Bourdieu's Theory

by Fika Megawati

Deictic Expressions Used by Lera Boroditsky in TED Talks Channel

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ABSTRACT

Highlighting the importance of deictic expression studies in English language context, particularly in the form of speech, it is pivotal to explore further deixis as the specific area of pragmatics in order to enrich the theory as well as the practice of verbal communication development. Thus, the purpose of this descriptive qualitative study is to determine the presence of deixis in Lera Boroditsky's speech of "how language changes the way we think?" and to decipher the meaning of each deictic statement in her speech. The data were obtained from a video of the TED Talks channel on YouTube. Then the transcript of the speech was analyzed and evaluated by using Levinson's (1983) and Huang's theories (2014). The results demonstrated that Lera Boroditsky's speech has six categories of deixis: person deixis, spatial or place deixis, temporal or time deixis, social deixis, discourse deixis, and emotional deixis. Each deictic phrase has a distinct meaning depending on the context or situation presented in the speech. In other words, recognizing deixis in a formal speech helps understand the intention of speakers with different personalities, backgrounds, and cultures in several types of communication. In addition, some implications of the findings on the process of teaching and learning English language is also elaborated in this study.

1. Introduction

The relationship between language and meaning can be expressed in the structure of language through the concept of deixis (Levinson, 1983). Since deictic describes a meeting point between linguistic framework and social context in which speech takes place, the analysis of deixis becomes a central element in Pragmatics (Bublitz & Norrick, 2011). Any form of language used to 'point' or 'indicate' is called deictic expressions or indexical (Yule, 1996), and deictic expressions require participants to find concrete relations. When someone calls another person by phone and says 'it's me', they invite the interlocutor to figure out, based on oral characteristics, which 'me' the speaker refers to (Culpeper & Haugh, 2014).

Deixis can be found in many areas like speech (Asmarita & Haryudin, 2019), song (Sitorus & Fukada, 2019), or novels with a different culture (Khalili, 2017). Speech delivered by a country leader, a business leader, or a community leader may be problematic when the audience has difficulty understanding the context and what reference the speaker intends to express (Retnowaty, 2019).

Some public speakers do point when they speak in front of many people (Kurniadi, 2017). The likes of the former president of the United States, Ronald Wilson Reagan, used a pointing in his speech "tear down this wall". Without knowing the context, it will be difficult to understand the place he was referring to. Malala Yousafzai, an activist from Pakistan also used pointing in her speech, "But first of all, thank you to God for whom we all are equal and thank you to every person who has prayed for my fast recovery and new life." The word "we" can be interpreted as inclusive "we" or exclusive "we".

When the speaker utters and excludes addressee or speaker plus other(s), it means the speaker uses an exclusive 'we', and when speaker and addressee are included, it is an inclusive 'we' (Huang, 2014). This condition is also found in Lera Boroditsky's speech. One of the examples is, "we've started doing research, and now we have actual scientific data to weigh in on this question" In this situation, the listeners may wonder, who is the "we" Lera addressed or what is the meaning of "we" she used in the speech? Lera Boroditsky also did another pointing when she said "I see you guys pointing there, there, there, there, there…"

Lera Boroditsky, an associate professor of cognitive science at the University of California San Diego, is well known for her research on how language shapes the way we think. She presented a speech in front of many audiences at an official TED talk conference in 2017, and it gained more than 5 million views on YouTube and got more than 10 million views on the TED website. She also has delivered the highlights of her extensive and fascinating research where she engaged the audience by interacting and asking the audience to think and imagine a certain situation. She also used rhetorical questions that make the audience feel included, attract the audience's attention by using interesting slides or photos and incorporate media at appropriate times to make her point meaningful (Yadav & Jabeen, 2013).

There has been plenty of research focusing on deixis in the form of speech. In Indonesia, the first previous study was written by Kurniadi (2017) who discussed the classification of deixis in Malala Yousafzai's speech using Yule's theory. He found that person deixis is the dominant one. Further, Anita (2017) discussed the temporal deixis used in Donald Trump's victory speech and analyzed it using Levinson's theory. She concluded that gestural deictic expression is more dominant than the symbolic one. Meanwhile, Retnowaty (2019) focused on analyzing Donald Trump's speech to UN General Assembly using Yule's and Levinson's theories. The results show that the most frequent deictic expression used by Donald Trump is the person deixis.

