CHAPTER I
INTRODUCTION

1.1. Background of the Study

In daily life, communication is something that is very necessary in carrying out activities. So it is very necessary for communication that can be understood by humans. In this case, the right language needs to be understood so that the meaning of a word can be clearly understood. For this reason, pragmatics is needed so that it can understand a language, where pragmatics is part of the study of linguistics which studies the relationship between utterances and situations.

Linguistics is the study of language, including its structure, function, evolution, and use. Linguistics not only examines language as a formal system, but also examines how language is used in the context of daily life, social interaction, and human thought processes. It covers various aspects of language, including phonology (the sounds in language), morphology (word structure), syntax (sentence structure), semantics (the meaning of words and sentences), and pragmatics (the use of language in a communicative context). This research will focus more on the study of pragmatics.

Pragmatics is a branch of linguistics that studies the external structure of language meaning, namely how the language unit is used in communication. Pragmatic has several parts, one of which is Deixis. There are various factors related to language to take into consideration when communicating. For instance, in our daily communications, we frequently use terms like "he," "you," "sir," "doctor,"

"teacher," "here," and "there." The intention is to make a point. They can refer to all of these terms as deixis.

According to Yule (1996), deixis is closely related to the speaker's context when looking at an object through deictic relations. The concept of deixis is directly derived from the designation of something in context. Deixis is a study that shows or points to something through language that can be used in oral or written speech. Deixis is a deictic expression that depends on the speaker and receiver sharing a spatial and face-to-face context with oral interaction. To help readers understand a sentence, Deixis shows significant meanings as stated by speakers. It implies that for readers to get meaning from a text, it will be better if the readers understand deixis. Furthermore, because certain words in a language cannot be immediately interpreted, readers might need to read multiple text discourses to understand the actual meaning of a word or phrase.

According to Yule (1996:9), deixis is divided into three types, the first is person deixis, the second is spatial or location deixis, and the third is temporal or time deixis. Person deixis is a deixis that refers to the speaker who appears in a sentence. Person deixis is divided into 3 parts, namely first person, second person, and third person. Then temporal deixis, which refers to the time of the speaker or speech in a sentence, such as, tomorrow, today, yesterday, and others. Then spatial deixis which is relative to the location where the speaker is in a sentence, fo r example, here, there, that, at home and others.

In this study, researcher was interested in examining the eighth grade English book themed "When English Rings a Bell" as an interesting research object from the deixis review because in understanding English, text is needed so that

readers can understand what was read. This eighth grade English book was a book based on the 2013 curiculum and is still used by some schools in Indonesia, and there were many deixis found in this book, making researcher interested in analyzing the deixis in the book.

In English, this research can help the readers in understood the meaning in a sentence. So that the meaning contained in the text can be understood. In English, there were also several pointers to words such as object, subject, time, and place. So that with research on deixis, it made it easier for readers to interpreted a sentence. Based on the following background, researcher was interested in conducting research with the title An Analysis of Deixis Found In Students' English Textbook "When English Rings A Bell" For The Eight Grade of Junior High School.

Many studies have been carried out by researchers regarding deixis , such as research conducted by Research by Mohammad Sofyan and Adi Pranata Muhamad Bagus Iqbal Rahmat (2020) this article analyzes the deixis in Jakarta Post Article. This research aims to that aimed at describing, interpreting and explaining deixis in newspaper article. This research method is descriptive qualitative with The main instrument in this study the researcher himself in doing his analysis supported by using documentary technique. The data that had been collected were analyzed by the researcher himself. After analyzing the data, then the researcher drew the conclusion about the types and the function of deixis in the sentences of the newspaper articles. Research by Narissa Utami and Sahril (2023) this article analyzes. This research explored the application of deixis in Mitch Albom's novel The Five People You Meet in Heaven. The purpose of this

study was to find out the types of deixis used in the novel and to analyze the function of the deixis found in the novel The Five People You Meet in Heaven. In analyzing deixis, this study used Yule's theory (1996) which divides deixis into three categories: person deixis, spatial deixis, and temporal deixis. This study belongs to qualitative research with descriptive qualitative because the data was obtained in the form of words or utterances. In collecting the data, this study used the documentation method which was carried out through note-taking and reading strategies. Research by Resti Nur Setiakawanti and Elsa Susanti (2018). This study was applied qualitative descriptive. The aim of this research is to identify deixis forms and meanings used in Jakarta post articles. This research was analyzed by using the Dylgjeri and Kazazi concept the data was table from in article Jakarta Pos.

