Deixis Analysis in Audio Material of English For Nusantara untuk SMP/MTS Kelas VIII Textbook

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Abstract. This research provides significant insight into the function of deixis in educational materials, highlighting its role in improving language comprehension and developing effective instructional strategies. The main focus of this research is on deixis in pragmatics, particularly through the analysis of audio materials from the English for Nusantara textbook for Junior High School/MTs Grade VIII. This research aims to identify various types of deixis contained in the teaching materials, determine the most dominant type of deixis, and describe the referential meaning associated with the deixis. The method used in this research is descriptive qualitative with content analysis approach. The analysis shows that there are three main deixis categories in the audio materials: persona deixis (56.76%), temporal deixis (30.63%), and spatial deixis (12.61%). The dominant use of persona deixis emphasizes the important role of persona deixis in language use in educational contexts. These findings not only contribute to a deeper understanding of deixis in audio materials, but also provide insight into how persona deixis can enhance the development and effectiveness of language teaching in the same context.

Keywords: pragmatics, deixis, audio material, english textbook

Abstrak. Penelitian ini memberikan wawasan yang signifikan mengenai fungsi deiksis dalam materi pendidikan, dengan menyoroti perannya dalam meningkatkan pemahaman bahasa dan mengembangkan strategi instruksional yang efektif. Fokus utama penelitian ini adalah pada deiksis dalam pragmatik, khususnya melalui analisis materi audio dari buku teks English for Nusantara untuk SMP/MTs Kelas VIII. Penelitian ini bertujuan untuk mengidentifikasi berbagai jenis deiksis yang terdapat dalam materi ajar, menentukan jenis deiksis yang paling dominan, serta mendeskripsikan makna rujukan yang terkait dengan deiksis tersebut. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif dengan pendekatan analisis konten. Hasil analisis menunjukkan bahwa terdapat tiga kategori deiksis utama dalam materi audio: deiksis persona (56,76%), deiksis temporal (30,63%), dan deiksis spasial (12,61%). Dominasi penggunaan deiksis persona menekankan pentingnya peran deiksis persona dalam penggunaan bahasa dalam konteks pendidikan. Temuan ini tidak hanya berkontribusi pada pemahaman yang lebih dalam tentang deiksis dalam materi audio, tetapi juga memberikan wawasan mengenai bagaimana deiksis persona dapat meningkatkan pengembangan dan keefektifan pengajaran bahasa dalam konteks yang sama.

Kata Kunci: *pragmatik, deiksis, materi audio, buku ajar bahasa inggris*

Introduction

Exploring deixis within educational materials reveals critical insights into how language functions in instructional contexts. Language according to Ghanaro et al. (2022) functions as a tool for communication, interaction, and transferring information. It involves patterns and meanings conveyed through sounds, gestures, and signals (Indahsari et al., 2023). This complexity underscores the need to understand language beyond its primary usage, as it enhances interpersonal relationships and communication efficiency. Pragmatics plays a crucial role in this understanding by focusing on meaning within specific contexts and uncovering the intended message behind words (Birner, 2013). It highlights that language comprehension extends beyond grammar and literal meanings to include contextual and situational nuances, revealing the broader complexity of how people communicate.

Understanding the complexity of language is further illuminated through the concept of deixis, an aspect of pragmatics. Deixis, derived from Greek, denotes the act of 'pointing' through language. Any expression facilitating this function is termed a deictic expression (Yule, 1996). These deictic expressions are interpretations reliant on context (Griffiths and Cummins, 2023), showcasing language's dynamic nature and the importance of context in shaping meaning. Yule (1996) categorizes deixis into three primary types: personal, spatial, and temporal deixis. This classification underscores deixis' significance in conveying varied and detailed meanings within communication.

