CHAPTER II
REVIEW OF RELATED LITERATURE

A. **Theoretical Description**

   1. **Textbook**

      a. **The Definition of Textbook**

         Textbooks are used in language classes in many sorts of educational institutions around the world, such as schools, colleges, and language schools. Students who utilize a textbook as a resource should feel safe and achieve a sense of development and accomplishment. Textbooks can be used as a resource for independent learning, an effective source for introducing materials to teachers, a source of ideas and activities, a reference source for students, a syllabus that reflects predetermined learning objectives, and a source of support for novice teachers who lack experience in selecting effective language teaching-learning materials, as noted in Thomlinson.[1] Richards said that textbook is one of the instructional resources that help students learn by stimulating cognitive processes and giving structure and progression. In general, textbooks serve two major pedagogic functions: a curricular aspect, which involves establishing a progression in a subject taught to students, and a conceptual aspect, which involves presenting information in a way that students can understand, encapsulating the learner's development of cognitive structures[2].

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[1] Rambe, "An Analysis English Textbook for Second Grade Students At Senior High School Based on Tomlinson ' S Principles." *Journal of Education, Linguistics, Literature and Language Teaching* 5 (2002): 15. http://ejurnalunsam.id.

[2] Yokie Prasetya Dharma and Thomas Joni Verawanto Aristo, "An Analysis of English Textbook Relevance to the 2013 English Curriculum," *Journal of English Educational Study* 1, no. 1 (2018): 24–33, http://download.garuda.ristekdikti.go.id/article.php?article=931402&val=14466&title=AN ANALYSIS OF ENGLISH TEXTBOOK RELEVANCE TO THE 2013 ENGLISH CURRICULUM.

The former governs the presentation of this information, the tasks for students contained in the book, and the direction provided for teachers in teacher guides; the latter guides the content selection and sequencing of themes to be included in the textbook. Moreover, Sugiarto, B.,et.al (2015) state that An important constituent in the teaching and learning process of English is textbooks that are often used by English teachers[3]. As a result, textbooks might largely serve as a complement to instructor training. For students, the textbook may be a source of language acquisition in addition to the teacher's contribution.

To support their learning, students need textbooks. English textbooks support teachers in providing various materials creatively. There are many publishers who try to provide textbooks in various styles and settings that are structured around the curriculum. Many textbooks are published; teachers must be selective in choosing which textbooks are most suitable for use.

So, based on the explanation above, we know that a textbook is a book used by teachers or students to aid in the teaching and learning process. Then, both of them can enjoy replaying and reading at home, and it will make them memorable for a long time.

b. The characteristics of a good textbook

According to Awalludin (2017), in general textbooks are teaching materials written by an author or author team based on the curriculum applied.

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[3] Eros Cahyati, "An Analysis of Ideational Meaning Realized on Recount Texts in English Textbook for Senior High School Grade X," *JALL (Journal of Applied Linguistics and Literacy)* 3, no. 1 (2019): 45, https://doi.org/10.25157/jall.v3i1.2640.

Savides (2016) stated that there are 5 characteristics of a good textbook. They are[4]:

1) Free Space

For young students, this is critical. They browse first before reading when they initially glance at the book. If the pages have too many texts on them, they will lose interest in reading or memorizing the textbook. A good textbook would not have a lot of text on the pages. Instead, it included numerous texts and illustrations to make it more engaging for young students.

2) Visuals

In order to be engaging to use and read, good textbooks should have great graphics. Some dyslexic children who struggle with reading may find that books with strong graphics are simpler to comprehend.

3) Age-appropriate material

A good textbook does not include content that is unsuitable for the intended audience. The syntax is hard for elementary pupils to grasp. A textbook that teaches the alphabet to adults is also improper. The textbook should be appropriate for the readers' age and level.

4) Well-balanced textbook design

Too many columns, too small or too large gaps may irritate students' eyes, lowering their enthusiasm to learn. textbooks must have a well-balanced design that allows readers to read them more easily.