1.2.   Problem of The Study

1. What types of deixis are found in the eighth grade students' English textbook "When English Rings a Bell"?

2. What is the most dominating deixis found in the eight grade students' English textbook "When English Rings a Bell"?

1.3.   Objective of The Study

The objectives of the study are:

1. To determine the types of deixis found in the eighth grade students' English textbook "When English Rings a Bell".

2. To determine what is the most dominating type of deixis found in the eighth-grade students' English textbook "When English Rings a Bell" .

1.4.   The Significances of The Study

This research provides both theoretical and practical benefits.

1. Theoretically.

   a. This research can be used as a source of information that can be used in using the correct deixis.

   b. Adding knowledge and insight in the field of pragmatics, especially in the use of deixis.

   c. Adding knowledge for writers, and readers related to the use of deixis in English textbooks.

2. Practically.

   a. For Researchers, the result of this research can deepen the knowledge about deixis and its types.

   b. For Readers, the result of this research can add insight into deixis and understand the use of deixis in speech.

1.5. The Scope of The study

This research only focuses on the discussion of deixis, namely analyzing the types of deixis and finding the most dominant type of deixis in the eighth grade students' English book "When English Rings a Bell". The research take the source of the data from the conversations containing deixis found in chapter I with title "It's English time", chapter II with title "We can do it, and we will do it", chapter IV with tittle "Come to my birthday, please!", chapter VIII with tittle "What are you doing?", chapter IX with tittle "Bigger is not always better", chapter X with tittle "When I was a child" , and chapter XI with tittle "Yes, we made it!". The method used in this research is a qualitative method. This research applies Yule's theory (1996). Where deixis is divided into three, the first is person deixis, the

second is spatial deixis and the third is temporal deixis. In this research, researchers

used observation and taking note tehniques.

CHAPTER II
REVIEW OF LITERATURE

2.1 Theoretical Framework

Review the theoretical framework related to this research. The theory at the core of this research is speech act theory. In this chapter, some related theories will be presented in analyzing the data.

2.1.1 Pragmatics

Pragmatics is a subfield of linguistics that studies how context influences the interpretation of meaning in communication. It focuses on the ways in which people use language in real-life situation , taking into account not only the literal meaning of words but also the speaker's intentions, the social context, and the shared background knowledge between communicators. Yule (2014: 5) argues that pragmatics is the study of the relationship between linguistic forms and the users of these forms. Pragmatics is the study of how one knows more about what to communicate than what is said. It deals with meanings that are often implicit. In communication, the delivery of messages is the main goal so that what is conveyed by the speaker can be received and understood by the speech partner. However, in delivering the message, speakers often keep the meaning to be conveyed so that speech partners are required to explore and understand the implicit meaning.

Yule (1996:3) states that there are four areas which pragmatics is concerned with:

1. Pragmatics is the study of speaker meaning.

2. Pragmatics is the study of contextual meaning.

3. Pragmatics is the study of how to get more communicated than it is said.

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

Leech (1983) sees pragmatics as a field of study in linguistics that has links with semantics. This connection he calls semanticism, which sees pragmatics as part of semantics; pragmatism, which sees semantics as part of pragmatics; and complementarism, or seeing semantics and pragmatics as two complementary fields.

Pragmatics discusses the meaning of context, according to Gjergji (2015:139). The context includes who said a sentence, at what time, and where the sentence was said. For example, when a man asks his friend, "What time is it?", it does not mean that he is asking what time it is, but he wants to reprimand his friend for playing loud music in the middle of the night. Therefore, it can be concluded that pragmatics is a field that studies the meaning of utterances. It deals with contextual matters of how a speaker utters a word and how the listener can understand what the speaker is saying.