The study of deixis involves indicating a reference, typically from a speaker, to a specific intended meaning. Its interpretation is influenced by the non-linguistic or meta-linguistic context in which it is expressed (Todisco et al., 2020). Deixis is intrinsically exophoric, referring to circumstances or contexts outside the text. Virdaus and Rifa'i (2022) define exophoric as an element referring to such external contexts. This indicates that the interpretation of deixis relies heavily on factors like the physical environment, participants' shared knowledge, or social and cultural norms. The deictic center is central to understanding deixis; it serves as the anchor in analyzing deixis. As Levinson (1983) defines it, it is the crucial reference point from which deixis derives its meaning and aligns with the speaker's perspective. Additionally, Deictic Projection refers to the fixed mental and physical anchoring of the speaker's perspective (Yule, 1996). This aspect demonstrates the remarkable capacity of deictic expressions to project the speaker's unique viewpoint onto the contextual landscape. Together, the Deictic Center and Deictic Projection highlight the complex nature of deixis, portraying it as an essential concept in linguistic analysis that connects the speaker's fixed perspective both mentally and physically.

Incorporating deixis into classroom language activities can make the instruction more applicable to real-world situations (Yekta, 2015). This approach helps learners connect classroom lessons with everyday communication and addresses specific linguistic challenges. For instance, teaching deixis can lead to faster comprehension of spoken and written language, enabling students to navigate the complexities of language more easily (Seis, 2022). By focusing on deixis, educators can enhance the overall effectiveness of language instruction, particularly for students who may struggle with context-dependent expressions.

Teaching materials play a crucial role in studying the English language. These systematically arranged resources are designed to meet competency criteria and assist teachers in facilitating effective teaching and learning activities (Fitria, 2022). Over time,

such materials have evolved to address various objectives, including enhancing language usage and understanding. Among these, audio materials are precious. They offer benefits beyond traditional teaching methods by conveying knowledge and information effectively, enhancing vividness and concreteness, and providing significant convenience for learners (Zhang, 2023). Engaging with audio content allows students to improve their listening skills, better understand real-life language contexts, and enhance language proficiency.

Furthermore, audio materials provide flexibility, enabling learners to access content conveniently and independently, and they promote active engagement through activities involving listening, repeating, and responding to prompts. These materials are often contained within textbooks, which are crucial for language learning and instruction (Zubaidah & Supeno, 2022). A well-designed textbook systematically presents language elements, integrates cultural awareness, and balances theory and practice. The English for Nusantara untuk SMP/MTs Kelas VIII textbook exemplifies this approach by addressing the specific needs of Indonesian students. It offers a comprehensive approach to language learning that reflects local cultural contexts and the lives of Indonesian teenagers. By incorporating both written and audio resources, this textbook enhances language proficiency and communication skills among students in Indonesia (Damayanti et al., 2022).

Understanding how deixis functions in texts and instructional materials is crucial for enhancing language education. However, existing studies have mainly focused on specific text types, leaving a gap in our understanding of deixis in various educational resources beyond conversation texts. Ekowati and Sofwan (2014) researched pragmatic deixis within conversation texts from the English textbook "Pathway to English" for Senior High School. Their study found person deixis to be the most common and emphasized the importance of context in interpreting deictic expressions. However, this research does not consider other instructional materials like audio resources or different text types, representing a gap in understanding deixis across various educational contexts.

Similarly, Ibnus (2018) examined deixis in narrative texts from the BSE English textbook "Developing English Competencies 1" for Senior High School Grade X. The study identified person deixis as predominant and underscored the importance of context in understanding narrative texts. However, Ibnus' work is limited to narrative texts and does not explore deixis in other formats, such as audio materials, which limits its applicability to a broader educational context.

Purba et al. (2024) analyzed deixis in the textbook "When English Rings a Bell" for eighth-grade students, focusing on identifying types and frequencies of deixis, with person deixis being the most prevalent. While this study provides valuable insights into deixis in a specific textbook for younger students, it does not address deixis in different types of instructional materials or compare deixis across various educational levels or contexts. This gap indicates a need for research that includes a broader range of materials and academic contexts.