5) Textbook storyline

The textbook should be organized in a chronologically and sequentially. Based on the syllabus and curriculum used, it should begin

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[4] Vivin Sunarko et al., "A Content Analysis of 'Joyful' English Textbook for Primary Grade II," *Journal of English Education* 4, no. 2 (2019): 77–88, https://doi.org/10.31327/jee.v4i2.1107.

with the easiest and progress to the most difficult.

c. The criteria of textbook by Cunningsworth (1995)

A textbook, as an essential medium in classroom teaching and learning activities, must meet certain criteria. The following are the criteria of a good textbook as suggested by Cunningsworth[5]:

1) Textbooks should correspond to the learner's needs.

    Textbooks should aid students in developing and achieving their objectives.

2) Textbooks should match the aims and objectives of the language-learning program.

    Textbook material should match students' requirements in terms of language elements, abilities, and communication techniques.

3) Textbooks should reflect the use (present or future)

    They should have a comprehensive understanding of what students must learn and practice to utilize language effectively in personal, professional, academic, and other settings. Students' textbooks should represent the linguistic content, abilities, and components that they require.

4) Textbooks should take into account students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method.

    They help students choose what they want to study, such as grammar, functions, and skills. Then students rank the objects from simple to tough, familiar to unknown. They also collect certain learning styles and techniques,

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[5] S Susiati and Elok Mufidati, "An Indonesian National English Textbook for Secondary Level: Is It Qualified Enough?," *Jurnal VARIDIKA* 32, no. 1 (2020): 118–24, https://doi.org/10.23917/varidika.v32i1.11511.

allowing students to select the best learning style for them.

Teachers and students can be motivated by engaging textbooks that cover a variety of topics and are well-presented.

5) Textbooks should have a clear role as a support for learning.

As teachers, they are neutral between the target language and the learner. Textbooks should assist students in a variety of ways, particularly by offering exercises and activities to promote the use of English in models of English that are appropriate for student's abilities.

They also assist teachers by providing ready-to-use presenting materials, including reading texts, listening passages, or dialogues, along with exercises and activities.

d. The Advantages and Disadvantages of Textbook

Textbooks play such an essential part in the teaching and learning process, many authors and publishers have produced a huge number of them, and those that have been published have now been marketed due to strong demand. However, because textbooks play such an essential part in the teaching and learning process, teachers must be aware of their advantages and disadvantages to offer students with textbook knowledge. Richards (2011) states that textbooks also have advantages and limitations depending on how they are used and the contexts for their use[6]. The primary benefits of textbooks are that they give structure and a curriculum for the learning process. Without textbooks that have been designed and produced methodically based on the syllabus, a

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[6] Rias Wita Suryani, "'WHEN ENGLISH RINGS THE BELL': An English Textbook Analysis," *English Language Teaching and Research* 2, no. 1 (2018): 258–68, http://ejournal.unp.ac.id/index.php/eltar/article/view/102669/101056.

class may not have a clear direction in what to teach and learn.

They also aid in the standardization of education. Teachers may ensure that all students in a class learn the same information and receive the same type of evaluation by using textbooks. Because they are accompanied by workbooks, cassette tapes, or CD-ROMs, and a teacher's handbook, they provide a wide range of learning tools for instructors and students. Because instructors do not waste time producing materials, they can assist students and teachers in participating in activities such as role-play, language games, and pair conversation practice.

Furthermore, students and teachers frequently examine and evaluate the most well-developed textbooks. Then, to preserve textbook quality, publishers will enhance their material. They can give language models and input that are both effective. Textbooks can assist teachers who are not native English speakers in generating accurate language input independently. Textbooks and teacher guides can assist novice instructors in completing their teaching tasks and act as a medium for early teacher training.

