LLT Journal, e-ISSN 2579-9533, p-ISSN 1410-7201, Vol. 25, No. 1, April 2022, pp. 45-62

LLT Journal: A Journal on Language and Language Teaching
http://e-journal.usd.ac.id/index.php/LLT
Sanata Dharma University, Yogyakarta, Indonesia

GAZING AT 'THE-YOU-KNOW-WHO/WHAT' IN WHATSAPP: DEIXIS USED IN ONLINE LEARNING AMID COVID-19 PANDEMIC

Ahmad Sugianto[1] and Ahmad Bukhori Muslim[2]
[1,2]Universitas Pendidikan Indonesia
ahmadsugianto@upi.edu[1], abukhmuslim@upi.edu[2]
correspondence: ahmadsugianto@upi.edu
https://doi.org/10.24071/llt.v25i1.4485
received 19 March 2022; accepted 29 April 2022

Abstract

WhatsApp, as one of the most powerful and ubiquitous social media platforms, has become one of the promising tools utilized for English online learning during the current crisis, COVID-19 pandemic. Nevertheless, interacting effectively via this platform might be challenging for messages communicated to this platform might have more than one meaning that is likely to result in misunderstanding among the users. Thus, understanding deixis, known as one of the interactional phenomena in which language and context can be figured out, is invaluable. Nevertheless, to the best of the writers' knowledge, studies concerning the use of deixis with respect to WhatsApp for English online learning are still left under-researched. Therefore, the present study aimed to investigate the deixis employed during online learning via a WhatsApp group. The method utilized in this research was a descriptive study. Besides, the participants comprised 23 postgraduate students and an instructor from an English Education Study Program of one university in Bandung city. The data were taken from the artefact in the form of an online chat archive. Based on the data analyzed, the findings revealed that all the types of deixis encompassing personal, social, discourse, place, and time deixis were found in online learning through the WhatsApp application. In this regard, the person(al) deixis (46%) was the most frequently used deixis, followed by social (39%), discourse (8%), place (5%), and time deixis (2%), respectively. Moreover, the appropriate and effective use of deixis by the instructor was found to influence students' engagement and critical thinking ability. Besides, the WhatsApp feature, emojis, was found to be utilized along with the deixis, as well as it assists in providing some emphasis, understanding of the messages conveyed, and showing respect or compliment among the participants.

Keywords: COVID 19 pandemic, deixis, online learning, pragmatics, WhatsApp

Introduction

WhatsApp is one of the most powerful and popular applications used in recent time. It constitutes one of the social media platforms through which an individual interacting, sharing, discussing, and communicating ideas, messages, and resources with other people. In addition to its use in social interaction and

communication, it has some advantageous use for facilitating the teaching and learning process. A number of studies have revealed its efficacy in the distance or online learning, such as its familiarity or user-friendly for students, the flexibility to handle various file formats ranging from text, images, audio, and video, interactivity, portability, and accessibility, namely its use is not limited by time and space, and it is also considered to be economical or can be used with a low-cost budget, as well as provides more interactions with the instructor, in other words, increasing teachers' availability for students, and anonymity or privacy constitutes another strength of WhatsApp if it is used for peer assessment, and enable students to develop their English skills and increase their engagement, enthusiasm, motivation, achievement, and learning autonomy as well as build their confidence and self-discipline and create positive rapport with their teacher. (Alshammari, Parkes, & Adlington, 2017; Annamalai, 2015; Bouhnik & Deshen, 2014; Gon & Rawekar, 2017a; Güler, 2017; Hamad, 2017; Hershkovitz, Elhija, & Zedan, 2019; Kartal, 2019; Keogh, 2017; Kheryadi, 2017; Mpungose, 2020; Nitza & Roman, 2016; Rosenberg & Asterhan, 2018; Saritepeci, Duran, & Ernis, 2019; Susilo, 2014). Moreover, the current situation, i.e. the COVID-19 pandemic, has led to a lot of shifts in human's life around the world, including education, and particularly in Indonesia. As mandated by President Jokowi Widodo that all the activities including teaching and learning process should be moved to online learning (*Minta Masyarakat Tenang, Presiden: Saatnya Bekerja, Belajar, Dan Beribadah Dari Rumah*, 2020). The use of WhatsApp is, therefore, worth trying to facilitate the students' online learning since it is one of the most ubiquitous and beneficial applications.

Moreover, the use of WhatsApp in online learning can be considered essential to facilitate the interaction between students and teachers. To create effective interactions and communications between teachers and students through WhatsApp, teachers are required to take account of some facets. To begin with, even though there is a credence that communicative competence is caused by the role of pragmatics in English as a foreign language context, particularly in the Indonesian context, some challenges still emerge. Such challenges were induced by the ground that it does not have a priority in the Indonesian EFL teaching context (Suryoputro & Suyatno, 2017). Similarly, pragmatics, as Bardovi-Harlig and Mahan-Taylor (2018) encapsulate, has a particular issue in language teacher education that is still found to be less taken into account in comparison to the other areas of language. This is a quite challenging issue since a word is likely to have more than one meaning or various, which is because of the context or culture in which the language is used (Putri, 2020; Rispatiningsih, 2020). Such a case also works to deictic words or expressions due to a particular context in which it is used. Additionally, in the learning and teaching process, as Xi, Liu, and Wang assert, the dynamic use of language can be known by understanding the deixis used in the interaction between teachers and students (2016). It is due to the fact that deixis does not only have the roles associated with grammatical constituents, but it can show different meanings that the words have (Dylgjeri & Kazazi, 2013). Moreover, the use of deixis is considered to be the foundation of the way communication since it can be used to indicate grammatical markers leading to the cohesiveness of a discourse (Morales, 2011).

Conceptually, deictic words or expressions or simply called deixis (another synonymy is indexicals), stems from a Greek word (*deiktikos*), meaning using language as a means for 'referring, 'pointing', or 'indicating' (Levinson, 1983; Lyons, 1968; O'Keeffe, Clancy, & Adolphs, 2011; Yule, 1996). In addition, Kress, Ogborn, and Martin (1998) define deixis as a 'locational/navigational system' which functions to show or refer to a certain event of the interaction occurring. Lyons (1968, p. 276) asserts that there are two types of features or aspects associated with deixis, namely 'relative to the time and place of utterance'. Additionally, Fillmore (1966, p. 220) mentions another feature besides the two aspects aforementioned, that is, 'the identity of the speaker and the intended audience'. Moreover, as it has to do with pragmatics, the conception relates to contextuality. In this regard, Hanks (2019) argue that the use of context is emphasised, and the meaning is made in case there is the same 'referential object' in the lenses of participants.

