

## THE ANALYSIS OF DEIXIS AND IMPLICATURE IN TEACHER-STUDENT INTERACTION IN ENGLISH CLASSES

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### ABSTRACT

This study examines how students and teachers communicate in English classes, with a particular emphasis on implicature and deixis usage and its impact on students' comprehension. Analyzing the effects of implicature and deixis on student interaction and comprehension is the aim of this study. Data were collected at SMKN 9 Bandung through interviews, audio recordings, and observations using a qualitative methodology. The results of the analysis demonstrated that the use of deixis including person, spatial, and temporal deixis created an interactive environment that encouraged student participation. Additionally, the teacher's use of implicature in open-ended questions prompted critical thinking and active participation from the students. This study identifies the challenges students face in understanding hidden meanings and the social context that influences language use. The findings suggest that building a strong relationship between teachers and students is just as important for effective classroom communication as simply dispensing knowledge. Therefore, understanding implicature and deixis helps students become better communicators.

## 1. INTRODUCTION

Effective teacher-student communication is crucial in the field of language instruction. This is particularly true in English classes, where pragmatics knowledge and language proficiency are essential. This study investigates the dynamics of communication in an English class at SMKN 9 Bandung. Specially, it explores how implicature and deixis influence student's understanding and engagement.

Even if it is not stated directly, implicit meaning is grasped through shared knowledge and context (Yule 2020). Pronouns like "I" and "you" and time markers like "now" and "then" are examples of deixis expression that need context to make sense. In pragmatics, which examines how context influences communication meaning, implicature and deixis are both crucial elements. Although previous research has examined pragmatics in language learning, little research has focused on how vocational students interpret implicatures and deixis in classroom interaction. This research is need to address this gap and provide insight into the unique challenges by such students.



The two main goals of this study are to: (1) examine how student's participation in class discussion is impact by teachers', and (2) determine whether students' cultural background have an impact on how they comprehend these pragmatic components. Language learning and understanding are significantly impacted by the caliber of teacher-student interaction, according to research (Kuang,2023). Furthermore, students' comprehension of these pragmatic elements may be influenced by their cultural background, which could impede effective communication and active engagement in the classroom.

The authors use important pragmatic ideas, such as Sperber & Wilson's relevance theory and Grice's cooperative principle, to frame this investigation. The analysis of implicature and deixis in the context of English as a foreign language (EFL) will be better contextualized with the aid of these frameworks. Teachers can improve their communication techniques by being aware of these practical difficulties. As a result, which will eventually help students and improve their educational experience.

## **2. LITERATURE REVIEW**

### **2.1 Pragmatics**

Yule (2022:149) defines pragmatics is the study of the interaction between language forms and their users. The significance of comprehending how speakers employ language forms in authentic communication situations is emphasized by this term. A clearer perspective is provided by Stalnaker (2022:701), who claims that pragmatics is the study of the functions of sentences and the situations in which they are utilized in the real world. Furthermore, pragmatics, according to Leech (2020), is the study of meanings in connection to speech contexts, where language functions are comprehended through the situational context of communication. To find the "real" meaning behind words that go beyond literal interpretation, pragmatics investigates and analyzes contextual meaning. Examining the assumptions, aims, communicative objectives, and suggested and intended meanings of speakers in a discourse is crucial. Pragmatics is thought of as discourse in action, wherein the particular relationship between interlocutors or society standards influence language use. Linguistics is more in line with sociolinguistics when language use is dictated by social norms, while semantics is more in line with meaning and intention.

#### **Various Pragmatics**

##### **a. Deixis**

The term "deixis" describes the dynamic and context-dependent interaction between words and their referents in speech acts (Purwo, 2020). According to the speaker, it entails locating and identifying the individuals, things, occasions, procedures, or activities under discussion in respect to the temporal and spatial dimensions (Kurniawan, 2020).

##### **b. Implicature**

As Rett (2020) discusses in the context of method implicature, the idea has been expanded upon in a number of recent research. The concept of implicature, which addresses the limitations of conventional semantic theory in elucidating language meaning, was initially put forth by Grice, Cole, and Morgan (2020). In order to express concepts or intentions that deviate from the literal



meaning of their words, speakers can employ implicatures (Sari, 2022). In particular, the relationship between words that interlocutors exchange is known as conversational implicature.

### c. Presumption

When a speaker prepares a speech act, they make an assumption about the event. The "additional" meaning or information that is subtly expressed in speech acts is referred to as assumption (Rahman, 2021).