There are also some negative effects in using textbooks; for example, they may not represent students' needs. Because textbooks are frequently written to sell in international markets, authors develop information without taking into account students' interests and requirements, which must be altered to fit their context. Sometimes, textbooks may contain inauthentic language because they might provide old-fashioned or inauthentic language such as words, dialogs, or text that are specifically created to suit the teaching technique, but they do not represent real-life language use. However, Teachers still prefer to utilize textbooks as a guide while teaching students, and students are content to learn from them as well. As a result, the textbook's importance in the classroom cannot be overstated.

2. The Definition of Pragmatic

There are many definitions of pragmatics. It came from some linguists. Every linguist has his concept and principal about pragmatics itself. Sobur (2006) cited in Damayanti (2019) stated that pragmatics is the study of meaning in speech situations[7]. Pragmatics is the study of language skills for users to match sentences in the appropriate context. Furthermore, pragmatism is the study of the relationship between linguistic forms and the users of those forms. Pragmatism is also the only thing that makes it humans possible into analyze, because pragmatics, can talk about people's intended meanings, assumptions, goals, and types of actions such as requests and apologies when they talk[8].

There are kinds of pragmatics by George Yule (1996:4)[9].

a. Pragmatics is the study of speaker meaning.

The study of meaning as conveyed by a speaker (or writer) and perceived by a listener (or reader) is called pragmatics. As a result, it is more concerned with determining what individuals intend by their utterances than with determining what the words or phrases in those utterances imply on their own.

b. Pragmatics is the study of contextual meaning.

This sort of research necessitates the interpretation of what individuals mean in certain contexts, as well as how the context impacts what they say. It necessitates consideration of how speakers organize what they intend to say with who

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[7] Siti Kusumadewi and Anita Anggraeni, "An Analysis of Deixis in Pamungkas'S 'One Only' Song Lyrics," *PROJECT (Professional Journal of English Education)* 3, no. 4 (2020): 489, https://doi.org/10.22460/project.v3i4.p489-493.

[8] Dayana Sinaga, Herman Herman, and Tiarma Intan Marpaung, "Deixis in the Song Lyrics of Lewis Capaldi'S 'Breach' Album," *Journal of Languages and Language Teaching* 8, no. 4 (2020): 450, https://doi.org/10.33394/jollt.v8i4.2843.

[9] Maria Olivia Christina Sianipar, "An Analysis of Pragmatic Presupposition in Maturity Episode on Golden Ways Show," *SALTeL Journal (Southeast Asia Language Teaching and Learning)* 3, no. 2 (2020): 51–57, https://doi.org/10.35307/saltel.v3i2.56.

they are speaking to, where they are speaking, when they are speaking, and under what circumstances.

c. Pragmatics is the study of how more gets communicated than is said.

To arrive at an interpretation of the speaker's intended meaning, this method must also consider how listeners might form conclusions about what is stated. This sort of research looks into how a lot of what isn't spoken is acknowledged as part of what is said. It's possible to characterize it as a search for significance that isn't evident.

d. Pragmatics is the study of the expression of relative distance.

This viewpoint, therefore, raises the question of what factors influence the decision to say or not say something. The primary explanation is that distance implies shared experience, whether it is physical, social, or philosophical. Speakers assess how much has to be spoken based on the distance between them and the audience. The study of the expression of relative distance is known as pragmatics.

The researchers concluded that pragmatics is the study of meaning that varies depending on the context in the following paragraphs. It can communicate information about people's intended meaning, goals, and behaviors.

3. **The Definition of Deixis**

Many linguists have different definitions and explanations about deixis. Deixis is a word whose reference always moves or changes depending on the context to indicate person, place, time, social distinction, and role in discourse[10]. Yule says that deixis comes from

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[10] Ainiyah, Sili, and Ariani, "Analysis of Deixis in Pitch Perfect 2 Movie." *Jurnal Ilmu Budaya* 3, no. 3 (2019): 300, http://e-journals.unmul.ac.id

the classical Greek "*deiknynai*", which means "to point"[11]. Deixis is words that point to specific things like people, objects, places, or times, such as you, right now. So, if the referent changes, a word can be classified as Deixis, depending on various factors, such as the speaker and the time the word is pronounced.

