has several branches, namely phonetics, phonology, morphology, syntax, semantics, and pragmatics.

Pragmatics is the systematic study of meaning as a result of or dependent on the use of language (Huang, 2014). According to Huang (2014), pragmatics is a study that studies

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the meaning of a language which is a consequence of how conditions can depend on how the language is used. Meaning in pragmatics is dependent on the use of language and the relationship between language and its users. The ability of a person to obtain meaning, recognize what the speaker is referring to, and interpret new information to explain what the speaker said is the main focus of pragmatics.

Deixis is a word or phrase whose reference is not fixed. Yule (2010) states that deixis is the idea that certain words that are widely used in our language cannot be understood at all if the context is unknown, particularly the speaker's physical surroundings. Relationships in language and context can be reflected in the structure of language through the phenomenon of deixis. Deixis is very important in learning English, to avoid misunderstanding and for a context to achieve its aims and objectives. Deixis has an important part in linguistics and pragmatics which function to interpret the context of speech.

The person who is speaking is referred to as the speaker and the person who is talking to the speaker is known as the listener. In class, teachers usually act as the dominant speakers. This happens because teacher has the responsibility to deliver learning material while students tend to be the listeners in the learning process. However, there is a times where the listener faces difficulties in understanding what the speaker wants to deliver, this is bad because it could lead to misunderstanding in conversation. When deixis is used inappropriately, it can create miscommunication between the writer and the reader (Maharatu, 2015). If a person uses deixis incorrectly in communicating with others, it will result in terrible communication.

People will have different perceptions when they communicate. While we are discussing something else, someone else may have other thoughts (Ekowati & Sofwan, 2014). Having good knowledge about deixis is not only useful in communicating. This knowledge is also useful in learning English at school. Deixis will help students in improving their speaking and writing skills. The use of appropriate deixis will help the reader acquire the meaning of the final product of writing that has been written by students.

There have been several studies on deixis analysis conducted by previous researchers. Jumaedah et al. (2020) found that person deixis was dominantly used by interaction in class between students and English teachers during their talk. Nurvagian et al. (2021) discovered that students were using three different types of deixis when they were learning to speak English in their talks: person deixis, spatial deixis, and temporal deixis. Person deixis was the most common type employed by students. Yules' theory identified three forms of deixis that English teachers used during the learning process (Khairunisa, 2023). Khairunisa also found that person deixis is the dominant type that exists in the teaching-learning process.

In this research, the researcher intends to explain the use of deixis in spoken language. English teacher is chosen as the subject of this study because, in the learning process, the English teacher must use English in delivering the material. This delivery process can cause misunderstandings experienced by students due to the different backgrounds in English comprehension of each student. In addition, Methodist Junior High School Banda Aceh or SMP Methodist Banda Aceh was chosen because the English teacher uses full English when teaching in the class.

The researcher wants to find out whether, in the delivery of material in the classroom, the teacher is using the element of deixis in each of their speech during the learning process. The researcher was interested in learning about the deixis user through

English teachers' utterances during the learning process, the researcher decided to research this topic. The researcher concentrated on examining the different kinds of deixis that English teachers produced in the classroom as well as the referent meanings that deixis produced.

2. LITERATURE REVIEW

2.1 Pragmatics

Pragmatics is the study of the context, meaning, and intent of a sentence spoken in the communication process. According to Crystal (1997), the study of pragmatics examines language from the viewpoint of its users, with a focus on the decisions they make, the difficulties they encounter when utilizing language in social situations, and the effects their language use has on other participants in the communication process. From Crystal's statement above, we can conclude that pragmatics is a study that focuses on the contextual aspect of language use in conversation.

2.2 Deixis

Deixis is part of the study of linguistics, namely the pragmatic part. Deixis is the reference of a word according to the context when it is used. Wibowo and Nailufar (2018) state that In order to determine the meaning of particular words and phrases in an utterance depending on the context, deixis refers to another word or something else. Deictic words and phrases are those that require context in order to make sense. From Wibowo and Nailufar's statements, it can be concluded that deixis is the study to understand and determine the context or meaning of an utterance based on its context. Meanwhile, deictic is the context needed when pronouncing a phrase, therefore the meaning of the phrase can be conveyed to listeners.

