

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

Based on the analyzed results, this study identifies the types of deixis used by English teacher and students in class XII IPB at MAN 2 Model Medan. According to Cruse (2000), there are 5 types of deixis. Therefore, this research draws some conclusions, as follows:

1. This study found that teacher used deixis to deliver English text procedure material in class XII IPB at MAN 2 Model Medan and also used to communicate with the students. While the students use deixis to communicate with the teacher and to other students, besides that the students use deixis to describe their role model as the third person. From the analysis of this research, it is found that there are 61 deixis words from the teacher's utterances, where the most used is person deixis as many as 43 words. In students' utterances, there are 95 deixis words with the most used is person deixis as many as 82 words. The type of deixis that is rarely used by teachers and students is discourse deixis, which only uses 1 word by both teachers and students.
2. This research also explains the reasons why teacher and students use deixis when interacting in the classroom during the learning process. The results show that the use of deixis by teacher and students is very important to build contextual and effective interactions during the learning process. The

conversation is accelerated with persona deixis, which facilitates communication by not mentioning names as well as conveying a personal point of view between the speaker or listener. Place deixis provides clarity about the location when the interaction occurs. Temporal deixis understands the use of time differences when interacting, which helps to understand the material more concretely. On the other hand, social deixis helps maintain the ethics of classroom interaction by showing the value of politeness and status differences in communication. The five types of discourse deixis allow learning to be more organized and purposeful, helping students and teachers to refer to previous material or direct attention to the next material. Deixis is also very important for keeping discussions cohesive. Deixis can support effective communication and are relevant to academic and social contexts. Overall, the use of deixis by teachers and students supports the creation of an efficient, structured and socially and academically appropriate learning environment.

## 5.2 Suggestions

Based on the conclusions and implications, this study provides several suggestions to several people including:

1. For Students

The results of this study can provide knowledge about the theory and types of deixis and the reasons for their use to readers. By understanding the theory students can avoid misunderstandings of communicating and interpreting references from English teacher. This research helps students in speaking and

writing practice. Therefore this study hopes that students can openly the importance of learning deixis, in helping them master various skills in English.

## 2. For Teacher

This research is expected to provide an understanding of the types of deixis used to improve students' communicative ability when teaching English in the classroom. It is suggested to English teacher to use English optimally in choosing reference words so that students can easily understand what is meant by the teacher's speech. Therefore, the interaction between teacher and students in the classroom will be more enjoyable, because there is no misunderstanding in the interaction.

## 3. To Other Researchers.

Based on the limitations in this study, it is suggested that future researchers who are interested in the field of pragmatics, especially deixis, should conduct other studies with specific deixis characteristics. This study also hopes that other researchers can analyze pragmatics in other classifications so that the research can be more accurate.