Furthermore, deixis is divided into several types. Basically, it is divided into three classifications, namely person(al) deixis, time or temporal deixis, and spatial or place deixis, as Levinson (2006) reveals that deixis has to do with the 'grammatical property' involving 'person, tense, place'. In addition to this classification, Harman (1990) divides these three types of deixis based on the proximities of the utterance at the time of speaking, summarised in Table 1 below.

Table. 1 Types of Deixis (Harman, 1990, pp. 233-235)

	Proximal	Medial	Distal
Personal pronoun	I, Me, Myself, We, Us, Ourselves	You, You, Yourself	He, Him, Himself, She, Her, Herself, It, Itself, They, Them, Themselves
Possessives	My, Mine, Our, Ours	You, Yours	His, Hers, Its, Their, Theirs
Demonstratives	This, These	That, Those	The, It, Them
Locatives	Here	There	At that place
Time adverbials	Now, Today, This week	Then, Yesterday, Last week	At that time, The day before, The previous week
Tense	Present	Past	Past perfect

The types of deixis proposed by Harman above is based on Brugmann's proposal, that is, *inch-deixis* associated with the proximal deixis in which the utterance is conveyed near to the speaker or first person as it is communicated, *du-deixis* having to do with medial deixis in which the utterance is near to the hearer or the second person at the time of speaking, and *jenner-deixis* with respect to distal deixis refers to the utterance that is away from the speaker and the hearer and thus having to do with non-participant or third person (Fillmore, 1966; Harman, 1990). Visually, these three types or categories of deixis are illustrated in deictic circle represented in Figure 1 below in which the *jenner-deixis*/distal deixis signed with the blue colour circle located in the first layer, the *du-deixis*/medial deixis is located in the second layer circle with the light green colour, and the red core or centre circle associated with the *du-deixis/proximal deixis*.

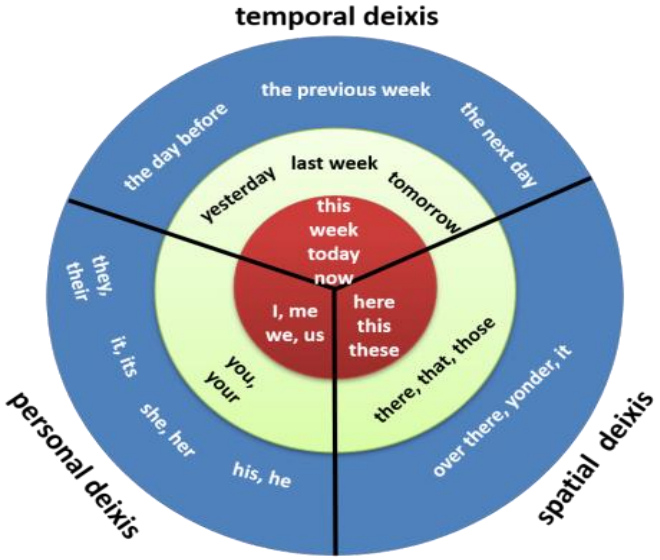


Figure 1: Deictic Circle (Harman, 1990, p. 233; https://www.eltconcourse.com/training/inservice/discourse/deixis.html)

In addition to the trinocular deixis classification comprising person, time, and place deixis above, Levinson (1983) proposes two more deixes encompassing discourse deixis and social deixis. To bear in mind, some scholars have different terms for the first two deixes, such as temporal deixis for time deixis and spatial deixis for place deixis, despite its names distinction, yet the concept is regarded the same (Yule, 1996). To begin with, the person(al) deixis has to do with 'grammatical categories' concerning a person that can comprise first person (e.g. I, We), second person (e.g. you), and third-person categories (e.g. he, she, it, they) (Levinson, 1983, pp. 68-72). The following is the example: **He** went to Bandung yesterday. In addition, Time deixis has to do with grammatical categories of time, three aspects of tenses, i.e. comprising present, for instance, now, then, soon, or recently, past, for instance, yesterday, or last week and future, for instance, tomorrow, or next week (pp. 73-79). In an utterance, it can be illustrated as follows: Tari was riding her bike **yesterday**.

Furthermore, place deixis has to do with the location which is pointed or referred. There are two types of place deixis, comprising proximal in which the object is near to the speaker(s) (e.g. *here; this*) and distal in which the object is far from the speaker(s) (e.g. *there; that*) (pp. 70-81). The following is the example: Jakarta is 110 km away from ***here***. Discourse deixis has to do with text or some expressions in some utterance. Some signal or transitional words may indicate discourse deixis such as *anyway*, *but*, *therefore*, *in conclusion*, *on the contrary*, *still*, *however*, *well*, *besides*, *actually*, *all in all*, *so*, *after all*, and *this* or *that* (pp. 85-87). The following is the instance: ***That*** was the scariest experience I have ever had. The last type of deixis, social deixis, has to do with 'social situation' or 'social relationship which can be indicated by the use of particular polite pronouns or titles of addresses (pp. 89-91). The following is the example: ***Prof. Hamied*** will teach us this semester.

In addition to the types of deixis above, there are several things to ponder with respect to the concept of deixis. To begin with, words can be regarded as

deictic in case they have a variety of meanings associated with a particular context influenced by time and or place (Khalil, 2020). Thus, shared knowledge or common ground is required to be taken into account to ensure whether one word or expression can be regarded as deixis or other mere forms of reference (Huang, 2007). Moreover, person(al) deixis is considered to have the most prevalent deictic expressions used apart from the other types of deixis (p. 154). However, the other type of deixis, for instance, proximal deixis, which is one of the types of place deixis, is also important to consider, as Lyons and Onoughi (2020) point out based on some studies, due to its power to engage the people to read the messages conveyed. Meanwhile, social deixis is regarded as essential since its use can be inspected either in direct or indirect interaction (Khalil, 2020) as well as its use can be used to identify the social status, the relationship between the interactants or the addressee or the entities being addressed talked about (Zulyanputri, Indrayani, & Soemantri, 2020). Additionally, such cases, as drawn upon Lyons' (1968) honorific dimension, associated with the relative status or degree of intimacy between the participants can also be indicated by the way the participants use the personal pronouns, for instance, as found in French, German, Russian, Italian languages that the second person singular pronoun is commonly used to address someone with an equal or lower rank or status.

Moreover, to bear in mind, one thing that should be drawn attention from discourse deixis is this type of deixis should be differentiated from anaphoric or cataphoric reference. In this case, (O'Keeffe, Clancy, and Adolphs (2011) assert that anaphoric references are used to navigate the 'preceding noun phrase' whereas discourse deixis is used to figure out the meaning of a thought communicated by a clause, sentence, paragraph, or the entire text. In detail, Diessel (1999, p. 103) provides the descriptions of the differences between anaphoric reference and discourse deixis shown in Table 2 below.