Josephine et al. (2021) investigated deixis in written texts within junior high school textbooks, identifying person deixis as the most frequent type. Their study emphasizes deixis's role in enhancing EFL learners' written text comprehension. However, their research does not encompass other instructional materials like audio resources or diverse text types, which limits the understanding of deixis in a broader educational setting. Addressing this gap could provide a more comprehensive view of how deixis functions across different instructional mediums.

Referring to the explanations above, this research focuses on Deixis Analysis in Audio Material of the "English for Nusantara untuk SMP/MTs Kelas VIII" Textbook. This study explores the pragmatic functions of deixis within the context of the audio material used in the specified English textbook. By examining deixis in audio resources, this research provides valuable insights into its role in educational materials, addressing gaps identified in previous studies. The research aims to offer a comprehensive analysis of deixis in audio formats, contributing to a deeper understanding of its practical applications in language instruction.

Methods

This research employs qualitative descriptive research, which involves close engagement with the data, minimal use of frameworks, and thematic organization of information (Creswell and Creswell, 2023). This approach is particularly suitable for achieving the research objective, as it facilitates a detailed and nuanced understanding of deixis phenomena. It allows for an analysis directly from the data without imposing extensive preconceived frameworks.

The object of this research is the audio material in the textbook "English for Nusantara untuk SMP/MTs Kelas VIII." Developed and published by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia in 2022, this textbook is intended for junior high school eighth graders and aligns with the Kurikulum Merdeka. It was obtained digitally from the official website of Sistem Informasi Perbukuan Indonesia. Specifically, the research aims to analyze the content of 15 audio materials in the textbook, focusing on deixis usage. The audio consists of 12 conversation audios and three narration audios. This analysis seeks to identify the types of deixis used within the audio material, determine which deixis expressions are most dominant, and explore their reference meanings. This research is designed to provide comprehensive insights into the deixis elements present in the audio material and their potential implications for language learning.

The primary research instrument employed in this research is a data sheet. The data sheet is a structured document to collect and record information systematically. The primary data collection technique used in this research was transcribing. In this research, the researcher utilized two key tools for data collection. The first tool was a carefully designed data sheet tailored to record deixis usage systematically. Additionally, the researcher employed Good Tape, an online automatic transcription service that helps facilitate the conversion of the audio material in the textbook into text.

Content analysis was the primary method for systematically analyzing deixis within the transcribed audio data. According to Krippendorff (2019), content analysis is a research technique for making consistent and valid interpretations of data in their context. In this research, the content analysis was guided by Yule's theory of deixis, which classifies deixis into three types: Person, Spatial, and Temporal Deixis. Yule's classifications offered a clear method for analyzing how deixis is used in the audio material in the textbook, allowing for a detailed understanding of the functions and meanings of different deixis types.

Findings And Discussion

This section presents the findings from the analysis of 15 audio materials in the textbook. The analysis revealed a cumulative total of 157 occurrences of deixis within the audio materials. The researcher employed Yule's (1996) theory to analyze various types of deixis. The findings indicate that the audio materials included person deixis, spatial deixis, and temporal deixis, along with their respective reference meanings. Furthermore, the analysis identified the dominant types of deixis utilized in the materials. The types of deixis used, their reference meanings, and the dominant types identified are presented in the table below.

The Deixis Used and Reference Meaning

1. Person Deixis

Person deixis involves using pronouns and possessive adjectives to establish relationships between the speaker, the addressee, or others. It covers three distinct categories: first-person, second-person, and third-person deixis. Each category was important in determining the personal relationships within linguistic expressions. In this research, the analysis of person deixis within the 15 audio materials revealed 63 instances. This accounted for approximately 56.76% of all deixis identified in the audio recordings.

 a. First-person Deixis

First-person deixis involves using first-person pronouns and possessive adjectives, enabling speakers to refer to themselves directly. This deixis directly connects the deictic expression and the speaker's identity. Through the analysis of the dataset, several instances of first-person deixis were identified, including expressions such as the singular personal pronoun "I" and "Me," plural personal pronoun "We," singular possessive adjectives "My," and plural possessive adjectives "Our." A sample illustrating the utilization of personal pronouns in first-person deixis is provided below:

Mr. Rahmansyah: "I did. The river was quite clean back then."

