



THE USE OF DEIXIS IN EFL CLASSROOM INTERACTION: A PRAGMATIC STUDY OF SIXTH-SEMESTER STUDENTS OF THE ENGLISH EDUCATION STUDY PROGRAM AT NUSA NIPA UNIVERSITY

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Abstract: Research has shown that EFL learners often face challenges with deictic expressions, leading to communication errors. The author wanted to examine whether similar problems exist among sixth-semester English Education students at Nusa Nipa University by analyzing the types and dominant deixis in classroom interactions. Applying Levinson's (1983) theory, this research uses Creswell's (2009) method for in-depth analysis. Data were collected through audio recordings and field notes during eight class meetings, then transcribed and coded for thematic analysis. Miles & Huberman's (1994) technique and Walizer's (1990) formula were used to measure the types of deixis and the dominant deixis used. This analysis reveals that five types of deixis are used: person deixis, time deixis, place deixis, discourse deixis, and social deixis. A total of 979 deixis were identified, with person deixis being the most dominant with 70.48%, accounting for 690 occurrences. "We" was used 194 times, reflecting the collaborative nature of group work, while 'you' appeared 132 times, indicating direct engagement with the audience. The findings highlight the role of deixis in shaping academic communication and interaction, emphasizing its importance in effective classrooms.

Key Terms: *analysis, pragmatics, deixis, EFL classroom interaction*

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INTRODUCTION

Language is a complex system of communication characterized by the combination of sounds, symbols, and rules to convey meaning. It serves as a tool for expressing thoughts, emotions, and intentions, enabling individuals to interact and share information. According to Buck & Vanlear (2002), communication consists of both verbal and nonverbal forms. Verbal communication involves using words to express ideas, feelings, and information, while nonverbal communication includes gestures, facial expressions, and body language, which convey emotions and messages without words. This highlights the multifaceted nature of language and its essential role in human interaction.

The use of language significantly shapes how individuals convey meaning. According to Owens (2016), language in communication includes four basic units: sounds, words, sentences, and meaning. Each unit is studied in different areas of linguistics; phonology for

sounds, morphology for words, syntax for sentences, and semantics for meaning. Pragmatics, another important field, considers how language is used in various situations and contexts. Understanding these units is crucial for effective communication, as they collectively determine how meaning is constructed and conveyed in interactions.

Language and context are inherently intertwined in communication. Context plays a crucial role in conveying the meaning of an utterance or the speaker's intention. In pragmatics, language is observed as it is used in real contexts by real people. David Crystal as cited in Kartik (2013) defines pragmatics as the study of language from the perspective of its users, focusing on their choices, the constraints they encounter in social interactions, and the impact of their language use on communication. By considering these aspects, we can better understand how language reflects not only linguistic structures but also social contexts and interactions.

The phenomenon of deixis is one of the most evident ways in which the relationship between language and context is reflected. Deixis is an essential concept in pragmatics, semantics, and linguistics, highlighting how words or phrases refer to the temporal and spatial context of an utterance. According to Stapleton (2017) and Levinson (1983), deixis is highly context-dependent, shaping the meaning of words or sentences by relating language to the relevant context. Understanding deixis helps clarify the complex relationship between language and context, facilitating better communication and interaction.

Research has shown that EFL learners face significant difficulties in using deictic expressions accurately. Abdullah (2015) points out that words such as "here," "there," "I," and "now" depend on the context, like the speaker, listener, and time, which can confuse students, especially when reading complex texts like *Hamlet*. The archaic language used in such texts, such as "thou" and "thy," further complicates understanding. Additionally, terms like "before" and "thus" can have both spatial and temporal meanings, making them more difficult to interpret without clear context. The lack of dedicated training in pragmatics also leaves students unprepared for correctly understanding and applying these expressions.

