

**THE USE OF DEIXIS BY ENGLISH TEACHER AT ELEVENTH GRADE
OF MAN 2 KLATEN IN THE ACADEMIC YEAR 2022/2023**

THESIS

Submitted as A Partial Requirements
for the degree of Undergraduate Degree



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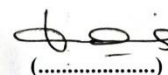
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DEDICATION

This thesis is dedicated to:

1. My parents (Mr. H. Jumimin, S.Pd. and Mrs. Dra. Hj. Sri Harti, Almh)
2. My little brother (Fikri Afif Khairudin)
3. My alma mater, UIN Raden Mas Said Surakarta

MOTTO

“Maka sesungguhnya bersama kesulitan ada kemudahan. Maka apabila engkau telah selesai (dari suatu urusan), tetaplah bekerja keras (untuk urusan yang lain).

Dan hanya kepada tuhan mu lah engkau berharap”

(QS. Al-Insyirah, 6-8)

“Selalu ada harga dalam sebuah proses. Nikmati saja lelah-lelah itu. Lebarakan lagi rasa sabar itu. Semua yang kau investasikan untuk menjadikan dirimu serupa yang kau impikan, mungkin tidak akan selalu berjalan lancar. Tapi, gelombang-gelombang itu yang nanti bisa kau ceritakan”

-Boy Chandra-

“God has perfect timing, never early, never late. It takes a little patience and it takes a lot of faith, but it’s a worth the wait”

-LK-

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **“The Use of Deixis by English Teacher at Eleventh Grade of MAN 2 Klaten in the Academic Year 2022/2023”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Sukoharjo, June 19th 2023

Stated by,



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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled **The Use of Deixis by English Teacher at Eleventh Grade of MAN 2 Klaten in the Academic Year 2022/2023**. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who helped, supported, and suggested her during the process of writing this thesis. This goes to :

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14. Thanks to UIN Raden Mas Said Surakarta, thanks for approving the researcher to study here

The researcher wishes that Allah SWT will give them in return all good things that have been given to her. The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, June 19th 2023

The researcher,

A handwritten signature in black ink, appearing to read 'Alifia Husna Khairunisa', with a stylized flourish at the end.

Alifia Husna Khairunisa

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ABSTRACT

Alifia Husna Khairunisa. 2023. *The Use of Deixis by English Teacher at the Eleventh Grade of MAN 2 Klaten in the Academic Year 2022/2023*. Thesis. English Language Education. Cultures and Languages Faculty. Raden Mas Said State Islamic University of Surakarta.

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Keywords : Deixis, Referents Meaning, English Teacher

This research analyzes the deixis used by English teacher at the eleventh grade of MAN 2 Klaten in the academic year 2022/2023. There are two objectives of this research : (1) to know the types of deixis, (2) to know the referents meaning of those deixis used by English teacher of the eleventh grade of MAN 2 Klaten in the academic year 2022/2023 during teaching learning process.

In doing this research, the researcher used descriptive qualitative research. The subject of this research was one of English teachers who taught in XI IPS 2 about explanation text in three meetings. The data of this research are taken from utterances in dialogs by the teacher during teaching learning process. The source of the data is an English teacher. The technique of collecting data used by the researcher was observation. The technique of analysis the data, there were data reduction, data display, drawing conclusion and verification. The researcher used triangulation technique in investigator triangulation to reach validation of the data by crosschecking the data analysis proposed by Yule's theory.

The result of the research showed that the types of deixis found are : (1) person deixis with 76 deixis words, (2) temporal deixis with 18, (3) spatial deixis 11 deixis words. Meanwhile, the referent found are : (1) the word of "You" was classified into person deixis which had referent meaning to the students as the addressee, (2) "I" was classified to the teacher himself and "We" was classified to the teacher, (3) the students in the teaching learning process.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language has function as primary transaction language. It is used to convey factual propositional information and when we are talking about language, it directly relates with linguistic. Kreidler (1998) states that linguistic also deals with the meaning expressed by modulations of speaker's voice and the process by which hearers and readers relate new information to the information that they already have. There are many sub fields of structure focused on linguistic, one of the fields is pragmatic. Pragmatics itself is a study to examine and find the meaning of utterances from the speaker to the addressee or hearer. According to Yule (2006) pragmatics is the study of speaker meaning. It means that pragmatics concerns with the study of meaning as communicated by a speaker or writer and interpreted by a listener or reader.

Therefore, pragmatic deals with the situation of speech and context. Saeed (2003) has argued that pragmatics is study of how we use linguistic knowledge in context. Mey (2001) also states that the context as a part that cannot be separated with pragmatics discussion. By knowing the context, it can help people easier to understand the meaning of the utterance. However, good communication happens when both of the speakers and listeners

understood well. They know about the context and the topic of conversation. When an understanding does not occur, the communicative situation both of the speakers and listeners is misunderstanding. Sometimes people do not believe with the message that we get from something we hear or read, and they just concern about greeting their own message. However, in communication, there are some aspects of language that must be noticed. For example, the use of references of address, such as: He, She, You, Sir, My Lord, This, There, etc. The purpose is to point something. They are some common words in our language that can not be interpreted at all if they do not know the context. All of these words can be called as Deixis.

Deixis is very importance for people to point expression during communication. According to Saeed (2003) deixis is the word from “Deikymi” of classica Greek language which means “to show or point out in the word of expression by the speaker”. The discussion of deixis has the meaning of pragmatics because deixis is a part of pragmatics.

Deixis is always found in the daily communication or in a text, for example in short stories or speech. The utterances in speech often uses deixis to indicate the condition of person, space and time. It is supported by Yule (2010) is a technical term (from Greek) word which means to ‘pointing’ via language. Yule also categories the deixis into three kinds, they are to indicate people via person deixis, to indicate location via spatial deixis, and to indicate time via temporal deixis.

Deixis appears in spoken and written language. In this research, the researcher wants to explain about the use of deixis in spoken language. In spoken language, people can recognize the person, place, and time of deixis directly. Because the speaker has interaction with the hearer directly in the same time. In studying deixis, we know that the use of words refers to thing or people and it helps them to be easier to understand what other people said. But, sometimes there is misunderstanding when we communicate each other; we do not know what it exactly means and how it could be. It means that the words are not referring to anything. So, to avoid the misunderstanding, we have to know about reference.

Yule (2010) state that reference is an act in which a speaker, or writer uses linguistic form to enable a listener, or a reader to identify something. Reference clearly ties to the speaker's goals and the speaker's beliefs in the use of language. Halliday and Hasan (2013) also argue that reference is the identification of the particular thing or class of things that is being referred to. Beside this research is qualitative research, it can be easily understood by the reader about the data of the research if the data mentioned as in the textual data.

In fact, reference has relation in deixis and also used in many languages. For example is in studying English. Nowadays, English is very important to study. It is also one of foreign language in Indonesia. It can be seen that English has been taught in every school in Indonesia. Further, it is for the young learners to face era globalization which English is as international

language to communicative purpose whether in written or spoken. English is a subject of language in school activities which is to obtain business interaction, successful job, but it is also taught in informal education. From the explanation, we know English is important to study whom people should master it well. For instance, deixis happens in daily languages of people. It can be in business, politicians, trades, educations, daily conversation and so on. The researcher only focuses the use of deixis that applied in education in this research. Because, education is important in our life.

Furthermore, there is an example of research about analysis of deixis which is consisted with Yule (1996) and Levinson (1983) theory' view. Hutauruk (2018) on her research about study of deictic expression on EFL written essay, her analysis showed that there many ways to express deictic in written essay through by writing an essay with the topic an expectation after being an English teacher in the future. She found the most type of deixis that used of EFL's students in FKIP UIN Pematangsiantar grade III is person deixis in first person deixis. The used of first person deixis caused the writers shows their thought and understanding.

Based on the pre-research by observation which has been done by the researcher on November, 24th 2022. This observation hold in the eleventh social class two of MAN 2 Klaten. The phenomenon of deixis also exists in education. The phenomenon occurs when English teacher explain or deliver the material in a classroom during the teaching learning process in MAN 2 Klaten. The teacher also shows some deixis expressions that directly

addresses to the students in the situation in which the utterance is made, often in combination with gestures. While teaching English in the classroom, the teacher must combine between English and Indonesia language, because the teacher is not a English native speaker. There is an example of deixis expressions by an English teacher :

English teacher : “How are you today?”

Students : “I am fine thank you, and you?”

From the sentence above, there was person deixis that used by an English teacher. The word of “You” referred to the students as addressee.

Moreover, the researcher choose the English teacher as the subject of the study, because the teacher has interesting way to deliver the materials of English subject with the condition of students is low background of using English. The teacher is interactive of having interaction with the students in the teaching learning process. The teacher also used English when delivering the material to the students. It used to make the students feel usual to listen English. Although the students are do not know the definition and the type of deixis used by English teacher, he also uses deixis to make the students understand the utterance of him and effective communication while explaining materials. The teacher often uses deixis in their learning process because when he used same words, it will make the students not interest with teacher’s explanation.

After knowing the phenomenon above, the researcher tries to analyze the deixis phenomenon produced by English teacher during the classroom learning process. The researcher choose this topic to be analyzed because the researcher interested to find out the deixis used by English teacher's utterances during the classroom activities. By conducting the research, the researcher hoped that this research can be references or contemplation for the teacher to use deixis during learning process. The researcher will focus on analyzing the type of deixis produced by the English teacher's utterance. deciding the use of deixis proposed by George Yule (1996) and those referents meaning of the deixis produced by English teacher. From the reason explained above, the researcher will do the research with the tittle "THE USE OF DEIXIS BY ENGLISH TEACHER AT ELEVENTH GRADE OF MAN 2 KLATEN IN THE ACADEMIC YEAR 2022/2023"

B. Identification of the Problem

From the background of the study above, the researcher identified some problems such as;

1. Most students are not really interest with English subject
2. Most students have difficulties in English learning process
3. The students do not know about the definition and types of deixis
4. The phenomena of deixis exists in education, especially in the English teaching learning process at XI IPS 2 of MAN 2 Klaten

C. Limitation of the Problem

This research focuses only on the use of deixis by an English teacher utterances (in English), those are the person deixis, spatial deixis, and temporal deixis also the referent meaning of those deixis which have been found during the teaching learning process in the offline class at MAN 2 Klaten in the academic year 2022/2023. The researcher got permission for conduct the research in XI IPS 2 with the one of English teacher, his initial name is Mr. S. In this research, the researcher will use the theory of the types of deixis by George Yule (1996). This research conduct the data from the teacher utterances in explanation text material. The researcher used that material to media communication between teacher and students in the classroom, here the researcher focused in teacher utterances to know types of deixis used by the teacher in utterance, not focused in the material, because the material only as a communication tool.

D. Formulation of the Problem

Based on the research background above, the problem statement that will be analyzed in this research can be seen as follows:

1. What are the types of deixis used by English teacher at the eleventh grade of MAN 2 Klaten in the academic year 2022/2023?
2. What are the referent meanings of deixis used by English teacher at eleventh grade of MAN 2 Klaten in the academic year 2022/2023?

E. Objective of the Study

Based on the problem statement above, the objectives of this research are as follows:

1. To identify the types of deixis used by English teacher at eleventh grade of MAN 2 Klaten in the academic year 2022/2023.
2. To identify the referent meanings of deixis used by English teacher at eleventh grade of MAN 2 Klaten in the academic year 2022/2023.

F. Benefits of the Study

The benefits of this study are;

1. Theoretical
 - a. To give the explanation that related to deixis used by English teacher at eleventh grade of MAN 2 Klaten in the academic year 2022/2023.
 - b. This research is hoped to be knowledge reference for other researcher in the future in same topic.
2. Practical
 - a. This research is expected to give valuable information about deixis theory.
 - b. This research also expected to give inspiration for the readers who are interested in deixis study.

G. Definition of Key Terms

Some of these terms are important to describe research related to the title “An Analysis of Deixis Used by English Teacher at Eleventh Grade of MAN 2 Klaten in The Academic Year 2022/2023.” ::

1. Pragmatics

The study of what speakers mean or speaker meaning (Yule, 2010)

2. Deixis

A technical term (from Greek) for one of the most basic things we do with utterances that are pointing to an object via language (Yule, 1996)

3. English Teacher

Teacher is generally known as a person who teaches knowledge to the students at the school or college (Syah, 2002)

CHAPTER II

LITERATURE REVIEW

A. Pragmatics

1. Definition of Pragmatics

Today, the subject of pragmatics becomes such a familiar issue in linguistics. The use of language in communication are argued by the linguist that we cannot really understand the nature of language unless we understand about pragmatics. They are many definitions about the notion of pragmatics defined by linguists. Pragmatics is the study of the use of language in communication, particularly in the relationship between sentences and the contexts and situations in which they are used.

Levinson (1985) defined pragmatics as the study of the ability of language users to pair sentences with the contexts in which they would be appropriate. From the linguist' assumed above pragmatics is the study of the aspects of relationship between language and the context. Pragmatics always includes the aspects of participants and context where the conversation takes place. It is assumed that speaker and hearer involved in conversation are generally cooperating with each other. Context becomes an important aspect in pragmatics because the same utterances may have more than one pragmatic meaning when it is uttered in different context.

As well as, Yule (2006) stated, Pragmatics is a study of speaker meaning. It is concerned with a study of meaning as communication by a speaker and interpreted by a listener. In short, he said that pragmatics is the study of what speakers means or speaker meaning. In communication, people have to recognize the meaning of words in utterance and also what speakers mean by their utterance to be able to communicate clearly.

Yule (1996) states the four areas that pragmatics is concerned as follows:

a. Pragmatics is the study of meaning

Pragmatics is concerned with the study of meaning as communicated by a speaker and interpreted by a listener. It analyzes more in what people mean by their utterances than in what the words or phrases in those utterances might mean by themselves.

b. Pragmatics is the study of contextual meaning

This type of study necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said. It requires the consideration of how the speakers organize what they want to say in accordance with who they are talking to, where, when, and under what circumstances.

c. Pragmatics is the study of how we recognize what is meant even when it is not actually said

This approach also necessarily explores how listeners can make inferences about what is said in order to arrive at an interpretation of the speaker's intended meaning. This type of study explores how a great deal of what is unsaid is recognized as part of what is communicated. We might say that it is the investigation of invisible meaning.

d. Pragmatics is the study of the expression of relative distance

This perspective raises the question of what determines the choice between the said and the unsaid. The basic is tied to the notion of distance. Closeness, whether it is physical, social, or conceptual, implies shared experience. On the assumption of how close or distant the listener is, speakers determine how much needs to be said.

From the explanation above, the researcher concludes that pragmatics is the study of speaker meaning that depends on the context.

2. The Scope of Pragmatics

There are some scope of pragmatics. They include deixis, implicature, presupposition, and speech act and aspect of discourse structure (Levinson, 1983).

a. Deixis

Deixis is a technical term (from Greek) for one of the most basic things we do with utterances. Deixis means 'pointing' via language (Yule, 2006). The mean of pointing is one uses any linguistic form called deictic expressions. Deictic expressions are

kind of referring is tied to the speaker's context. There are three types of deixis, person deixis, spatial deixis, and temporal deixis (Yule, 2006).

Example :

“My mother knows that I do love **her**.”

For example above, “her” is identified as person deixis because “her” is pointing language that to indicated a people, My mother.

b. Implicature

Based on Yule (1996), implicature means an additional conveyed meaning more than just what being said. Thus, some meaning is left implicit in actual language use. The context of the situation and the distributed universe of discourse are of importance in understanding the implied meaning from the speaker.

Example :

Banyu : “Could you come to my birthday party tonight?”

Putri : “My parents are visiting.”