2.3 Types of Deixis

According to Cruse (2000), deixis is divided into five types. They consist of person deixis, spatial deixis, discourse deixis, temporal deixis, and social deixis.

2.3.1 Person Deixis

Person deixis is the person involved in the conversation. According to Yule (1996), person deixis is based on three fundamental components, as demonstrated by the pronouns for the first person (I), second person (you), and third person (he, she, it). The first-person refers to the speaker, the second-person refers to the listener or the person the speaker is addressing, and the third-person refers to those who are neither speakers nor listeners but are still important participants in a speaking situation.

Horn and Ward (2004) describe how the person deixis clearly shows the various responsibilities that the participants in the speech event have. In summary, person deixis is the term used to describe the various roles that participants in a speech event perform. In conclusion, person deixis enables us to effectively navigate the intricate web of roles,

context, and language in order to reference conversation participants. It's an intriguing element of how language functions.

Table 1. Singular and plural pronouns.

	<i>Singular</i>	<i>Plural</i>
1 st person	I/me	We/us
2 nd person	You	You
3 rd person	He/him, she/her, it	They/them

2.3.2 Spatial Deixis

Spatial deixis is the place or location relevant to an utterance. Cruse (2000) states that locative adverbs like “here” and “there,” as well as demonstratives and determinants like “this” and “that,” are the main ways that spatial deixis is expressed. Spatial deixis indicates the speaker's position in space. The locative adverbs mean the location around the speaker. The word here means that the location is close to the speaker's location and there means far from the speaker's location. This means the object is close to the speaker's location while that means far from the speaker's location. Spatial deixis shows the exact locations of the speakers and the position of the object in utterance.

2.3.3 Discourse Deixis

Discourse deixis is a reference that refers to certain parts of a given or developed discourse. Discourse deixis highlights words or expressions that change according to the conversation's context. According to Yang (2011), discourse deixis refers to how a conversation or discourse representation is allocated in relation to the speaker's “current” or “location” inside the discourse. Based on Yang's statement, discourse deixis shows the relation of utterance to discourse representations or any expressions used to refer to previous or future discourses in someone's utterances.

2.3.4 Temporal Deixis

Temporal deixis is a time indication of when the speaker is speaking. According to Cruse (2000), Hence, the time axis can be divided into three main sections: (a) before the moment of utterance, (b) during the moment of utterance, and (c) after the moment of utterance. It indicates that something is happening in the past before the moment of speech, that it is happening now at the moment of utterance, and that it will happen in the future after the moment of utterance. Temporal deixis aims to find points or lapses that indicate the moment of reference to time as a reference for speech time.

2.3.5 Social Deixis

Social deixis is a deictic reference that represents distinctions in social features among speakers and their interlocutors. Saeed (2009) states that social deixis is the phenomenon where certain linguistic pronoun systems grammaticalize details about the social identities or interpersonal connections of the people having the conversation. Social deixis concerns social distinctions related to the participant's role in a particular relationship between the speaker and the addressees. The relationship between the speaker and the intended person can be relative to social status and familiarity.

2.4 Deixis Function

Levinson (1983) states that Deixis essentially analyses how languages encode or grammaticalize aspects of the speech event or context of utterance, and consequently studies how the analysis of that context of utterance affects how utterances are interpreted. The deixis function is critical for effective communication because it enables speakers and listeners to understand and interpret language in the context in which it is used.

2.5 Deixis in Teaching

Pragmatics has an essential place in the learning process. It assists teachers in improving their material communication skills to students, as well as students in understanding the subject and how language is employed. Deixis is one of the several classifications used in pragmatics. Deixis is a tool that teachers and students utilize to communicate during the learning process. Deixis can not only help students understand the topic the teacher explains and how language is used but it also helps students improve their grammar. The basic differences between the different kinds of deixis are the structures of the direct and indirect speech and the grammar (Yule, 1996).

3. RESEARCH METHODS

This research uses a qualitative approach. This research was conducted in Banda Aceh, specifically in the Methodist Junior High School Banda Aceh. To obtain the data the researcher uses observation and documentation. The documentation referred to by the researcher is recording. The observation was conducted in classrooms while a teacher was teaching. During the observation, the interaction between teacher and students was recorded using smartphone. Furthermore, the researcher inserted the utterance into the table instrument which has been categorized according to the types of deixis. To analyze the data, the researcher used the theory proposed by Gay et al. (2011), there are three steps namely reading/memoing, describing, and classifying.