Key aspects of pragmatics include:

1. Speech Acts : Pragmatics examines the various functions that language performs beyond simply conveying information. Utterances can be seen as performing different speech acts, such as making requests, giving orders, making promises, etc.

2. Deixis: As mentioned earlier, deixis is closely related to pragmatics. Deictic expressions, like pronouns and demonstratives, rely on context for their interpretation.

3. Implicature: Pragmatics explores implicature, which involves deriving meaning that is not explicitly stated but is implied by the speaker. Grice's Cooperative Principle and Maxims of Conversation are often referenced in discussions of implicature.

4. Presupposition: Pragmatics examines presuppositions, which are assumptions that listeners are expected to share for a statement to make sense.

5. Conversational Implications: Understanding pragmatics helps in recognizing how certain expressions or language choices can convey subtle meanings, attitudes, or social nuances in conversation.

6. Politeness: Politeness strategies and the ways in which speakers express politeness or mitigate speech acts are also studied in pragmatics.In this study, researchers will focus more on deixis.

2.1.2　Deixis

In linguistics, the term "deixis" refers to the phenomenon in which the interpretation of a particular word or expression depends on contextual information, usually provided by surrounding discourse or the physical environment. Deictic expressions, also known as deictics, include words or phrases that require contextual clues to determine their meaning. Deixis plays an important role in communication, allowing language users to refer to entities in the surrounding context without explicitly stating it. It helps in conveying information efficiently by relying on the shared knowledge and context between the speaker and the listener.

Examples of deixis include pronouns such as "this," "that," "they," and "them," as well as pointing words, time expressions, and spatial pointers. The interpretation of these words depends on the context in which they are used and the

point of view of the speaker or listener. For example, consider the sentence "I will meet you there." The meaning of the word "there" is unclear unless the context specifies the location. If two people are talking, the interpretation of "there" depends on what has been mentioned or understood in the conversation.

According to Yule (1996), deixis is closely related to the context of the speaker when looking at an object through the deictic relationship. The concept of deixis is directly derived from the designation of something in context. Therefore, deixis refers to indicating the location, identity of individuals, things, times, processes, and activities that are being discussed or related to, in connection to the moment at which the speaker makes the utterance and the moment at which the hearer hears it (Simanjuntak et al, 2021:99).

Deixis comes from the Greek word deiktikos which means "the thing that points directly". In Greek, deixis is a technical term for one of the basic things done in speech. While the term deicticos is used by Greek grammar in the present sense we call demonstrative pronouns.

Based on the definition above, it can be concluded that deixis is a form of language in the form of words or others that function as a pointer to certain things or functions outside the language. In other words, a form of language can be said to be deixis if the reference can move or change depending on who is the speaker and depending on the time and place where the word is spoken.

2.1.3 Types of Deixis

According to Yule (1996:9), the types of deixis are divided into three types, the first is person deixis, the second is spatial deixis, and the third is temporal deixis.

In this case, the researcher discusses the types of deixis based on the aspects to be analyzed. For more details, the researcher will explain one by one, the three types of deixis.

2.1.3.1 Person Deixis

Person deixis is a deixis that refers to the speaker who appears in a sentence. According to Yule (1996: 10) that person deixis operates on a basic three-part division, exemplified by the pronouns first person (I), second person (you), and third person (she, he, or It). The first person here is the speaker of the utterance as the sender of the message.

Based on Levinson's theory (1983, p. 62) states that person deixis is related to the encoding of the role of participants in the speech event, in which the intended utterance is delivered: the first person category is the grammar of the speaker's reference to himself, the second person encodes the reference to one or more addresses and the third person encodes the reference to a person who is neither the speaker nor the address of the intended utterance. So, persona deixis is produced by a specific person and the person is usually addressed to several specific people. Here are the persona deixis.