There is an implicature inside Putri's utterances, means that Putri does not come to Banyu's birthday party because her parents are at her home visiting hers.

c. Presupposition

According to Yule (2006) presupposition is what a speaker assumes is true or known by a listener. Presupposition of a statement will remain constant even when that statement is negated.

Example :

“Fakeh’s car is not black”

“Fakeh has a car”

There is a presupposition in this sentence. The assumption that appeared in this sentence is that have a similar assumption that Fakeh has a car and the color is not black.

d. Speech Act

Speech act carries some actions in an utterance. Yule (2006) states that speech act as the action performed by a speaker with an utterance. There are three basic acts, namely:

- 1) Locutionary act, it is the basic fact of utterance because it produces a meaningful linguistic expression.

Example :

“Today is very sunny.”

From the explanation above, it can be interpreted that the speaker wants to give information about the weather condition on that day. Perhaps, the speaker also explains what the speaker wants for the listener to do what she/he

wants. It means that there is an implicit message inside the utterances.

- 2) Illocutionary act, it is performed via communicative force of an utterance in order to make a statement, an offer, an explanation or other communicative purposes.

Example :

“Would you mind to pick me up tomorrow evening?”

From these utterances, it can be intended that the speaker wants the listener to pick her/him up the next following evening for some purposes. It is recognized that the utterance is intended as a request. The speaker intends the listener to recognize the illocutionary act of an order to pick her/him up. It can be concluded that illocutionary act is the intentions behind the speaker’s utterances.

- 3) Perlocutionary act, it is done to have an effect from the utterance.

Example :

Lifi : “Today is very hot.”

Fakeh : “I’ll turn on the fan for you.”

From the example above implicitly, by saying this utterance the speaker intends to ask the hearer to turn on the fan or air conditioner since the weather is hot. It means, only that if the hearer determined to turn on the fan, then the

speaker's request was successful. These perlocutionary act is described by causative verbs which normally incorporate the intended results of illocutionary act. Thus, by indicating the utterance said by the hearer, the speaker's intention is interpreted successfully by the hearer. Based on the explanation, perlocutionary act is the effects that the utterances have on the hearer.

e. Discourse Structure

It relates with the organization of conversation. Every conversation can be analyzed through conversation analysis because it has structures. For example turn taking is done when someone respects other people in taking their turn in speaking and adjacency pairs is a fundamental unit of conversational organization, that manage the kind of paired utterances of which question should be replied by answer, greeting by greeting, or offer by acceptance. Those five aspects have the relation with the context because without appreciating the context of utterance, the message of a speech cannot be interpreted accurately.

Based on the explanation above, it can be concluded that there are five scope of pragmatics according to Levinson which include deixis, implicate, presupposition, and speech act and aspect of discourse structure

B. Deixis

1. Definition of Deixis

Deixis is one of the scope of pragmatics that we have to master when communicating so all of the information that we convey can receive correctly by listener. The term 'deixis' is defined by linguists and language philosophers from different perspective. Saed (2003) stated that the word deixis is borrowed from classical Greek *deikymi* that the meaning is 'to show or point out'. Similarly, Yule (2006) noted that deixis is derived from Greek word means 'pointing via language'. Otherwise, Levinson (1983) defined that the meaning of deixis is 'pointing or indicating'. Indicating means interpretation of utterances depends on the analysis of the context of utterance. Any linguistic form used to accomplish this 'pointing' is called 'deictic expression'. Deictic expressions are also sometimes called indexical. Following, deixis is the relation of reference to the point of origin of the utterance (Grundy, 2000).

Deixis is the study of deictic or indexical expressions. In language, like I, now, yesterday. It can be regarded as a special kind of grammatical property instantiated in the familiar categories of person, tense, place, and so on (Levinson, 2004). It follows that deictic expression is the way for people understanding the reference of context of the utterance (Cummings, 2003). Moreover, it takes some element of

its meaning from the context or situation of the utterance in which it is used (Huford et al, 2007).

Every language has deictic words which ‘point’ to ‘things’ in the physical-social context of the speaker and addressee(s) and whose referents can only be determined by knowing the context in which they are used. English example of deictic words include the first, pronouns like *I, You, They, We, He, She, and It* which point to participants in any speech act. The second, locative expressions like *here, this/these, that/those and there*, which designate space of the speaker. And the last, temporal expressions like *then, now, tomorrow, yesterday, last week, next month* and so on. And it relates to the time when the speaker uttered it. (Kreidler, 1998).

Therefore, deictics words or deictics expression can be used to indicate people which called person deixis, location which called spatial deixis or time which called temporal deixis (Yule, 1996). Briefly, deixis is about pointing or indicating via language of the utterance that refers to people, time, and place. For example:

I'll put this here.

People understood that the speaker (I) was telling to the listener that she or he was about to put something (this) in that place (here) that the listener had known about the context of utterance (Yule, 1996).

In conclusion, the researcher notes that deixis is referring expression in interpreting the utterance based on the context which is related to pointing who, when, and where the utterance is uttered.

2. Type of Deixis

From the explanations above, there are many perspective from the linguist about the definition of deixis. Therefore, in this research, the discussion is focused only on three main types of deixis by George Yule. Yule (1996) states that deixis has been divided into three. They are person deixis, spatial/place deixis, and temporal/time deixis.

1) Person Deixis

Yule (1996), clarifies that “person deixis clearly operates on basic three-part division. There are first person, second person, and third person.

a) First person (I).

The first person deixis is reference that refers to the speaker or both speaker and referent grouped with the speaker which is expressed in singular pronouns. (I, Me, Myself, Mine) and plural pronouns (We, Us, Ourselves, Our, Ours) the first person deixis can be divided into exclusive first person deixis, which refers to a group including addressee.

Example :

Students : “I am fine, thank you. And you?”

Teacher : “I am fine too.”

From the sentence above, there was deixis word used by the teacher. The word “I”, it referred to someone and speaker. According to Yule, the word “I” was categorized as a singular pronoun of the first person deixis.

b) Second person (You).

The second person deixis is a deictic reference to a person or persons identified as addressee, such as You, Yourself, Yourselves, Your, Yours.

Example :

Teacher : “How are **you** today?”

The word “You” it refers to the students. According to Yule, the word “You” was categorized as the second person deixis.

c) Third person (He, She, It).

Third person deixis is a deictic reference to referents not identified as the speaker or addressee and usually imply to the gender that the utterance refers to. For example : He, She, It, and They, Him, Himself, Her, Herself.

Example :

Teacher : “Do you know the definition and the function of explanation text?”

Students : “Yes, Sir.”

Teacher : “What are **they**?”

The word uttered by the teacher as person deixis was the word “They” whereas the word “They” as the plural third person deixis.”

The explanation above we know that there are three main types of person deixis. There are first, second, and third deixis.

2) Spatial Deixis

Yule (1996) states that spatial or place deixis is where the relative location of people and things is being indicated. The function of spatial deixis is to indicate the location. Spatial deixis usually expressed: This, These, There, Here, That and Those. Yule also stated that the contemporary English make use of only two adverbs, “This and Here”. Although, these last two adverbs include the meaning of motion toward or away from the speaker, such as “That” and “There”. Briefly, spatial deixis is an expression used to show the location relative to the location of a participant in the speech event.

Example:

“**There**, You will answer the question”

The word “There” indicated as spatial deixis because it refers to the location where the speaker addressee.

3) Temporal Deixis

Yule (1996) state that temporal deixis is use to indicate the time of coinciding with the speaker’s utterance and the time of the

speaker's voice being heard by the listener. The words are (now, yesterday, tomorrow, etc). Yule also states that *now*: time coinciding with speaker utterance, *then*: past and future time relative to speaker's present time, *yesterday*, *tomorrow*, *tonight*, *today*: tense. The tense can be further exemplified like simple present as proximal (*I work here*) and simple past as distal (*I worked there*).

Example:

“She is discussing the material with her friend, **now**”

The word “now” indicated as temporal or time deixis which include in proximal or simple present tense and it refers to the time when the pronoun “She” discussing with her friend.

Based on the theories proposed by above, it can be conclude that the main types of deixis can be separated into three types, there are person deixis (first person, second person, and third person), time deixis, and place deixis. However, the researcher focused on analyzing the deixis use the three main types of deixis proposed by George Yule. Then the researcher would analyze the types of deixis used by English teacher at the eleventh grade of MAN 2 Klaten in the academic year 2022/2023 by using the theory of George Yule. The researcher only focuses with the English teacher utterances during the teaching learning process in the offline class.

Teaching learning process there also need to the teacher skills on linguistics. Beside it can help the teacher on improving their

skill in delivering the materials to the students in the classroom, this also help the students to know how to use the language, then the students will master the content and the skill of language on their learning process in the classroom. Moreover, pragmatics is one of the part of the linguistics that has an important role in teaching English at the classroom. Therefore, much more attention has been drawn to this field in recent decades. In actual English teaching, teachers consciously or unconsciously employ deixis in their talks, which has been a universal linguistic phenomenon, that is, all human languages contain deictic terms.

3. The Function of Deixis

Definition of Yule's theory, the function of Deixis is a pointing. Pointing here is to point thing or person as we called person deixis. The function of person deixis is referred to as the thing or person who is speaker in utterance. Person deixis is divided into three parts, they are first-person deixis, second person deixis, and third-person deixis. the function of first-person deixis is the word that referred to the speaker himself or herself as sending the message. The function of second person deixis is the word that referred to the addressee as the listener or received the message. The function of third-person deixis is the word that referred to who is neither speaker nor addressee. The function of spatial deixis is the words that referred or point the location of the speaker. It could be proximal form (close from the speaker) and distal

form (away from the speaker). And the last is the function of temporal deixis is the word that referred to the time when utterance was done.

C. Reference

According to Yule (2010) reference is an act in which a speaker, or writer uses a linguistic form to enable a listener, or reader to identify something. The word linguistic forms can be called as referring expression which can be proper nouns (for example, '*Shakespeare*', '*Hawaii*'), noun phrase or definite (for example, '*The author*', '*The island*'), indefinite (for example, '*A man*', '*A woman*'), and pronouns (for example, '*He*', '*Her*'). Noun phrase, proper noun are called primary referring expression. While pronoun are termed secondary referring expression (Kreidler, 1998). From the example above, it can be seen that referring expression is a piece of language, a noun phrase, that is used in utterance and is linked to someone outside language, some living or dead, or imaginary entity or concept or group of entity or concept (Kreidler, 1998). Halliday and Hasan (2013) also argue that reference is the identity of the particular thing or class of things that is being referred to.

Finally, the researcher concludes that there is a relation between deixis and reference in pointing the origin of utterance. In short, the act of the speaker in referring to something in utterance is called reference and the expression that is used to refer to something in the utterance is known as deixis.

D. Context

Discussing about pragmatics, deixis, and reference, it is clearly related to the context. Pragmatics is study about aspects of meaning which are dependent on context (Cruse, 2008). Meanwhile, in order to understand about a reference of utterance that uses deictic expressions, reader or listener should be able to identify the contexts of utterance.

The using of deixis in text or utterance is influenced by situation and condition of speaker. In pragmatics study, this condition and situation is called context. Context is the central aspect in doing the interpretation of the meaning in utterances. By understanding the context, it was avoid to the misunderstanding and misinterpreting. If there is no context, then what we interpret it is not valid because what we get is not synchronize with the existing context. According to Cruse (2006), context is an essential factor in the interpretation of utterances and expressions. Moreover, it is necessary for solving the problem of ambiguity in the utterance which is in the spoken or written language (Mey, 2001).

Therefore, Mey also said that context is more than just a reference. Context is an action. Context can be divided into two kinds, namely are the context of situation and the context of social culture. The context of situation it means that how the condition of the speaker and listener when they talk either sick, healthy, happy, sad. In this case, the condition is very influential on existing context. And then the context of social, it means that depend on

a person's social conditions, what circumstance, environmental conditions, location, also with whom we speak either lower or upper class.

From the explanation above, the researcher concludes that the context is any information that needed for interpreting the utterance or sentence which consists of person, place or thing no matter it is written or spoken forms. It is the important factor to complete the meaning of utterance or sentence. Although, in this research the researcher got the context from teaching learning process in the classroom.

E. The Previous Studies of the Research

The researcher takes previous study to strengthen this research. The first previous study of this research is conducted by Dessy Pertama Sari (Putera Batam University) in 2017 year entitled "An Analysis of Deixis Found in Avenger Infinity War Movie". The researcher was focused on analyzing the deixis in the avenger infinity war movie. This research is using a descriptive qualitative. The result finding of her research presented there are five types of deixis found in Avenger Infinity War Movie, they are person deixis is 87 items, place deixis is 14 items, and time deixis is 31 items, social deixis is 15 items and discourse deixis is 21 items. The differences between this research and this first previous study are this first previous study analyze deixis in movie and it used Levinson's theory. The similarity between this research and this first previous study is on analyze deixis.

The second previous study of this research is conducted by Ulfa Arrachim (Batanghari University) in 2021 year entitled “An Analysis of Deixis in English Textbook for Grade 12th Students in Senior High School 1 Kota Jambi”. The researcher was focused on analyzing the deixis in the English textbook by KEMENDIKBUD. This research is using a descriptive qualitative. The result of this research show that there were three types of deixis based on George Yule’s theory were; person deixis, spatial deixis, and temporal deixis. The difference between this research and this second previous study is the second previous study analyze deixis in English textbook by KEMENDIKBUD. The similarities between this research and this second previous study are on analyze deixis and it used Yule’s theory.

The third previous study of this research, the researcher takes from the journal by Mayori, Putra and Suarnajaya in 2020 year entitled “A Comparative Study of Deixis Used by Foreign and Local English Teachers in Vocational High School”. *Journal of Education Research and Evaluation*, Vol. 4, (No.3): 247-253, (<https://ejournal.undiksha.ac.id>). The researcher was focused on analyzing the deixis used by foreign and local English teachers in Vocational high schools. This research used descriptive qualitative research. The result of this research is there are five deixis based on Levinson’s theory which are person deixis, place deixis, time deixis, discourse deixis and social deixis. Moreover, the most deixis used by both teachers is person deixis. It is also found that both teachers have different reasons for using deixis in the utterances. The difference between this

research and this third previous study is the third previous study using Levinson's theory. The similarity between this research and this third previous study is on analyze deixis in teaching learning process.

The fourth previous study of this research, the researcher takes from the journal by Nurvagian, Herlina & Surahmat in 2021 year entitled "The Analysis of Deixis in Students' Talk in Learning English Speaking (A Descriptive Study at Tenth Grade Students in One of Senior High Schools in Sodonghilir, Tasikmalaya)". *Journal of English Education Program*, (<https://jurnal.unigal.ac.id>). The researcher was focused on analyzing the deixis used in students' talk in learning English speaking. This research used descriptive qualitative. The result of this research is there are three types of deixis used by students in the teaching and learning process which are person deixis, spatial deixis and temporal deixis based on Yule's theory. The most dominant in the students' utterances is person deixis with a total of 183 words from 201 in data utterance which is categorized as person deixis. The remainder is temporal deixis with 11 words and spatial deixis with 7 words in utterances. The difference between this research and this fourth previous study is the fourth previous study analyze deixis in students' talk in learning English speaking. The similarities between this research and this fourth previous study are on analyze deixis and it used Yule's theory.