## 2.2. Deixis

Purwo (2020) defines deixis as a phrase that changes depending on the speaker's identity, the utterance's time and location, and other factors. Deixis can be found in words like "my," "here," and "now." According to Lyons and John (2020), the word "deixis" comes from a Greek word that means "to point" or "to show," and it has evolved into a technical term in grammatical theory to describe the qualities of "determination" in language with regard to the speaker's identity and the speech's environment. Deixis is defined as a linguistic element that alludes to something outside of the language itself, like pronouns and demonstratives, in the context of education and culture (Kurniawan, 2020). Additionally, Rahman (2021) highlights that deixis is essential to comprehending the communication context since it makes the relationships between speakers, listeners, and the situational context more clear. Last but not least, Sari (2022) points out that deixis is crucial for clear communication since it enables speakers to express particular meanings that vary depending on the environment.

### Various Deixis

#### 1. person deixis

Person deixis, another name for individual deixis, refers to the roles that the speaker and the listener play in a discussion. The word "person" comes from the Latin word *persona*, which is a translation of the Greek word *prosopon*, which means "mask" (as used by actors) and also describes the roles or characters that actors play (Purwo, 2020). Purwo emphasizes how language reflects the identities of persons engaged in communication by arguing that person deixis is dictated by the roles of participants in linguistic occurrences.

#### 2. Spatial Deixis

The indication of location in a discourse is known as place deixis. This is frequently stated in English using adverbs like "here" and "there." Place deixis, according to Cahyono (2021), is the linguistic representation of locales in relation to the discourse's actors. Indonesian, like all other languages, distinguishes between places that are "close to the speaker" and places that are "close to the listener."

#### 3. Temporal Deixis

Deixis related to time in communication, such as "now", "yesterday", or "tomorrow". Temporal deixis used by teachers in giving instructions is also used by teachers in delivering lesson materials with a specific time, for example "Yesterday we discussed this topic". This helps students to place the information in the relevant time context.



## Implicature

Paul Grice first proposed the idea. In his groundbreaking book "Logic and Conversation," Grice sought to address linguistic meaning problems that conventional linguistic theories were unable to sufficiently explain (Grice, 2020). He proposed that as the underlying meaning of speech acts frequently goes beyond literal readings, a full comprehension of them would require more than just semantic theory. Lubis (2021) claims that implicature includes the subtleties of meaning in pragmatics, where a sentence's intended meaning is supported by only a portion of its literal meaning, with the balance coming from contextual elements and real-world scenarios. According to Brown and Yule (2020), implicature is used to clarify what speakers may mean, imply, or intend, which may not be the same as what they express explicitly. Similarly, Samsuri (2022) highlights the significance of context in comprehending communication by emphasizing that conversational implicatures permit interpretations that transcend the spoken words.

## Various of Implicature

### 1. Implicature conventional

Conventional implicature" refers to implications that are obtained directly from word meanings, as opposed to conversational implicatures. The typical meanings of the terminology employed in a statement are directly linked to this kind of implicature. In the sentence "She is indeed smart, but not diligent," for instance, the conjunction "but" usually denotes a contrast between the two clauses. Although the individual's intelligence is acknowledged in the first section, the word "but" suggests that her lack of diligence somehow contradicts or undercuts this trait. This contrastive inference would not be possible without the word "but," demonstrating how the suggested meaning is derived directly from the expression's customary meaning (Grice, 1989; Potts, 2005).

### 2. Implicature Conversation

This implicature has an implied meaning depending on the context of communication and the rules of communication cooperation. Example if the teacher says "it looks like someone forgot to do the assignment today". In that case the teacher knows that some students have not collected the assignment so there is an implicature that the teacher reminds the students indirectly. The concept of implicature is related to the cooperative principle introduced by H.P. Grice (Grice, 1989; Potts, 2005). This principle states that in conversation, people usually try to communicate in an efficient and mutually supportive way. Grice identified four maxims that serve as guidelines for effective conversation.

1. Maxim Quality maxim, the speaker tries to provide correct information. This means: Do not say something they know is not true Do not disclose information that is not supported by evidence
2. Quantity maxim where the speaker provides enough information for the conversation and does not add anything else, meaning: Conveys the information necessary for the situation. Does not provide information that is excessive or irrelevant to the topic being discussed.
3. Maxim of relevance, every conversation should contribute to the topic being discussed. That is, every statement should be appropriate and related to the content and purpose of communication.