Table. 2 Distinctions between Anaphoric References and Discourse Deixis (p. 103)

Anaphoric (tracking) demonstratives	Discourse deictic demonstratives
They are associated with the preceding noun phrase	The referents have to do with propositions/speech acts
They assist in navigating the discourse participants	They make connections between two units of discourse
The referent might commonly still appear in the following discourse	The referent might not appear in the following discourse.
Only anaphoric	Anaphoric and cataphoric

Apart from its concept, deixis has been the variable investigated intensively and vastly by numerous scholars, including Indonesian scholars. For instance, many of them conducted scrutiny of the deixis in relation to films (Ainiyah Sili, & Ariani, 2019; Dwipayani, Subagia, & Suarjana, 2020; Saputri, 2016; Sasmita, Hardiah, & Elfrida, 2018; Siregar, 2020; Wiguna, Anggraeni, Nuramalia, & Sadikin, 2018) , song lyrics (Anggara, 2017;Nisa, Asi, & Sari, 2020), comics, novels, speech, news or newspaper (Haloho & Johan, 2020; Kusumaningrum, 2016; Pranata & Rahmat, 2020; Rahayu & Kurniawan, 2020; Van Thao & Herman, 2020; Wibowo & Nailufar, 2018). Albeit there are numerous inspections concerning deixis, the scrutiny on teaching and learning were found still to be limited (Yulfi, 2017). In

addition, particularly, the discussions of the scrutiny from the context of EFL classroom in Indonesia were still found to be limited (Jumaedah, Saleh, & Hartono, 2020; Mayori, Putra, & Suarnajaya, 2020). Moreover, the scrutiny in association with online learning was left uninvestigated. Therefore, this study is willing to fill the gap left by the previous studies, which in this case it has to do with online learning. Albeit such investigation having to do with online learning had ever been conducted by Haas, Carr, and Takayoshi (2011) inspecting instant messaging, namely iText, Dostálek (2020) scrutinising two internet forums comprising the video game World of Warcraft forum and Bodybuiliding forum, and Hikmah and Ramli (2019) investigating virtual learning of a Youtuber, the present study attempted to scrutinise one of the most popular applications, i.e. WhatsApp of which feature is different from the applications they used. WhatsApp provides a feature that is possible to make an interaction between teacher and students as in the real class involving many participants, namely through WhatsApp group. Thereby, conducting an investigation on deixis in online learning, in this case via WhatsApp group, is in demand and worth scrutinising.

Method

A qualitative study was employed. In this study, the researcher acted as the instrument through which the data were collected and analysed (Miles & Huberman, 1994). Besides, this study tried to scrutinise the deictic words or expressions employed in online learning using the WhatsApp application for a course with the code name QDA. Moreover, the subjects comprised 23 postgraduate students and a male instructor of an English Education Study Program in one university in Bandung city. The demographic of the students revealed that their ages ranging from 23 to 31 years old. Also, they have some teaching experiences in various levels started from the elementary to university levels ranging from one year of teaching experience to more than five years of teaching experience. Moreover, the instructor had more than twenty years of teaching experience in college or university. The participants were chosen based on some grounds, namely, the ease of access to obtain the data and the participants' cooperativeness to be involved in this study. Moreover, the data source derives from the artefact (Hamied, 2017), i.e. in the form of an online chat archive in a WhatsApp group.

Furthermore, a content analysis in which the data were analysed based on the deictic framework advocated by Levinson (1983), encompassing personal pronoun deixis, time deixis, place deixis, social deixis, and discourse deixis was employed. The use of the framework was based on the ground that it is one of the foremost frameworks in deictic expression analysis; thus, based on the credence and rationale, this framework is also expected to work with the present study.

Besides, the data were taken from the online chat archive of the WhatsApp group. There were eight sessions, but only one session was taken as the data source, namely the online learning chat archive dated May 16, 2020. These were taken based on some grounds. First, the chosen chat archive was selected based on the credence that it was the chat archive of which session filled with more interactions between the instructor and students in comparison with the other chat archives since at that time the material was focused on the discussion of a new

material associated with the discussions of the tasks submitted by the students in the previous meeting. Moreover, all the teaching and learning process was conducted in English then. Another ground was the time constraint. After the online chat was determined to be analysed, a codebook comprising the utterance, deixis, types of deixis, and reference was created to facilitate the identification and classification process of the deixis used. Then, these data were tabulated and presented in percentage using a chart to show the frequency of the occurrences of each type of deixis and its percentage.

Moreover, to make sure the trustworthiness of data analysis, some techniques were employed. In this regard, peer debriefing was employed (Creswell, 2014). The data analysed were consulted with a colleague having the expertise in Pragmatics study. Moreover, concerning the ethical issue, some requests letters of the participants' consents in regard to the data from the online chat archive were sent and provided to the participants.

Findings and Discussion

Based on the analyses of the data taken from the chat archive, it was found that all the types of deixis were found during the online learning conducted via the WhatsApp application. Table 1 shows the number of types of deixis found.

Table 3. Types of Deixis in WhatsApp

	Personal Deixis	Time Deixis	Place Deixis	Discourse Deixis	Social Deixis	Total
F*)	254	12	25	42	215	548

*) F: Frequency

Table 3 above indicates that personal pronoun deixis was the most frequently used in WhatsApp with 254 occurrences (46%), followed with social deixis with 215 occurrences (39%), discourse deixis with 42 occurrences (8%), place deixis with 25 occurrences (5%), and time deixis with 12 occurrences (2%) respectively (see also Figure 2).