To know the differences and similarities between my thesis with two thesis an two journals as the previous study above in the table 2.1:

Table 2.1 The Similarities And Differences Between The Previous Studies With This Research

No	Title	Differences	Similarities
1.	“An Analysis of Deixis found in Avenger War Movie”. (Dessy Permata Sari) (2017)	The first previous study analyze deixis in movie, while this research analyze deixis in teaching learning process and the first previous study used Levinson’s theory, while this research uses Yule’s theory	Both of this research and the first previous study is on analyze deixis
2.	“An Analysis of Deixis in English Textbook for Grade 12th Students in Senior High School 1 Kota Jambi”. (Ulfa Arrachim) (2021)	The second previous study analyze deixis in the English textbook by KEMENDIKBUD, while this research analyze deixis in teaching learning process	Both of this research and the second previous study are on analyze deixis and used Yule’s theory
3.	“A Comparative Study of Deixis Used by Foreign and Local English Teachers in Vocational High School” (2020) (Mayori, Putra and Suarnajaya)	The third previous study used Levinson’s theory, while this research uses Yule’s theory	Both of this research and the third previous study is on analyze deixis in teaching learning process
4.	“The Analysis of Deixis in Students’ Talk in Learning English Speaking (A Descriptive Study at Tenth Grade Students in One of Senior High Schools in Sodonghilir, Tasikmalaya)” (2021) (Nurvagian, Herlina and Surahmat)	The fourth previous study analyze deixis in students’ talk in learning english speaking while this research analyze deixis in teaching learning process	Both of this research and the fourth previous study are on analyze deixis and used Yule’s theory

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design are the specific procedures involved in the research process: data collection, data analysis and report writing (Creswell, 2012). The choice of research design to apply depends on the nature of the problems asked by the researcher objectives. In this research, the research design that will be used is descriptive qualitative research. This called as descriptive because the researcher just collected the data, make an analysis and draw the conclusion from the analysis. Qualitative research studies designed to obtain information concerning the current state of phenomena. It means that research design is a place to put and devote all of the researcher's opinion and thought. In descriptive qualitative technique, the researcher are collecting, analyzing and supporting data from observation and interview. The researcher also would present the result of this research based on the phenomena happened in the location of the research.

Qualitative method put the researcher as the main point of this research. According to Moleong (2002) Qualitative research is a research which does not included any calculation or numeration because the datum are produced in the form word. It is explain that this research did not include the calculation number as the result of the research, but the descriptive form, that arranged by the researcher as the interpretation of the result by using

some supporting equipment such as computer, dictionary, and reference theories instruments.

Therefore, the researcher used descriptive qualitative method in this research. The method were collected, analyzed, and draw the conclusion in the form word in sentence. Then the data will be in the form of sentences, which have been analyzed descriptively based on the types of deixis, and the referent of those deixis used by English teacher in teaching English in the classroom or offline class. The researcher uses observation, record and transcript of record the teacher utterances to get describe the data. This record is used to make transcription about the teacher utterances. After the researcher take the data of record, the researcher analyze the types of deixis and the referent of those deixis used by English teacher in teaching English in the offline class.

B. Setting of the Research

1. Place of the Research

The research took place in MAN 2 Klaten which located on Jl. Ki Ageng Gribig, Perak, Ngingas, Bareng Lor, Klaten Utara, Klaten Regency, Central Java 57438. The researcher selected MAN 2 Klaten, because of some reason. First of all, this school is located in a strategic area beside the main road that connected Klaten and Boyolali regency, which is passed by many people and made known by many people. The second reason is because the researcher is interested in this school as a

matter of fact that this is one of the popular Islamic Schools which is already known by many people, and the accreditation is A.

The researcher collected the data from the teaching learning process of English class used by English teacher at the eleventh grade of MAN 2 Klaten in the academic year 2022/2023. The researcher chose eleventh grade because this class is in the middle of the senior high school year. It means that they should be already adapted to senior high school situations. Then, the researcher got permission to conduct the research at eleventh grade, especially in eleventh class of social 2. So, the researcher could able to observe in that class.

2. Time of the Research

The time of the research conducted the pre-research at November 2022. The researcher did it twice. The researcher analyzed the utterances used by English teacher. In addition, the researcher only analyzed one English teacher in this research. His initial name is Mr. S who teaches English subject at the XI IPS 2. The researcher was conducted the data in the second semester in the academic year 2022/2023 in this research. The class was observed by the researcher at least three times, because there is only one subject in this research and only one class was observed. To get enough data, the researcher was observed the class as much as three times. Even though there were many repetitions of the English teacher's utterance, at least the researcher gets enough data by

making three observations in explanation text material. In detail, the activities can be seen in this following schedule.

Table 3.1 Times of the Research Table

No	Activities	In Year of 2022		In Year of 2023					
		Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1.	Pre-research	■							
2.	Consulting thesis proposal		■	■	■				
3.	Proposal Seminar					■			
4.	Collecting the data						■		
5.	Transcribing and Analyzing the data						■		
6.	Writing the report						■	■	
7.	Munaqosah								■

C. Subject of the Research

The researcher analyzed the use of deixis by English teacher. In this research, the main subject was an English teacher of MAN 2 Klaten. Therefore, the data of the research included qualitative data. The form of data was in the utterances and not numbers. The data of this research come from the English teacher utterances were considered as deixis. Sutopo (2006) states that the source of the data constitutes a subject from which all the data of a research are obtained. The data on this research was obtained from the English teacher of MAN 2 Klaten. The data in this research were

utterances produced by the English teacher which generate deixis in the teaching learning process based on the George Yule.

Based on the pre-research done by the researcher, there were four English teacher who taught at the eleventh grade in MAN 2 Klaten. The researcher had observed one of them, his initial name is Mr. S. The English teacher used deixis to deliver the material. It was indicated that the English teacher in MAN 2 Klaten performed deixis in learning process. The researcher only focused in one English teacher as a subject of analysis, because the researcher got permission and the teacher that had been chosen as the subject of analysis has a different method and almost used a media on delivering the materials to the students. Therefore, the researcher was interested in analyzing the deixis used by the English teacher.

Moreover, the reason why the researcher only observed one class because the English teacher only taught one class of nine class at eleventh grade. That is eleventh class of Social 2. Besides, the teacher has a unique and creative technique on delivering the materials to the students, that make the teaching learning process become more interesting, then the students more enjoy the class.

D. Data and Source of Data

1. Data

Data are essential thing in a research. They are all of fact and figure that can be used as object to arrange information. (Arikunto, 2002). This research, the data is English teacher's utterances of deixis produced by

English teacher in class XI IPS 2 of MAN 2 Klaten during English teaching and learning process in the classroom in the material of explanation text in three meeting.

2. Source of Data

Research data source are the subject for collecting the data (Arikunto, 1989). The researcher analyzed deixis used by English teacher in MAN 2 Klaten. Therefore, the data of the research included qualitative data. The data were in utterances not numerical or numbers. The source of the data come from the English teacher in class XI IPS 2 of MAN 2 Klaten during English teaching and learning process in the classroom, especially in the material of explanation text. Sutopo (2006) states that source of the data on the data constitutes a subject from which all the data of research are obtained. The source of the data come from the English teacher that were considered as deixis.

E. Research Instrument

The instrument of the research has an important role in this research. Without the instrument, the researcher gets the difficulties to get the data. The role of the instrument is to help the researcher do the research. This research is qualitative, so the primary instrument is the researcher herself. The qualitative study cannot separate from the role of the researcher because it is the researcher herself who determined the scenario of the research. The researcher plays an important role as planner, implementer of data collection and data analysis, data

interpreter and finally as a pioneer of the research result (Moleong, 2004). As Bogdan and Biklen (1984) stated in their book entitled *Qualitative Research Theory*, “The qualitative has the neutral setting as the direct source of the data and the researcher is the key instrument of this research”. It means that the research has to be descriptive to write the real situation of the research. This makes the researcher as the key instrument. That is the reason why the researcher becomes the main instrument of this research. The secondary instrument was also used in this research, there was recording instrument, video camera and sound recorder to record the classroom dialogues.

F. Technique of Collecting the Data

In this research, the researcher used several methods to collect the data. According to Sugiyono (2009), data collection technique are the most strategic steps in research, because the main purpose of research is to get data. The researcher used the technique of collecting data by using observation technique.

Observation is watching and noting systematically toward phenomenon that visible on the object of observation the researcher plans this observation fixable and writes something that happens in the classroom. Observation was used to organize individual behaviors or the process of the activity observed in real situation or stimulation (Sudjana, 2005). This was aimed to get data of the teaching learning process.

Through observation, the data collected was in the form of field notes. The observation was conducted in meeting of English lesson. This observation was used to watch activities or events which were related to the classroom management applied. It consists of the teaching learning processes in the class. In this technique of collecting data, the researcher observed the teaching learning process done by a teacher in the class and the researcher tried to find some phenomena or activities during the teaching learning process. This technique must used note in the research. It will find the variant of deixis used by English teacher during teaching learning process in the classroom. It used to collected the analysis of deixis types. In this case, observation was held in offline class at the XI IPS 2 of MAN 2 Klaten.

In this research, the researcher used observation to obtained the data. Here the researcher was as the observer. According to Brewerton and Lynne (2001) stated that there were two types of observational activity; participant and non participant. The researcher was as passive participant. It mean that in the observation, the researcher presents at the scene action, but does not interacts or participates (Sugiyono, 2006).

The researcher used non-participant observation, the researcher was not involved actively in the group activity, and only as a passive listener, monitor, attending and monitoring and pay attention carefully to all activities and take a conclusion from the observation result. So, it can be known that the researcher was only an observer.

In this technique, the researcher take notes. The researcher will find the variant of deixis used by English teacher during teaching and learning process. It will be used to formulate the analysis of deixis types. The researcher also did record on what happened in the class regarding to the use of deixis types by English teacher in teaching learning process in thrice meetings.

G. Technique of Data Analysis

The researcher did not only collect the data, but also analyzed the data to find out the research's results. This section discussed about the technique of analysis which was very important in this study. Data analysis technique is how the researcher analyzes the data that has been found. According to Bogdan, cited by Sugiyono (2012), a qualitative data analysis is the process of methodically searching and organizing the interview transcripts, field notes and other materials that you accumulate in order to improve your understanding of them and make it possible for you to share what you have learned with others. Data reduction, data display and conclusion are only a few of the procedures that go into data analysis. In this study, the researcher employs the Miles, Huberman and Saldana data analysis model (2014) data analysis process : data condensation, data display and drawing and verifying conclusions.

1. Condensation of Data

According to Miles, Husberman and Saldana (2014), data condensation is the process of picking out, concentrating, simplifying,

abstracting, or transforming the data that has been gathered from field notes, papers, interview transcripts and other empirical materials. The result of qualitative research can be changed by selection, paraphrasing, summarizing and other techniques. After the researcher collected the data, the researcher selecting the data that related to the main question regarding to the types of deixis used by English teacher at eleventh grade of MAN 2 Klaten in the academic year 2022/2023 based on Yule theory. This was done through the process of coding; the process of labeling and segmenting units of meaning to the descriptive or inferential information compiled during the study. The purpose is to help the researcher to organize and classify the data.

The process of coding is as follows:

- a. The data were carefully read
- b. The data related to the objectives of the study were identified and selected and the researcher reduced data from the transcript of the English teacher's utterances in teaching learning process. The transcript data had classified based on the type of deixis according to Yule's theory. If there are some utterances that are not found in Yule's theory, the researcher reduced those data,
- c. Each datum was assigned a code.

To make classification of data analysis, the researcher gave codes to each data. The codes were used in data coding as follow:

- 1) The numeral 01, 02, 03... are used for the datum number. For example, 01 for the datum number one, 02 for the datum number two, etc.
- 2) M.1, M.2 ... are used to the order of the meeting in the class. For example, M.1 is the first meeting.
- 3) The code based on the types of deixis, these are written bellow:

PD: Person Deixis

SD: Spatial Deixis

TD: Temporal Deixis

Those codes can be put together into sentences. The example of data coding for data analysis and the way to read it, written bellow:

01/M.1/PD means that the first data in the first meeting is person deixis. By giving a code to each data, the data becomes easier to be classified and analyze.

2. Data Display

The second step is data display. The data is presented or we can say it with displaying data or data display. After the data is selection, the researcher must present the data obtained. In this step, the researcher displayed the selecting data from data condensation. A display can be in the form of texts, graphs, diagrams, charts, matrices, or other graphical formats. This study used table and description to explain about the finding of the

research. The table had filled by the transcript data from the teacher's utterances in teaching learning process.

Table 3.2 The Data Sheet of the Data Findings of the Types of Deixis Used by English Teacher

Code	Section	English Teacher's Utterances	Context	Types of Deixis			Referent Meaning
				PD	SD	TD	

Note :

PD : Person Deixis

SD : Spatial Deixis

TD : Temporal Deixis

3. Drawing and Verifying Conclusion

In this step, the researcher made a conclusion based on the data display related to the use of deixis by English teacher at eleventh grade of MAN 2 Klaten in the academic year 2022/2023.

So, it can be concluded that the steps to analyze data based on Miles, Huberman and Saldana (2014) are data condensation, data display, drawing and verifying conclusion. From the steps

above, the researcher can analyze the data qualitatively. This step can help the researcher to find types of deixis by the teacher and referents meaning of those deixis used by English teacher during teaching learning process in the classroom.

H. The Trustworthiness of the Data

Data are the essential thing in research. To make the data valid before it is analyzed, the validity of data or trustworthiness of data is needed. The validity of the data important in qualitative research. The validation of the data determines the quality of the result of research. According to Creswell (2009) the data validity in qualitative method is that the researcher test the accuracy of the data. The accuracy means the data must be valid in order that the analysis can show the significant result. Validating the result of the research is important in any type of research for influencing the findings and analysis. If the data are not valid, thus, the analysis is not reliable.

In this research, the researcher will use the triangulation technique to observe the data validation. Moleong (2002) states that triangulation technique is the technique of examining the trustworthiness of the data which uses things outside the data in order to examine the data and to be comparer of the data. Triangulation has four basic types that identified by Norman Denzin (2009), there are:

1. Data Triangulation

The use of variety data sources including time, space, and persons in a research. Data triangulation is the process rechecked and compared information by researcher which obtained in different source. For example, it has been done by comparing observation data with interview result, comparing what the informant said, and comparing circumstance and perspective of different people toward the similar event.

2. Investigator Triangulation

The ability to confirm findings across investigators without prior discussion or collaboration between them can significantly enhance the credibility of findings. Investigator triangulation is particularly important for decreasing bias in gathering, reporting and analyzing the data.

3. Theory Triangulation

Theory triangulation is used of multiple theories when examining a situation or phenomenon. The idea is to look at a situation or phenomenon from different perspectives, through different lenses, with different questions. The different theories do not have to be similar or compatible, in fact the more divergent they are, more likely they are to identify different issues.

4. Methodological Triangulation

Methodological triangulation is the use of multiple methods to conduct a situation or phenomenon. The intention is to decrease the deficiencies and bias that come from any single method. This types of

triangulation technique is similar to the mixed method approaches used in social science research, where the results from one method are used to enhance, augment and clarify the results of another.

This research applied data triangulation to obtain the validity of the research. The researcher crosses check the script and analyze the data several times. The researcher carried out this process to get the data validation.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

The researcher classified the data in this research based on the types of deixis, and the referents meaning of those deixis. In explaining the findings, the researcher did some steps. Firstly, the researcher presented the three types of deixis used by English teacher; person deixis, spatial deixis and temporal deixis. Secondly, the researcher presented the referents meaning of each deixis used by English teacher. In this research, the data were analyzed based on the data classification. The data of deixis which were analyzed by the researcher were collected from the observation on the eleventh grade of MAN 2 Klaten. Especially, in the eleventh of social class/ XI IPS 2. The observation was conducted three times. From the observation, the researcher found 105 word of deixis occurred in XI IPS 2 on English teacher utterances in the teaching learning process especially in explanation text material. The detailed list of sentences contained of deixis can be seen in the appendix.

The following are some analysis made by the researcher related to the types of deixis, the referents meaning of deixis.