1. First person

The first person category is the grammar of the speaker's reference to himself (Levinson, 1983: 62). According to Yule (1996: 10) defines that the first person here is the speaker of the speech as the sender of the message. Based on this theory, first person deixis (I/We) is a reference that refers to the speaker or both the speaker and the referent are grouped with the speaker expressed in singular pronouns (I, me, my self, mine) and plural pronouns (we, us, ourselves, our, ours).

For example :

1. Hi, may *I* introduce myself? *My* name is Udin.

2. Sir, may *I* wash *my* hands?

3. First, *we* will listen carefully to *our* teacher reading the conversation.

4. First, *we* will listen carefully to *our* teacher reading the statements.

From the quotation number, 'a' and 'b' can be seen that the words "I" and "my" refer to the speaker of the utterance as singular pronouns, namely "I" is a subject pronoun and "my" is a possessive pronoun. And, in quote number 'b' and 'c', the words "we" and "our" are plural pronouns, both referring to the speakers of the utterance as plural pronouns, both referring to the speaker and the partner involved.

2. Second person

Second person is the encoding of the speaker's reference to one or more addressees (Levinson, 1983:62). Thus, the core of the second person deixis (you) is the deictic reference to a person or several persons identified as addressees, such as you, yourself, yourselves, your, and yours. An example of its usage can be observed in the following speech:

1. What do *you* think, *Edo*? Are you ready?

2. Will *you* sing an English song in *Miss Nani*'s birthday? I know you can.

3. *Beni*, have a seat. Go back to *your* group

In the above speech, the word "you" in 'a' refers to Edo as the addressee, in this case, it refers to one person. Meanwhile, the word "you" in 'b' refers to "Miss Nani" as the addressee, in this case, it refers to multiple people in the speech event. Then the word "your" in 'c' refers to Beni as the addressee.

C. Third person

Third person is the encoding of reference to persons and entities who are neither the speaker nor the addressee of the utterance (Levinson, 1983:62). And the core of third person deixis (She, he, It, and they) is a deictic reference to a referent who is not identified as the speaker or addressee and usually implies the gender of the utterance. Here are the examples below.

1. "I'm very proud of *Siti*. Now *she* can help me

2. The little *boy* is very spoiled. *He* will not stop crying

3. Yes. But, please wait for *Lina*. *She* will be here in a minute.

4. *Yuli and Tono* can make fried rice, and *they* can fry the egg nicely

In number 1,2,3 the words "she and "he" refer to one person which is neither to the speaker that utterance. Then in number 4, "they" refers to the people that have been talked to before, that is Yuli and Tono who can make fried rice.

2.1.3.2 Spatial Deixis

Spatial deixis is relative to the location of the speaker. Levinson (1983, p. 62) states that place deixis is a relative location specification in speech events. Simply put place or spatial deixis refers to an indication of the speaker's location or the location indicated by the speaker in a sentence. Examples of words in place of deixis are here, there, that, and this.

Some examples of their use can be observed in the following speech:

1. Sorry, ma'am. I don't. Say *that* again, please.

2. Great! I think *that* is a beautiful invitation card.

3. Yeah. *There* will be some outdoor games.

4. *Here* is what we will do.

In number 1, the word "that" refers to what the speaker talk before, then in number 2, the word "that" refers to the things that is invitation card that close at hand's the speaker. Then in number 3, the word "there" points to the place that is far from the speaker, in here the speaker points to the outdoor games. The last is the word "here" which points to the something that the speaker will be doing.

2.1.3.3 Temporal Deixis

Temporal deixis shows both the time coinciding with the speaker's speech and the speaker's time in his speech. According to Cruse (2000), temporal deixis functions to find a point or interval in time deixis, using the moment of utterance as a reference point.

According to Levinson (1983:62), time/temporal deixis is related to the encoding of points and time spans relative to the time the utterance is spoken (or the written message is written). Simply put, temporal deixis is a deixis that refers to the time of speech. Examples of time deixis are like, today, tomorrow, last night, now, then, later, and soon.