4. The maxim of manner in which the speaker should convey information in a clear and organized manner. Avoiding vagueness, avoiding ambiguity, being brief and direct, conveying information in an organized manner.

When one of the maxims is violated, then an implicature can arise. For example, “Keep practicing and don't be discouraged, we need to practice a lot” although what is said does not directly ask students to practice harder, but the implication is that students are expected to increase their effort in learning. This emphasizes that, students must be able to capture the implied meaning of the grice's utterance which is an example of implicature in conversation. By understanding Grice's implicature and maxims, it is expected to be better in analyzing and understanding the dynamics of communication in various contexts, including in the interaction between teachers and students in the classroom.

### 3. METHODOLOGY

#### Research design

This study employs a qualitative research approach to explore the use of deixis and implicature in natural interactions within the classroom setting. According to (Creswell, J. W., & Poth, C. N., n.d.) (2018), qualitative research is characterized by its focus on understanding the meaning individuals or groups ascribe to a social or human problem. This approach is chosen to gain an in-depth understanding of how language is used in everyday teacher-student interactions, emphasizing subjective experiences and the social contexts that influence behavior (Andriani, 2023; Hudhana & Septriana, 2022). By utilizing qualitative methods, this study aims to capture the complexities of communication and provide insights into how students and teachers navigate linguistic and pragmatic challenges in the learning environment.

#### Data Source

Teachers and students at SMKN 9 Bandung served as the main sources of data for this study. Five teachers and thirty students in all will be chosen based on their background in both teaching and learning English. Data will be gathered using a variety of techniques, such as conversation transcriptions, audio recordings, and observations of classroom interactions. Furthermore, semi-structured interviews could be used to learn more about participants' viewpoints and experiences with deixis and implicature.

#### Data Collection Techniques

Data will be collected through the following techniques:

1. Observation:  
The researcher will conduct non-participative observations of teacher-student interactions over a period of four weeks, focusing specifically on the use of deixis and implicature during lessons. Specific aspects such as turn-taking, response patterns, and the context of language use will be documented
2. Audio Recording and Transcription:  
Classroom sessions will be recorded using audio devices to ensure accurate capture of verbal interactions. These recordings will then be transcribed verbatim to facilitate a





detailed analysis of conversational dynamics, including the identification of deixis and implicature in context

3. Field Notes:

The researcher will maintain field notes to document contextual elements such as facial expressions, intonation, and classroom situations that may impact communication (Yule, 2019, p. 102). These notes will provide additional context to the recorded data, enriching the analysis.

### Data Analysis:

Data analysis will proceed through three stages:

1. Data Reduction:

Transcripts will be categorized based on types of deixis (person, spatial, temporal) and implicature (conventional and conversational) to simplify and structure the data.

2. Data Presentation:

The categorized data will be presented in tabular form to highlight patterns and facilitate analysis.

3. Inference Drawing:

The functions of deixis and implicature in classroom interactions and their impact on students' comprehension will be determined by interpreting the data analysis. This stage will involve synthesizing findings to draw meaningful conclusions about the role of these pragmatic elements in enhancing or hindering communication.

### Validity of Data

To ensure the validity of the results, triangulation techniques will be employed in this study. Source triangulation involves comparing information from multiple sources, including field notes, recordings, and observations, to enhance reliability (Andriani, 2023, p. 88). Method triangulation utilizes various data collection methods to ensure a comprehensive understanding of the phenomenon being studied. By offering a thorough examination of the pragmatic elements of teacher-student interactions, this methodological approach seeks to advance knowledge of effective communication in English language instruction.

Triangulation techniques will be used in the study to guarantee the validity of the results, include Source triangulation is the process of comparing information from many sources, including field notes, recordings, and observations, in order to increase dependability.

Using several data gathering methods to guarantee a thorough grasp of the phenomenon being studied is known as method triangulation. By offering a comprehensive examination of the pragmatic elements of teacher-student interactions, this methodological approach seeks to advance knowledge of successful communication in English language instruction.



## 4. RESULTS AND DISCUSSION

### Result

The findings of this study several important insights into the use of deixis and implicature in classroom interactions between teachers and students in English classes. The analysis was conducted through observations, semiformal interview, and transcriptions of interactions in theory room 1 of SMKN 9 Bandung involving Mrs. Sumpinah and 30 students from class XI, as well as observations in class XII with Mrs. Siti Lailah and 28 students. The results were organized into main themes: initial interaction, deixis use, role of implicature, and violation of conversational principles.