1. Types of Deixis Used by English Teacher in the Eleventh Grade of MAN 2 Klaten

The observation from the social class was doing by the researcher on 5th April 2023 at 09.50-10.40 a.m, 6th April 2023 at 11.30-11.55 and 12th April 2023 at 09.35-10.15 in XI IPS 2. The material of the meetings are about Explanation text. Here were the whole findings of deixis used by English teacher in the eleventh grade of social class/ XI IPS 2 of MAN 2 Klaten in the academic year 2022/2023 which held in thrice meetings. The table can be seen as follow :

Table 4.1 Tabulation Data of Deixis Types Used by English Teacher at the Eleventh Grade of MAN 2 Klaten in Explanation Text Material in the Academic Year 2022/2023

Class	Meeting	Activity	Types of Deixis					Total Deixis In Every Activity	Total Deixis Used in a Class
			Person Deixis			Temporal Deixis	Spatial Deixis		
			First Person	Second Person	Third Person				
XI IPS 2	1	Opening	11	4	-	3	1	19	38
		Main activity	3	5	-	2	1	11	
		Closing	4	3	-	1	-	8	
	2	Opening	2	2	1	4	2	11	32
		Main activity	6	9	-	1	3	19	
		Closing	1	1	-	-	-	2	
	3	Opening	4	2	-	3	1	10	35
		Main activity	6	9	-	2	2	19	
		Closing	-	3	-	2	1	6	
Total Deixis Word in Every Types of Deixis			37	38	1	18	11	105	
			76						
Total Types of Deixis of Eleventh Grade of MAN 2 Klaten									

Based on the table 4.1 above, it can be seen that types of deixis were applied by the teacher during teaching learning process in every activity in the eleventh grade of social class of MAN 2 Klaten which hold on thrice meetings about explanation text material. The researcher found 105 deixis words that include type of deixis. The used of deixis are explained as follow:

a. Opening

In the opening class, the teacher greeted the students and asked about the students condition, and who were absent at that day by using kinds of deixis that referred to something or someone in the classroom. Start from saying “Greetings”, asked the students’ condition, answered to the students question and command the students to did something. The teacher prepared the students psychologically and physically to follow the learning process with greet, engage learners and their appearance class tidied up, and check for the presence of the learners. On the analysis of this first observation of the teacher utterances that appear included. In this activity, the researcher found 30 deixis words, but the researcher presented some representative data in every type of deixis of using deixis by English teacher in utterances. They are as follow:

1) Person Deixis

In opening activity, there was person deixis which found in the teacher's utterances in the opening activity of teaching learning process. From the analysis, there were following data 01/M.1/PD, 03/M.1/PD, 04/M.1/PD, 05/M.1/PD, 06/M.1/PD, 08/M.1/PD, 10/M.1/PD, 11/M.1/PD, 12/M.1/PD, 14/M.1/PD, 15/M.1/PD, 16/M.1/PD, 17/M.1/PD, 18/M.1/PD, 19/M.1/PD, 01/M.2/PD, 03/M.2/PD, 04/M.2/PD, 06/M.2/PD, 09/M.2/PD, 01/M.3/PD, 04/M.3/PD, 06/M.3/PD, 07/M.3/PD, 09/M.3/PD, 10/M.3/PD. From the data, there were 25 person deixis types which found in the teacher's utterances. There are first, second and third person deixis. Below the data of person deixis in teacher's utterances.

a) First Person Deixis

The teacher used 17 times of first person in the teacher's utterances in data 03/M.1/PD, 05/M.1/PD, 08/M.1/PD, 11/M.1/PD, 12/M.1/PD, 14/M.1/PD, 15/M.1/PD, 16/M.1/PD, 17/M.1/PD, 18/M.1/PD, 19/M.1/PD, 03/M.2/PD, 04/M.2/PD, 04/M.3/PD, 06/M.3/PD, 09/M.3/PD, 10/M.3/PD. the teacher answered the students' greeting by saying "I am very well". The data can be seen below:

Students : I am fine thank you. And you?

Teacher : Alhamdulillah. I am very well.

Code. 03/M.1/PD

The data 03/M.1/PD was uttered by the teacher as the speaker, the teacher answered the students greeting in the opening class from the teacher's utterance above to the students. The sentence explained about his condition was good. From the sentence above, there was deixis word used by the teacher. The word "I", it referred to someone and speaker. According to Yule, the word "I" was categorized as a singular pronoun of the first person deixis. The word "I" referred to the role person deixis in which the utterance narrated by one person. So, it was tied to the speaker which was the teacher himself. He was the only teacher in the class. The word of "I" has referent meaning to the teacher.

b) Second Person Deixis

The teacher used 8 times of second person deixis in the teacher utterances in data 01/M.1/PD, 04/M.1/PD, 06/M.1/PD, 10/M.1/PD, 01/M.2/PD, 06/M.2/PD, 01/M.3/PD, 07/M.3/PD. the teacher

greet the students in the opening activity, like the data below :

*Teacher : How are **you** today, anak-anak?*

Students : I am fine, thank you. And you?

Code.01/M.1/PD

The data 01/M.1/PD was uttered by the teacher who asked to the students about their condition. From the sentence above, there also a word “You” referred to someone and addressees. The word of “You” has referent meaning to the students are in the eleventh grade of social class / XI IPS 2. It means that the students are addressee. According to Yule, the word “You” referred to person identified as the addressee, or the second person on the sentence uttered by the teacher above. There are also others conversation which consist of person deixis and had occurred in the teaching learning process.

c) Third Person Deixis

In this activity, the teacher performed once in third person deixis in the utterances. The following data was 09/M.2/PD. The teacher checked students’ attendance. The data can be seen below :

*Teacher : Where is **she**?*

Students : Vega nggak masuk dikarenakan sedang sakit pak.

Code. 09/M.2/PD

The data 09/M.2/PD above is the teacher's utterance.

He asked the whereabouts of the student who absent in that day. The sentence above there was deixis word of third person deixis used by the teacher. According to Yule, the word of "She" classified as third person deixis which expressed to referents not identified as the speaker or addressee and usually imply to the gender that the utterance refers to. The word "She" has referent meaning to Vega, the one of students who absent in that day.

2) Temporal Deixis

In the opening activity, there was temporal deixis which found in the teacher's utterances in the opening activity of teaching learning process. From the analysis, there were following data 02/M.1/TD, 09/M.1/TD, 13/M.1/TD, 02/M.2/TD, 07/M.2/TD, 08/M.2/TD, 10/M.2/TD, 03/M.3/TD, 05/M.3/TD, 08/M.3/TD. From the data, there were 10 temporal deixis types which found in the teacher's utterances. The teacher explain that in that day on Wednesday, 5th April 2023, the teacher

and the students will start the lesson by prepare themselves, pay attention to the teacher and recite basmalah together, like the data below :

*Teacher : Before we are going to the lesson **today**, put your hand on the table, attention to me and let's start our lesson by saying basmalah together.*

Students : Bismillahirrahmanirrahim

Code. 09/M.1/TD

The data 09/M.1/TD was uttered by the teacher as the speaker. Therefore, the teacher started the teaching learning process. From the data, there was temporal deixis used by the teacher. The word of “Today” is temporal deixis in Yule theory which had interpretation on knowing the relevant utterance time in the context that the teacher start the lesson. The sentence above shows that the teacher start the lesson on the present time. The word deixis above also had the referent meaning that was the word “Today” referred to Wednesday, 5th April 2023, when the teaching learning process occurred.

a) Spatial Deixis

In the opening activity, there were 4 spatial deixis which found in the teacher's utterances in the opening

activity of teaching learning process. From the analysis, there was following data 07/M.1/SD, 05/M.2/SD, 11/M.2/SD, 02/M.3/SD. The teacher check the students' attendance. Below the data :

*Teacher : Let me check your attendance first. Absen dulu ya. In **this** class, hari ini ada yang nggak masuk?*

Students : Tidak pak.

Code. 07/M.1/SD

From the data 07/M.1/SD was uttered by the teacher as the speaker. Before the teacher started the teaching learning process, the teacher asked the students who was absent. Then, the teacher will check attendance. So, from the sentence above, there was a deixis word exist in the teacher utterance. The word of "This" identified as spatial deixis based on Yule's theory, which was a relative location of people and things was being indicated. The word "This" also can be called as adverb of place used for near distance. The word "This" has referent meaning as the place in the class/ XI IPS 2.

b. Main Activity

In the main activity, there were many activities that the teacher should do main activity include observing, questioning, experimenting, associating and communicating. When main

activity, took place the researcher found 49 deixis words used by the teacher. However, the researcher presented the representatively of the data in every types of deixis used by English teacher. The utterances can be seen below :

1) Person Deixis

In the main activity, there was person deixis which found in the teacher's utterances in this activity of teaching learning process. From the analysis, there were following data

21/M.1/PD, 22/M.1/PD, 23/M.1/PD, 24/M.1/PD,
 26/M.1/PD, 28/M.1/PD, 29/M.1/PD, 30/M.1/PD,
 12/M.2/PD, 13/M.2/PD, 14/M.2/PD, 16/M.2/PD,
 17/M.2/PD, 18/M.2/PD, 19/M.2/PD, 20/M.2/PD,
 22/M.2/PD, 23/M.2/PD, 24/M.2/PD, 26/M.2/PD,
 27/M.2/PD, 28/M.2/PD, 29/M.2/PD, 11/M.3/PD,
 12/M.3/PD, 13/M.3/PD, 14/M.3/PD, 15/M.3/PD,
 17/M.3/PD, 19/M.3/PD, 20/M.3/PD, 21/M.3/PD,
 22/M.3/PD, 25/M.3/PD, 26/M.3/PD, 27/M.3/PD,
 28/M.3/PD, 29/M.3/PD. From the data, there were 49 person deixis which found in the teacher's utterances. There are first and second person deixis. The data of the person deixis in teacher's utterances can be seen below:

a) First Person Deixis

The teacher used 13 times of first person deixis in the teacher's utterances in data 21/M.1/PD, 22/M.1/PD, 23/M.1/PD, 14/M.2/PD, 16/M.2/PD, 22/M.2/PD, 26/M.2/PD, 11/M.3/PD, 17/M.3/PD, 20/M.3/PD, 25/M.3/PD, 27/M.3/PD, 28/M.3/PD. The teacher asked the students to answer the question. The data can be seen below :

Teacher : Ada 3 soal as the excercise in that whiteboard, ya. Kemudian, I want to call you. Saya akan panggil kamu and you come here, nanti maju kedepan untuk mengerjakan ya.

Students : Baik pak.

Code. 22/M.2/PD

The data 22/M.2/PD, was utterance said by the teacher as the speaker. The teacher gave some questions, then he called one of the students to answer the question on the whiteboard in the main activity. From the teacher's utterance above to the students, there was deixis word used by the teacher. The word "I", it referred to someone and speaker. According to Yule, the word "I" was categorized as a singular pronoun of the first person deixis. The word "I" referred to the role person deixis in which the utterance narrated by one person. So, it was tied

to the speaker which was the teacher himself. He was the only teacher in the class. The word of “I” has referent meaning to the teacher.

b) Second Person Deixis

The teacher used 23 second person deixis in the teachers’ utterances in data 24/M.1/PD, 26/M.1/PD, 28/M.1/PD, 29/M.1/PD, 30/M.1/PD, 12/M.2/PD, 17/M.2/PD, 18/M.2/PD, 19/M.2/PD, 20/M.2/PD, 23/M.2/PD, 24/M.2/PD, 27/M.2/PD, 29/M.2/PD, 12/M.3/PD, 13/M.3/PD, 14/M.3/PD, 15/M.3/PD, 19/M.3/PD, 21/M.3/PD, 22/M.3/PD, 26/M.3/PD, 29/M.3/PD. The teacher asked the readiness of the students. The data can be seen below :

*Teacher : Are **you** ready, students?*

Students : Iya pak, ready.

Code. 20/M.2/PD

From the data 20/M.2/PD, it was uttered by the teacher as the speaker. He asked the students readiness to do the exercise in the main activity. The person deixis which had found in the teacher’s utterance is the word of “You” that used by the teacher to point someone. According to Yule, the word “You” was referred to person identified as the addressee, or the second person

deixis in the conversation during the class activities. So, the word "You" has referent meaning to the students are in eleventh grade of social class/XI IPS 2 as addressee by the speaker.

2) Temporal Deixis

In main activity, there was 5 of temporal deixis which found in the teacher's utterances in the main activity of teaching learning process. From the analysis, there was following data 20/M.1/TD, 25/M.1/TD, 15/M.2/TD, 18/M.3/TD, 24/M.3/TD. In this activity, the teacher used 1 temporal deixis in the utterance. From the data analysis, there were the data 15/M.2/TD. The teacher gave the direction to the students to do the exercise. The data can be seen below:

<p><i>Teacher : Now, we try to action about the passive voice sentence. Kita coba untuk mengerjakan atau latihan ya.</i></p> <p><i>Students : Baik pak.</i></p>

Code. 15/M.2/TD

The data 15/M.2/TD was uttered by the teacher as the speaker. After the teacher gave the material, then he gave an exercise and asked the students to try answer the question. The word of "Now" identified as the temporal deixis based on Yule's theory. Because the word "Now" had interpretation on knowing the relevant utterance time. The word "Now" here used to show the situation on the present

time. The referent meaning of the word deixis “Now” was the present time, when the teacher gave the direction to action by doing exercise.

3) Spatial Deixis

In main activity, there were 6 spatial deixis which found in the teacher’s utterances in the main activity of teaching learning process. From the analysis, there was following data 27/M.1/SD, 21/M.2/SD, 25/M.2/SD, 30/M.2/SD, 16/M.3/SD , 23/M.3/SD. The teacher asked the students to answer the question in front of the class. The data can be seen below :

*Teacher : Ada 3 soal as the excercise in that whiteboard, ya. Kemudian, I want to call you. Saya akan panggil kamu and you come **here**, nanti maju kedepan untuk mengerjakan ya.*

Students : Baik pak.

Code. 25/M.2/SD

The data 25/M.2/SD, was utterance said by the teacher as the speaker. The teacher gave some questions, then he called one of the students to answer the question in front of the class on whiteboard in the main activity. From the teacher’s utterance above to the students, there was deixis word used by the teacher. The word of “Here” is identified

as spatial deixis based on Yule's theory, which had a relative location of people and things was being indicated in the speech event. The word "Here" also called as adverb of place used for near distance. The referent meaning of the word "Here" on the sentence above was in front of the class.

c. Closing

In closing of the learning process in the classroom, the teacher and learners make sure the students understanding about the material already learned in the meeting. The teacher gave reminds to learners about the study. The teacher apologize to the students. The teacher gave assignments to learners to collect duties on the upcoming meetings. The teacher explained the plan further learning and the teacher close the lesson by giving greetings. In this section, the researcher did not found spatial deixis that used by the teacher. There were 8 deixis words used by the teacher in closing activity. The following deixis expression appears in the process of closing. However, in this closing activity, the data presented representatively in every types of deixis.

1) Person Deixis

In this activity, the teacher performed 12 person deixis. From the analyzing of the data, the following data were 31/M.1/PD, 31/M.1/PD, 33/M.1/PD, 34/M.1/PD,

35/M.1/PD, 36/M.1/PD, 37/M.1/PD, 31/M.2/PD, 32/M.2/PD, 31/M.3/PD, 32/M.3/PD, 34/M.3/PD. In this type, there first and second person deixis. The data can be seen below :

a) First Person Deixis

In this activity, the teacher performed the 5 person deixis. From the analyzing, there were the data 31/M.1/PD, 32/M.1/PD, 33/M.1/PD, 36/M.1/PD, 31/M.2/PD. The teacher gave remind to the learners about the study in closing activity. Below, the data was of teacher's utterance :

Teacher : I hope that you also study at your house to make clear our material. Jadi saya harap kalian belajar lagi dirumah.