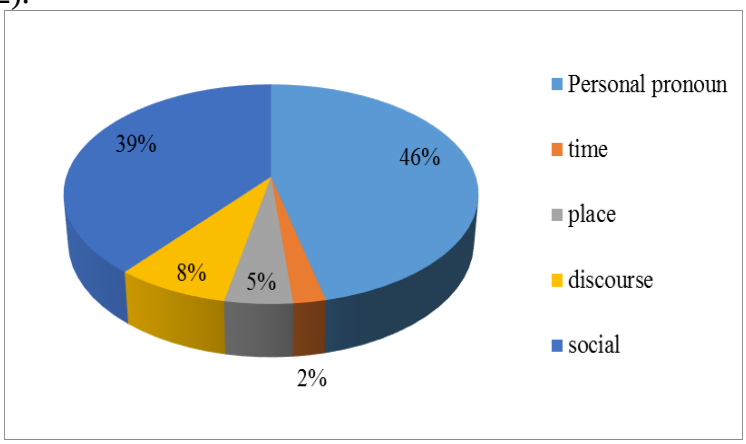


Figure 2. Types of Deixis in WhatsApp

In this regard, in terms of the personal pronoun deixis, it was found that all the types of personal pronoun deixis were found. For instance, the first singular person pronoun deixis comprised *I, my, me* (*'Waalaikumsalam, Alhamdulillah I'm*

blessed, Sir.' or 't*his my first time in coding the data*'); in terms of first plural personal pronoun encompassed the use of *we, us, our* ('*we will have our makeup class*'); both of these types of first personal pronoun were employed by the instructor and the students. Meanwhile, in regard to the second singular and plural personal pronoun, the use of you; similarly, these ones were also encountered to be used by the instructor and the students. Nevertheless, the students only used the second singular personal pronoun, which was only addressed to the instructor. Particularly when they want to ask some questions or express their gratitude to the instructor, '*Thank you very much Pak for the knowl*edge. Meanwhile, the following is the instance of the use of the second singular personal pronoun '*Are you with me?*' Furthermore, concerning the third personal pronoun, it was found that both the third singular and plural personal pronouns were encountered during the online learning using WhatsApp. In this case, the third singular personal pronoun found encompassed *it, this, he, she, his,* and *her*. Meanwhile, in terms of the third plural personal pronouns found comprised *they, them,* and *their* ('*What are they?*').

In addition, social deixis, which is the most frequently employed deixis after personal pronoun deixis, encompassed *class, Sir,* and *Pak*. In this regard, the class were found to be employed by the instructor (e.g. '*Dear class'*), whereas the deixis *Sir* and *Pak* were utilised by the students (e.g. '*No Sir but I use the table. Is it ok, Sir*?' and '*Thank you very much, Pak, for the knowl*edge). Following social deixis, discourse deixis was also employed by both the instructor and the students. For instance, the discourse deixis was indicated by the use of some deictic words such as *this, that, but, still, however,* and *so*. Furthermore, place deixis, both in terms of proximal and distal deixis, were also found in the chat. In this regard, the proximal deixis was indicated by the use of *this,* and the distal deixis as shown by the use of *that*. The last one, the time deixis, which is the least deixis found in the chat, encompassed the deixis such as *now, next week,* and *last week.*

The findings mentioned above were corroborated and challenged by some previous studies. For instance, in Rahayu's (2018) study, it was found that all the students employed most of the deictic expressions; however, in her study, there was no discourse deixis found; in this case, she argued that it was because of some students' errors. Therefore, based on this notion, it can be interpreted that most of the students involving in the present study had adequate grammatical awareness. Moreover, it was found that the instructor, instead of using '*you'* he tried to use *'we*' as he was describing some notions related to the materials learned; such use may indicate the instructor's attitudes toward students. In this regard, it might be interpreted that the instructor tried to position himself the same as the students. Such a finding can be considered as a strategy and a condition that is intended to build a rapport between students and teachers (Ekasriadi, Artawa, & Sutama, 2021; Xi, Liu, & Wang, 2016). Also, it can be interpreted that the use of the plural first person deixis may also be used to indicate an identity of an individual, as found by Rispatiningsih (2020). Therefore, based on the finding of the present study, it may be interpreted that the instructor was trying to position himself as a learner although he had actually had got the expertise in the area taught. Thereby, it can be indicated that the promotion of teaching as life-long learning was also conducted by the instructor characterised by the way he positioned as individual learning with their students (Nieto, 2000).

Moreover, the abundant use of personal pronoun deictic expressions was also found in previous studies (Astria, Mujiyanto, & Rukmini, 2019; Jumaedah, Saleh, & Hartono, 2020; Mayori, Putra, & Suarnajaya, 2020; Ningsi, Ramli, & Saputra, 2020; Shim, 2014; Yulfi, 2017). In their studies, it was found that both the English teachers, both the native teacher and Indonesia's teacher, were encountered to use personal pronouns frequently. Based on this finding, it can be interpreted that the personal pronoun deixis was the most commonly used in the classroom, both of which is conducted in an offline setting or online setting. Moreover, such findings concerning the person deixis indicate that the flow or transmission of messages in terms of knowledge or idea occurs during the teaching and learning process as (Hasanah, Mujiyanto, and Rukmini (2021) assert that the person deixis is used for knowledge or idea delivery from speaker to audience.

Furthermore, the next interpretation has to do with social deixis. In this regard, the use of social deixis, most of the encounters could be categorised as relational social deixis (Levinson, 1983), which were induced by the relationship between the students and the instructor. Meanwhile, another factor was due to the educational aspect (Surono, 2018); in this regard, for instance, a student was found to mention one of the references used by addressing the author of a book discussed using *Prof*. (i.e. *'Not really, but I ever read them at a glance in Prof. Hamied's book, Sir'*). The use of *Prof.* in this utterance can also be implicitly interpreted to have a social class dimension included in education (Zulyanputri et al., 2020). In addition, findings associated with the number of occurrences of social deixis, particularly those that were used by the students, such as *Pak* or *Sir*, might indicate that the students had high respect to the instructor, which could be indicated by its numerous numbers, namely the second most frequently used and found in this study. Moreover, it also provides the evidence, as Lyons (1968, pp. 275-276) asserts, that albeit 'egosentric' constitutes one important aspect associated with deixis in which the role of participant, i.e., the speaker surpasses the hearer since the centre is always associated with the speaker, yet the status-relation can also above par of the participants' roles. This finding follows the finding of a study by Mujiyana and Rukmini (2019) who also found the same address as conducted by a student to a teacher. This finding also indicates that the type of language used online learning using WhatsApp is mainly formal language (Savyanandaru & Yuliasri, 2017), which is also emphasised by Megawati (2021) that the formal language including the formal deixis is required to be taken into account in an online learning setting because it is also considered to be a formal situation as the face to face learning setting. Nevertheless, the deictic expression *Sir* according to Surono (p. 323), was influenced by social class/status. Based on this finding, it can be interpreted that some of the students might not have known yet the difference between the addresses which were appropriately used by their instructor, while students might have an adequate understanding of such addresses. Moreover, this finding concerning social deixis has provided evidence that understanding this type of deixis is pivotal, as Weil, Hayes, and Capurro (2011) point out, because it can develop individuals' social and intellectual performance required to socialise with other people.