Having a similar research focus, this study aimed to delve deep into this area by presenting observations on online talk. While the two studies mentioned above analyzed political speeches which mostly have more person-type deixis and have deep, ambiguous, or even strong arguments, this study used speech from the TED Talks program which explains the latest scientific topic.

Researchers have expressed interest in the TED program and compelled them to analyze the comments given to the program (Lestariningsih, 2020). Furthermore, speech, gesture, and slide interplay have been the concern of this program Harrison (2021). In a broader scope, TED Talks have given inspiration in the area of English skills such as listening (Crible, Abuczki, Burkšaitienė, Furkó, Nedoluzhko, Rackevičienė, & Zikánová, 2019), discourse markers, and figurative language (Mattiello, 2019). Highlighting the topics, it is clear that deixis on a speech is an under-explored study. Thus, this examination provides novelty to the area of deixis.

This study also gives a theoretical contribution regarding the use of Levinson's (1983) and Huang's theory (2014). In Huang's theory, there is one additional type of deixis which all together add up to six types of deixis that have not been analyzed by other researchers. Thus, this study gives more

comprehensive results on the development of a deictic study. In addition, this study also contributes to the pedagogical aspect, particularly raising the pragmatic awareness of EFL learners (Eslami-Rasekh, 2005) and the pragmatic competence of EFL teachers (Tajeddin & Bagheri, 2021).

Based on the explanation above, it is crucial to investigate the field of deixis further to get more empirical pieces of evidence related to the use of different theories. Thus, this study is intended to identify the types of deixis relying on the theories by Levinson and Huang. The researchers used the combination of deixis theory from Levinson and Huang because they give an up-to-date deixis theory and present quite deep and various examples. This study also aimed to interpret the meaning of each deictic expression used in Lera Boroditsky's speech.

2. Method

The researchers used the descriptive-qualitative method whereby the data were served in the form of sentences and presented descriptively based on the research problems. The primary source of this study was a 14-minute recording of the speech by Lera Boroditsky presented at TED Women in November 2017. TED Women gives women the platform to share bright ideas and inspiration. The presentations delivered in TED Women are also accessible on the TED YouTube channel. For the secondary data, the researchers used the transcript of the speech on the TED website and TED YouTube channel.

Using a qualitative approach, the researchers collected and analyzed the data. The researchers studied videos of TED talks available on YouTube and the TED website to find speeches that contain deictic expressions and have high viewership. The researchers selected Lera Boroditsky's speech due to its significant impact on the development of language. Additionally, researchers also studied Lera Boroditsky to ensure her credential as a speaker in TED Talks. She also publishes some journal articles related to the topic that she shared in that forum.

In addition, the comment section on her videos indicated that Boroditsky could engage her audience by interacting and asking questions. She uses rhetorical questions that stimulate the audience to react. In her research about the use of vocabulary and linguistics presented at a TED conference (Aravind, & Rajasekaran, 2020). She stipulated that ESL learners can develop their vocabulary knowledge and mastery level through the emerging technique of TED talks. In other words, the speech is considered appropriate to be investigated based on its interesting topic as well as meaningful content, in addition to giving the audience new knowledge related to the linguistic form of speech.

With the transcript provided by the website, the researchers proceeded to analyze the speech and

collect data in the form of sentences containing deictic expressions. After manually collecting the data from 316 sentences, the researchers categorized the data into 6 types of deixis based on Levinson and Huang's theories. Finally, every data of deictic expressions was interpreted and concluded into research findings.

3. Result

3.1 Types of Deixis

After closely examining the speech and the transcript of the speech, the researchers found six types of deixis used in Lera Boroditsky's speech. They were person deixis, time deixis, place deixis, social deixis, discourse deixis and emotional deixis. Table 3.1 illustrates the details of the classifications.

Table 3.1 Types of deixis

No.	Types of deixis	Number of utterances
1.	Person	223
2.	Place/ spatial	30
3.	Temporal/ time	21
4.	Social	4
5.	Discourse	36
6.	Emotional	2
	Total	316

It can be seen in Table 3.1 that the researchers found 223 person deixes, 30 place/spatial deixes, 21 temporal/ time deixes, 4 social deixes, and 36 discourse deixes. For the emotional discourse, the researchers found two utterances that showed the emotional aspect of the speaker (see Table 3.2 (appendix)). The type of deixis that was mostly used by the speaker was person deixis. A similar finding was concluded by Kurniadi (2017) and Retnowaty (2019). The use of person deixis plays a significant role in the way the speaker delivers the message of the speech.