Students : Baik pak.

Code. 33/M.1/PD

The data 33/M.1/PD was uttered by the teacher as the speaker. The teacher asked the students to make sure the material understanding with study again in their house. From the sentence above, the teacher's utterance there was deixis word used by the teacher. The word of "I" or "Saya" is referred to someone and speaker. According to Yule, the word "I" was categorized as a singular pronoun

of the first person deixis. The word “I” referred to the role person deixis in which the utterance narrated by one person. So, it was tied to the speaker which was the teacher himself. He was the only teacher in the class.

b) Second Person Deixis

In this activity, the teacher used 7 second person deixis in the utterances. From the analyzing of the data, there were the following data 34/M.1/PD, 35/M.1/PD, 37/M.1/PD, 32/M.2/PD, 31/M.3/PD, 32/M.3/PD, 34/M.3/PD. The teacher close the lesson in the end of the class. The data can be seen below :

Teacher : Kita cukupkan pembelajaran pada hari ini.

*Thanks for **your** nice attention*

Code. 34/M.3/PD

The data 34/M.3/PD was uttered by the teacher as the speaker. The teacher thanks to the students for given the attention during the lesson. From the sentence above seems there was deixis word. The word of “Your” classified as second person deixis based on Yule’s theory. The word “Your” referred to someone and addressees. According to Yule, the word “Your” was referred to person identified as the addressee, or the second person deixis in the conversation during the class

activities. Therefore, the word “Your” referred to the students in the eleventh grade of social class/ XI IPS 2 as addressee.

2) Temporal Deixis

In this activity, the teacher used 4 temporal deixis in the utterances. From the analyzing, there was the data 38/M.1/TD, 15/M.2/TD, 30/M.3/TD, 35/M.3/TD. The teacher closing the meeting. The data can be seen below :

*Teacher : See you **tomorrow**, insya Allah, have a nice day and wassalamu'alaikum warahmatullahi wabarakatuh*

Students : Wa'alaikumussalam warahmatullahi wabarakatuh

Code. 35/M.3/TD

The data 35/M.3/TD was uttered by the teacher in the closing activity. The teacher close the lesson by giving greetings and he hope that the day will be a good day for them as the closing word of the teaching learning process which held on Wednesday, 12th April 2023. The teacher's utterance above, there was temporal deixis used by the teacher. The bold word of “Tomorrow” classified as the temporal deixis which used to indicate the time in future time based on Yule's theory. The referent meaning of the word “Tomorrow” is Thursday, 13th April 2023.

3) Spatial Deixis

In main activity, there were 4 spatial deixis which found in the teacher's utterances in the main activity of teaching learning process. From the analysis, there was following data 21/M.2/SD, 25/M.2/SD, 30/M.2/SD, 33/M.3/SD. The teacher make sure the students understanding before close the lesson. The data can be seen below :

<p><i>Teacher : If there is no qustion, kita cukupkan pembelajaran pada hari ini.</i></p>
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Code. 33/M.3/SD

The data 33/M.3/SD was teacher's utterance which can be seen that in the closing activity, the teacher asked to the students to make sure the students can understand well. From the data above, there was deixis word used by the teacher. The bold word of "There" which classified as the spatial deixis based on Yule's theory which had a relative location of people and things was being indicated in the speech event. The word "There" also called as adverb of place used for far distance. Then, the word "There" has referent meaning to indicate far away location of the speaker.

After giving the sample of the data and categorized based on Yule's theory which they are three types of deixis namely person deixis, temporal deixis and spatial deixis, it can be concluded that the researcher found deixis words of three deixis types used by English teacher in XI IPS 2 of MAN 2 Klaten during teaching and learning process in the material of explanation text where there were opening activity, main activity and closing activity.

2. The Referent Meaning Used by English Teacher in the Eleventh Grade of MAN 2 Klaten

The second research question was to analyze the referents meaning of those deixis used by English teacher in the eleventh grade of MAN 2 Klaten during teaching learning process. Therefore, this part was provide some data to answer the second question from this research. Whereas, the complete data can be seen in the appendix. The referents meaning of those deixis used English teacher's utterances in this research to enable the hearer to identify the entity being referred in which it can be the connection between the meaning of particulars word of language that the speaker used to accomplish. Below, gave the table of the tabulation of the referent meaning of those deixis.

Table 4.2 The Data Finding of the Referents Meaning of those Deixis Used by English Teacher about Explanation Text Material in the Eleventh Grade of MAN Klaten in the Academic Year 2022/2023

Types of Deixis	Deixis Words	Addressees	XI IPS 2 Class		
			Meeting		
			1	2	3

Person Deixis	First Person Deixis	I	The Teacher	8	6	6
		We	The Teacher and The Students	10	3	4
	Second Person Deixis	You	The Students	12	12	14
	Third Person Deixis	She	The one of students who absent in XI IPS 2	-	1	-
Temporal Deixis		Now	The Present Times	1	3	4
		Today		4	2	2
		Tomorrow	The Future Times	1	-	1
Spatial Deixis		This	The location near from the speaker	1	2	-
		That	The location far away from the speaker	-	1	-
		Here	The location near from the speaker	1	1	2
		There	The location far away from the speaker	-	1	2
Total				38	32	35
				105		

There were some data provided by the researcher below :

a. The Referent Meaning of Person Deixis in XI IPS 2

Personal deixis concerned the encoding of the participants in the speech event in which the utterance in question is delivered. The first person is refers to the speaker, second person refers to addressee and third person is refer to other participant in the situation of speech. In this research found 76 person deixis words. The data can be seen below :

1) First Person Deixis

The first person deixis is refers to the speaker. Based on Yule' theory, there were (I and We) used as the first person deixis. Below, the referents meaning of those deixis used by English teacher by

using word “I” and “We” in the teacher’s utterances. This research found first person deixis. The data can be seen below :

a) The word “I” has referent meaning to the teacher.

In this referents meaning of the teacher, there were 20 data which found in this research. In this referent meaning of first person deixis in the XI IPS 2 class which held in thrice meeting. They are as follow 03/M.1/PD, 05/M.1/PD, 11/M.1/PD, 18/M.1/PD, 22/M.1/PD, 23/M.1/PD, **31/M.1/PD**, 33/M.1/PD, 03/M.2/PD, 04/M.2/PD, 14/M.2/PD, 22/M.2/PD, 26/M.2/PD, 31/M.2/PD, 04/M.3/PD, 11/M.3/PD, 20/M.3/PD, 25/M.3/PD, 27/M.3/PD, 28/M.3/PD. The teacher’s utterance of the data in this referent can be seen below :

<p><i>Teacher : I think thats all our studying English about passive voice</i></p>
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Code. 31/M.1/PD

The data 31/M.1/PD, it was uttered by the teacher as the speaker. He closed the teaching learning process in closing activity because the time is over. From the data above, there were person deixis had found in that teacher’s utterance. The word “I”, it referred to someone and speaker. According to Yule, the word “I” was categorized as a singular pronoun of the first person deixis. The word “I” referred to the role person deixis in which the utterance narrated by one person. So, it was

tied to the speaker which was the teacher himself. He was the only teacher in the class. The word of “I” has referent meaning to the teacher.

- b) The word of “We” has referent meaning to the teacher and the students in XI IPS 2

There were 17 data had occurred. They are as follow 08/M.1/PD, 12/M.1/PD, **14/M.1/PD**, 15/M.1/PD, 16/M.1/PD, 17/M.1/PD, 19/M.1/PD, 21/M.1/PD, 32/M.1/PD, 36/M.1/PD, 13/M.2/PD, 16/M.2/PD, 28/M.2/PD, 06/M.3/PD, 09/M.3/PD, 10/M.3/PD. 17/M.3/PD. The teacher’s utterance of the data in this referent can be seen below :

Teacher : We will continue our studying in English

Code. 14/M.1/PD

The data 14/M.1/PD was uttered by the teacher as the speaker to the students. The teacher told the students that they would continue for learn the material. The teacher do this activity in the opening section. From the data 14/M.1/PD, there was seem deixis word used by the teacher in his utterance in the eleventh grade of social class/ XI IPS 2. The bold word of “We” as the first person plural deixis in Yule theory. The deixis “We” had different form of subject and object in English. “We” was used for a subject. It was changed to pronoun “us” when it was used as an object. In Indonesian, the deixis we/us will be

translated into two words; kami or kita. The referent meaning of person deixis “We” were the teacher and the students, because they were involved teaching learning process together. They are involve in the teaching learning process.

2) Second Person Deixis

The second person deixis refers to addressee. Based on Yule’s theory there was (You) used as the second person deixis. Below, the referents meaning of those deixis used by English teacher by using the word “You” in the teacher’s utterances. The word “You” has referent meaning to the students. In this referents meaning, there were 38 data which found in this research. Here, the referent meaning of second person deixis in the XI IPS 2 class which held in thrice meeting. They are as follow 01/M.1/PD/CR, 04/M.1/PD, 06/M.1/PD, 10/M.1/PD, 24/M.1/PD, 26/M.1/PD, 28/M.1/PD, 29/M.1/PD, 30/M.1/PD, 34/M.1/PD, 35/M.1/PD, 37/M.1/PD, 01/M.2/PD, 06/M.2/PD, 12/M.2/PD, 17/M.2/PD, 18/M.2/PD, 19/M.2/PD, 20/M.2/PD, 23/M.2/PD, 24/M.2/PD, 27/M.2/PD, 29/M.2/PD, 32/M.2/PD, 01/M.3/PD, 07/M.3/PD, 12/M.3/PD, 13/M.3/PD, 14/M.3/PD, 15/M.3/PD, 19/M.3/PD, 21/M.3/PD, 22/M.3/PD, 26/M.3/PD, 29/M.3/PD, 31/M.3/PD, 32/M.3/PD, 34/M.3/PD. The teacher’s utterance of the data in this referent can be seen below :

*Teacher : Can **you** repeat the answer?*

Code. 15/M.3/PD

The data 15/M.3/PD was uttered by the teacher as the speaker. The teacher asked the students to repeat the answer to make sure the students' understanding. From the data above, there were deixis words of person deixis. the bold word of "You" that used by the teacher to point someone. According to Yule, the word "You" was referred to person identified as the addressee, or the second person deixis in the conversation during the class activities. So, the word "You" has referent meaning to the students are in eleventh grade of social class/XI IPS 2 as addressee by the speaker.

3) Third Person Deixis

The third person deixis is refers to other participants in situation of speech. Based on Yule's theory there were (He, She, It) used as the third person deixis. Below, the referents meaning of those deixis used by English teacher by using the word "She" in the teacher's utterances. The word "She" has referent meaning to the one of students. In this referents meaning, there was 1 data which found in this research. Here, the referent meaning of third person deixis in the XI IPS 2 class which held in thrice meeting, there was 1 data had occurred as follow 09/M.2/PD. The teacher's utterance of the data in this referent can be seen below :

<p>Teacher : Where is she?</p>

<p style="text-align: right;">Code. 09/M.2/PD</p>
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The data 09/M.2/PD above is the teacher's utterance. He asked the whereabouts of the student who absent in that day. The sentence above there was deixis word of third person deixis used by the teacher. According to Yule, the word of "She" classified as third person deixis which expressed to referents not identified as the speaker or addressee and usually imply to the gender that the utterance refers to. The word "She" has referent meaning to Vega, the one of students who absent in that day.

b. The Referent Meaning of Temporal Deixis

Temporal deixis used to indicate the time at which the speaker is producing the utterance. In this research, there were found – temporal deixis words used by English teacher. From the data analysis, they were can be seen below :

- 1) The word of "Now" and "Today" have referent meaning to the present time in XI IPS 2

There were 16 data had occurred in this research. They are as follow 02/M.1/TD, 09/M.1/TD, 13/M.1/TD, **20/M.1/TD**, 25/M.1/TD, **02/M.2/TD**, 07/M.2/TD, 08/M.2/TD, 10/M.2/TD, 15/M.2/TD, 03/M.3/TD, 05/M.3/TD, 08/M.3/TD, 18/M.3/TD, 24/M.3/TD, 30/M.3/TD, The teacher's utterance of the data in this referent can be seen below :

*Teacher : How are you **today**?*

Code. 02/M.2/TD

The data 02/M.2/TD was uttered by the teacher as the speaker who asked to the students about their condition. From the data, there was temporal deixis used by the teacher. The word of “Today” is temporal deixis in Yule theory which had interpretation on knowing the relevant utterance time in the context that the teacher start the lesson. The sentence above shows that the teacher asked the students’ condition on the present time. The word deixis above also had the referent meaning that was the word “Today” referred to Thursday, 6th April 2023, when the teaching learning process occurred.

Another data of this referent which had the different word can be seen below :

*Teacher : **Now**, sesuai dengan pembelajaran hari ini. We will try to learn about sentence*

Code. 20/M.1/TD

The data 20/M.1/TD, it was uttered by the teacher as the speaker. He started the teaching learning process in main activity by gave the material to the students on the whiteboard. From the sentence above, there was a deixis word exist in the teacher utterance. The word of “Now” identified as the temporal deixis based on Yule’s theory. Because the word “Now” had interpretation on knowing the relevant

utterance time. The word “Now” here used to show the situation on the present time. The referent meaning of the word deixis “Now” was the present time, when the teacher start the lesson by gave the material in the main activity.

- 2) The word of “Tomorrow” has referent meaning to the future time.

In this referent meaning of future time, there were two data which found in this research. Here, the referent meaning of “Tomorrow” deixis word in the XI IPS 2 class which held in thrice meeting. They are as follow **38/M.1/TD**, 35/M.3/TD. The teacher’s utterance of the data in this referent can be seen below:

*Teacher : See you **tomorrow***

Code. 38/M.1/TD

The data 35/M.3/TD was uttered by the teacher in the closing activity. The teacher close the lesson by giving greetings as the closing word of the teaching learning process which held on Wednesday, 5th April 2023. The teacher’s utterance above, there was temporal deixis used by the teacher. The bold word of “Tomorrow” classified as the temporal deixis which used to indicate the time in future time based on Yule’s theory. The referent meaning of the word “Tomorrow” is Thursday, 6th April 2023.

c. **The Referent Meaning of Spatial Deixis**

Spatial deixis concern the encoding of locations relative to the location of the participants in the speech. In this research, there were

found 11 spatial deixis words used by English teacher. From the data analysis, they were can be seen below :

- 1) The word of “Here” has referent meaning to location near from the speaker

In this referents meaning to location near from the speaker, there were 4 data which found in this research. Here, the referent meaning of “Here” deixis word in the XI IPS 2 class which held in thrice meeting. They are as follow 27/M.1/SD, 25/M.2/SD, 16/M.3/SD, **23/M.3/SD**, The teacher’s utterance of the data in this referent can be seen below :

*Teacher : You can stand up, **here!** Berdiri di depan dulu ya!*

Code. 23/M.3/SD

The data 23/M.3/SD was teacher’s utterance, it can be seen that the teacher called one of students to come forward in front of the class to do the punishment because the student can not answer the question from the teacher. In the teacher’s utterance in the data 23/M.3/SD, there was bold word of “Here” which classified as the spatial deixis based on Yule’s theory which had a relative location of people and things was being indicated in the speech event. The word “Here” also called as adverb of place used for near distance. Then, the word “Here” has referent meaning to indicate near location of the speaker.