Similarly, Astria et al. (2019) and SEIS (2022) highlight that learners also struggle with time, spatial, and personal deixis. Many students misinterpret time references, often using incorrect tenses for past events. They tend to overuse basic discourse deixis like "this" and "that," leading to vague and unclear communication. SEIS (2022) also points out that learners have difficulty with cultural and social deixis, such as using appropriate respectful terms. These challenges are compounded by a focus on grammar in EFL programs, rather than on contextual understanding, underscoring the need for more focused teaching on pragmatics to improve students' ability to interpret deictic expressions.

Building on previous research, the author aims to explore the types of deixis used by sixth-semester students in the English Education Study Program and identify the most frequently used forms. The focus on types of deixis helps understand how students refer to themselves, others, and their surroundings in academic settings. By recognizing these types, the author can better understand how students create context in classroom interactions. The author also seeks to identify the dominant forms of deixis to reveal which ones are used most often, providing insights into students' communication strategies and the impact of classroom dynamics on their language. The choice of sixth-semester students is based on the belief that they have higher English proficiency, as they are in the later stages of their studies. At this stage, students are more likely to use English regularly, especially in the classroom, promoting frequent language use in EFL settings. This research aims to compare findings with previous

studies and contribute to a broader understanding of deixis in EFL classrooms, forming the basis for the study titled "The Use of Deixis in EFL Classroom Interaction: A Pragmatic Study of Sixth-Semester Students in the English Education Program at Nusa Nipa University."

METHOD

In this research, the author uses a descriptive qualitative method to explore the use of deixis by sixth-semester university students in an EFL classroom, grounded in Levinson's (1983) theory. This method, as Creswell (2009) explains, provides an in-depth understanding of social phenomena or human issues, making it ideal for producing a detailed picture of deixis usage. The author selected this approach to offer a comprehensive analysis of how deixis functions within the classroom context. To gather data, direct classroom observations were made using audio recordings captured with two mobile phones, ensuring the natural interactions were preserved. Additionally, field notes were taken to document details that audio alone could not capture, thus ensuring the reliability and representativeness of the data.

The recorded conversations were transcribed in written form, with the researcher applying thematic coding to identify patterns in the use of deixis. Specific codes, such as (TD) for "time deixis" and (PD) for "place deixis" were assigned to facilitate analysis. This process allowed for a systematic examination of how students utilized deixis in their classroom interactions. The data collected were drawn from the actual conversations between students and their lecturer, as well as interactions among students during the teaching and learning process. These transcriptions provided a solid foundation for the subsequent qualitative data analysis.

For data analysis, the author adopted the techniques outlined by Miles & Huberman (1994), which involve data reduction, data display, and conclusion drawing/verification. In the data reduction phase, the author focused on selecting, simplifying, and organizing the relevant data while discarding the irrelevant parts. This included careful coding and labeling of data according to the types of deixis identified, such as person, time, place, discourse, and social deixis. The organized data were then presented in a structured manner, using tables and descriptive elaboration to facilitate interpretation and draw meaningful conclusions.

Furthermore, to identify the dominant types of deixis in the conversations, the author utilized a specific formula adapted from Walizer (1990). The formula used is $P = F/N \times 100\%$, where (P) represents the percentage of a specific type of deixis, (F) is the frequency of that type of deixis, and (N) is the total number of all deixis instances. By applying this formula, the author could accurately calculate the percentage of each deixis type within the conversations. This process revealed which deixis types were most frequently used by students in classroom interactions. Through these calculations, the author provided clear insights into the patterns of deixis usage in an EFL context.

FINDINGS AND DISCUSSIONS

Findings

The author organizes the data by categorizing the types of deixis used and identifying the most dominant deixis in the conversations. Initially, five types of deixis; person, time, place, discourse, and social deixis are presented based on student usage. The next step involves determining which type of deixis is most frequently employed by students during classroom

interactions. Data were collected over one month through observations of sixth-semester students in the English Education Study Program at Nusa Nipa University, resulting in a total of 979 deixis instances. The subsequent analysis focuses on these deixis types and highlights the most prevalent ones used in the learning process.