In this utterance, Mr. Rahmansyah employed the first-person singular personal pronoun "I" to directly reference himself as the subject of the action. "I" established a connection between the linguistic expression and the individual uttering the statement. Another sample of first-person deixis by the use of possessive adjectives can also be seen below:

Andre Tanudjaja: And it's not good for our health either. How about we bring our own container next time?

In this utterance, the narrator uses the first-person plural possessive adjective "Our." The expression employed directly references Andre Tanudjaja and Monita Turangan, who participated in this conversation. "Our" shows a possession of the following noun and connects the linguistic expression and the person uttering the statement to the other person in the conversation.

 b. Second-person Deixis

Second-person deixis was related to second-person pronouns and possessive adjectives. These linguistic expressions played a crucial role when the speakers

addressed the addressees, creating a clear distinction between the speakers and the persons being addressed. The use of second-person pronouns enabled direct communication and interaction within the context. The dataset analysis identified several instances of second-person deixis, including expressions such as the singular and plural personal pronoun "You" and the plural possessive adjective "Your." A sample illustrating the utilization of personal pronouns in second-person deixis is provided below:

Monita Turangan: You're right. Let's keep on doing it. It's not going to be easy.

Pipit Safitri employed the second-person plural personal pronoun "You" to address Galang Rahmansyah and Andre Tanudjaja as the addressee. "You" established a direct connection between the linguistic expression and the individual being referred to within the communicative interaction. This example highlighted how second-person plural personal pronouns contributed to person deixis by establishing a direct link between the speakers and the addressed persons. Another sample of second-person deixis by the use of personal possessive adjective can be seen below:

Mrs. Posma Hutasuhut: That's why you must always throw your trash into the bin.

In this utterance, Mrs. Posma Hutasuhut uses the second-person plural possessive adjective "Your" to address Galang Rahmansyah, Sinta Rahmansyah, and Tamara Rahmansyah as the addressee. "Your" established a direct connection between the linguistic expression and the person referred to within the conversation. This example highlighted how second-person plural possessive adjective contributed to person deixis by establishing a direct link between the speakers and the addressed persons.

c. Third-person Deixis

In analyzing deixis types in textbook audio materials, a notable absence was found in instances of third-person deixis. While third-person pronouns were present in the data, their usage did not constitute deixis, as their reference could be inferred directly from the linguistic context. Deixis, characterized by the indication of reference influenced by the non-linguistic or meta-linguistic context (Todisco et al., 2020), was notably lacking in third-person instances. This absence underscores the need for further investigation into the language use and instructional strategies employed within language teaching materials.

2. Spatial Deixis

Spatial deixis covers two primary categories: proximal deixis and distal deixis. Spatial proximal deixis referred to elements near the speaker, while spatial distal deixis pointed to elements farther away. Each category was crucial in determining the spatial relationships within linguistic expressions. From the analysis of spatial deixis within the 15 audio materials, 14 instances were found. This accounted for approximately 12.61% of all deixis identified in the audio recordings.

a. Spatial Proximal Deixis

      Spatial Proximal deixis involves spatial elements close to or near the speaker. This category employed demonstratives, adverbs of place, and verbs of motion to indicate entities within immediate proximity. The proximity established a direct connection between the speaker and the referred objects. Through the analysis of the dataset, several instances of spatial proximal deixis were found, employing expressions such as demonstrative "This" and "These" and adverbs of place "Here," "There," and "Nearby." A sample illustrating the utilization of demonstrative in spatial deixis is provided below:

Mr. Rahmansyah: When I was your age, I often came down to this river.