- 2) The word of “There” has referent meaning to location far away from the speaker

In this referents meaning of location far away from the speaker, there were 3 data which found in this research. Here, the referent meaning of “There” deixis word in the XI IPS 2 class which held in thrice meeting. They are as follow 30/M.2/SD, 02/M.3/SD, **33/M.3/SD**. The teacher’s utterance of the data in this referent can be seen below :

*Teacher : If **there** is no qusion, kita cukupkan pembelajaran pada hari ini.*

Code. 33/M.3/SD

The data 33/M.3/SD was teacher’s utterance which can be seen that in the closing activity, the teacher asked to the students to make sure the students can understand well. From the data above, there was deixis word used by the teacher. The bold word of “There” which classified as the spatial deixis based on Yule’s theory which had a relative location of people and things was being indicated in the speech event. The word “There” also called as adverb of place used for far distance. Then, the word “There” has referent meaning to indicate far away location of the speaker.

- 3) The word of “This” has referent meaning to location near from the speaker.

In this referents meaning of location near from the speaker, there were 3 data which found in this research. Here, the referent meaning of “There” deixis word in the XI IPS 2 class which held in thrice meeting. They are as follow 07/M.1/SD, 05/M.2/SD, 11/M.2/SD. The teacher’s utterance of the data in this referent can be seen below :

<p><i>Teacher : In this class, hari ini ada yang nggak masuk?</i></p>
--

Code. 07/M.1/SD

From the data 07/M.1/SD was uttered by the teacher as the speaker. Before the teacher started the teaching learning process, the teacher asked the students who was absent. Then, the teacher will check attendance. So, from the sentence above, there was a deixis word exist in the teacher utterance. The word of “This” identified as spatial deixis based on Yule’s theory, which was a relative location of people and things was being indicated. The word “This” also can be called as adverb of place used for near distance. The word “This” has referent meaning as the place in the class/ XI IPS 2.

- 4) The word of “That” has referent meaning to location far away from the speaker

In this referents meaning of location far away from the speaker, there was only 1 data which found in this research. Here, the referent meaning of “There” deixis word in the XI IPS 2 class

which held in thrice meeting. They are as follow 21/M.2/SD. The teacher's utterance of the data in this referent can be seen below :

*Teacher : Ada 3 soal as the exercise in **that** whiteboard, ya*

Code. 21/M.2/SD

From the data 21/M.2/SD was uttered by the teacher as the speaker. The teacher gave some question to the students. So, from the sentence above, there was a deixis word exist in the teacher utterance. The word of "That" identified as spatial deixis based on Yule's theory, which was a relative location of people and things was being indicated. The word "That" also can be called as adverb of place used for far distance. The word "That" has referent meaning as the place of whiteboard which is in front of the class..

After giving the sample data of the referent meaning of the deixis used by the English teacher, it can be conclude that the researcher had found the data of the frequency of deixis used by the teacher in teaching learning process and the type of deixis used by English teacher. The researcher also explained about the referents meaning of those deixis used by English teacher in teaching learning process in the eleventh grade of MAN 2 Klaten in the academic year 2022/2023 in the second semester about the explanation text material which hold on thrice meetings.

B. Discussion

Finally, after analyzing the data and classifying on the types of deixis and the referent meaning of those deixis, the researcher wanted to discuss about the findings that have been investigated in this section to answer the

research question. Based on the research findings, it was clear that the English teacher's utterances showed the types deixis. While, the researcher applied types of deixis by Yule's theory to analyze the utterances of English teacher in teaching and learning process in MAN 2 Klaten especially in XI IPS 2. In Yule's theory there were three types of deixis such as person deixis, temporal deixis and spatial deixis. Those deixis used by the teacher during the teaching learning process about explanation text material and there were also have referent meaning. The findings are discussed below :

1. Types of Deixis Used by The teacher in the Eleventh Grade of MAN 2 Klaten in Explanation Text Material.

Deixis can be described as the referring expression in which the interpretation of utterance depends on the context of written. Yule (2010) also stated that deixis is technically known as deictic expressions. From the Greek word deixis, which means "pointing" via language. We use deixis to point to things (It, This, Those, These) and people indicate or point the time (Tomorrow, Today). So, all deixis expression have to be interpreted in terms of which person, place and time on his or her mind. According to Yule, deixis has been divided into three. They are to indicate via person deixis (I, You), to indicate people via temporal deixis (Now, Then) and to indicate the location via spatial deixis (There, Here). As known, deixis is a part of pragmatic. While, pragmatic include in language use and used in communication way which stated by Retnaningsih (2013).

This deixis can be occurred in our daily life. When find out types of deixis and the most dominant deixis that found in the eleventh grade of MAN 2 Klaten, the findings showed that although the categories usually occur in the general conversation, they can also be found in teaching learning process in the classroom. In the teaching learning process in the eleventh grade of MAN 2 Klaten, all the deixis and references were uttered by the teacher as the speaker. The types of deixis used by the teacher were person deixis, temporal deixis and spatial deixis which declared by Yule (1996).

It was clear that those deixis used during teaching learning process by the teacher and the types of deixis proposed by expert still exist in teaching learning process. It was also support by some researcher about deixis types used in daily life stated by Yulfi (2017) that teacher of English and students used deixis in their daily activity in the classroom. Beside, the role of the teacher in teaching learning process not only teach the material but also teach the language used. It was declared by Behrens (2014) stated that in which the educator can be able to consider syntax, pragmatics and discourse as a part of learning process. Not only teach the content but also teaching the students how to use language. It can be seen that deixis is a branch of pragmatics.

Based on the research finding, the most dominant types of deixis used by the English teacher was person deixis especially in second person deixis which were up to 38 times. Because, the teacher always

addressed the students by using the word of “You” during teaching learning process in which the teacher as the speaker. So, it was clear as Yule (1996) stated that person deixis clearly operates on basic three-part division. There are first person, second person and third person. Yule has concept of deixis tripartic system: (I, You, He). Speaker (I), addressee (You), and other (He, She, It). As in English first person pronoun (I, We), second person pronoun (You, They) and third person pronoun (He, She,It). There is interpretation of a conversation with deixis expressions that we need to realize.

Furthermore, the researcher finding the most dominant activity in using deixis type was the main activity. In this activity, there was a lot of interaction between the teacher and the students during in the teaching learning process in the main activity. So, it can be concluded that the teacher used types deixis in the main activity to have interaction when the students gathering the data, in which the teacher also guide them to make clear information. The second dominant was in the main activity, conditioning the situation of the students before teaching and learning process, checking and outlining the material. The last is in the closing in which the teacher gave some informations to the students.

2. The Referent Meaning of those Deixis Used by The teacher in the Eleventh Grade of MAN 2 Klaten in Explanation Text Material.

In this research, the researcher also explain about the referent meaning of the deixis used by the English teacher in teaching learning

process in the eleventh grade of MAN 2 Klaten. The type of deixis used by the researcher to analyze the teacher utterance was the type of deixis proposed by Yule. Yule (1996) had classified the three main deixis, there are person deixis, temporal deixis and spatial deixis.

In this referent meaning used to show the meaning of those deixis used by the teacher during in the class when in teaching learning process. As confirmed Cutting (2002) to enable the hearer to identify the entity being referred to, which is in turn known as the referent. In addition, Yule (2010) states that as an act by which a speaker (or writer) uses language to enable a listener (or reader) to identify something and to perform an act of reference, we can use proper nouns (Chomsky, Jennifer), other nouns in phrases (a writer, my friend) or pronoun (he, she, it). Those expert proved that deixis there was referent meaning which used to identify the entity being referred which can be nouns or nouns phrase. As in this research finding, there was person deixis which the most dominant and it can be explained that the teacher as the referred of the word "I", teacher and the students as the referred of the word "We", the students as the referred of the word "You". Those referent meaning in the deixis is important to know the meaning, so there will not miss understanding in having interactions.

From the discussion above, it can be concluded that deixis can be applied in teaching learning process. By knowing the theory and the types from deixis and reference, it can help the teacher to be creative on

delivering the material by using the pronoun in referring someone, or something. Beside the teacher also can use the practice of deixis to introduce the students about the kind of pronouns such as first and second person pronoun (I, You, They, We), for temporal deixis words in past, present and future time with the word (Now, Today, Tomorrow) and for spatial deixis words, the meaning depends on where the speaker is, (Here, There)

In addition, by knowing and understanding about the deixis theory and the types it can help the students can easily understand what people trying to tell them. Besides, the students were EFL students can avoid misunderstanding and miscommunicating when they do the communication talk in English.

Then, deixis was an important study that serves many function for the English Foreign Learners. Especially on classroom activities. Therefore, the understanding about this study was useful for the students learning process as good as how the teacher practice the understanding about this study to their students. Instead, deixis always used conscious and unconsciously in human life.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Derived from the result that has been obtained and analyzed, the research was to identify the types of deixis used by the English teacher in teaching English for the eleventh grade of MAN 2 Klaten which the teacher taught in the eleventh social class/ XI IPS 2 in thrice meeting. There were three types of deixis according to Yule's theory that were employed by the english teacher during the teaching learning process. The researcher then drew some conclusions as follow :

1. The researcher found that the teacher applied deixis in delivering English material to the eleventh grade of MAN 2 Klaten. From the analysis by the researcher found there were 105 deixis words from teacher's utterances in XI IPS 2 class, which also contained three types deixis. Those were person deixis, temporal deixis and spatial deixis which the most types used by the teacher was person deixis 76 times in which person deixis was 37 the second person deixis was 38 and third person deixis only 1. So, the used of deixis types proposed by Yule (1996) is still exist in the teaching learning process, especially the used of person deixis which happened during clasroom activities.
2. The researcher also explained about the referent meaning of the deixis used by the English teacher in teaching learning process. The researcher

has found that the English teacher often used person deixis on addressing the students, the teacher himself and also to referring something, the researcher also found temporal deixis which used for referring the specific time. In addition, the researcher also found spatial deixis by English teacher on referring to the location near or away from the teacher as the speaker.

B. Suggestion

Based on the conclusions and the implications, some suggestions were proposed to somebody as follows :

1. To Students

The result of this research can give the reader knowledge about the theory and types of deixis and those referent meaning. By understanding those theory, the students can avoid the misunderstanding and miscommunication in interpreting the English teacher's referent meaning. Then, it help on translating some text or conversation into target language, this study also help them to speaking practice and doing writing English text practice. Therefore, the researcher hope that the students open minded in understanding the deixis to help them on mastering many skill found in learning English.

2. To English Teacher

This research is expected to give English teacher an insight about types of deixis and referents meaning should be used when they are teaching English in the class. It is advisable for English teacher to use

English optimally and more aware in choosing the reference word to get the students understanding about what the teacher refers to, then the students can translating the teacher's utterance in to what actually the teacher mean by. Therefore, the use of variants deixis can make the teaching learning process would be fun for the teacher² and the students.

3. To Others Researcher

Based on the limitation, it is suggested to the next researchers who interested in pragmatic to conduct another research with a wider scope of pragmatic especially deixis feature, than this study by using a different method of analysis to get more accurate finding. Besides, the researcher hoped that other researchers are interested in analyzing pragmatic in other classification to make this study better and perfect.

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APPENDICES

APPENDIX 1
FIELD NOTE

FIELD NOTE

Day/ Date : Wednesday, 5th April 2023

Time/ Place : 09.50 – 10.40/ MAN 2 Klaten

Class : XII IPS 2

The teacher and the researcher came to the class at 09.50 a.m. The teacher opened the meeting by saying salam. After that, he greeted the students by saying good morning and asked their condition. The students also asked the teacher's condition. The teacher checked students attendance. The students answer that no one absent in that day. Then, the teacher started the lesson by reciting basmalah.

The material on that day was about explanation text. The teacher began the class by asking them about their basic knowledge about explanation text. After that, the teacher explained the material. While the teacher was explaining the material, there is a student who asked to the teacher about that. The teacher gave feedback. Then, the teacher asked to the students to do some exercise that relates to the material.

The bell was ringing. Then, the teacher asked them to study at home. The teacher closed the class saying salam.

FIELD NOTE

Day/ Date : Thursday, 5th April 2023

Time/ Place : 10.30 – 11.55/ MAN 2 Klaten

Class : XII IPS 2

The teacher and the researcher came late to the class. The teacher opened the meeting by saying salam. After that, he greeted the students by saying good morning and asked their condition. The students also asked the teacher's condition. The teacher checked students attendance. The students said that there is one student who absent in that day because the student was sick. After the teacher got the information, the teacher started the lesson by reciting basmalah.

The teacher began the class by giving them some questions related the material in that day about explanation text in passive voice sentence to mak sure the students' understanding. After that, the teacher called the students to answer the question on the whiteboard in front of the class

In the end of the class, he apologize for coming late. Then, the teacher closed the lesson by saying salam.

FIELD NOTE

Day/ Date : Wednesday, 12th April 2023

Time/ Place : 09.35 – 10.15/ MAN 2 Klaten

Class : XII IPS 2

The teacher and the researcher came to the class at 09.35 a.m. The teacher opened the meeting by saying salam. After that, he greeted the students by saying good morning and asked their condition. The students also asked the teacher's condition. The teacher checked students attendance. The students answer that no one absent in that day. Then, the teacher started the lesson by reciting basmalah.

In the main activity, the teacher wanted to know the understanding of the students. So, the teacher asked to the students to re-explain the answer of exercise at the last meeting. The teacher called the students randomly to re-explain in front of the class. There is a punishment to the students who can not explain it well. After that, in the question and answer section, the teacher gave the feedback to the students who has a question to make sure their understanding.

In the closing activity, the teacher gave a homework to the students. Then, the teacher closed the lesson by saying salam.

APPENDIX 2

TEACHER'S TRANSCRIPT

TEACHER'S TRANSCRIPT

Day/Date : Wednesday, April 5th 2023

Time/Place : 09.50 – 10.40 MAN 2 Klaten

Class : XI IPS 2

Material : Explanation text

Meeting : 1

*Section : Opening

Teacher : Bismillahirrahmanirrahim, assalamu'alaikum warahmatullahi wabarakatuh, good morning, selamat pagi semuanya!

Students : Wa'alaikumussalam warahmatullahi wabarakatuh, selamat pagi pak.

Teacher : How are you today, anak-anak? Bagaimana kabarnya hari ini?

Students : I am fine, thank you. And you?

Teacher : Alhamdulillah, I am very well. Did you having fasting? Masih puasa?

Students : Insya Allah masih pak.

Teacher : Ada yang nggak puasa?

Students : Tidak pak.

Teacher : Okay, alhamdulillah. Let me check your attendance first. Absen dulu ya. In this class, hari ini ada yang nggak masuk?

Students : Tidak pak. Hari ini masuk semuanya.

- Teacher : Well, alhamdulillah. Before we are going to the lesson today, put your hand on the table, attention to me and let's start our lesson by saying basmallah together.
- Students : Bismillahirrahmanirrahim.
- Teacher : Okay. Today, we will continue our studying in English. Di pertemuan terakhir, we have studied about apa? Chapter berapa?
- Students : Explanation text di chapter 3 pak.
- Teacher : So, we would like to discuss the material about explanation text. Review sebentar dulu ya! What is explanation text in bahasa? Ada yang mau mencoba menjawab?
- Student (Astri): Saya pak.
- Teacher : Ya, silahkan.
- Student (Astri): Explanation text adalah tulisan yang bersifat non fiksi untuk menjelaskan sesuatu, contohnya fenomena alam.
- Teacher : What is the meaning of fenomena? Apasih fenomena itu? Ada yang bisa menjelaskan?
- Students : Kejadian langka, jarang terjadi pak.
- Teacher : All right. Kemudian, what is the function of explanation text? Fungsinya apa? Anyone?
- Student (Hasbi): Untuk menjelaskan bagaimana dan mengapa fenomena itu terjadi pak. Contohnya gerhana bulan, mengapa gerhana bulan itu terjadi dan bagaimana gerhana bulan terjadi.
- Teacher : Great. Intinya adalah ketika kita ingin menjelaskan.. Hallo! Listen to me please. When we will explain about something to other person, yang kita butuhkan apa?
- Students : Pengetahuan.