4. RESULTS AND DISCUSSION

4.1 Results

This study was centered on five categories of deixis established by Cruse (2000): person deixis, spatial deixis, discourse deixis, temporal deixis, and social deixis. The types of deixis featured in the teacher at Methodist Junior High School Banda Aceh are listed in the table below.

Table 2. Types of deixis used by an English teacher at Methodist Junior High School Banda Aceh.

No	Types of Deixis	Number of Deixis Appears
1	Person deixis	184
2	Spatial deixis	27
3	Discourse deixis	11
4	Temporal deixis	39
5	Social deixis	4
Total		265

Table 2 demonstrates that an English teacher at Methodist Junior High School Banda Aceh uses a total of two hundred and sixty-five deixis. There are one hundred and eighty-four data related to “person deixis,” twenty-seven data related to “spatial deixis,” eleven data related to “discourse deixis,” and four data related to “social deixis.” Based on one hundred and eighty-four data, it can be seen that the English teacher applies the highest type of person deixis. Meanwhile, social deixis is the lowest number on the English teacher’s list, appearing four times.

According to the data analysis results, the two hundred and sixty-five deixis may be classified into five types of deixis provided by Cruse (2000). A presentation of deixis divided into five categories is provided below:

4.1.1 Person Deixis

1. First Person

Table 3. Types of first person deixis used by an English teacher in the classroom.

No	First Person Deixis	Number of Words	Utterance
1	I	22	I want one of you to read aloud
2	Me	6	Let me ask you something
3	We	22	If we want to ask yes, or no questions in the past, we need the auxiliary ‘did’
Total		50	

According to Table 3, an English teacher at Methodist Junior High School Banda Aceh uses fifty first-person deixis in classes. The totals for “I” consist of twenty-two, “me” of six, and “we” of twenty-two. The most frequent forms of first-person deixis, “I” and “we,” which are present in twenty-two data points, respectively, are demonstrated to be used by English teachers. Meanwhile, “me” is the lowest number, appearing six times in the teacher’s utterance.

2. Second Person

Table 4. Types of second-person deixis used by an English teacher in the classroom.

No	Second Person Deixis	Number of Words	Utterance
1	You	97	Have you done Austin?
2	Your	12	Don’t use your leg, Kevin. You still have hands, right?
Total		109	

Table 4 displays that the second-person deixis used by the English teacher in class provides one hundred and nine data. Only the terms “you” and “your” are used by teachers in second-person deixis while speaking to students. There are twelve data about “your” and ninety-seven data about “you.” The English teacher used “you,” the most frequent form of second-person deixis, as shown by the ninety-seven data. Despite twelve appearances, “your” is the lowest number in the teacher’s utterance

3. Third person

Table 5. Types of third-person deixis used by an English teacher in the classroom

No	Third Person Deixis	Number of Words	Utterance
1	He	1	No Dodo, he is going alone
2	She	1	Where is she?
3	It	13	Because time is over, you may continue it at home.
4	They	6	They will fly to Australia on Saturday.
5	Them	4	If you don’t know then ask them.
Total		25	

Table 5 shows that the English teacher uses a total of 25 third-person deixis. There are thirteen data for “it,” six data for “they,” four data for “them,” and only one data for “he,” and “she.” It can be seen that the English teacher uses the highest type of third-person deixis, “it,” as evidenced by thirteen data points. In contrast, the lowest numbers that occur once in the teacher’s utterances are “he” and “she.”

4.1.2 Spatial Deixis

Table 6. Types of spatial deixis used by an English teacher in the classroom.

No	Spatial Deixis	Number of Words	Utterance
1	Here	8	Can I give the check mark here?
2	There	3	Stefany, get out of there!
3	This	9	What letters are these?
4	That	1	Whose chair is that?
5	At	5	Look at the example, in the following table.
6	Beside	1	The one beside the picture.
Total		27	

Table 6 shows that the spatial deixis used by the English teacher in class contains twenty-seven data points. There are eight data points about “here,” three about “there,” nine about “this,” one about “that,” five about “at,” and one about “beside.” Based on the thirteen data, the English teacher used “at,” which is the most frequently used form of spatial deixis. In the teacher’s utterance, the number of times “that” and “beside” appear is the lowest.