### Analysis of Deixis and implicature in interaction teacher-students

No	Speech (teacher-students)	Type of Deixis/Implicature	Meaning & context analysis
1	Student "Miss, permission to throw away the trash" Teacher "alright"	Deixis person	Show respect and formality in communication
2	"Good morning approaching noon, Miss".	Deixis temporal	Creates a friendly atmosphere by acknowledging the time.
3	"Turn on the infocus"	Deixis spatial	A direct request that encourages collaboration
4	"Yesterday, we already learned about conditional sentences"	Deixis temporal	Reinforces prior knowledge to aid student recall
5	"The first is a coordinating conjunction."	Deixis spatial	Clarifies the lesson structure for better understanding
6	"Now, this is also a compound sentence."	Deixis spatial	Points to the material being discussed, enhancing engagement.
7	"Let's see who can use the word 'if'".	Deixis person	Encourages student participation and critical thinking
8	"If there is no rain, farmers usually complain"	Deixis spatial	Illustrates a real-world example to make the lesson relevant
9	"If they are still laughing. I ask them to repeat it again."	Conversational implicature	Maintains classroom discipline while keeping the mood light.
10	"It's easy if you understand it"	Conventional implicature	Implies that comprehension will simplify the material
11	"Don't laugh, pay attention while the teacher explains"	Conversational implicature	Emphasizes the importance of focus in learning
12	"Okay, since everyone understands, let's continue."	Conversational implicature	Assumes collection understanding, moving the lesson forward.

The findings presented in table 1 illustrate the various ways in which deixis and implicature manifest in teachers' student interaction. Each entry in the table highlights specific examples of speech, categorizing them according to their type of deixis or implicature, along with a contextual analysis of their meaning and significance in the classroom setting.



### Initial Interactions, Activities and Observation

Classroom exchanges began with friendly greetings and informal interactions that fostered a welcoming atmosphere. The teacher's enthusiastic responses contributed to an inviting environment, encouraging students to engage openly. Students greeted the teacher in English, demonstrating a multilingual setting that promotes ease and familiarity. This initial interaction established a friendly learning environment, allowing students to express themselves comfortably.

However, observation in class XII with Mrs. Siti Lailah revealed challenges in maintaining a conducive learning environment. Many students arrived late and engaged in off-task behavior, leading to a one-sided interaction where the teacher spoke most of the time. This dynamic highlighted the need for clearer communication and more engaging teaching strategies to enhance student participation. Mrs. Sumpinah noted in a semi-formal interview that vocational high school students often learn English as a requirement, focusing more on their vocational subjects, while senior high school students may have a broader interest in language learning.

### Use of Deixis

According to the analysis, deixis especially person deixis, which fosters dynamic interactions is widely used in classroom communication. The frequent use of pronouns like "I," "you," and "ma'am" indicates that teachers and pupils communicate directly and intimately. For instance, the pronoun "I" highlights the student's presence when a student asks, "*Miss, I have permission to take out the trash,*" whereas "Miss" demonstrates respect and strengthens the teacher-student relationship. Statements like "*Yesterday you already knew about conditional sentences*" also exhibit temporal deixis, demonstrating a common comprehension of the previously discussed subject. By emphasizing continuity in the learning process and strengthening students' memories, this shared temporal context improves classroom comfort and fosters engagement (Levinson, 2021). In the observations made in class XII, deixis was also prominent. For example, teachers use phrases such as "*How are you today?*" where "you" refers to students in a general sense, and "today" indicates the temporal context. This use of deixis helps to create a sense of closeness and connectedness in the classroom. Temporal deixis was also evident in statements like "*Yesterday you already knew about conditional sentence*", reinforcing shared understanding and continuity in the learning process. This shared temporal context enhances students' memory and contributes to a comfortable classroom atmosphere conducive to interaction.

### Implicit Meaning in Conversation (Implicature)

The analysis also shows the complexity of teacher-student communication by highlighting the importance of implicature in classroom interaction. For example, Mrs. Sumpinah often uses indirect questions to elicit critical thinking, such as "*What sentence has a question mark, meaning it must begin with a question word?*" This method encourages students to actively engage with the content rather than passively absorbing knowledge (Grice, 2020). The dynamics in the classroom show that the implied meaning is often more relevant than the explicit meaning, according to Grice's theory of implicature.