Some examples of their use can be observed in the following speech:

1. From *now* on we will use English in our English class.

2. *Now* she can help me with the housework before she goes to school.

3. My mum is out of town *today*.

4. For his health, he will walk 2 kilometers to his office *every day*.

In number 1, the word "now" shows the situation time of the utterance event, and it word refers to the present time, based on the statement, it says that they will use English in their English class. Then in number 2, the word "now" shows the situation time of the utterance event, and it word refers to the present time, based

on the statement, the speaker says that someone helps with the the housework. Next on number 3, the word "today" shows the situation time of the utterance event, and it word refers to the present time, based on the statement, the speaker says that her/his mother is out of town. Last is in number 4, the word "every day" shows the situation time of the utterance event, then based on the statement the speaker says that someone walks 2 kilometers to his office every day.

2.1.4 Deixis Function

Deixis function is as a pointer, pointing here is referring to something. The function of person deixis is referred to as a pointer to the object or person who is the speaker in an utterance. Person deixis is divided into three parts, namely first-person deixis, second-person deixis, and third-person deixis. The function of first-person deixis is that the word refers to the speaker himself as the sender of the message. The function of second-person deixis is a word that refers to the intended party as the listener or recipient of the message. The function of third-person deixis is that the word is offered back to who is neither the speaker nor the recipient. The function of spatial deixis is words that refer to or indicate the location of the speaker. Finally, the temporal deixis function is a word that refers to the time when the speech is expressed by the speaker.

2.1.5 Text Book

English textbook is a book that has an important role in the process of learning English in the classroom. The Oxford Advanced Learner's Dictionary defines a textbook as a book that teaches a particular subject used in schools and

colleges (2000, p. 1238). Textbooks are essential tools for students to learn well. With textbooks, students can follow learning in the classroom.

With textbooks, students can gain useful knowledge to improve students knowledge and skills. In this era, several types of English textbooks are widely used by schools. The textbooks are published by the Ministry of Education and Culture. The English textbook "When English Rings a Bell" is a series edition of English textbooks for eighth-grade junior high school students.

2.2 Previous Researchers

Researcher found several researchers who are relevant to this research. First, Narissa Utami and Sahril (2023) examined *the use of deixis in the novel "The Five People You Meet in Heaven" by Mitch Albom.* In analyzing deixis, this research uses Yule's theory (1996). This research includes qualitative research with a descriptive qualitative nature because the data is obtained in the form of words or speech. The purpose of this study aims to determine the types of deixis used in the novel and analyze the function of the deixis in the novel "The Five People You Meet in Heaven". The results show that there are three types of deixis found in the novel, namely person deixis, spatial deixis, and temporal deixis. There are a total of 888 deixis data found. Among them, there are 800 person deixis, which includes 368 first-person deixis, 305 second-person deixis, and 305 second-person deixis, and 127 third-person deixis. While spatial deixis is 59 data and temporal deixis is 29 data.

The second is Research by Mohammad Sofyan and Adi Pranata Muhamad Bagus Iqbal Rahmat (2020) examine *Deixis In Jakarta Post Article.* The design of

this research was descriptive qualitative research that aimed at describing, interpreting and explaining deixis in newspaper article. The main instrument in this study the researcher himself in doing his analysis supported by using documentary technique. The data that had been collected were analyzed by the researcher himself. After analyzing the data, then the researcher drew the conclusion about the types and the function of deixis in the sentences of the newspaper articles. Based on the discussion findings, there were four types of deixis found in The Jakarta Post article, namely 19 person deixis, 29 spatial deixis , 59 time deixis, 55 discourse deixis. From the analysis, the most types of deixis found in Jakarta Post articles time deixis. Thus, it can be said that The Jakarta Post tends to use time deixis as the dominant type compound than another.