1. *Types of Deixis Used By Sixth-Semester Students of The English Education Study Program at Nusa Nipa University*

The data for this research were collected from several courses attended by sixth-semester students in the English Education Study Program, including English for Tour and Guide, English Morphology, and Poetry. The research spanned 8 meetings, with students presenting material or topics assigned by the lecturer in each session. The complete findings on the use of deixis by these students are detailed in the following table:

Table 1. Types of Deixis Used By Sixth-Semester Students of The English Education Study Program at Nusa Nipa University

Class	Meeting	Activity	Types of Deixis							Total Deixis in Every Activity	Total Deixis Used in a Class
			Person Deixis			Time Deixis	Place Deixis	Discourse Deixis	Social Deixis		
			First Person	Second Person	Third Person						
The Sixth-Semester Students	1	Opening	-	-	-	4	-	-	5	9	175
		Main Activity	58	59	22	2	-	14	5	160	
		Closing	2	1	-	-	-	-	3	6	
	2	Opening	-	-	-	3	-	-	4	7	155
		Main Activity	73	30	-	12	-	15	15	145	
		Closing	2	-	-	1	-	-	-	3	
	3	Opening	-	-	-	3	-	-	1	4	55
		Main Activity	16	11	9	-	-	8	3	47	
		Closing	-	-	-	-	-	-	4	4	
	4	Opening	1	-	-	3	-	-	3	7	91
		Main Activity	40	10	1	1	1	15	11	79	
		Closing	2	1	-	-	-	1	1	5	
	5	Opening	-	-	-	4	-	-	5	9	112
		Main Activity	54	21	-	-	-	20	3	98	
		Closing	-	-	-	-	-	-	5	5	
	6	Opening	-	-	-	3	-	-	2	5	130
		Main Activity	51	27	18	4	-	16	6	122	
		Closing	1	-	-	-	-	-	2	3	
	7	Opening	-	-	-	3	-	-	5	8	67
		Main Activity	19	10	2	3	-	11	5	50	

	Closing	2	1	-	1	-	2	3	9	
	Opening	-	-	-	4	-	-	3	7	
8	Main Activity	65	34	-	4	1	23	6	133	194
	Closing	47	-	-	-	-	1	6	54	
Total Deixis Word in Every Type of Deixis		433	205	52						
		690			55	2	126	106		979
Total Types of Deixis Used by The Sixth-Semester Students										

Table 4.1.1 shows that sixth-semester students use five types of deixis, they are person, time, place, discourse, and social deixis. This research was conducted in eight meetings in class, with a total of 979 times of deixis usage. Each meeting was divided into three stages: opening, main activities, and closing. In the first meeting, deixis was used 175 times, followed by 155 times in the second meeting, 55 times in the third meeting, 91 times in the fourth meeting, 112 times in the fifth meeting, 130 times in the sixth meeting, 67 times in the seventh meeting, and 194 times in the eighth meeting. The most use of deixis occurred in the main activities, while there was less use in the opening and closing stages. The use of deixis in these contexts is detailed as follows:

a. Opening

At the opening of the class, the lecturer greeted the students, who responded with similar greetings, followed by the lecturer asking which group would present that day. The students had previously received topics to present, and the lecturer ensured they were prepared before starting the class. During this phase, 56 deixis words were observed, including 1 person deixis, 27 time deixis, and 28 social deixis words. The person deixis, specifically the word 'our,' indicated the group's involvement and shared responsibility. Time deixis words, such as 'Good Morning' and 'Good Afternoon,' marked specific times for formal greetings, while social deixis, including 'Miss' and 'My friends,' reflected respect and social relationships within the classroom.

b. Main Activity

In the main activity phase of classroom interactions, students first present their materials, followed by discussions to delve deeper into the topics. Lecturers contribute additional explanations to enhance understanding. Analyzing 834 instances of deixis during this phase reveals the variety of deixis used. Person deixis is most prevalent, with 690 occurrences divided into first-person (433), second-person (205), and third-person (52). For example, 'I' and 'We' frequently appear in student presentations to indicate the speaker or the group. Time deixis includes words like 'Now,' 'Before,' and 'Today,' used to situate events in time. Place deixis is less frequent but includes 'Here' and 'There' to indicate specific locations. Discourse deixis features words such as 'This,' 'That,' and 'So,' which help refer to parts of the discourse or direct the audience's attention to various elements of the presentation. These findings highlight how students utilize different types of deixis to structure their presentations, discussions, and interactions in the classroom.

c. Closing

At the closing of classroom activities, sixth-semester students frequently use deixis to wrap up their presentations. Person deixis is predominant, with 59 occurrences, including 'I' (33 times), 'My' (16 times), 'We' (4 times), and 'Our' (3 times).