3.2 Interpretation of the Meaning

Each deictic expression has its meaning depending on its context. This section presents the results which have more than one reference and the ones that represent each category are presented.

3.2.1 Person Deixis

Person deixis refers to the speaker, the listener, and any additional individual who may or may not be present in the conversation set. The following parts are the findings of person deixis.

Data 1
*I hope that's happening. So, because of this ability, **we** humans are able to transmit **our** ideas across vast reaches of space and time. **We**'re able to transmit knowledge across minds. **I** can put a bizarre new idea in **your** mind right now. **I** could say," Imagine a jellyfish waltzing in a library while thinking about quantum mechanics." Now, if everything has gone relatively well in **your** life so far, **you** probably haven't had that thought before. But now **I**'ve just made **you** think it, through language. (00.48-01.23)*

The excerpt of the speech quoted above contains singular first-person deixis, plural first-person deixis, and second-person deixis. The word "I" is singular first-person deixis and refers to the speaker, Lera Boroditsky, because she is the one and the only person who speaks in front of many audiences.

The word "we" is a plural first person deixis and we "inclusive" addressee because 'we' refers to the speaker and the audience (Huang, 2014). The speaker intends to share that she and the audience are capable of transmitting knowledge to another person.

Boroditsky changes 'we' into 'our' to explain the possessive of herself and the audiences. The word "your" belongs to the audiences' mind and life.

Data 2
*These arguments have gone back and forth for thousands of years. But until recently, there hasn't been any data to help **us** decide either way. Recently, in **my** lab and other labs around the world, **we**'ve started doing research, and now **we** have actual scientific data to weigh in on this question. (02.11-02.28)*

The word "us" refers to the speaker and the audiences because of the provided context, "But until recently, there hasn't been any data to help us decide either way." The speaker uttered, "people have been speculating about this question forever". Therefore, the word "us" refers to the speaker and the audience who are speculating about those questions. Ambiguity may arise in that utterance if the audience does not understand the speaker's intention and so in this case the audience may decide whether he/she is a part of the people who are speculating that question or not (Yule, 1996).

17

The word "we" refers to the speaker and her colleagues who are researching to find data that proves the research problem. Thus, "we" in those utterances means we 'exclusive' addressee. The audience is excluded in this part. The word "my" indicates that the laboratory belongs to the speaker

Data 3
You would say something like, "Oh, there's an ant on your southwest leg." Or, "Move your cup to the north-northeast a little bit." In fact, the way that you say "hello" in Kuuk Thaayorre is you say, "Which way are you going?" And the answer should be, "North-northeast in the far distance. How about you?" So imagine as you're walking around your day, every person you greet, you have to report your heading direction. (02.56-03.20)

From the above transcript quotation, the word "you" and "your" may refer to the audience and the other interlocutors if that condition happens in Kuuk Thaayorre or if they speak like Kuuk Thaayorre people. In other words, the use of "you" is indefinite, meaning that it refers to persons other than the immediate addressees. It is similar to when a speaker says, "Oh, there's an ant on your southwest leg." There is also "you" that refers to the audience in the forum.

Data 4
I've told you about how speakers of different languages think differently, but of course, that's not about how people elsewhere think. It's about how you think. It's how the language that you speak shapes the way that you think. And that gives you the opportunity to ask, "Why do I think the way that I do?" "How could I think differently?" And also, "What thoughts do I wish to create?" Thank you very much. (13.40-14.04)

Boroditsky uses "I" to indicate her as a subject. But 3 thoughts may have possible meaning that "I" is referring to the audience because she urges the audience to ask his or herself with this utterance "why do I think the way that I do?" In this case, the speaker is not only referring to herself but also the audience. The use of "you" indicates that the speaker wants the audience to participate by thinking or imagining the condition that the speaker utters in her speech.