The third one is Resti Nur Setiakawanti and Elsa Susant(2018) who researched about *Analysis Pragmatic Study On Deixis In The Articles Jakarta Post.* The purpose of this research is to identify the form and meaning of deixis used in Jakarta Post articles. This research is descriptive qualitative. Then it is analyzed by using the concepts of Dylgjeri and Kazazi whose data are obtained from the Jakarta Post article table. The results show that person deixis is used 157 times and has a percentage of 66.5% spatial deixis is used 54 times and has a percentage of 22.8% and temporal deixis is used 25 times and has a percentage of 10.5%.

The similarity this researcher with the research of Narissa Utami and Sahril is that they both use descriptive qualitative methods and use Yule‟s theory. The difference is that the previous researcher analyzed novel "The Five People You Meet in Heaven" while this research analyzed the English textbook "When English Rings a Bell" for the eight grade.Then The researcher Resti Nur Setiakawanti and

Elsa using the concepts of Dylgjeri and Kazazi whose data are obtained from the Jakarta Post article table. While this researcher will analysis the English book. This research uses previous research to provide a deeper understanding of deixis analysis and the use of deixis This research will analysis the types of deixis based on Yule"s theory then determine the most dominating type of deixis that found in student"s English book.

2.3 Conceptual Framework

A conceptual framework is a form of framework that can be used as an approach in solving problems. Pragmatics is a subfield of linguistics that studies how context affects the interpretation of meaning in communication. Where pragmatics is part of the study of linguistics that studies the relationship between utterances and situations. Pragmatics has several parts, one of which is deixis. In this study, researchers will focus more on deixis. Deixis is a study that shows or points to something through language that can be used in oral and written speech. In this diagram, the approach regarding pragmatics, context, English textbooks, and deixis uses Yule's theory (1996) to analyze the types of deixis. The types of deixis are person deixis, place deixis, and time deixis. In this study, the researcher will analyze the types of deixis in the eighth grade English book entitled "When English Rings a Bell" and will look for the most dominant one. In simple terms, the flow of this research is described as follows:

Figure 2.3 Conceptual Framework In The Research Entitled An Analysis Of Deixis Found In Students'english Textbook "When English Rings A Bell" For The Eight Grade Of Junior High School

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│              Pragmatics              │
└─────────────────────────────────────┘
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                   ▼
┌─────────────────────────────────────┐
│               Deixis                 │
│           (Yule's Theory)            │
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                            ┌─────────────────┐   ┌─────────────────┐   ┌─────────────────┐
                            │  Person Deixis  │   │ Temporal Deixis │   │  Spatial Deixis │
                            └─────────────────┘   └─────────────────┘   └─────────────────┘
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┌───┐
│   Students' English Textbook   │
└───┘