According to Richards & Schmidt deixis is a word or phrase that allows language users to 'point', refer, or link their speech to a certain time, place, or person[12]. Furthermore, Saputri states that deixis is an indeterminacy that may be addressed when researchers examine the context, specifically three components of that context: who the speaker is, where the statement is said, and when it is stated[13]. From the explanation above it can be concluded that deixis is the study of how to analyze a word or phrase that is related to people, place, and time.

4. **Types of Deixis**

Such divides of linguists' opinion about defining types of deixis. In this research, the discussion is focused only on three types of deixis by Yule, including[14]:

a. Person deixis

The identification of the participants in a text is known as person deixis. It is a phrase that refers to the individual to whom the speaker or writer is referring. Deixis categories include first, second, and third-person deixis. The first person indicates to the speaker or writer (I, we), whereas the speaker/writer refers to one or more addresses in the second person

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[11] Allyda Ulfa Nafi'ah, Rohmani Nur Indah, and Toyyibah Toyyibah, "English Deixis in Picture Storybooks for Children," *Wanastra: Jurnal Bahasa Dan Sastra* 13, no. 1 (2021): 60–65, https://doi.org/10.31294/w.v13i1.9660.

[12] Nanda Anggarani Putri and Eri Kurniawan, "Person Deixis in Usa Presidential Campaign Speeches," *English Review: Journal of English Education* 3, no. 2 (2015): 1–11. https://e-journal.upp.ac.id/index.php/jee.

[13] Azizah Liawati, Siska Rizkiani, and Agil Jamaludin, "Deixis in the Clever Servant Story," *PROJECT (Professional Journal of English Education)* 3, no. 1 (2020): 54, https://doi.org/10.22460/project.v3i1.p54-58.

[14] Salamudin and Efransyah, "Analyzing the Deixis of Song Lyrics in Adele Entitled All I Ask." *PROJECT (Professional Journal of English Education)* 4, no. 1 (2020): 134, https://doi.org/10.22460/project.v2i5.

(you). The last one is the third person (he, she, it, and they) that refers to people who take part in the conversational group but who are neither speakers nor addressees of the utterance.

First-person (i/we). The first-person deixis is a singular (I, me, myself, mine) and plural (we, us, ourselves, our, ours) pronoun reference that refers to the speaker or both the speaker and the referent grouped with the speaker. Second person (you). The second person deixis is a deictic reference to a person or individuals specified as addressee, such as you and yourself. Third-person (he, she, it, they). Third-person deixis is a deictic reference to a referent(s) who are not identified as the speaker or addressee and generally indicate the gender of the utterance, such as he, she, they, him, himself, her, and herself[15].

	Singular	**Plural**
1st person	I/me	We/us
2nd person	You	You
3rd person	He/ him, she/her, it	They/them

Some examples of person deixis can be seen as follows,
Could you close the door, please!
She watched a television
I won't be afraid

So, from the explanation above the writer can conclude that the study of person deixis is the study of how to encode the role of a question's participant. It might be claimed that an independent pragmatics framework of possible participant roles is required. After that, these functions are investigated to discover how and to what extent they are grammaticalized in various languages.

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[15] Siska Pratiwi, "Person Deixis in English Translation of Summarized Shahih Al-Bukhari Hadith in the Book of As-Salat," *Advances in Language and Literary Studies* 9, no. 1 (2018): 40, https://doi.org/10.7575/aiac.alls.v.9n.1p.40.

b. Place or Spatial deixis

Spatial or place deixis relates to how languages refer to the connection between space and the position of roles in dialogue. Fromkin said that place expression deixis needs contextual information from the place of speech such as here, there, this, place, that, place, this city, etc. In English, the difference between space and the location of the participants in a conversation is shown in demonstrative pronouns (that-this), or adverbs (here-there), directional terms (before-behind, left-right, front-back), or in phrases such as at our place, outback, etc[16].