These terms typically appear as students conclude their presentations, thank their audience, and summarize the day's topics, reflecting their appreciation and providing a final recap. Second-person deixis, such as 'Your,' appears 3 times, acknowledging the audience's engagement and participation. Time deixis, with the word 'Today' used twice, references the specific day of the presentation, marking its conclusion. Discourse deixis includes 'This,' 'That,' and 'So,' which help link the closing remarks to earlier parts of the presentation, emphasizing specific experiences or summarizing the content. Social deixis is also evident, with the term 'Miss' used 24 times to show respect towards the lecturer, underscoring the formal academic relationship.

The analysis based on Levinson's theory (1988) reveals that sixth-semester students in the English Education Study Program at Nusa Nipa University use five types of deixis: person, time, place, discourse, and social deixis. These deixis types are present throughout the three stages of classroom interactions (opening, main activity, and closing). This usage demonstrates both the students' grasp of linguistic functions and the application of deixis in various academic contexts within the classroom setting.

2. *The dominant type(s) of deixis used by sixth-semester students in the English Education Program at Nusa Nipa University*

The second research question investigates the dominant types of deixis used by sixth-semester students in classroom conversations. To address this, the researcher presents a data table categorizing deixis into five main types: person (first, second, and third person), time, place, discourse, and social deixis. This table highlights the most frequent deixis types, offering a clear overview of their prevalence in student communication.

Table 2. The dominant type(s) of deixis used by sixth-semester students in the English Education Program at Nusa Nipa University

Types of Deixis		Total of each deixis type	Percentage			
Person Deixis	First Person	I	141	690	70,48%	
		Me	15			
		My	27			
		Our	42			
		Us	14			
	We	194				
	Second Person	You	132			
		Your	58			205
		Yours	15			
	Third Person	They	23			52
Them		7				
Their		22				
Time Deixis	Now	7	55	5,61%		
	Before	4				
	Today	14				
	Good Morning	21				

	Good Afternoon	9		
Place Deixis	Here	1	2	0,20%
	There	1		
Discourse Deixis	This	30	126	12,87
	That	30		
	These	8		
	Those	1		
	So	13		
	Here	8		
	There	10		
	Before	26		
	Miss	77		
	My Friend	10		
Social Deixis	Friend	4	106	10,82
	My Friends	11		
	Friends	2		
	My Partner	1		
	Guys	1		
Total Deixis Used by Sixth-semester Students			979	100%

The table above illustrates the five types of deixis found in the communication of sixth-semester students from the English Education program at Nusa Nipa University during EFL classroom interactions. The data, collected from various courses such as English Tour and Guide, Poetry, and English Morphology, highlights the presence of Person Deixis, Time Deixis, Place Deixis, Discourse Deixis, and Social Deixis. The analysis provides insight into how these types of deixis are employed in different stages of classroom interaction, including the opening, main activity, and closing phases.

Person deixis emerges as the most dominant category, comprising 70.48% of the total deixis instances with 690 occurrences. The breakdown reveals that first-person deixis is the most frequent, particularly with the word "We" used 194 times, reflecting group involvement. The second-person deixis is also significant, with "You" appearing 132 times, indicating direct engagement with the audience. Third-person deixis is less frequent but still notable, with "They" and "Their" representing references to others outside the immediate speaker-listener dynamic. This emphasis on person deixis underscores its role in framing interpersonal and group interactions within the classroom.