Next, the discourse deixis in this study could be found in both the instructor and the students' utterances. For example, “For ***this***, we need to go to

the second step of coding...” which in this regard, in utterance, refers to the proposition posed by the instructor concerning 'reducing some codes which are similar'. The other example posed by one of the students, in this regard, the discourse deixis, is preceded by a conjunctive word, such as “**So** did I sir, **this** my first time in coding the data”. This is in line with what Levinson (1983) asserts that some conjunctive words may indicate discourse deixis. Meanwhile, another example shows that the conjunction appears after the discourse deictic word, such as "**That**'s almost similar **though**”. Based on these findings indicate that the discourse deixis may be followed or preceded by a conjunctive word or even may not be followed or preceded by a conjunctive word. Also, it should be noted that it must be differentiated from anaphoric demonstratives that may be similar since its use of the demonstratives such as *this* and *that*. To bear in mind, Sidnell and Enfield (2007) elaborate the demonstratives based on several functions, namely exophoric and endophoric uses; the former has to do with physical entities or referents, whereas the latter is associated with entities beyond the physical things. Additionally, Çokal (2019, p. 243) asserts that to figure out whether or not a demonstrative is regarded as discourse deixis, an individual should take into account both the 'grammatical structure and the informative content of a text'. In other words, not only the structure but also the meaning or the aim beyond the structure are crucial to determine whether demonstratives belong to discourse deixis or just merely an anaphoric demonstrative. Diessel (1999, pp. 113-114) clarifies this issue by mentioning that anaphoric demonstratives are considered to have rerents and connections with a noun phrase, whereas the discourse deixis has to do with meaning or what he calls as 'propositional content or illocutionary force of an utterance.

Moreover, the other interpretation has to do with the place deictic expressions. In this regard, it was found that both distal and proximal deictic expressions were used in the chat. Nevertheless, the proximal deixis surpassed the distal one. Based on these findings, it indicates that the locations that were referred by most of the teachers and students were relatively near to them. As its definition, distal means far from the participant, and proximal refers to a near deictic expression used from the participant (Grundy, 2008). Nevertheless, the findings are different from the study conducted by Friginal, Lee, Polat, & Roberson (2017), who found more various place deixis, for example, not only the use of 'that' and 'this', but they also found the other deictic words, such as 'here' and 'there' in the classroom setting. Despite the different results, the present study also follows their study in terms of the quantity between proximal and distal deixis, that is, proximal deixis was found to be more than the distal deixis (pp. 123-125). Such findings indicate that the way the place deixis is used is likely to be influenced by the mode of learning employed. In this case, face to face learning in comparison to online learning by making use of the WhatsApp application has more advantages to explore more place deixis.

In addition, the time or temporal deixis was found to be the least deixis found in the present study. This finding is contradictory to the study conducted by Shim (2014), who found that the least one is discourse deixis. Meanwhile, Mayori, Putra, and Suarnajaya (2020) found in their study the least deixis found was social deixis. Additionally, in the present study, the time deixis was employed as the instructor communicated to the students to introduce a topic, for instance,

"*We will discuss it **today***." or it was used as the instructor tried to provide a discussion concerning a certain procedure of material learned, e.g. "***Now**, the last step is how we can write or develop a story from these categories to answer our research question."*, or it was used as to part with the students, for example, "See you **next week**." Or as the instructor discussed the task done in the previous meeting, such as "*Together with the one sent **last week***." Interestingly, all the temporal or time deixis encompassed past, future, and present time, and this type of deixis was found only in the utterances communicated by the instructor. Based on this finding, it can be considered that the instructor has a well-planned and well-implemented teaching and learning process, which encompassed three stages introducing, whilst, and closing.

Moreover, the findings also reveal that by making use of the deictic words or expressions, some consequences were obtained. In this regard, for example, the classroom interactions became more dynamics and engaging if they were used by the instructor effectively. Such findings can be indicated by the way the students, for instance, responded to the teacher question, "How do **you** feel after this first exercise?" such a question making use of the second personal pronoun deixis had successfully drawn the students' attention resulting in their various responses. In this regard, for example, some students felt uncertain whether they had done the exercise well while the others were found that they thought the exercise had made them ease to analyze research data. Additionally, the finding also uncovers that the use of deictic words or expressions by the instructor can be used to promote the students' critical thinking ability, i.e. the students were required to respond to the instructor question filled with deixis thoughtfully. Thus, based on this finding, the instructor's role in using the deictic word should be taken into account, and it can be accommodated by integrating it into the question as Sugianto and Andriyani (2021) assert that the use of the instructor's question, particularly in WhatsApp group is crucial to make the online learning become more interactive and engaging. The present study also indicates that online learning, particularly using WhatsApp, had a positive impression on the students shown by their active participation (Sugianto, 2020; Sugianto, Prasetyo, Andriyani, & Nurdiana,, 2021; Sugianto & Prasetyo, 2020). Moreover, to make use of deixis effectively, some recommendations for teachers are required to ponder, such as promoting teacher professional development that can leverage teacher language awareness, which in this regard, encompassing two main domains if associated with the use of deixis, namely 'analyst domain' having to do with the knowledge concerning the language and 'user domain' having to do with the proficiency of the target language and the norms associated with pragmatics (Hansen-Thomas & Langman, 2017).

Finally, the present study reveals an interesting finding, that is, the use of emoji appeared along with a particular type o deixis during the online learning taking place both by the instructor and the students. For instance, the students' use emoji of 🙏 (folded hands) are frequently followed with the social deixis, e.g. "*Yes, Sir* 🙏" or "*Noted Pak* 🙏". Meanwhile, the use emoji of 👍 (thumbs up) was sometimes employed by the instructor to indicate his response or feedback to the students' answers. The uses of such emojis are required to be taken into account since these can be used to provide some emphasizes on the expressions being uttered by the participants as they were using the WhatsApp platform. Also,

it was used by the participants, particularly the students using the folded emojis to show respect to the instructor. These types of emojis may also be used to compensate the weakness, like the use of gestures that are essential to face to face learning, for it can assist to promote the students' remembrance of a particular message conveyed (Farsani, 2015) as well as provide the emphasis on the meaning of messages sent that lead to the participants to have an understanding about the messages (Chairunnisa & Benedictus, 2017), that the online learning has particularly that which was mediated by WhatsApp.