┌───┐
│   When English Rings A Bell   │
└───┘

┌───┐
│ An Analysis Of Deixis Found In Students'english │
│ Textbook "When English Rings A Bell" For The   │
│ Eight Grade Of Junior High School School   │
└───┘
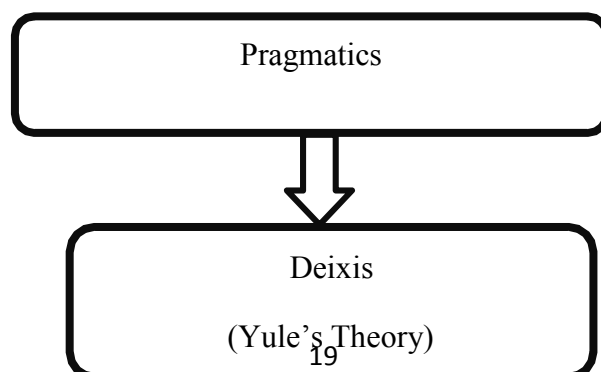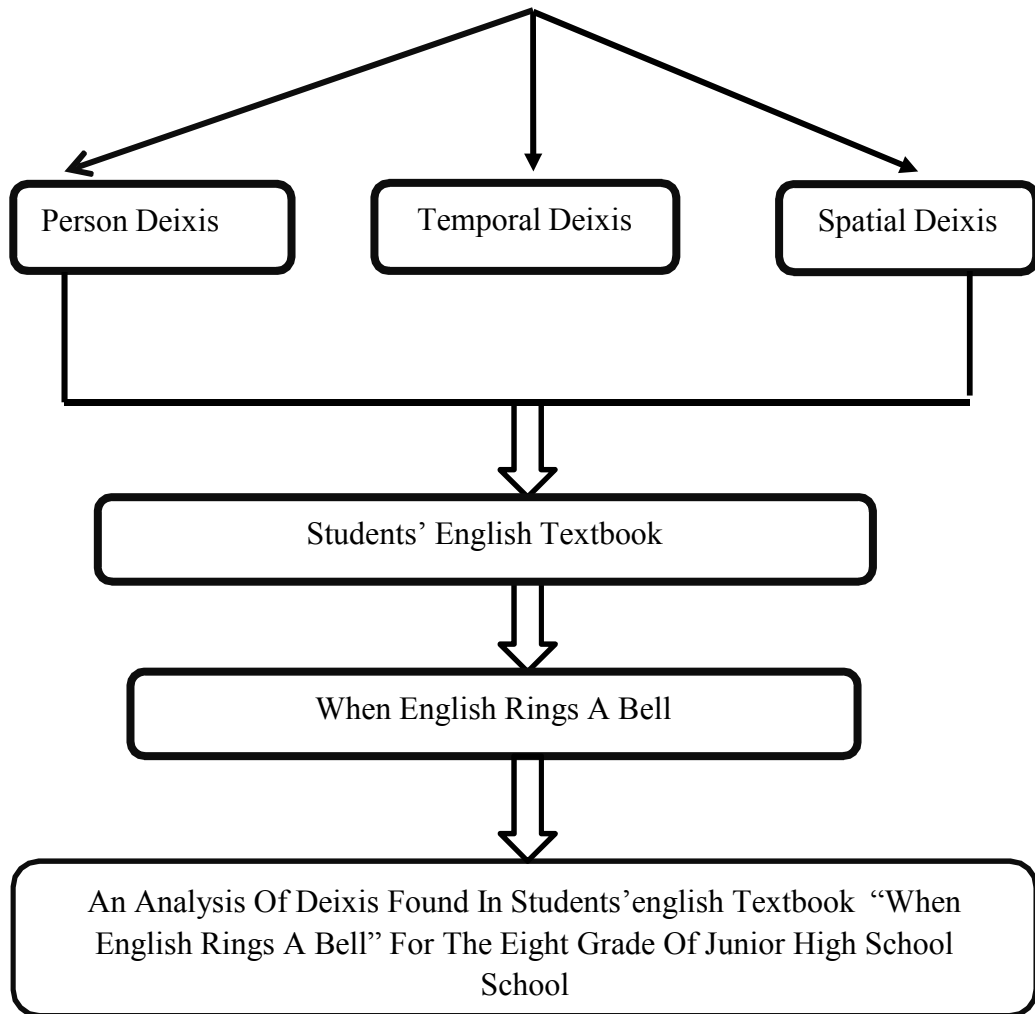
CHAPTER III

RESEARCH METHODS

3.1. Method

The method used in this research is the descriptive qualitative method. This method used in analyzing the deixis found in the eighth-grade junior high school English book "When English Rings a Bell". Kusyowo and Susardi (2020) explained

that qualitative descriptive research displays the results of analysis in the form of words, not numbers. As a result, the researcher's approach for this study was descriptive qualitative. The data were gathered, and examined, and a word-by-word conclusion was reached. The information is presented in the form of sentences that have gone through descriptive analysis based on the deixis category and the most commonly found in English textbooks.

3.2 Subject and Object

This study analyzes the deixis found in the eighth grade junior high school English book. The subject of this study is the eighth grade English book. then the object is the types of deixis found in the eighth grade junior high school English book.

3.3 Data and Data Source

1. Data

The data in this research was the types of deixis found in the eighth-grade junior high school English book 'When English Rings a Bell', where the types of deixis were person deixis, place deixis, and time deixis.