Some examples of person deixis can be seen as follows,

He was standing over there
I enjoy drinking in this café
Give that here and takes this there

From the explanation above, the writer can conclude that place or temporal deixis is the study of how to encode the expression 'place' in a language. It might refer to an object in a pragmatically defined area near the speaker. The capacity of a speaker to project himself into other areas is known as spatial deixis.

c. Temporal deixis

According to Levinson, temporal deixis is involved with the encoding of temporal points that correspond to the location of an utterance occurrence[17]. According to Cruse, temporal deixis uses the moment of speech as a reference point to

[16] Sisilia Viona Anugrah, "Analysis of Deixis in the Story Selected From Christian Bible , Genesis," *PROJECT (Professional Journal of English Education)* 1, no. 5 (2018): 664–70. https://doi.org/10.22460/project.vli6.p

[17] Aas Asmarita and Acep Haryudin, "An Analysis Deixis in Ridwan Kamil'S Speech At the Asia Africa Conference (Kaa)," *PROJECT (Professional Journal of English Education)* 2, no. 5 (2019): 622, https://doi.org/10.22460/project.v2i5.p622-627.

identify points or intervals in the time deixis[18]. Time deixis refers to time relative to a temporal reference point. Usually, this point is time pronunciation.

The system of calculating and measuring time in most languages is a natural and prominent style of day and night, the last months, seasons, and years. Temporal deixis is highly dependent on the country's calendar, if we understand the terms for entering clocks and calendars. It also really depends on the calendar. For example, today, yesterday, and tomorrow define, respectively, a 24 hour period starting at midnight which includes the time of speech.

Some examples of temporal deixis can be seen as follows:

I will see you on Sunday
I'm now working in a cafe
She will come back for her training tomorrow

According to the preceding definition, time deixis is the study of encoding temporal points and spans to the time when the utterance was delivered (or a written message inscribed). Temporal deixis is determined by a clock or calendar, for example, now, yesterday, and tomorrow. The tenses are always used in temporal deixis (past, present, or future). Temporal deixis works by using the moment of utterance as a reference point to find locations or intervals.

5. **The function of deixis**

Richards and Schmidt define deixis as a concept used to describe a word or phrase that allows language users to "point," refer, or "link" their utterance to a certain time, place, or person.[19]. Pointing here is to point thing or person as we called person deixis. The function of person

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[18] Pangaribuan, Manik, and Pasaribu, "Deixis Used on Business Brochures Text: A Pragmatics Study." *International Journal of English Linguistics* 5, no. 5 (2015): 172. http://dx.org/10.5539/ijel.v5n5p171.

[19] Putri and Kurniawan, "Person Deixis in Usa Presidential Campaign Speeches." https://e-journal.upp.ac.id/index.php/jee.

deixis is referred to as the thing or person who is the speaker in utterance. Person deixis is divided into three parts, they are; first-person deixis, second-person deixis, and third-person deixis. The function of first-person deixis is the word that referred to the speaker him or herself as sending the message. The function of second-person deixis is the word that referred to the addressee as the listener or received the message. The function of third person deixis is the word that referred to who is neither speaker nor addressee. The function of spatial deixis is the word that referred or points the location of the speaker. It could be a proximal form (close from the speaker) and a distal form (away from the speaker). And The final function is temporal deixis, which refers to the time when the utterance was made.