In this utterance, the demonstrative "This" used by Mr. Rahmansyah specifically pointed to the location of the river near the speaker. The reference meaning associated with using "This" in this context clarified that the river was physically close to Monita Mr. Rahmansyah. This finding demonstrated how the linguistic expression contributed to spatial proximal deixis by pinpointing the location of objects with the speaker. Another sample illustrating the use of adverbs of place in spatial deixis can also be seen below:

Monita Turangan: You're right. Here is the trash can.

In this situation, the adverb of place, "Here," as used by Monita Turangan, specifically pointed to the location of the trash can that was near the speaker. The reference meaning associated with using "Here" in this context clarified that the trash can was physically close to Monita Turangan. This example demonstrated how the linguistic expression contributed to spatial proximal deixis by pinpointing the location of objects with the speaker.

b. Spatial Distal Deixis

      Spatial Distal Deixis involves spatial elements distant or farther from the speaker. This category employed demonstratives, adverbs of place, and verbs of motion to indicate objects situated at a distance. It establishes a connection between the speaker and the referred objects, even though they are not in immediate proximity. Through the analysis of the dataset, several instances of spatial distal deixis were found, employing the adverbs of place "There" and "Away." A sample illustrating the utilization of the adverb of place in spatial deixis is provided below:

Monita Turangan: "But the one right there is full too."

In this scenario, the adverb place "there," as used by Monita Turangan, specifically pointed to the location of the trash can, which was distant from the speaker. The reference meaning associated with "there" in this context clarified that the actions described in the news were happening in a location physically far from Monita Turangan. This example demonstrated how the linguistic expression contributed to spatial distal deixis by indicating the location of events and objects

at a distance from the speaker. Another sample illustrating the use of adverbs of place in spatial deixis can also be seen below:

Narrator: She turned away to do her work, humming a song that was overplayed by the radio, apparently not aware of how much her words had hurt me.

In this situation, the adverb place "Away," as used by the narrator, specifically pointed to the location that was distant from the speaker. The reference meaning associated with using "Here" in this context clarified that the girl was distant to Monita Turangan, whom she turned to while doing her work. This example demonstrated how linguistic expression contributed to spatial deixis by pinpointing the location of objects with the speaker.

3. Temporal Deixis

Temporal deixis covers two distinct categories: proximal and distal deixis. Temporal proximal deixis referred to time elements that were close or near in time to the current moment. On the other hand, temporal distal deixis points to time elements distant or farther away from the present moment. From the analysis of spatial deixis within the 15 audio materials, 34 instances were found. This accounted for approximately 30.63% of all deixis identified in the audio recordings.

a. Temporal Proximal Deixis

Temporal proximal deixis involved temporal elements that were close to or near the current moment in time. This category employed time modifiers to indicate time points within immediate temporal proximity. The proximity directly connects the speaker and the referred time points. Through the analysis of the dataset, several instances of temporal proximal deixis were found, employing adverbs of time "Then," "First," "Today," and "Now." An example from the dataset illustrating the use of the adverb of time in temporal proximal deixis is provided below:

Monita Turangan: "That's too bad. We should have reduced the use of plastic from now on. It's bad for the environment."

In this situation, the adverb of time, "Now," as used by Monita Turangan, specifically pointed to the starting point from the current moment onward. The reference meaning associated with the use of "now" in this context clarified the speaker's initiative to take immediate and ongoing action to reduce the use of plastic. This example demonstrated how temporal proximal deixis contributed to pinpointing time points close to the speaker's present moment, urging a timely and continuous effort to address environmental concerns. Another sample illustrating the use of adverbs of time in temporal proximal deixis can also be seen below:

Galang Rahmansyah: It was good, Dad. Today our school celebrated Independence Day and we had some games like marble in spoon race, sack race, and tug of war.