4.1.3 Discourse Deixis

Table 7. Types of discourse deixis used by an English teacher in the classroom

No	Discourse Deixis	Number of Words	Utterance
1	This	7	So, by learning this, you can ask people about their past experience
2	That	4	That's fun, isn't it?
Total		11	

Table 7 demonstrates that the English teacher's discourse deixis, which is used in class, has eleven data points. Seven data points belong to "this," whereas four are related to "that." The English teacher used "this," the most common type of discourse deixis, based on the eleven data. "That" has the fewest instances occurring once from the teacher's utterance.

4.1.4 Temporal Deixis

Table 8. Types of temporal deixis used by an English teacher in the classroom

No	Temporal Deixis	Number of Words	Utterance
1	Before	7	We can read before we can talk about past experiences.
2	After	3	After you use did, then the word changes back.
3	Will	4	What will you ask Yenima?
4	Yesterday	5	Rafael, did you practice English yesterday?
5	Now	4	Now talk with your partner beside you.
6	Today	3	I have four classes today, I'm so tired.
7	This morning	1	Did you eat this morning?
8	Last semester	1	Last semester we learned about past tense.
9	Next week	1	See you next week
10	A few weeks ago	1	Sorry, a few weeks ago, I went back to my hometown.
11	After school	2	Do you want to practice storytelling after school?
12	Tomorrow	1	We will meet again tomorrow.
13	On Saturday	1	They will fly to Australia on Saturday
14	Last week	1	We have learned about direct and indirect speech last week.
15	In the morning	1	What did you learn in the morning?
16	Wednesday	1	See you next on Wednesday
17	2 more minutes	1	We only have two more minutes.
Total		39	

Table 7 shows that the temporal deixis used by the English teacher in class contains thirty-nine data. There are seven data points about "before," three about "after," four about "will," five about "yesterday," four about "now," three about "today", and two about "after school." there are other words that show temporal deixis such as this morning, last semester, next week, a few weeks ago, tomorrow, on Saturday, last week, in the morning, Wednesday, 2 more minutes that appear once in the teacher's utterance in classes. Based on the thirty-nine data, the English teacher used "before," which is the most frequently used form of temporal deixis.

4.1.5 Social Deixis

Table 10. Types of social deixis used by an English teacher in the classroom.

No	Social Deixis	Number of Words	Utterance
1	Students	3	Good afternoon students
2	Miss	1	Miss, want you to make a story.
	Total	4	

It can be seen from Table 9 shows that the social deixis used by the English teacher in class contains four data. There are three data about “students,” and one about “miss.” Based on the four data, the English teacher used “students,” which is the most frequently used form of social deixis.

4.2 Discussion

This study aims to identify the dominant types of deixis that English teacher use in the classroom and to analyze the types of deixis that are contained in the utterance. This section will describe the result of the data acquired from this research. This discussion is based on data from research results taken from recordings and observations of an English teacher at Methodist Junior High School Banda Aceh. The recordings were taken in all English classes attended by the English teacher.

To answer the first question, the researcher decided on Cruse’s theory. Cruse (2000) defined five categories of deixis; person deixis, spatial deixis, discourse deixis, temporal deixis, and social deixis. The researcher discovered the dominant deixis used by an English teacher in the classroom to answer the second question. The research found that there are one hundred and eighty-four-person deixis, twenty-seven spatial deixis, eleven discourse deixis, thirty-nine temporal deixis, and four social deixis. After considering all the data gathered for this study, it can be said that person deixis was the most frequently used by an English teacher at Methodist Junior High School Banda Aceh while social deixis is the lowest.

This is because personal deixis is always used by speakers when speaking to students. In this research, it was found that the teacher used the word ‘you’ ninety-seven times in her utterance. Furthermore, deixis is used in everyday communication, especially in the classroom during learning. Comparable to the results of Jumaedah et al. (2020), which stated that person deixis is most frequently utilized in classroom interaction between students and teacher. The result of this study is in line with that of Khairunisa (2023), person deixis was the type that the teacher used the most. It is also evident that the English teacher at Methodist Junior High School Banda Aceh applied Cruse’s theory to types of deixis.