B. Theoretical Framework

A primary resource for determining the quality of language input and language practices during the teaching-learning process in an English course is an English textbook. Its duties include not just teaching and learning assistance, but also generating material and a significant and visible component of pedagogical content[20]. Language is a one-of-a-kind human legacy that plays a critical role in human existence, including thinking, communicating ideas, and bargaining with others. When the meaning is transmitted through language, it is meaningful. Language is used by people to communicate and form relationships, affect their behavior, and convey their views on the world. The item or concept that seeks to express to you by what they say or do is called meaning. Understanding the speaker's aim necessitates the acquisition of meaning. We are perplexed by the definition of a new term.

Meaning is a subfield of semantics and pragmatics that plays a critical part in any human communication situation. All utterances in any language lose their significance when they

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[20] Ayu, "Evaluation of Cultural Content on English Textbook Used by EFL Students in Indonesia." *Journal of English Teaching* 6. No. 3 (2020) 190, https://doi.org/10.33541/jet.v6i3.1925.

are devoid of meaning. As a result, when the speakers discuss an object, there is a meaning that must be understood[21].

Deixis, presupposition, reference, entailment, and speech acts are some of the topics covered by pragmatics[22]. The researcher used a pragmatic method in this study to examine deixis in reading text.
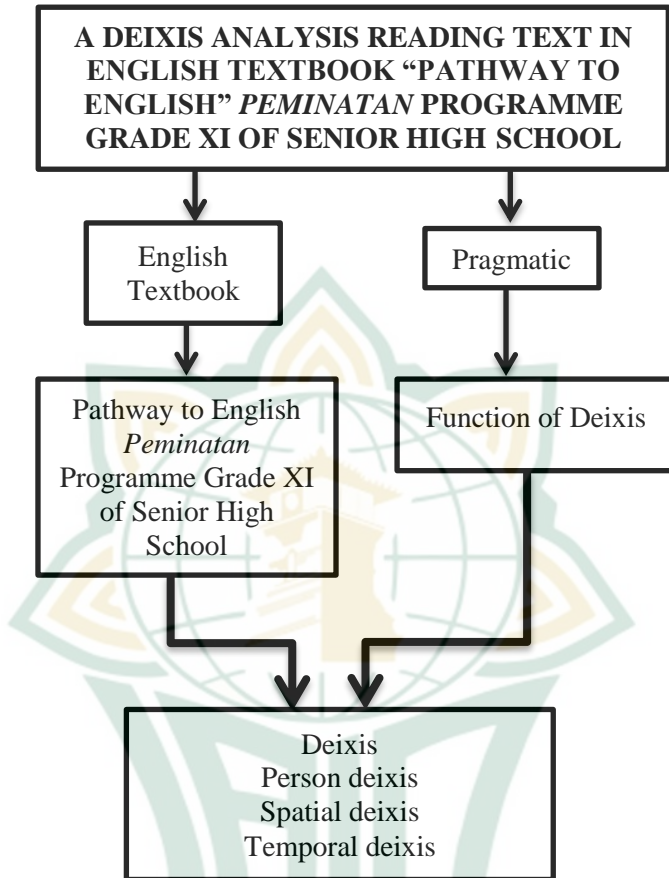
This research focuses on the analysis of Deixis in the English textbook entitled Pathway to English for *Peminatan* Programme for grade xi of senior high school. The reason for choosing the textbook is because there are many types of deixis in this textbook that can be analyzed. When a text contains a large number of deixis, readers will be forced to think deeply to obtain references from the deixis.