In this utterance, the adverb of time, "Today," used by Galang Rahmansyah, specifically pointed to the day the conversation happened. "Today" in this context clarified that Galang is having an Independence Day celebration and some games on the day the conversation occurred. This example demonstrated how temporal distal deixis contributed to pinpointing time points close to the speaker's present moment.

b. Temporal Distal Deixis

Temporal distal deixis involved temporal elements that were distant from the current moment. This category employed time modifiers such as "then" and "next day" to indicate time points beyond immediate temporal proximity. The distance established a separation between the speaker and the referred time points. Through the analysis of the dataset, several instances of spatial distal deixis were found, employing adverbs of time "Then," "After," and "Once," and adverbial phrases of time "At that time," "At first," "Next week," "Once upon a time," "At last," "Next day," Next time," "Back then," "A couple of days ago," "In the morning," and "Someday." An example illustrating the utilization of the adverb of time in temporal deixis is provided below:

Galang Rahmansyah: So, what did you do then?

In this situation, the adverb of time, "Then," as used by Galang Rahmansyah, specifically pointed to the time in the past. This example demonstrated how temporal distal deixis contributed to pinpointing time point distance to the speaker's present moment. Another sample illustrating the temporal distal deixis occurrence by using an adverbial phrase of time can be seen below:

Mr. Rahmansyah: "Rescuers found the next day that almost all gutters were full of trash, especially plastic trash. The gutters got clogged and made the rainwater drain very slowly."

In this instance, the adverbial phrase "Next day," as used by Mr. Rahmansyah, specifically points to a time point following the current moment. The reference meaning associated with the "Next day" in this context clarifies that the discovery of the filled gutters occurred on the day immediately preceding the floods. This example illustrates how temporal distal deixis contributes to establishing a connection with a time point beyond the immediate present, providing a clear chronological reference.

The Dominant Types of Deixis Used

In the exploration of deixis within the 15 audio materials, this study identified a total of 157 occurrences of deixis in the dataset. As detailed in the following sections, the analysis revealed the most dominant types of deixis utilized across the three categories.

Table 1. Total Occurrences of Each Deixis Type Used

No.	Type of Deixis	Frequency	Percentage (%)
1.	Person Deixis	63	56.76
2.	Spatial Deixis	14	12.61
3.	Temporal Deixis	34	30.63
	Total	157	100.00

Among the types of deixis examined, Person Deixis emerged as the most dominant, constituting 56.76% of the total occurrences with 63 occurrences. This high frequency suggests that interpersonal relationships are a central focus in the audio materials, with pronouns and possessive adjectives playing a pivotal role in establishing connections between the speaker, addressees, and others involved. The dominance of Person Deixis highlights the importance of personal references and interpersonal relationships in the texts, indicating that the audio materials prioritize personal interactions and perspectives.

Following Person Deixis, Temporal Deixis was the next most common, representing 30.63% of the occurrences with 34 occurrences. This result shows how the audio materials emphasize temporal elements, using time to situate events and experiences relative to the present moment. The frequent use of Temporal Deixis underscores the role of temporal context in shaping the narrative and discourse, suggesting that understanding the timing of events is crucial for interpreting the audio materials.

With 14 occurrences, Spatial Deixis, which deals with spatial relationships, was the least common category, accounting for 12.61% of the occurrences. Unlike Person and Temporal Deixis, spatial references appear less frequently in the audio materials, as evidenced by their comparatively low frequency. This limited use of Spatial Deixis indicates that spatial elements are less prominent in the discourse, highlighting their lower significance in the overall content of the audio materials.

The analysis reveals that Person Deixis is the most dominant type, followed by Temporal Deixis and Spatial Deixis. This distribution highlights the emphasis on personal relationships and temporal context within the audio materials, demonstrating that these elements play a more significant role than spatial references. These findings suggest that the designers of the audio materials focused more on interpersonal and temporal aspects rather than spatial dimensions, which provides valuable insights into the content's thematic priorities and narrative structure.