In their speeches, students also demonstrated implicature, as seen in the statement, "*Miss, it's okay to explain.*" This not only asks for clarification but also shows the students' desire to engage with the material. The use of implicatures fosters a healthy learning environment where





students feel listened to and respected, reflecting a respectful relationship between teachers and students. Observations in class XII showed a similar pattern. For example, when the teacher instructs, *"Listen and understand after I explain,"* the indirect nature of the instruction implies that students should pay attention and engage with the material. The use of this implicature encourages students to think critically about the teacher's expectations.

### Violations of conversational Principles

Some violations of Grice's conversational principles were observed, mainly related to relevance and clarity. Students sometimes gave irrelevant responses, reflecting their comfort in expressing themselves, even though it could disrupt the flow of the discussion. Clarity violations were also seen when the teacher's instructions were unclear, which could cause confusion among students. Nonetheless, these violations can create a more relaxed classroom atmosphere, where students feel free to contribute.

Violations of clarity were also seen, especially when the teacher used ambiguous or indirect language. The indirect style of the instruction, such as when Mrs. Sumpinah remarked, *"Don't laugh when it's explained, pay attention, be serious with the teacher,"* could leave children unsure of what is expected of them. This tactic may inadvertently mask the teacher's objectives even while it aims to preserve a casual environment. Although this ambiguity can challenge students' understanding of expectations, it can also motivate them to think critically about the underlying message.

Similar infractions of clarity were also discovered in class XII observations. For instance, when the teacher says, *"Yesterday we were given about pronouns but before that please memorize the vocabulary for you,"* the combination of Indonesian and English can be confusing to students, especially those who don't speak English well. Misunderstandings over the assignment may result from this. Additionally, the teacher's question, *"Can you distinguish the use of the words if and when?"* violates the concept of fullness of information. Students may struggle to respond correctly if a clear explanation is not provided. However, by challenging students to delve deeper into the distinctions between the two ideas, this method can also promote critical thinking (Grice, 2020). This study demonstrates that while violating conversational norms can result in communication issues, it can also be used to boost student engagement and foster a more lively learning environment.

### Discussion

The results of the study show how important implicature and deixis are for promoting successful classroom communication. In addition to being a means of communication, deixis strengthens the social ties that bind students and teachers together. For example, students feel better at ease participating in conversations when pronouns like "Miss" are used since they express closeness and respect. On the other hand, implicature promotes critical thinking and active learning among pupils. By asking thought-provoking questions, teachers create a lively learning environment where students feel valued and inspired to express their opinions.

But the survey also found that pupils had difficulties, especially when it came to following instructions and deciphering suggested meanings. Many pupils, particularly those from rural places where English is not usually taught, voiced difficulty over the teacher's directions. This emphasizes



how important it is for educators to deliver clear, understandable instructions while also keeping in mind the varied backgrounds of their students. The interviews also showed that faster learners frequently control class conversations, which might make slower learners feel excluded. For others who might need longer time to understand the content, this dynamic can make learning more difficult overall. Regardless of a student's level of skill, educators must foster an inclusive environment that motivates involvement.

## 5. CONCLUSION

The usage of implicature and deixis in teacher-student interactions in English classes at SMKN 9 Bandung has been effectively examined in this study. The results suggest that implicature and deixis are both vital for establishing successful communication and boosting students' knowledge of language themes. A useful and engaging learning environment is created in the classroom through the widespread use of deixis, especially human, spatial, and temporal deixis. Because using personal pronouns helps students feel more intimate and courteous, it encourages them to participate fully in class discussions. Additionally, contextual clarity is established through temporal and spatial deixis, which improves students' understanding of the subject matter. Implicature, particularly when instructors use open-ended questions, stimulates critical thinking and deeper engagement with the subject matter. This approach increases their confidence when speaking as well as their understanding of language structure. But the study also found that pupils had trouble understanding social settings that affect language use and suggested meanings. These difficulties underline the necessity of focused teaching methods that emphasize language's pragmatic elements in order to enhance students' communicative proficiency. In summary, incorporating implicature and deixis into classroom interactions greatly enhances the educational process and helps students develop their ability to communicate effectively. This study emphasizes the value of pragmatic comprehension in language instruction and recommends that teachers use techniques that improve their students' capacity to negotiate both explicit and implicit meanings in speech.

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