Conclusion

Based on the findings aforementioned, this study reaches some conclusions. First, all the types of deixis encompassing personal pronoun, social, discourse, place, and time deictic expressions were found in online learning through the WhatsApp application. In this regard, the personal pronoun deixis has gained the most prevalence in online learning through WhatsApp (46%). The use of a particular personal pronoun is regarded crucial for it can show the identity or status of the participants, as in the present study revealing the plural personal pronoun indicates that he positioned himself the same way as the students meaning that he was also a part of the learning process and hence conducting the learning process together with the students. Next, this type of deixis is followed by the other type of deixis, namely social deixis (39%). The use of this type of deixis is useful since it can assist to indicate the status or the relationship between the participants. The use of this type of deixis was found to be followed by a particular emoji by students, such as folded hands, indicating their respect to the instructor. Next, the other deixis found encompass discourse deixis (8%), which was encountered in the instructor and students' utterances and can be indicated with or without a conjunctive word.

Furthermore, the other type of deixis found has to do with spatial or place deixis place (5%), in which the proximal place deixis outnumbered the distal place deixis. Moreover, the least type of deixis encountered was temporal or time deixis (2%), encompassing past, present, and future tenses indicated or signalled with particular time adverbials. The other conclusion is deictic words or expressions could be used to facilitate the students' online learning, particularly at the higher education level, i.e. promoting the students' engagement or critical thinking ability. Another conclusion of this study has to do with the use of one of the features of WhatsApp, namely the use of emoji that can be used along with the deictic words or expressions that are beneficial for students for it assists in providing the students with the understanding of the messages conveyed or as a way to show their politeness to the instructor.

Moreover, the present study poses some recommendations for future studies, i.e. scrutiny with other online platforms or applications are preferable to be used for future studies, particularly that enable the interactions between students and teachers to use more than one mode, that is not only language but also, for instance, gestures proven to be beneficial in face to face learning such as fostering and amplifying a remembrance of a particular register (Farsani, 2015), which is delimited in WhatsApp; thus, online video conference platform can be a worth researching topic for further studies. Moreover, the other areas of pragmatics such as speech acts, politeness, implicature vis-à-vis the online

learning can be the alternative and invaluable topics to be scrutinised for future studies.

References

Ainiyah, K., Sili, S., & Ariani, S. (2019). Analysis of deixis in Pitch Perfect 2 movie. *Jurnal Ilmu Budaya*, *3*(3), 288–302. http://dx.doi.org/10.30872/jbssb.v3i3.2008

Alshammari, R., Parkes, M., & Adlington, R. (2017). Using WhatsApp in EFL instruction with Saudi Arabian University students. *Arab World English Journal*, *8*(4), 68–84. https://doi.org/10.24093/awej/vol8no4.5

Anggara, I. G. A. (2017). Deixis used in top five Waldjinah's popular keroncong song lyrics. *Parole - Journal of Linguistics and Education*, *6*(1), 35–42. https://doi.org/10.14710/parole.v6i1.35-42

Annamalai, N. (2015). Using Whatsapp to extend learning in a blended classroom environment. *Teaching English with Technology*, *19*(1), 3–20.

Astria, A., Mujiyanto, J., & Rukmini, D. (2019). The realization of deixis in students' writing at Sekolah Tinggi Keguruan dan Ilmu Pendidikan Muhammadiyah Pringsewu Lampung. *English Education Journal*, *9*(4), 517–526.

Bardovi-Harlig, K., & Mahan-Taylor, R. (2018). Introduction to teaching pragmatics. *The TESOL Encyclopedia of English Langage Teaching*, 1–7. https://doi.org/10.4324/9781003010043-18

Bouhnik, D., & Deshen, M. (2014). WhatsApp goes to school: Mobile instant messaging between teachers and students. *Journal of Information Technology Education: Research*, *13*, 217–231. https://doi.org/10.28945/2051

Chairunnisa, S., & Benedictus, A. S. (2017). Analysis of emoji and emoticon usage in interpersonal communication of Blackberry messenger and WhatsApp application user. *International Journal of Social Sciences and Management*, *4*(2), 120–126. https://doi.org/10.3126/ijssm.v4i2.17173

Çokal, D. (2019). Discourse deixis and anaphora in L2 writing. *Dilbilim Arastirmalari Dergisi*, *30*(2), 241-271. https://doi.org/10.18492/dad.455594

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.

Diessel, H. (1999). *Demonstratives: Form, function, and grammaticalization*. John Benjamin Publishing Co.

Dostálek, B. T. (2020). *Reference and deixis in internet forums* [University of Pardubice]. https://doi.org/10.13140/RG.2.2.29052.56962

Dwipayani, N. M., Subagia, I. K., & Gede Suarjaya, A. A. (2020). Deixis found in movie script Sing. *KULTURISTIK: Jurnal Bahasa Dan Budaya*, *4*(1), 44-55. https://doi.org/10.22225/kulturistik.4.1.1574

Dylgjeri, A., & Kazazi, L. (2013). Deixis in modern linguistics and outside. *Academic Journal of Interdisciplinary Studies*, *2*(4), 87–96. https://doi.org/10.5901/ajis.2012.v2n4p87

Ekasriadi, I. A. A., Artawa, K., Dhanawaty, N. M., & Sutama, P. (2021). Personal deixis reversal of Balinese language. *The International Journal of Language and Cultural*, *3*(2), 72–85.

ELT concourse teacher training: Deixis. Retrieved April 21, 2021, from https://www.eltconcourse.com/training/inservice/discourse/deixis.html.

Farsani, D. (2015). Deictic gestures as amplifiers in conveying aspects of mathematics register. *CERME 9 - Ninth Congress of the European Society for Research in Mathematics Education*, 1382-1386.

Fillmore, C. J. (1966). Deictic categories in the semantics of ' Come '. *Foundations of Language*, *2*(3), 219–227.

Friginal, E., Lee, J. J., Polat, B., & Roberson, A. (2017). *Exploring spoken English learner language using Corpora: Learner talk*. Palgrave Macmillan Cham. https://doi.org/10.1007/978-3-319-59900-7

Gon, S., & Rawekar, A. (2017). Effectivity of e-learning through Whatsapp as a teaching learning tool. *MVP Journal of Medical Sciences*, *4*(1), 19–25. https://doi.org/10.18311/mvpjms/0/v0/i0/8454

Grundy, P. (2008). *Doing pragmatics* (3rd ed.). Hodder Education.

Güler, Ç. (2017). Use of WhatsApp in higher education: What's up with assessing peers anonymously?. *Journal of Educational Computing Research*, *55*(2), 272–289. https://doi.org/10.1177/0735633116667359

Haas, C., Carr, B. J., & Takayoshi, P. (2011). Building and maintaining contexts in interactive networked writing: An examination of deixis and intertextuality in instant messaging. *Journal of Business and Technical Communication*, *25*(3), 276–298. https://doi.org/10.1177/1050651911401248

Haloho, N. S., & Johan, M. J. (2020). The analysis of deixis found in Channel New Asia. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, *8*(1), 361–370. https://doi.org/10.24256/ideas.v8i1.1417

Hamad, M. M. (2017). Using WhatsApp to enhance students' learning of English language "Experience to Share". *Higher Education Studies*, *7*(4), 74-87. https://doi.org/10.5539/hes.v7n4p74

Hamied, F. A. (2017). *Research methods: A guide for first-time researchers*. UPI Press.