The outcome of the research is intended to include a quality summary as well as recommendations for teachers in choosing textbooks for use in the learning process.
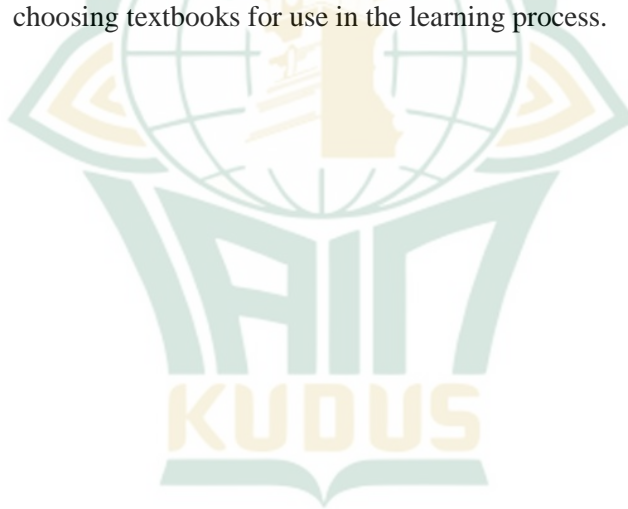
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[21] Pangaribuan, Manik, and Pasaribu, "Deixis Used on Business Brochures Text: A Pragmatics Study." *International Journal of English Linguistics* 5, no. 5 (2015): 172. http://dx.org/10.5539/ijel.v5n5p171.

[22] Xiyao, "An Exploration Into the Mechanisms of How Do We Communicate With Words : A Review of Pragmatics." *Cross-Cultural Communication* 11, no. 8 (2015): 24, www.cscanada.org.

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┌─────────────────────────────────────────────┐
│  A DEIXIS ANALYSIS READING TEXT IN            │
│  ENGLISH TEXTBOOK "PATHWAY TO                 │
│  ENGLISH" PEMINATAN PROGRAMME                 │
│  GRADE XI OF SENIOR HIGH SCHOOL               │
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English Textbook	Pragmatic

Pathway to English *Peminatan* Programme Grade XI of Senior High School	Function of Deixis

Deixis
Person deixis
Spatial deixis
Temporal deixis

C. Review of Previous Study

In this research, before the researcher conducts research, there is a previous study that the researcher must study first and is relevant to this research. The following are some reviews from the previous study that the researcher found:

1. A Thesis written in 2019 by Shophia Masrdotillah entitled An Analysis of Deixis Found in Students' English

Textbook *"Think Globally Act Locally"* for Grade IX of Junior High School[23].

This study is centered on the topic of finding deixis words and the context of them in conversations in the English textbook for students in the ninth grade of junior high school. The previous research used a qualitative method where data was taken from the utterances contained in deixis in an English textbook for the ninth grade of junior high school. The techniques for collecting data were observation, analysis, and classification of the data based on the types of deduction.

The total number of deixis words or phrases found in students' English textbooks was 429, with the sixth chapter containing deixis utterances. The most common type of deixis is personal deixis with 308 words; the second type is temporal deixis with 40 words; the third type is discourse deixis with 41 words or phrases; the fourth is spatial deixis with 36 words; and the last is social deixis with 5 words or phrases.

This research thesis differs from mine in that it involves object analysis. The object of this research thesis is an English Textbook *"Think Globally Act Locally"* for Grade IX of Junior High School, while my research used the English textbook entitled "Pathway to English" for *Peminatan* Programme grade XI of senior high school. The focus on analyzing the types of deixis according to Levinson's theory is similar in these two studies.

2. A Thesis written in 2017 by Diah Utami entitled An Analysis of Deixis in Lois Lowry's Novel The Giver[24].
   In this research thesis, the objective of the previous research was to analyze the deixis used by Jonas in the novel The Giver. The research data was taken from an English novel entitled The Giver by Lois Lowry and

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[23] Shophia Mardhotillah , "An Analysis of Deixis Found in Students' English Textbook *"Think Globally Act Locally"* for Grade IX of Junior High School" (Teacher Training and Education Faculty, Universitas Islam Riau, 2019): 21. https://uir.ac.id/.

[24] Diah Utami, "An Analysis of Deixis in Lois Lowry's Novel The Giver," *Thesis* (Faculty of Adab and Cultural Sciences, State Islamic University Sunan Kalijaga of Yogyakarta, 2017): 25. https://uin-suka.ac.id/.

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analyzed using Stephen C. Levinson's theory. The method used in this research is descriptive qualitative.