Teacher : Apalagi? Any opinion?

Students : Public speaking pak.

*Section : Main activity

Teacher : Good. Now, sesuai dengan pembelajaran kita hari ini, we will try to learn about the sentence, that is passive voice. Kita akan belajar tentang passive voice.

Students : Baik pak.

Teacher -Giving the material-

Teacher : Any question for me? Related the material that i gave to you. Silahkan.

Student (Setia): Saya mau bertanya pak. Kalau subjek nya satu sama lebih beda ya?

Teacher : Beda. Jadi to be itu menyesuaikan subjek.

-Re-explain the material, then gives a question on the board-

Teacher : Whats date today? Sekarang tanggal berapa?

Students : Hari ini tanggal 5 pak.

Teacher : Number five. Siapa absen nomer 5?

Students : Absen nomer 5 Hasbi pak.

Teacher : Well, Hasbi. Silahkan maju kedepan and you try to write the answer di papan tulis. Come here.

Students : Baik pak.

-One of students (Hasbi) answers the question-

Teacher : Ya, betul. Silahkan kembali ke tempat duduknya. Sekarang, you try to make an example in the present continuous tense. Bisa ya?

Students : Insya Allah bisa pak.

-The bell is ringing-

Teacher : Finish?

Students : Iya pak, the time is over.

Teacher : Oh no.. Are you sure?

Students : Yes.

Teacher : Okay. Kita selesaikan dulu ya? Langsung saja, tadi contohnya apa?
Raise your hand and let's say something.

Student (Sofi) : The students are studying English now.

*Section : Closing

Teacher : Nice. Okay, i think thats all our studying English about passive voice. I hope that you also study at your house to make clear our material. Jadi saya harap kalian juga belajar lagi di rumah ya anak-anak.

Students : Baik pak.

Teacher : Thanks for your nice attention, anak-anak dan selamat menjalankan ibadah puasa.

Students : You're welcome pak.

Teacher : See you tomorrow and wassalamu'alaikum warahmatullahi wabarakatuh.

Students : Wa'alaikumussalam warahmatullahi wabarakatuh.

TEACHER'S TRANSCRIPT

Day/Date : Thursday, April 6th 2023

Time/Place : 11.30 – 11.55 MAN 2 Klaten

Class : XI IPS 2

Material : Explanation text

Meeting : 2

*Section : Opening

Teacher : Bismillahirrahmanirrahim, assalamu'alaikum warahmatullahi wabarakatuh.

Students : Wa'alaikumussalam warahmatullahi wabarakatuh.

Teacher : Good morning semuanya. How are you today? Bagaimana kabarnya hari ini?

Students : Good morning pak. I am fine, thank you and you?

Teacher : I am good. My dearest students in this class, are you fasting now? Masih puasa?

Students : InsyaAllah masih pak.

Teacher : Hungry or thirsty? Yang dirasa saat ini lapar apa haus?

Students : Lapar dan haus pak.

Teacher : Meskipun begitu, saya harap kalian masih tetap semangat untuk belajar bersama di siang hari ini ya. Who is absent today? Hari ini ada yang nggak masuk?

Students : Ada pak, yang nggak masuk hari ini Vega.

Teacher : Where is she?

Students : Vega nggak masuk dikarenakan sedang sakit pak.

Teacher : Okay, sudah saya tandai. Now, let's start the lesson in this class by saying basmalah together.

Students : Bismillahirrahmanirrahim.

*Section : Main activity

Teacher : Langsung saja, sekarang you prepare the next our material about passive voice ya, anak-anak. Kalau kemarin, I explained at the last time. Now, we try to action about passive voice sentence. Kita coba untuk mengerjakan atau latihan ya.

Students : Baik pak.

Teacher : Let's start, you write down on your note book dan kemudian you try to answer. Are you ready, students?

Students : Iya pak, ready.

-The teacher giving some questions-

Teacher : Ada 3 soal as the exercise in that whiteboard, ya. Kemudian, I want to call you. Saya akan panggil kamu and you come here, nanti maju kedepan untuk mengerjakan ya. Sebelumnya, i would like to give you an example in number one, saya kasih contoh di nomer satu ya. Jadi begini cara menjawabnya (write on the board).

Students : Iya pak.

Teacher : Number two. We try to answer together, bareng-bareng dulu ya jawabnya.

Students : Baik pak.

Teacher : The last number, yuk coba Sela.

Student (Sela) : Sudah pak.

Teacher : Are you sure, Sela? Diteliti lagi ya.

Student (Sela) : Oiya pak, itu seharusnya pakai have.

Teacher : Nah, Betul. So far, is there any comments or any question related the exercise about passive voice? Ada yang mau bertanya tidak?

Students : Not yet pak.

Teacher : Understood ya semuanya.

Students : Insya Allah pak.

*Section : Closing

Teacher : Well, enough ya. Sebelum kita akhiri, I apologize karena saya terlambat masuk kelas ya anak-anak.

Students : Iya pak. Tidak apa-apa.

Teacher : Okay. Thanks for your nice attention and becareful ya. Wassalamu'alaikum warahmatullahi wabarakatuh.

Students : Wa'alaikumussalam warahmatullahi wabarakatuh.

TEACHER'S TRANSCRIPT

Day/Date : Wednesday, April 12th 2023
 Time/Place : 09.35 – 10.15 MAN 2 Klaten
 Class : XI IPS 2
 Material : Explanation text
 Meeting : 3

*Section : Opening

Teacher : Bismillahirrahmanirrahim, assalamu'alaikum warahmatullahi wabarakatuh, good morning semuanya. Selamat pagi.

Students : Wa'alaikumussalam warahmatullahi wabarakatuh, morning pak.

Teacher : Hows your life? Bagaimana kabarnya hari ini? Masih puasa?

Students : Alhamdulillah masih pak.

Teacher : Is there any students who absent today?

Students : Hari ini masuk semuanya pak.

Teacher : Alhamdulillah. Attention to me ya. Now, let's start our lesson by saying basmallah together.

Students : Bismillahirrahmanirrahim.

Teacher : Whats the material at the last time? Do you have any homework, anak-anak? Ada PR nggak?

Students : Tidak ada pak.

Teacher : Di minggu lalu materinya apa? Ada yang masih ingat?

Students : Passive voice pak.

Teacher : Well. Now, we will continue our material ya.

Students : Baik pak.

*Section : Main activity

Teacher : Students, i wanna ask to you. What is passive voice? Passive voice itu apa? What is your opinion?

- Students : Passive voice adalah kalimat pasif pak.
- Teacher : Di pertemuan terakhir, you sudah mengerjakan all the question ya?
- Students : Yes pak, sudah.
- Teacher : Can you repeat the answer? Bisa ya? Here, we will start from number one ya!
- Students : Baik pak.
- Teacher : What date is today?
- Students : 12 pak.
- Teacher : And whats month?
- Students : April bulan 4 pak.
- Teacher : Okay. Absen 12 dan 4, you try to re-explain the answer yang sudah kita bahas di pekan lalu ya! At this time, i want to make sure your understanding. Apakah kalian sudah benar-benar paham atau sebaliknya. Absen 12 nomer 1 dan absen 4 nomer 2. Baik, langsung saja absen 12 dan 4 maju kedepan. Nanti yang nggak bisa, nyanyi ya! Setuju?
- Students : Baik, setuju pak.
- Teacher : Nomer 1, absen 12 silahkan. Hurry up, waktu kita limit. Dalam hitungan ke 5 kalau nggak maju, dapat hukuman menyanyi sesuai kesepakatan.
- Students : 5, 4, 3, 2, 1. Nyanyi!
- Teacher : You can stand up, here! Berdiri di depan dulu ya!
-Student with the number 12 stand in front of whiteboard-
- Teacher : Now, student with the number 4. Who's one?
- Students : Absen nomer 4, Astri pak.
- Teacher : Well, silahkan nomer 2 ya. Di tulis dulu jawaban nya di papan tulis, kemudian kamu jelaskan apa yang kamu tulis.
- Student (Astri): Baik pak.
-Student (Astri) writes the answer on the board then, she explains the answer-
- Teacher : Good job, mbak Astri. Give applause please!

Teacher : Masih ada satu nomer lagi ya. Langsung saja saya tunjuk. Absen 7 siapa?

Students : Absen 7, Bagus pak.

Teacher : Ya, mas Bagus silahkan.

Student (Bagus) : Begini ya pak?

Teacher : Listen to me ya anak-anak. Karena masih ada yang kebingungan, saya akan menjelaskan ulang.

Students : Baik pak.

-The teacher giving the explanation about the answer-

Teacher : Do you understand, anak-anak?

Student (Gilang) : Saya mau bertanya pak. Yang sayaa tanyakan mengenai bedanya has sama have pak.

Teacher : O ya. Silent please ya anak-anak. Mas Gilang barusan bertanya bedanya penggunaan have dan has. I will explain again ya. So, attention to me. Perhatikan dulu.

Students : Baik pak.

Teacher : Jadi seperti yang sudah saya jelaskan tadi, has untuk subjek tunggal kalau yang have untuk subjek jamak. Sekarang saya tanya, tunggal itu berapa?

Students : Satu pak.

Teacher : Kalau jamak?

Students : Lebih dari satu.

Teacher : Did you get the point mas Gilang? Paham belum?

Student (Gilang) : Sudah pak. Terimakasih atas penjelasannya pak.

Teacher : Ya, sama-sama mas Gilang. Sekarang waktunya menjalankan hukuman bagi yang tidak bisa menjawab dan menjelaskan.

-Student who can not answer the question get punishment from the teacher-

*Section : Closing

Teacher : Silahkan kembali ke tempat duduknya masing-masing dan sebelum kita akhiri, sekarang you open the modul. Sudah ya? Di pertemuan

selanjutnya kita bahas exercise di halaman 32 mengenai expression of explanation. Jadi ini PR ya.

Student : Baik pak.

Teacher : Time is over. Enough ya? So far, do you have any comments or questions related the homework?

Student : Tidak pak.

Teacher : If there is no question, kita cukupkan pembelajaran pada hari ini. Thanks for your nice attention, see you tomorrow, insyaAllah, have a nice day and wassalamu'alaikum warahmatullahi wabarakatuh.

Students : Wa'alaikumussalam warahmatullahi wabarakatuh.

APPENDIX 3

**THE FINDING TYPES OF
DEIXIS USED BY ENGLISH
TEACHER**

The Finding Types of Deixis Used by English T eacher at the Eleventh Grade of MAN 2 Klaten in the Academic Year 2022/2023

NOTE :

XI IPS 2 in the first meeting

01 : The datum number one

PD : Person Deixis

M.1 : The first meeting in the class

SD : Spatial Deixis

TD : Temporal Deixis

Code	Section	English Teacher's Utterances	Context	Types of Deixis			Referent Meaning
				PD	SD	TD	
01/M.1/PD	Opening	How are <u>you</u> today, anak-anak?	The teacher asked the students' condition	✓			You refers to the students
02/M.1/TD	Opening	How are you <u>today</u> , anak-anak?	The teacher asked the students' condition			✓	Today refers to Wednesday 5 th April 2023
03/M.1/PD	Opening	<u>I</u> am very well	The teacher giving feedback	✓			I refers to the teacher
04/M.1/PD	Opening	Did <u>you</u> having fasting?	The teacher asked the students' condition	✓			You refers to the students
05/M.1/PD	Opening	Let <u>me</u> check your attendance first	The teacher will check the students' attendance	✓			Me refers to the teacher
06/M.1/PD	Opening	Let me check <u>your</u> attendance first	The teacher will check the students' attendance	✓			Your refers to the students

07/M.1/SD	Opening	In <u>this</u> class, hari ini ada yang nggak masuk?	The teacher checking the students' attendance		✓		This refers to XI IPS 2
08/M.1/PD	Opening	Before <u>we</u> are going to the lesson today,	The teacher is giving know that the teacher and the students will start the lesson	✓			We refers to the teacher and the students
09/M.1/TD	Opening	Before we are going to the lesson <u>today</u> ,	The teacher is giving know that the teacher and the students will start the lesson			✓	Today refers to Wednesday 5 th April 2023
10/M.1/PD	Opening	Put <u>your</u> hand on the table	The teacher asked the students to prepare themselves before starting lesson	✓			Your refers to the students
11/M.1/PD	Opening	Attention to <u>me</u>	The teacher asked the students to pay attention	✓			Me refers to the teacher
12/M.1/PD	Opening	Let's start <u>our</u> lesson by saying basmalah together	The teacher invited the students and himself to recite by saying basmalah when starting the lesson	✓			Our refers to the teacher and the students
13/M.1/TD	Opening	<u>Today</u> , we will continue our studying in English	The teacher guides the students to continue the lesson			✓	Today refers to Wednesday 5 th April 2023
14/M.1/PD	Opening	Today, <u>we</u> will continue our studying in English	The teacher guides the students to continue the lesson	✓			We refers to the teacher and the students

15/M.1/PD	Opening	Today, we will continue <u>our</u> studying in English	The teacher guides the students to continue the lesson	✓			Our refers to the teacher and the students
16/M.1/PD	Opening	<u>We</u> have studied about apa?	The teacher asked to the students about what is the material of the lesson at the last meeting	✓			We refers to the teacher and the students
17/M.1/PD	Opening	<u>We</u> would like to discuss the material about explanation text	The teacher is giving know the material that the teacher and the students will discuss	✓			We refers to the teacher and the students
18/M.1/PD	Opening	Listen to <u>me</u> , please	The teacher asked the students to listen the teacher	✓			Me refers to the teacher
19/M.1/PD	Opening	When <u>we</u> will explain about something to other person,	The teacher giving feedback	✓			We refers to the teacher and the students
20/M.1/TD	Main activity	<u>Now</u> , sesuai dengan pembelajaran hari ini	The teacher is giving know the material that the teacher and the students will learn			✓	Now refers to the present time of English teaching learning process at 5 th April 2023
21/M.1/PD	Main activity	<u>We</u> will try to learn about sentence	The teacher is giving know the material that the teacher and the students will learn	✓			We refers to the teacher and the students

22/M.1/PD	Main activity	Any question for <u>me</u> ?	The teacher checking the students understanding	✓			Me refers to the teacher
23/M.1/PD	Main activity	Related the material that <u>i</u> gave to you	The teacher ckecking the students understanding	✓			I refers to the teacher
24/M.1/PD	Main activity	Related the material that i gave to <u>you</u>	The teacher checking the students understanding	✓			You refers to the students
25/M.1/TD	Main activity	Whats date <u>today</u> ?	The teacher asked to the students about the date in that day			✓	Today refers to Wednesday 5 th April 2023
26/M.1/PD	Main activity	Hasbi, silahkan maju kedepan and <u>you</u> try to write the answer	The teacher asked to one of the students to answer the question on the whiteboard	✓			You refers to Hasbi
27/M.1/SD	Main activity	Come <u>here</u>	The teacher asked to one of the students to answer the question on the whiteboard		✓		Here refers to in front of the class
28/M.1/PD	Main activity	<u>You</u> try to make an example in the present continuous tense	The teacher asked to the students to make a sentence	✓			You refers to the students
29/M.1/PD	Main activity	Are <u>you</u> sure?	The teacher asked the students to make sure the answer	✓			You refers to the students