Discourse deixis ranks second, constituting 12.87% of the total deixis usage with 126 instances. Common terms include "This" and "That," which anchor references to ongoing and past topics, respectively. Social deixis follows, with 106 occurrences, highlighting terms like "Miss" and "My friends" that reflect social relationships and respect within the educational setting. Time deixis, making up 5.61% of the total, features terms like "Good Morning" and "Today," marking the temporal context of interactions. Place deixis is the least utilized, appearing only twice with "Here" and "There," indicating spatial references. Overall, the findings reveal that person deixis is predominant, reflecting the centrality of personal and social references in student communication during classroom activities.

Discussion

This research examines how sixth-semester students of the English Education Study Program at Nusa Nipa University use different types of deixis in their conversations. Levinson's (1983) deixis theory is used to analyze how students apply deixis in the classroom. The results provide insight into how deixis helps students convey meaning and construct identity in academic communication.

1. Types of Deixis Used By Sixth-Semester Students of The English Education Study Program at Nusa Nipa University

Deixis is crucial for understanding how language conveys meaning within context, encompassing types such as person, time, place, discourse, and social deixis, as defined by Levinson (1983). This research examined the use of these deixis types among sixth-semester students at Nusa Nipa University during classroom interactions. The findings reveal that students employ all types of deixis to navigate communication, with person deixis being the most prevalent, reflecting personal and social interactions. Time, place, discourse, and social deixis also play significant roles in structuring conversations, conveying respect, and providing temporal context throughout the different stages of classroom interactions, including the opening, main activity, and closing phases. This analysis underscores the essential role of deixis in supporting structured and effective communication in educational settings.

2. The dominant type(s) of deixis used by sixth-semester students in the English Education Program at Nusa Nipa University

This research identifies five types of deixis in students' conversations: person, time, place, discourse, and social deixis. Among the five types of deixis, person deixis is the most commonly found, which reflects how students express their identity both individually and in groups. Table 4.1.2 shows that a person deixis appears 690 times, or 70.48% of all deixis usage. The word "We" is used 194 times, often in group presentations, followed by "I" with 141 occurrences. This frequent use of person deixis highlights the importance of person deixis in shaping communication in the classroom.

Second-person deixis, which is used to address the listener, was found 205 times, with "you" being the most frequently used, 132 times. This shows that students often engage their listeners during presentations. Third-person deixis, although less common, appeared 52 times, with "They" being the dominant term used to refer to the other subject. The variation in the use of deixis illustrates the dynamics of social interaction and the roles students play in the academic environment. Overall, this study underlines the importance of deixis in conveying meaning and context in classroom communication. The findings suggest that person deixis is a key element in the collaborative nature of student interactions during learning activities.

CONCLUSION

Deixis is a linguistic phenomenon in which the meaning of certain words and phrases can only be understood in the context of the utterance. This research reveals that sixth-semester students in the English Education Study Program at Nusa Nipa University employ five types of deixis, as classified by Levinson (1983): person, time, place, discourse, and social deixis, in their classroom conversations. The total count of deixis usage in their interactions amounts to

979 instances. Among these, person deixis is the most prevalent, with 690 occurrences, representing 70.48% of all deixis used. The term "We" is the most frequently used, appearing 194 times, which reflects the collaborative nature of their group presentations. This high frequency of person deixis underscores the importance of group dynamics and self-reference in academic settings.

Additionally, second-person deixis also plays a significant role, with "You" being used 132 times, highlighting its function in actively engaging listeners during presentations. The varied use of deixis types illustrates their crucial role in shaping communication dynamics and interactions within an academic environment. These findings suggest that deixis not only facilitates effective communication but also reflects the nature of student interactions and group work in the classroom. The research thus underscores the impact of deixis on the overall effectiveness of communication, revealing how different types of deixis contribute to the clarity and engagement of academic discourse.

Thus, the results of this research are expected to provide a deeper understanding of the use of deixis in academic contexts. The limitations of this research are expected to encourage future researchers to further investigate other pragmatic aspects, such as non-deixis, using Levinson's (1988) theory. This follow-up research will enrich the insight into pragmatic competence in English communication.

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