Hanks, W. F. (2017). Deixis and pragmatics. *Oxford Research Encyclopedia of Linguistics*. Retrieved April 19, 2022, from https://oxfordre.com/linguistics/view/10.1093/acrefore/9780199384655.001.0001/acrefore-9780199384655-e-213.

Hansen-Thomas, H., & Langman, J. (2017). Deictics and the construction of mathematics and science knowledge in the secondary school classroom. *Classroom Discourse*, *8*(2), 122–138. https://doi.org/10.1080/19463014.2017.1328698

Harman, I. P. (1990). Teaching indirect speech: Deixis points the way. *ELT Journal*, *44*(3), 230–238. https://doi.org/10.1093/elt/44.3.230

Hasanah, N. U., Mujianto, J., & Rukmini, D. (2021). The use of deixis in students' speech text at Ma'had Sunan Ampel Al-Aly dormitory Universitas Islam Negeri Malang. *EDUTEC : Journal of Education And Technology*, *4*(3), 428–437. https://doi.org/10.29062/edu.v4i3.191

Hershkovitz, A., Elhija, M. A., & Zedan, D. (2019). WhatsApp is the message: Out-of-class communication , student -teacher relationship, and classroom environment. *Journal of Information Technology Education: Research*, *18*, 73–95.

Hikmah, N., & Ramli, A. (2019). Pragmatic analysis of Lucy virtual learning. *Seminar Nasional Taman Siswa Bima*, 499–507. Retrieved from http://semnas.tsb.ac.id/index.php/semnastsb2019/article/view/92

Huang, Y. (2007). *Pragmatics*. Oxford University Press.

Jumaedah, N., Saleh, M., & Hartono, R. (2020). The effect o f teachers ' use of deixis on students ' understanding o f their talk. *English Education Journal*, *10*(3), 361–365. https://doi.org/10.15294/eej.v10i1.36684

Kartal, G. (2019). What's up with WhatsApp? A critical analysis of mobile instant messaging research in language learning. *International Journal of Contemporary Educational Research*, *6*(3), 352–365. https://doi.org/10.33200/ijcer.599138

Keogh, C. (2017). Using WhatsApp to create a space of language and content for students of international relations. *Latin American Journal of Content & Language Integrated Learning*, *10*(1), 105–132. https://doi.org/10.5294/laclil.2017.10.1.4

Khalil, H. H. (2020). The construction of time, place and society in 21st century American dystopia fiction: A corpus linguistics analysis of deixis. *3L: Language, Linguistics, Literature*, *26*(2), 139–157. https://doi.org/10.17576/3L-2020-2602-11

Kheryadi. (2017). The implementation of "WhatsApp" as a media of English language teaching. *Loquen*, *10*(2), 1–13. http://dx.doi.org/10.32678/loquen.v10i2.685

Kress, G., Ogborn, J., & Martins, I. (1998). A satellite view of language: Some lessons from science classrooms. *Language Awareness*, *7*(2–3), 69–89. https://doi.org/10.1080/09658419808667102

Kusumaningrum, W. R. (2016). Deixis analysis on Indonesian Shakespeare's comics strip of Julius Caesar. *Transformatika: Jurnal Bahasa, Sastra, dan Pengajarannya*, *12*(2), 73–82. https://doi.org/10.31002/transformatika.v12i2.191

Levinson, S. C. (2006). Deixis. In L. R. Horn & G. Ward (Eds.), *The handbook of pragmatics* (pp. 97–121). Blackwell Publishing.

Levinson, S. D. (1983). *Pragmatics*. Cambridge: Cambridge University Press.

Lyons, A., & Onoughi, S. (2020). Towards a transhistorical approach to analysing discourse about and in motion. In C. Tagg & M. Evans (Eds.), *Message and medium: English language practices across old and new media*. De Gruyter.

Lyons, J. (1968). *Introduction to theoretical linguistics*. Cambridge: Cambridge University Press.

Mayori, W., Putra, N. A. J., & Suarnajaya, I. W. (2020). A comparative study of deixis used by foreign and local English Teachers in vocational high school. *Journal of Education Research and Evaluation*, *4*(3), 247-253. https://doi.org/10.23887/jere.v4i3.26277

Megawati, E. (2021). Students' perception of language politeness in an online learning. *Journal of English Language Teaching and Applied Linguistics*, *7*(2), 72–87.

Miles, M. B., & Huberman, M. A. (1994). *Qualitative data analysis*. SAGE Publications, Inc.

Minta Masyarakat Tenang, Presiden: Saatnya Bekerja, Belajar, dan Beribadah dari Rumah. (2020). Retrieved from https://setkab.go.id/minta-masyarakat-tenang-presiden-saatnya-bekerja-belajar-dan-beribadah-dari-rumah/

Morales, M. M. (2011). How the deictic and anaphoric role of Na in Filipino functions as a cohesive device in classroom interaction. *Philippine ESL Journal*, *6*, 66–80.

Mpungose, C. B. (2020). Is Moodle or WhatsApp the preferred e-learning platform at a South African university? First-year students' experiences. *Education and Information Technologies*, *25*(2), 927–941. https://doi.org/10.1007/s10639-019-10005-5

Nieto, S. (2000). Placing equity front and center some thoughts on transforming teacher education for a new century. *Journal of Teacher Education*, *51*(3), 180–187. https://doi.org/10.1177/0022487100051003004

Ningsi, F., Ramli, & Saputra, R. (2020). Deixis and maxim in EFL classroom videos. *Junal Pendidikan Bahasa*, *10*(1), 1–7.