From the results of data analysis, the researcher found the frequent deixis used by English teacher in the classroom is person deixis with one hundred and eighty-four frequencies. As stated by Yule (1996) person deixis is divided into three, the first person of deixis was the word ‘I’ twenty-two as a subject, the word ‘me’ six as an object, the word ‘we’ twenty-two as a subject. The second person of deixis was the word ‘you’ ninety-seven as a subject and object, then the word ‘your’ twelve as a possessive. In the data, the third person of deixis ‘he’ one as a subject, the word ‘she’ one as the subject, the word ‘it’ thirteen as a noun in the utterance, the word ‘they’ six to the position as the subject, the word ‘them’ four as an object.

The spatial deixis that is based on the data are the proximal and distal words 'here' and 'there', the demonstrative words 'this' and 'that', and the specific places the words 'at' and 'beside' as stated by Cruse (2000). Based on the data, the word 'here' was eight in the utterance of data, the word 'there' was three, the word 'this' was nine words, the word 'that' was one word, the word 'at' was five refers to a specific place from the speaker, and the word 'beside' was one word. The relative locations of individuals and objects were shown using the spatial deixis. In the study of deixis, the idea of distance was more relevant to spatial deixis. it was the utterance event's reference to location information.

The discourse deixis word in the data found the words this and that. Based on the data, the word 'this' was found seven in the utterance, and the word 'that' was four words. Discourse deixis addresses the reference to a segment of an utterance that points to a prior or forward word or phrase that the speaker or addresses during the utterance event. In the discourse deixis, the word 'this' to point to future discourse components and 'that' to point to a portion of discourse elements are discussed.

The temporal deixis represented by the word 'before' was seven words, the word 'yesterday' was five words, the word 'now' was two words, and the word 'today' was three words. The phrase of temporal deixis that used the word 'this morning', 'last semester', 'last night', 'next week', a few weeks ago', 'after school', 'tomorrow', 'on Saturday', 'last week', 'tomorrow morning', 'in the morning', Wednesday', and 'two more minutes'. Temporal deixis refers to the time contained in an utterance. Based on Cruse (2000) there are three fundamental divisions of the time axis: before the moment of utterance, during the utterance, and after the utterance. This can be used to discuss information from the past, present, and future. The moment of the utterance event is used to quantify time.

Social deixis that were found in the data were miss and students. The word 'miss' was one and the word 'students' was three words in the utterance. The social status of the participants in the utterance of an event is referenced in language expressions through the encoding of social relationships, which is one of the functions of social deixis. Social deixis is the condition of the pronoun system of some languages that grammaticalizes information about the social identities or relationships of the participants in the conversation (Saeed, 2009). The social deixis analyzed how various social positions and communication participants use language to convey relationships within society. In this research, social deixis shows social class in the school environment between teachers and students.

Context and deixis are strongly related. The purpose of deixis is to make it easy for students to understand the context. Deixis acts as a grammatical component as well as a means of highlighting the various meanings that words might have when they are employed interchangeably in various contexts (Dylgjeri & Kazazi, 2013). In the classroom, deixis is highly useful for determining whether the teacher's utterances are addressed. Person deixis makes it easier to interpret speech by indicating which word in each sentence refers to which person. Spatial deixis can also provide the specific locations of the speakers as well as the position of the object in utterance, making it more easily identifiable. Discourse deixis also provides knowledge by assessing the context of the teacher's statement; the meaning of a word might change depending on its context. Temporal deixis also has a significant impact on context; the context of an utterance can be determined by analyzing it using temporal deixis. Lastly, social status is easier to describe when it is analyzed using social deixis.

5. CONCLUSION AND SUGGESTION

The findings of this study lead the researcher to the conclusion that English teachers used deixis in the classroom. Regarding deixis types, the researcher discovered five categories: person deixis (frequency: 184), spatial deixis (frequency: 27), discourse deixis (frequency: 11), temporal deixis (frequency: 39), and social deixis (frequency: 4). Based on the results of these data, it shows that the type of deixis proposed by Cruse (2000) is used by teachers in Methodist Junior High School Banda Aceh. The most common deixis expression used by English teachers is person deixis, that is 'you' included in second person deixis. In addition, the word "you" appears in ninety-seven data. That is because in a classroom, the term "you" refers to the listener or addressee. This requires establishing that the teacher, as the object, communicates with the students.

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