30/M.1/PD	Main activity	Raise <u>your</u> hand	The teacher gave an instruction to the students if there is any question	✓			Your refers to the students
31/M.1/PD	Closing	I think that's all our studying English about passive voice	The teacher closing the lesson	✓			I refers to the teacher
32/M.1/PD	Closing	I think that's all <u>our</u> studying English about passive voice	The teacher closing the lesson	✓			Our refers to the teacher and the students
33/M.1/PD	Closing	I hope that you also study at your house to make clear our material	The teacher remind the students to study	✓			I refers to the teacher
34/M.1/PD	Closing	I hope that <u>you</u> also study at your house to make clear our material	The teacher remind the students to study	✓			You refers to the students
35/M.1/PD	Closing	I hope that you also study at <u>your</u> house to make clear our material	The teacher remind the students to study	✓			Your refers to the students
36/M.1/PD	Closing	I hope that you also study at your house to make clear <u>our</u> material	The teacher remind the students to study	✓			Our refers to the teacher and the students
37/M.1/PD	Closing	Thanks for <u>your</u> nice attention, anak-anak	The teacher closing the lesson	✓			Your refers to the students

38/M.1/TD	Closing	See you <u>tomorrow</u>	The teacher closing the lesson			✓	Tomorrow refers to Thursday 6 th April 2023
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The Finding Types of Deixis Used by English Teacher at the Eleventh Grade of MAN 2 Klaten in the Academic Year 2022/2023

NOTE :

XI IPS 2 in the second meeting

01 : The datum number one

PD : Person Deixis

M.2 : The second meeting in the class

SD : Spatial Deixis

TD : Temporal Deixis

Code	Section	English Teacher's Utterances	Context	Types of Deixis			Referent Meaning
				PD	SD	TD	
01/M.2/PD	Opening	How are <u>you</u> today?	The teacher asked the students' condition	✓			You refers to the students
02/M.2/TD	Opening	How are you <u>today</u> ?	The teacher asked the students' condition			✓	Today refers to Thursday 6 th April 2023
03/M.2/PD	Opening	<u>I</u> am good	The teacher giving feedback	✓			I refers to the teacher
04/M.2/PD	Opening	<u>My</u> dearest students in this class, are you fasting now?	The teacher asked the students' condition	✓			My refers to the teacher
05/M.2/SD	Opening	My dearest students in <u>this</u> class, are you fasting now?	The teacher asked the students' condition		✓		This refers to XI IPS 2

06/M.2/PD	Opening	My dearest students in this class, are <u>you</u> fasting now?	The teacher asked the students' condition	✓			You refers to the students
07/M.2/TD	Opening	My dearest students in this class, are you fasting <u>now</u> ?	The teacher asked the students' condition			✓	Now refers to the present time of English teaching learning process at 6 th April 2023
08/M.2/TD	Opening	Who is absent <u>today</u> ?	The teacher checking the students' attendance			✓	Today refers to Thursday 6 th April 2023
09/M.2/PD	Opening	Where is <u>she</u> ?	The teacher checking the students' attendance	✓			She refers to Vega
10/M.2/TD	Opening	<u>Now</u> , let's start the lesson in this class by saying basmalah together	The teacher invited the students and himself to recite by saying basmalah when starting the lesson			✓	Now refers to the present time of English teaching learning process at 6 th April 2023
11/M.2/SD	Opening	Now, let's start the lesson in <u>this</u> class by saying basmalah together	The teacher invited the students and himself to recite by saying basmalah when starting the lesson			✓	This refers to XI IPS 2
12/M.2/PD	Main activity	Sekarang, <u>you</u> prepare the next our material about passive voice ya, anak-anak	The teacher asked the students to prepare the material in that day	✓			You refers to the students

13/M.2/PD	Main activity	Sekarang, <u>you</u> prepare the next <u>our</u> material about passive voice ya, anak-anak	The teacher asked the students to prepare the material in that day	✓			Our refers to the teacher and the students
14/M.2/PD	Main activity	<u>I</u> explained at the last time	The teacher remind the teacher was explain about the material	✓			I refers to the teacher
15/M.2/TD	Main activity	<u>Now</u> , we try to action about passive voice sentence	The teacher is giving know the material that the teacher and the students will learn			✓	Now refers to the present time of English teaching learning process at 6 th April 2023
16/M.2/PD	Main activity	Now, <u>we</u> try to action about passive voice sentence	The teacher is giving know the material that the teacher and the students will learn	✓			We refers to the teacher and the students
17/M.2/PD	Main activity	<u>You</u> write down on your note book	The teacher asked the students to write the questions on the book	✓			You refers to the students
18/M.2/PD	Main activity	You write down on <u>your</u> note book	The teacher asked the students to write the questions on the book	✓			Your refers to the students
19/M.2/PD	Main activity	Kemudian, <u>you</u> try to answer	The teacher asked the students to answer the questions	✓			You refers to the students
20/M.2/PD	Main activity	Are <u>you</u> ready, students?	The teacher asked to the students about their	✓			You refers to the students

			readiness of teaching learning process				
21/M.2/SD	Main activity	Ada 3 soal as the exercise in <u>that</u> whiteboard, ya	The teacher giving the questions on the whiteboard		✓		That refers to location of the whiteboard in front of the class
22/M.2/PD	Main activity	<u>I</u> want to call you	The teacher asked to one of students to answer the question	✓			I refers to the teacher
23/M.2/PD	Main activity	I want to call <u>you</u>	The teacher asked to one of students to answer the question	✓			You refers to the students
24/M.2/PD	Main activity	<u>You</u> come here	The teacher asked the student to answer the question in front of the class	✓			You refers to the students
25/M.2/SD	Main activity	You come <u>here</u>	The teacher asked the student to answer the question in front of the class		✓		Here refers to in front of the class
26/M.2/PD	Main activity	<u>I</u> would like to give you an example in number one	The teacher gave an example how to answer the question	✓			I refers to the teacher
27/M.2/PD	Main activity	I would like to give <u>you</u> an example in number one	The teacher gave an example how to answer the question	✓			You refers to the students

28/M.2/PD	Main activity	<u>We</u> try to answer together	The teacher invited the students and himself to answer the question	✓			We refers to the teacher and the students
29/M.2/PD	Main activity	Are <u>you</u> sure, Sela?	The teacher asked to one of students to make sure the answer	✓			You refers to Sela
30/M.2/SD	Main activity	Is <u>there</u> any comments or any questions	The teacher checking the students understanding		✓		There refers to XI IPS 2
31/M.2/PD	Closing	<u>I</u> apologize karena saya terlambat masuk kelas ya	The teacher did apologize to the students about his delay to come in the class	✓			I refers to the teacher
32/M.2/PD	Closing	Thanks for <u>your</u> nice attention	The teacher closing the lesson	✓			Your refers to the students

The Finding Types of Deixis Used by English Teacher at the Eleventh Grade of MAN 2 Klaten in the Academic Year 2022/2023

NOTE :

XI IPS 2 in the third meeting

01 : The datum number one

PD : Person Deixis

M.3 : The third meeting in the class

SD : Spatial Deixis

TD : Temporal Deixis

Code	Section	English Teacher's Utterances	Context	Types of Deixis			Referent Meaning
				PD	SD	TD	
01/M.3/PD	Opening	Hows <u>your</u> life?	The teacher asked the students' condition	✓			Your refers to the students
02/M.3/SD	Opening	Is <u>there</u> any students who absent today?	The teacher checking the students' attendance		✓		There refers to XI IPS 2
03/M.3/TD	Opening	Is there any students who absent <u>today</u> ?	The teacher checking the students' attendance			✓	Today refers to 12 th April 2023
04/M.3/PD	Opening	Attention to <u>me</u> ya	The teacher asked the students to pay attention	✓			Me refers to the teacher
05/M.3/TD	Opening	<u>Now</u> , let's start our lesson by saying basmalah together	The teacher invited the students and himself to recite by saying basmalah when starting the lesson			✓	Now refers to the present time of English teaching learning process at 12 th April 2023

06/M.3/PD	Opening	Now, let's start <u>our</u> lesson by saying basmalah together	The teacher invited the students and himself to recite by saying basmalah when starting the lesson	✓			Our refers to the teacher and the students
07/M.3/PD	Opening	Do <u>you</u> have any homework, anak-anak?	The teacher asked the students' homework	✓			You refers to the students
08/M.3/TD	Opening	<u>Now</u> , we will continue our material ya	The teacher guides the students to continue the lesson			✓	Now refers to the present time of English teaching learning process at 12 th April 2023
09/M.3/PD	Opening	Now, <u>we</u> will continue our material ya	The teacher guides the students to continue the lesson	✓			We refers to the teacher and the students
10/M.3/PD	Opening	Now, we will continue <u>our</u> material ya	The teacher guides the students to continue the lesson	✓			Our refers to the teacher and the students
11/M.3/PD	Main activity	Students, <u>i</u> wanna ask to you	The teacher wants to ask something to the students	✓			I refers to the teacher
12/M.3/PD	Main activity	Students, i wanna ask to <u>you</u>	The teacher wants to ask something to the students	✓			You refers to the students
13/M.3/PD	Main activity	What is <u>your</u> opinion?	The teacher asked the students' opinion	✓			Your refers to the students

14/M.3/PD	Main activity	<u>You</u> sudah mengerjakan all the question ya?	The teacher make sure that the students have done their exercise	✓			You refers to the students
15/M.3/PD	Main activity	Can <u>you</u> repeat the answer?	The teacher asked the students to repeat the answer to make sure the students understanding	✓			You refers to the students
16/M.3/SD	Main activity	<u>Here</u> , we will start from number one ya!	The teacher is giving know the students that they will answer the question from number one		✓		Here refers to XI IPS 2
17/M.3/PD	Main activity	Here, <u>we</u> will start from number one ya!	The teacher is giving know the students that they will answer the question from number one	✓			We refers to the teacher and the students
18/M.3/TD	Main activity	What date is <u>today</u> ?	The teacher asked to the students about the date in that day			✓	Today refers to Wednesday 12 th April 2023
19/M.3/PD	Main activity	Absen 12 dan 4, <u>you</u> try to re-explain the answer yang sudah kita bahas di pekan lalu ya!	The teacher asked two students to explain the answer	✓			You refers to the students
20/M.3/PD	Main activity	At this time, <u>i</u> want to make sure your understanding	The teacher wants to make sure the students understanding	✓			I refers to the teacher

21/M.3/PD	Main activity	At this time, i want to make sure <u>your</u> understanding	The teacher wants to make sure the students understanding	✓			Your refers to the students
22/M.3/PD	Main activity	<u>You</u> can stand up, here!	The teacher gives punishment to the student who doesn't answer the question	✓			You refers to the students
23/M.3/SD	Main activity	You can stand up, <u>here!</u>	The teacher gives punishment to the student who doesn't answer the question		✓		There refers to in front of class
24/M.3/TD	Main activity	<u>Now</u> , student with the number 4.	The teacher is giving know that the student with the number four will answer the next question			✓	Now refers to the present time of English teaching learning process at 12 th April 2023
25/M.3/PD	Main activity	Listen to <u>me</u> ya anak-anak	The teacher asked the students to listen	✓			Me refers to the teacher
26/M.3/PD	Main activity	Do <u>you</u> understand, anak-anak?	The teacher asked the students understanding	✓			You refers to the students
27/M.3/PD	Main activity	<u>I</u> will explain again	The teacher will provide a re-explanation of the material that has been presented	✓			I refers to the teacher
28/M.3/PD	Main activity	So, attention to <u>me</u>	The teacher asked the students to pay attention	✓			Me refers to the teacher
29/M.3/PD	Main activity	Did <u>you</u> get the point, mas Gilang?	The teacher asked the students understanding	✓			You refers to mas Gilang

30/M.3/TD	Closing	Now, <u>you</u> open the modul	The teacher asked the students to open the modul			✓	Now refers to the present time of English teaching learning process at 12 th April 2023
31/M.3/PD	Closing	Now, <u>you</u> open the modul	The teacher asked the students to open the modul	✓			You refers to the students
32/M.3/PD	Closing	Do <u>you</u> have any comments or question related the homework?	The teacher asked the students understanding	✓			You refers to the students
33/M.3/SD	Closing	If <u>there</u> is no question	The teacher asked the students understanding		✓		There refers to XI IPS 2
34/M.3/PD	Closing	Thanks for <u>your</u> nice attention	The teacher closing the lesson	✓			Your refers to the students
35/M.3/TD	Closing	See you <u>tomorrow</u> , insyaAllah	The teacher closing the lesson			✓	Tomorrow refers to Thursday 13 th April 2023

APPENDIX 4

TABULATION DATA OF

DEIXIS TYPES

**Tabulation Data of Deixis Types of Used by English Teacher at the Eleventh
Grade of MAN 2 Klaten in Explanation Text Material in the Academic Year
of 2022/2023**

Class	Meeting	Activity	Types of Deixis					Total Deixis In Every Activity	Total Deixis Used in a Class
			Person Deixis			Temporal Deixis	Spatial Deixis		
			First Person	Second Person	Third Person				
XI IPS 2	1	Opening	11	4	-	3	1	19	38
		Main activity	3	5	-	2	1	11	
		Closing	4	3	-	1	-	8	
	2	Opening	2	2	1	4	2	11	32
		Main activity	6	9	-	1	3	19	
		Closing	1	1	-	-	-	2	
	3	Opening	4	2	-	3	1	10	35
		Main activity	6	9	-	2	2	19	
		Closing	-	3	-	2	1	6	
Total Deixis Word in Every Types of Deixis			37	38	1	18	11	105	
			76						
Total Types of Deixis of Eleventh Grade of MAN 2 Klaten									

APPENDIX 5

THE DATA FINDING OF REFERENTS MEANING

The Data Finding of the Referents Meaning of those Deixis Used by English Teacher about Explanation Text Material in the Eleventh Grade of MAN 2 Klaten in the Academic Year 2022/2023

Types of Deixis		Deixis Words	Addressees	XI IPS 2 Class		
				Meeting		
				1	2	3
Person Deixis	First Person Deixis	I	The Teacher	8	6	6
		We	The Teacher and The Students	10	3	4
	Second Person Deixis	You	The Students	12	12	14
	Third Person Deixis	She	The one of students who absent in XI IPS 2	-	1	-
Temporal Deixis		Now	The Present Times	1	3	4
		Today		4	2	2
		Tomorrow	The Future Times	1	-	1
Spatial Deixis		This	The location near from the speaker	1	2	-
		That	The location far away from the speaker	-	1	-
		Here	The location near from the speaker	1	1	2
		There	The location far away from the speaker	-	1	2
Total				38	32	35
				105		

APPENDIX 6

PERMISSION LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN KLATEN
MADRASAH ALIYAH NEGERI 2 KLATEN
Jalan Ki. Ageng Gribig, Barenglor, Klaten Utara, Klaten
Telepon (0272) 322165; Webmail: manklaten@kemenag.go.id
Website: www.man2klaten.sch.id

SURAT KETERANGAN

Nomor : 346 /Ma.11.10.02/PP.00.6/05/2023

Yang bertanda tangan dibawah ini :

Nama : Drs. Wiyana, M.Pd
NIP : 196604141994031004
Jabatan : Kepala Madrasah Aliyah Negeri (MAN) 2 Klaten

Dengan ini menerangkan bahwa :

Nama : Alifiya Husna Khairunisa
NIM : 196121207
Fakultas : Adab dan Bahasa
Program Study : Pendidikan Bahasa Inggris
Universitas : UIN Raden Mas Said Surakarta
Judul Skripsi : "An Analysis of Deixis Used by English Teacher at Eleventh Grade of MAN 2 Klaten in The Academic Year 2022/2023"

Yang bersangkutan telah melakukan penelitian/skripsi di Madrasah Aliyah Negeri 2 Klaten sejak tanggal 5 April 2023 sampai dengan tanggal 17 Mei 2023 dan telah selesai dengan baik.

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Klaten, 26 Mei 2023