Data 5
So, if you take English speakers and I just show you someone breaking a vase, and I say, "He broke the vase," as opposed to "The vase broke," even though you can witness it yourself, you can watch the video, you can watch the crime against the vase, you will punish someone more, you will blame someone more if I just said, "He broke it," as opposed to, "It broke." The language guides our reasoning about events. (10.28-10.54)

The data above contains first-person deixis, second-person deixis, and third-person deixis. For the first-person deixis, there is "I" and "our", second person "you" and "yourself", and for the third person deixis, "he" and "it". The speaker uses "you" to refer to the audience and puts the reflexive pronoun "yourself" at the end of the clause to emphasize that the audience can witness the crime against the accident by his/herself. The word "he" refers to the illustration on the screen (a picture of a man) and the word "it" refers to the broken vase. The speaker uses "our" to explain the possessive of the speaker herself and the audience.

3.2.2 Spatial or Place Deixis

Spatial or place deixis indicates the speaker's position in space. The following are the findings of spatial or place deixis found in the speech.

Data 1
*So let's just say the accuracy in **this** room was not very high. (04.23-04.25)*

The use of proximal deixis "this" indicates that the space is near to the speaker (Levinson, 1983). The word "this" refers to the room where the speaker and the audience are. In this case, the word "this" means proximal from the speaker's location at Coding Time (CT) and it is also proximal to the addressee at Receiving Time (RT) (Levinson, 1983) because the audience (addressee) is in the same room as the speaker. Therefore, the speaker's location and the audience's location is proximal.

Data 2
*So **here** I have pictures of my grandfather at different ages. (04.42-04.46)*

The word "here" refers to the picture of Boroditsky's grandfather shown on the screen. "Here" means proximal from the speaker's location and also distal from the audience's location because the screen is away from the audience.

Data 3
*I see you guys pointing **there, there, there, there, there.** (04.12-04.15)*

The word "there" in that utterance is expressed by a body movement or a gesture. The speaker is pointing in the direction in which the audiences point and make a gesture by moving her hand to the direction where the audience points. The audience can interpret and understand the word "there" by seeing the direction the speaker points at with her hand. The word "there" is away from the speaker, or so-called distal, but it can mean proximal to the addressee at receiving time.

Data 4
*You would say something like, "Oh, **there**'s an ant on your southwest leg." (02.56-03.00)*

The word "there" refers to the interlocutor's southwest leg so it is away from the speaker's location at coding time and it can be used to mean proximal to the addressee at receiving time.

3.2.3 Temporal Deixis

Temporal deixis is concerned with the various times that are engaged in and alluded to in an utterance. The following parts are the findings of spatial or temporal deixis. The findings of temporal deixis are elaborated as follows.

Data 1

*I could say, "Imagine a jellyfish waltzing in a library while thinking about quantum mechanics." **Now**, if everything has gone relatively well in your life so far, you probably haven't had that thought before. But **now** I've just made you think it, through language. (01.06-01.24)*

In this quoted transcript, the word "now" is accompanied by phrases "has gone" and "so far". There is a shift from the condition wherein the previous time the speaker imagines that the audience's life has gone well. In the present time, the speaker asks or urges the audience to think and imagine a jellyfish waltzing in a library while thinking about quantum mechanics by saying "But now I've just made you think it, through language."

Data 2

*So, what I'm doing **right now** is, I'm making sounds with my mouth as I'm exhaling. (00.25-00.29)*

The word "right now" indicates the time when the utterance is heard. The speaker is saying something to the audience, and it is done at the exact time when the speaker is uttering that sentence. Thus, the coding time and the receiving time are almost the same.

Data 3

Now, I've given you a few examples of how language can profoundly shape the way we think, and it does so in a variety of ways. (10.55-11.04))

The speaker uses the word "now" frequently to shift from one utterance to another. Thus, "now" is in the present time when the speaker is uttering the word. The word "now" may immediately change before the present time when the speaker utters other utterances.

3.2.4 Social Deixis

Social deixis is concerned with the social information embedded inside diverse utterances. The speaker says the following utterances that belong to social deixis.

Data 1

Charlemagne, Holy Roman emperor, said, "To have a second language is to have a second soul" -- strong statement that language crafts reality. (01.51-01.59)

The speaker mentions "Holy Roman Emperor" and "Charlemagne". Addressing Charlemagne as "The Holy Roman Emperor" suggests that the speaker considers the social hierarchy in her speech. Using honorific references indicates that the speaker respects the referent (Amin & Jukil, 2019).