The results showed that, from 869 words, only 296 utterances contained deixis. Levinson discovered five types of deixis based on these data. The data includes 689 person-deixis, 43 temporal deixis, 18 spatial deixis, 43 social deixis, and 76 discourse deixis. The most frequently used deixis expression by Jonas is the expression "I," which is included in the first singular person deixis.

This research thesis differs from mine in that it involves object analysis. The object of this research thesis is an English novel entitled The Giver by Lois Lowry, while my research used the English textbook entitled "Pathway to English" for *Peminatan* Programme grade XI of senior high school. The focus on analyzing the types of deixis according to Levinson's theory is similar in these two studies.

3. The 1st Undergraduate Conference on Applied Linguistics, Linguistics, and Literature journal written in 2021 by Jessica Josephine, Senowarsito, and Siti Musarokah entitled Deixis Analysis on Written Text in Junior High School Textbook[25].

The purpose of this study was to identify and describe the five types of deixis, as well as determine the most dominant deixis expression in the written text analyzed by the researcher and deixis' contribution to teaching English as a foreign language (EFL). This research is of the descriptive-qualitative variety. The information was obtained from documentation forms, specifically textbook Bright and English and When English Rings a Bell are two different junior high school textbooks.

According to the study's findings, the researchers discovered 332 deixis that appear in the twenty written

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[25] Jessica Josephine, Senowarsito, and Siti Musarokah, "Deixis Analysis on Written Text in Junior High School Textbook." *The 1st Undergraduate Conference on Applied Linguistics, Linguistics, and Literature journal* 7, no. 7 (2021): 9, http://conference.upgris.ac.id/.

texts of two different textbooks. Person deixis is the most common dietic expression in written text, accounting for 81.93% of the text or 272 words. In analyzing the data, this study used Miles and Huberman's theory. Data reduction, data display, and conclusion drawing and verification are the three types of qualitative data analysis activities.

This research journal differs from my research in its data focus. First, the focus of this journal's research is to identify and describe the five types of deixis, as well as determine the most dominant deixis expression in the written text and deixis contribution to teach English as a Foreign Language (EFL), while my research focuses on reading text the textbook. Second, the object of this research journal is the English textbook entitled "Bright an English and "When Rings A Bell" textbooks for grade of junior high school, while my research is used the English textbook entitled "Pathway to English" for *Peminatan* Programme grade XI of senior high school. The similarities in these two studies are the focus on analyzing the types of deixis by Levinson's theory.

4. An English languge education journal is written in 2021 by Khairun Niswa entitled Pragmatic Analysis on Deixis to Short Story of "What the Old Man Does is Always Right"[26].

In this research journal, the researcher wants to find types of deixis and the dominanat type used in "What the old man does is always right," written by Hans Christian Andersen in 1930. The source of data is that short story, and the data are the words in that story that point to types of deixis. The descriptive qualitative method was used in this study because the data was analyzed and explained in writing. Based on the theory, the data is read, classified, and analyzed. The findings of this research are that short stories use five types of deixis, and the dominant type

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[26] Khairun Niswa, "Pragmatic Analysis on Deixis to Short Story of What the Old Man Does is Always Right." *An English langue education journal* 6, No. 1 (2021): 11, https://jele.or.id/index.php/jele/index.

used is person deixis (77.95%). The other types of deixis are time deixis (4.41%), place deixis (4.04%), discourse deixis (9.92%), and social deixis (3.68%).

This research journal differs from my research in its data focus. First, the focus of this journal's research is on using short stories to be analyzed in the textbook, while my research focuses on the reading textzed in the textbook, while my research focuses on the reading text. Second, the object of this research journal is "What the old man does is always right," written by Hans Christian Andersen in 1930, while my research used the English textbook entitled "Pathway to English" for Peminatan Program grade XI of senior high school. The focus on analyzing the types of deixis in Levinson's theory is what connects these two studies.