2. Data Source

The data sources of this research were dialogues containing deixis found in the eighth grade English book "When English Rings a Bell" found in chapter I, chapter II, chapter IV, chapter VIII, chapter IX, chapter X, and chapter XI.

3.4 The Instrument Collecting Data

The reseacher was used an instrument to collect the data. Rukminingsih (2020 ; 87) in qualitative research the main instrument was the resercher, therefor the

researcher must have a theoretical framework and broad things so that the researcher can analyze, and comprehend the object under study. The data collection instruments used were observation and note-taking techniques. The secondary instruments to conduct this research were laptop, journal, book, pen, and stationery. The author read the book and observed the English book for grade eight and took notes to identify the sentences.

3.5 Technique of Collecting Data

In the data collection, the researcher collected the deixis data used in the English textbook of junior high school grade eight, and the steps were as follows :

1. The researcher was looking for English textbooks for eighth-grade class in Junior High School.

2. The researcher copied and got the soft file of the English textbook for eighth-grade class in junior high school.

3. The researcher used the advanced observation technique with the technique of taking notes. This method was done by carefully observing the form of deixis in each deixis found. The researcher read three or more times to understand the whole English textbook for eighth-grade junior high school class.

4. The follow-up process after collection was sorting the data. The data was sorted into utterances that contained deixis and those that did not contain deixis.

5. After that, the researcher identified the utterances based on the types of deixis, namely: (1) personal deixis, (2) spatial deixis, and (3) temporal deixis.

6. The researcher analyzed the data of deixis usage in the English textbook of junior high school.

7. Concluded the result of the analysis.

3.6 Data Analysis Technique

Every piece of information regarding the object of analysis was given, and the data were analyzed by applying the qualitative descriptive approach. According to Creswell (2007), the phases of qualitative data analysis included data management through reading/describing, classifying, interpreting, representing, and visualizing. The author used several methods or processes in the research.

1. The researcher presented all the data containing deixis; the data source was conversations containing deixis from the students' English textbook 'When English Rings a Bell' for grade eight."

2. Classified or identified the data based on the types of deixis in the table in accordance with Yule's theory, namely persona deixis, spatial deixis, and temporal deixis.

3. Described each type of deixis in the students' English textbook 'When English Rings a Bell' for grade eight.

4. made data tabulation.

1. Counted the data percentage, in this study the resercher used formula to count the percentage of the data.

$$N = F/n \times 100\%$$

F : individual frequency of deixis

n : total number of all the data

N : the percentage of each types of deixis

2. Determined the most dominat dexis in the student English textbook "When English Rings a Bell" for the eighth grade.

3. Made the conclusion.

A few of the procedures that went into data analysis were data reduction, data display, and conclusion. The data analysis approach used in this study was based on the Miles, Huberman, and Saldana data analysis model (2014), which consisted of data condensation, data display, and conclusion drafting and verification.

1. Condensation Data

The process of deciding, simplifying, abstracting, or modifying data gathered from field notes, papers, interview transcripts, and other empirical materials was known as data condensation, according to Miles, Husberman, and Saldana (2014). It was possible to modify qualitative research findings by using strategies like summarizing, paraphrasing, and selection. The author selected, focused, simplified, abstracted, or modified the data collected from the eighth-grade English book. The data collected in qualitative research could be presented in a variety of formats, such as tables, graphs, and other forms.

2. Data Display

Data display was the second stage. The information was provided, or more accurately, it was displayed. After data selection, researcher had to present the findings. The researcher showed the data selection from data condensation in this step. Texts, graphs, diagrams, charts, matrices, and other graphical formats could all be used as displays. This study explained the research findings using a table and a description.

3. Conclusions Drawing and Verification

In this step, the researcher made conclusions based on the presentation of data related to the use of deixis in eighth-grade English books. So, it could be concluded that the steps to analyze data based on Miles, Huberman, and Saldana (2014) were data condensation, data display, drawing, and verifying conclusions. From the steps mentioned above, researchers could analyze data qualitatively. This step could help researcher find the types of deixis found in the eighth-grade English book, as well as the most dominant type of deixis found.