Data 2

*But on the other hand, **Shakespeare** has **Juliet** say, "What's in a name? A rose by any other name would smell as sweet." Well, that suggests that maybe language doesn't craft reality. (02.00-02.10)*

The speaker does not address Shakespeare using his title, but by pointing or saying the last name the speaker implies that the speaker is aware of the equality in the social status (Levinson, 1983). So, this form is included in honorific reference because it shows that the speaker respects the referent. For Juliet, a character from Shakespeare's work named Juliet Capulet, the use of the first name indicates equality and familiarity because Juliet Capulet is widely known as Juliet.

Data 3

*So here I have pictures of **my grandfather** at different ages. (04.42-04.47)*

The phrase "my grandfather" shows the kin relationship. Grandfather is a kinship term that is included in the social deixis category. The speaker shows a picture of an old man who is related to the speaker by blood.

3.2.5 Discourse Deixis

Discourse deixis, also known as text deixis, refers to aspects of the discourse that are included in the speech. The data within Lera Boroditsky's speech indicating the use of discourse deixis are presented below.

Data 1

*Now, of course, there isn't just one language in the world, there are about 7,000 languages spoken around the world. And all the languages differ from one another in all kinds of ways. Some languages have different sounds, they have different vocabularies, and they also have different structures -- very importantly, different structures. **That** begs the question: Does the language we speak shape the way we think? Now, this is an ancient question. People have been speculating about this question forever. (01.24-01.50)*

The use of distal demonstrative "that" refers to the preceding segment of discourse. Many languages in the world make their structure, vocabulary and sound

raise questions "does the languages shape the way we think?" Similar to the word "that", "this" also refers to the previous utterances. The referent of "this question" is already presented by the speaker before she utters "this is an ancient question".

Data 2
*There are also really big differences in how people think about time. So here I have pictures of my grandfather at different ages. And if I ask an English speaker to organize time, they might lay it out this way, from left to right. **This** has to do with writing direction. If you were a speaker of Hebrew or Arabic, you might do it going in the opposite direction, from right to left. (04.39-05.00)*

The word "this" refers to the current portion of the discourse because "this" refers to both the former and the latter of the discourse. The word "this" demonstrates the way the English, Hebrew, or Arabic speakers laid out the time.

Data 3
*Languages have all kinds of structural quirks. **This** is one of my favourites. Lots of languages have grammatical gender; every noun gets assigned a gender, often masculine or feminine. (08.01-08.12)*

The word "this" refers to the forthcoming segment of the discourse. The speaker says "this is one of my favourites" to refer to the grammatical feature of gendered nouns used in German and Spanish languages.

3.2.6 Emotional Deixis
Emotional deixis is concerned with the speaker's level of participation in the discourse's specific situation to which he or she is referring. To know this type of deixis in this study, the next part describes the details of the data.

Data 1
*You learn the number list and you learn how to apply it. A little linguistic trick. Well, some languages don't do **this**, because some languages don't have exact number words. (06.12-06.21)*

The word "this" indicates the speaker's empathy to the people who do not have exact number words and who, instead of counting by number, use an utterance like "this is quite small" or using estimated quantities (Huang, 2014). Thus, the word "this" conveys the speaker's empathy to those who are incapacitated to do certain activities which may include the utilization of exact numbers, such as operating algebra in construction work.

Data 2
*The tragic thing is that we're losing so much of **this** linguistic diversity all the time. We're losing about one language a week, and by estimates, half of the world's language will be gone in the next hundred years. (12.55-13.06)*

The use of "this" indicates that the speaker feels unhappy with the loss of languages. The utterance contains emotional deixis because the speaker expresses her concern regarding the trend of language loss.

4 Discussion
4.1 Type of Deixis
Deixis is widespread in languages, it is because the indicators like 'when', 'where', 'who', and 'what' are very helpful to coordinate the situation of utterance (Griffiths, 2016). The results of some previous studies show that person deixis appears to be the most common deixis in their research. Retnowaty (2019) found that person deixis is mostly used to address the speaker and the audience, indicating that the speaker mostly uses plural first person "we.". The use of "we" intends to build an image for the speaker as the president who is close to the citizen of the United States of America. Kurniadi (2017) also found that person deixis mostly is used in speeches. The speaker mostly uses "I" because she told her life and her experiences. These previous studies are similar to this research because the speaker tends to use person deixis rather than the other types of deixis.