Nisa, B., Asi, A. G., & Sari, S. W. (2020). The context meaning of deixis in soundtracks lyric of the Greatest Showman movie. *Metathesis: Journal of English Language, Literature, and Teaching*, *4*(1), 41–55. https://doi.org/10.31002/metathesis.v4i1.2179

Nitza, D., & Roman, Y. (2016). WhatsApp messaging: Achievements and success in academia. *International Journal of Higher Education*, *5*(4), 255–261. https://doi.org/10.5430/ijhe.v5n4p255

O'Keeffe, A., Clancy, B., & Adolphs, S. (2011). *Introducing pragmatics in use*. London: Routledge. https://doi.org/10.4324/9780203830949

Pranata, M. S. A., & Rahmat, M. B. I. (2020). Deixis in Jakarta Post article. *IJoEEL*, *02*(01), 36–42. http://doi.org/10.33650/ijoeel.v2i1.1261

Putri, S. D. (2020). Language comparison between Swahili and Malay languages with semantic and pragmatic problems. *REiLA : Journal of Research and Innovation in Language*, *2*(1), 31–36. https://doi.org/10.31849/reila.v2i1.3961

Rahayu, E. (2018). The use of deictic expressions in students' oral presentation. *Project (Professional Journal of English Education)*, *13*(1), 66–79. https://doi.org/10.35315/bb.v13i1.5619

Rahayu, I. D., & Kurniawan, E. (2020). Deixis investigation of motivational speech in Jack Ma's "Empowering young African entrepreneur in Nairobi" speech. *Twelfth Conference on Applied Linguistics (CONAPLIN 2019)*, *430*(Conaplin 2019), 102–106. https://doi.org/10.2991/assehr.k.200406.020

Rispatiningsih, D. M. (2020). Pragmatic analysis of deixis in SBY's speech upon accepting the world statesman award. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, *4*(3), 3627–3635. https://doi.org/10.33258/birci.v4i3.2130 3627

Rosenberg, H., & Asterhan, C. S. C. (2018). "Whatsapp, teacher?" - Student perspectives on teacher-student whatsapp interactions in secondary schools. *Journal of Information Technology Education: Research*, *17*, 205–226. https://doi.org/10.28945/4081

Saputri, K. (2016). An analysis of deixis in Black Swan movie script. *Bahasa Dan Sastra*, *5*(1), 13–18. http://dx.doi.org/10.36982/jge.v5i1.138

Saritepeci, M., Duran, A., & Ermiş, U. F. (2019). A new trend in preparing for foreign language exam (YDS) in Turkey: Case of WhatsApp in mobile learning. *Education and Information Technologies*, *24*(5), 2677–2699. https://doi.org/10.1007/s10639-019-09893-4

Sasmita, R., Hardiah, M., & Elfrida. (2018). An analysis of deixis and its reference used by main character in "A Thousand Words" movie script by Steve Koren. *Journal of English Education and Teaching*, *2*(1), 68–75. https://doi.org/10.33369/jeet.2.1.68-75

Savyanandaru, O., & Yuliasri, I. (2017). The influence of social deixis in students' conversation. *English Education Journal*, *7*(2), 169–178. https://doi.org/ 10.15294/eej.v7i2.15742

Shim, W. J. (2014). Use of discourse markers on the English speaking tests : Focusing on the deixis and cohesive devices. 현대영어영문학, *58*(3), 373–401.

Sidnell, J., & Enfield, N. J. (2007). Deixis and the interactional foundations of reference. In Y. Huang (Ed.), *The Oxford handbook of pragmatics* (pp. 217–239). Oxford University Press.

Siregar, A. M. P. (2020). Person dexis in Frozen movie script by Sorrow. *SALEE: Study of Applied Linguistics and English Education*, *1*(2), 28–44. https://doi.org/10.35961/salee.v1i02.99

Sugianto, A. (2020). Applying a lesson plan for a digital classroom: Challenges and benefits. *International Journal of English Education and Linguistics (IJoEEL)*, *2*(2), 21–33. https://doi.org/10.33650/ijoeel.v2i2.1506

Sugianto, A., & Andriyani, D. (2021). "What's up with the instructor's questions in WhatsApp?" Students' voices. *Project (Professional Journal of English Education)*, *4*(2), 163–171. https://doi.org/10.22460/project.v4i2.p163-171

Sugianto, A., & Prasetyo, I. A. (2020). Unraveling the lecturer's feedback quality and the students' engagement in online learning. *Loquen: English Studies Journal*, *13*(2), 69–79. https://doi.org/10.32678/loquen.v13i2.3588

Sugianto, A., Prasetyo, I. A., Andriyani, D., & Nurdiana, E. (2021). Feedback in a mediated WhatsApp online learning: A case of Indonesian EFL postgraduate students. *2021 International Conference on Informatics, Multimedia, Cyber and Information System (ICIMCIS)*, 220–225. https://doi.org/10.1109/ICIMCIS53775.2021.9699143

Surono, S. (2018). Address terms across cultures: A sociopragmatic analysis. *Proceedings of the Fourth Prasasti International Seminar on Linguistics*, *166*(Prasasti), 316–324. https://doi.org/10.2991/prasasti-18.2018.59

Suryoputro, G. G., & Suyatno. (2017). Pragmatics role in the EFL teaching to Indonesian junior and senior high school students. *International Journal of Language and Linguistics*, *4*(2), 53–59.

Susilo, A. (2014). Exploring Facebook and Whatsapp as supporting social network applications for English learning in higher education. *Profesional Development in Education*, 10–24.

Van Thao, N., & Herman, N. (2020). An analysis of deixis to song lyrics "My Heart Will Go on" by Celine Dion. *Communication and Linguistics Studies*, *6*(2), 23–26. https://doi.org/10.11648/j.cls.20200602.12

Weil., T. M., Hayes, S. C., & Capurro, P. (2011). Establishing a deictic relational repertoire in young children. *The Psychological Record*, *61*, 371–390.

Wibowo, A. I., & Nailufar, N. (2018). Deixis and its context used in "Girl in Pieces" novel by Kathleen Glasglow. *Wanastra: Jurnal Bahasa Dan Sastra*, *10*(2), 73–84. https://doi.org/10.31294/w.v10i2.4125

Wiguna, A., Anggraeni, H., Nuramalia, R., & Irma, S. S. (2018). Deixis in Maleficent movie script. *Professional Journal Of English Education*, *1*(2), 133–138.

Xi, H., Liu, D., & Wang, D. (2016). A study on the adaptability of person deixis in English teacher talk. *US-China Foreign Language*, *14*(12), 840–844. https://doi.org/10.17265/1539-8080/2016.12.002

Yule, G. (1996). *Pragmatics*. Oxford University Press.

Yulfi. (2017). An analysis of deixis and speech act used in English teaching and learning process. *Journal of Linguistics, English Education and Art (LEEA)*, *14*(1), 55–64. https://doi.org/10.31539/leea.v1i1.34

Zulyanputri, A. K., Indrayani, L. M., & Soemantri, Y. S. (2020). The correlation between social deixis and social class in a speech by nobel prize winners: A sociopragmatic study. *LET: Linguistics, Literature and English Teaching Journal*, *10*(1), 23. https://doi.org/10.18592/let.v10i1.3611