Discussion

The analysis of deixis types within the textbook audio materials revealed a dominant presence of person deixis, constituting 56.76% of the total instances. This finding highlights the significant role of interpersonal relationships and communication in education. The dominance of person deixis suggests a focus on enhancing direct engagement between speakers and listeners. Additionally, the dominance of person deixis highlights the importance of addressing learners' communicative needs and promoting language proficiency through contextualized and socially situated language practice.

Temporal deixis is the second most common deixis type, representing 30.63% of the total occurrences. This finding emphasizes the importance of temporal references and coherence in language learning materials. The findings regarding temporal deixis suggest a focused emphasis on guiding learners in understanding and expressing time-related

concepts, such as sequencing events, describing past experiences, and planning future actions. The instance of temporal deixis highlights its importance in language acquisition, enabling learners to situate language use within specific temporal contexts and enhancing both linguistic and pragmatic competence.

Among the deixis types analyzed in textbook audio materials, spatial deixis emerged with the lowest frequency, representing only 12.61% of total occurrences. This finding suggests that spatial references are less emphasized in the instructional materials. However, despite its lower occurrence, spatial deixis plays a crucial role in language learning by facilitating learners' understanding of spatial relationships and locations. Spatial deixis aids learners in describing physical environments, giving directions, and expressing spatial concepts essential for effective communication. While temporal and person deixis may dominate instructional focus, acknowledging the importance of spatial deixis can enrich language learning experiences, providing learners with the necessary tools to navigate and communicate within diverse spatial contexts.

While the dominant use of Person Deixis in the dataset highlights its central role in shaping interpersonal relationships and linguistic expressions, a comparative analysis with previous research further reveals the broader implications of the findings. Ekowati and Sofwan (2014) focused on pragmatic deixis within conversation texts from the Pathway to English textbook for Senior High School. Their study identified Person Deixis as the most common type and emphasized its role in context interpretation. However, their research was limited to conversation texts and did not explore deixis in audio materials or other instructional formats, leaving a gap in understanding how deixis functions in diverse educational resources.

Similarly, Ibnus (2018) examined deixis in narrative texts from the Developing English Competencies 1 textbook. The study found Person Deixis to be predominant, highlighting the importance of context in narrative comprehension. Despite these insights, Ibnus' work did not extend to audio materials or other text types, restricting the applicability of its findings to broader educational contexts.

In contrast, Purba et al. (2024) analyzed deixis in the textbook When English Rings a Bell for eighth-grade students. Their findings, which indicated Person Deixis as the most frequent type, provided valuable insights into deixis in a textbook for learners. However, this study did not cover deixis in various instructional materials or educational contexts, indicating a need for more comprehensive research.

Josephine et al. (2021) investigated deixis in written texts within junior high school textbooks, similarly finding Person Deixis to be the most frequent. Their study emphasized deixis's role in enhancing written text comprehension but did not encompass audio resources or other instructional formats. This limitation highlights the necessity for research that explores deixis across different media and educational levels.

The current research extends these findings by focusing on deixis within audio materials, revealing a consistent dominance of Person Deixis across various instructional mediums. This broader perspective offers new insights into how deixis functions not only in written texts but also in audio resources, addressing the gaps identified in the studies by Ekowati and Sofwan (2014), Ibnus (2018), Purba et al. (2024), and Josephine et al. (2021). The emphasis on Person Deixis in both previous and current studies highlights its central role in educational materials, but the inclusion of audio materials in this research provides a more comprehensive understanding of deixis across different instructional contexts.

Conclusion

In conclusion, this research contributes to the understanding of deixis by analyzing its use in the audio material of the English for Nusantara untuk SMP/MTs kelas VIII textbook. The study highlights the dominance of person deixis, which constitutes 56.76% of the analyzed content, reflecting its crucial role in connecting instructional materials with students and enhancing their engagement. By extending the scope of deixis analysis to audio materials, this research provides new insights into deixis usage across different instructional mediums. These findings enrich our understanding of how deixis functions in language education, offering valuable implications for instructional design and textbook development to create more engaging and contextually relevant learning experiences.

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