In this study, the speaker uses "I" 41 times, but the quantity is quite similar to the use of "we" (31 times), meaning that the range is not very high. Since the speaker wants to share the opinion or the result of her research on how the way languages shape the way we think, she tends to use "I" and "we" because she wants the audience to be involved in the speech and to realize that the speaker and the audience both have similar capacities in thinking about the issue.

The types of deixis found in this study are different from the ones found in Retnowaty's research (2019). The difference is in the use of emotional deixis in the study. While Retnowaty only investigated 5 types of deixis, the current research uses 6 types of deixis. Kurniadi (2017) studies 3 types of deixis: person, spatial and temporal deixis, reflecting on Yule's theory. In contrast to other studies, Anita (2017) investigates temporal deixis.

The different types of deixis enrich the previous studies' findings as well as add the references for the EFL learners in using the model of speech. This type can inspire viewers who are not quite confident when delivering a speech in English in the context of public speaking. It is expected that studying this topic can help non-native speakers to improve their English to an extent of replicating the nativeness of the English native speakers.

4.2 Barriers in Interpreting Deixis
Deixis is commonly expressed in languages and allows participants to find concrete relations. Therefore, the study of deixis becomes an important part of interpreting spoken or written work. However,

20

some studies showed that understanding the meaning and the referent of deictic expressions is not easy.

Further, the study by Maspufah (2015) showed that students in senior high school have problems in interpreting the context and identifying the referent of the deictic expressions in narrative text. The study from Wicaksono (2019) showed that the students at the university levels could easily interpret person, time, place, and social deixis because they are often used in everyday life, both orally and written. However, they have difficulties in understanding discourse deixis and comprehending the situational information in a descriptive text.

The key to understanding is knowledge about deixis and context to uncover the deixis in verbal communication including speech. Many words and phrases are employed throughout the production of the speech, and the students' comprehension will be highly dependent on the circumstances in which they are said. In other words, deictic terms are employed in numerous languages to indicate 'who,' 'when,' 'where,' and 'what.' These words do not have stable referents and continually pick up new referents depending on who utters them, when they are said, and where they are uttered. For example, depending on who gets the role of the speaker, the personal deictic pronoun "I" can refer to either the speaker or the listener.

4.3 The Role of Teachers in Introducing Deixis

By knowing that the students face some problems and have difficulties in analyzing or interpreting the referent of deixis, English teachers should allow the students to practice and learn more about deixis (Yekta, 2015; Nurhikmah, 2019). In technology integration, this seems to be essential to be introduced to the learners to make communication better (Hill, 2006). Furthermore, a collaborative strategy can be an alternative in classroom activities (Djawa, Degeng, Widiati, & Toenlioe, 2016). Authentic materials or data such as newspapers, songs, advertisements, or recorded speeches can be used as material in the classroom. The teacher can reflect on the findings of this study to have insights in enhancing the students' competence in understanding the use of deixis in speech. Therefore, this study may give an insight or information for them in understanding deixis and the context of the speech. Other than that, by watching and listening to the speech, the students can learn and practice their listening skills. By using these research findings as learning material, the students can understand the context of the speech, the use of deixis, and practice their listening skills at the same time.

It is critical to define the specific areas in which pragmatics teachers must be knowledgeable to assist students in understanding the intentions of others and expressing themselves in the current socio-cultural environment. In other words, before teaching L2 pragmatics, it is more vital to recognize what the teacher is expected to know than it is to enable learners to express themselves in the best way possible. Knowledge of subject matter, knowledge of pedagogical content, and knowledge of the learners and local, curricular, and educational contexts are considered essential for EFL teachers (Ishihara, 2010).

4.4 Adaptability to Deixis toward Online Source

Understanding deixis contributes to the educational context, including in the selection of online sources. Spoken and written deixes have specific characteristics. Accordingly, dealing with online sources used for teaching and learning activities, teachers' and students' talk also get affected by what they read and watch from the internet. It can be a method to show students how to put typical deixis on their communication.

The relevance of person, place and time in materials design is defined as a key factor in the overall design of the English language syllabus Ahmed & Shazali, 2011). In the Indonesian context, the genres provided in the lessons consist of various texts. The result of this study can be used to see the different contexts from a speech presented in online sources. Furthermore, it can be connected to the skill of describing a public figure. Understanding deixis from people that the students are describing can be a meaningful task for students in doing depth-analysis of the project. Do not only learn the organization of the text, but they also find the pragmatic aspect within the investigation.

Concerning online oral presentations, today's teachers and students are most familiar with this activity. Thus, providing models from various online sources in delivering materials is needed. The careful selection in adapting or adopting the contextual model helps the learners strengthen their English skills naturally. This process can minimize errors and confidence problems during the performance (Rahayu, 2018).

Moreover, role play is one of the teaching strategies that can encourage learners to apply their deictic expression. Teachers may suggest learners pretend to be a specific famous public figure and practice giving a speech in front of the classroom. By imitating what the public figure usually applies in their utterances, students can build character understanding toward what they play. Another benefit is they learn strategies to attract public attention through meaningful and comprehensible verbal communication from the selected figure (Naseri, 2017).

5. Conclusions

The results show that the speaker uses six types of deixis in her speech. The meaning of each deictic expression is varied depending on its context. For example, there is first-person "I"s which refers to the speaker and "I"s that possibly refers to the audience, in personal deixis. The speaker uses "I" instead of "you" to refer to the audience because she wants the audience to feel included in the situation of the utterances. Further, body movement or gesture is essential to support the interpretation of spatial deixis. Temporal deixis is also frequently used by the speaker. Next, the uses of last name, first name, and the family relationship appear in the social deixis. Dealing with discourse deixis, distal demonstrative shows its role in determining "previous" or "forthcoming" in the text. The last one, emotional deixis indicate empathy and unhappy feelings.

To conclude, six categories of deixis (person, place/spatial, temporal/time, social, discourse, and emotional) are applicable in every conversation we make, primarily speech. All people may use different linguistic forms to encode deictic information. There is no strict rule in speech delivery to use types of deictic terms. Essentially, the main point of the study of deixis is how the participants of a speech have access to the object referred to in a deictic act (Huang, 2014). Concerning the rapid transformation of technology integration, it is recommended that further research focuses on exploring more types of deixis in speech with digital communication context.

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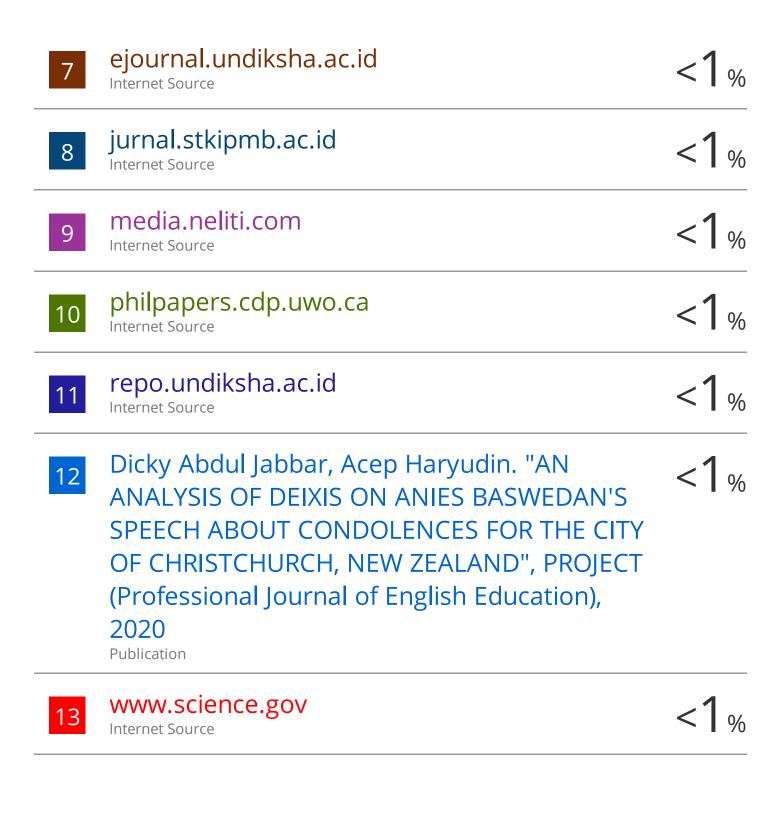
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