Didactic Symbol of Visual Images in EFL Textbook: Multimodal Critical Discourse Analysis

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Abstract: The textbook plays an essential role for students in the teaching and learning process. Imagery, combined with texts in the textbook, makes subjects easy to understand. Images are generally used to convey things we can't tell in the text. Visual images help students make sense of output and input around them. This study investigates the representation of the visual image in the EFL textbook proposed by using a multimodal discourse analysis method. The researcher used the framework from Kress van Leeuwen. Information from all visual images consist of 158 images in the Indonesian EFL textbook is collected as the data in this study. The results showed that females (70%) portions were more commonly portrayed than males (30%). In terms of social roles, females have the same proportion of occupations as males. In terms of image appearance, the foreign and Indonesian cultures portrayed to show the tolerance culture. This study aims to explore the meaning of the integrated use of semiotic resources, such as visual image representation in the textbook. The researcher expected students and teachers as textbook users could increase their understanding with the subject of teaching and learning by interpreting the visual images effectively. This study recommends to the textbook user that visual images appearances can strengthen the text or written material in the textbook. Also, it suggests textbook publishers be more concerned and synchronize between the written content and the visual representation portrayed not to occur misinterpretation among the textbook users.

Keywords: *Multimodal Critical Discourse Analysis, EFL Textbook, Representational Mode, Visual Images*

INTRODUCTION

The ways of human communication have significantly changed as fast as technology and sciences nowadays. There are many ways to have to communicate. We can use language, sound, text, image, and any other semiotic modes. Visual images show a critical role in the teaching and learning cycle of holding the efficiency of teaching materials**.** Visual images are crucial for helping the students to recognize the meaning context of the text in the textbook. Therefore, there is a much better understanding of the text with visual elements.

Visual images in the textbook are generally used in literature for teaching English as a Foreign Language (EFL) 'Visual materials

may be described as a visual skill used in the classroom such as slide of PowerPoint presentation(Roohani & Sharifi, 2015). Visual images used as stimuli in the EFL environment to help students interpret and understanding in the textbook where the visual images exist. The teacher can also increase more eye-catching and detailed educational materials starting with images. Moreover, Visual elements can be any images or drawings of visual materials in the textbox to help the teaching learning process (Tomlinson, 2003) as cited in (Roohani & Sharifi, 2015). Visual elements are useful for examination purposes as they lead learners to draw out language from their knowledge and personal experiences through exposure to, immersion to the stimuli presented before them (Canning Wilson, 1999).

Images are usually used to say things that we cannot say in the language (Çoşkun, 2015). Multimodal Critical Discourse Analysis concerned with developing theory and practice of the analysis of discourse which makes use of multiple semiotic resources for example, language, visual images, space, and architecture). Gunter Kress as cited in (Çoşkun, 2015)gives the example of traffic signs to stress the importance of multimodality. Imagine a traffic sign showing the way to go to a car park of a supermarket. The sign has 3 different modes: writing, image, and color. The writing wouldn't work if it used alone because the message would be too complex. Based on this theory the combination of three aspect will give more understable meaning to deliver the message.

Students are commonly familiar in any learning context to study with images provided in the textbooks as well as websites where they can access on the internet. To read those kinds of multimodal texts, the students require several detailed metalanguage and assistance to get a benefit of these affordances. Therefore, the teacher should prepare a good atmometer in teaching-learning process to get natural feedback of the students by applying instructional tools (Ashaver, 2013). Nowadays, the significance of visual has been a shift in our mindset. Recently, it is common for some English teachers to evaluate not only the amount of skills type or the presentation of vocabulary and grammar but also the visual elements too.

The theoretical approach informing these research efforts is Michael Halliday's systemic-functional theory of language, which is extended to other semiotic resources. In Multimodal Critical Discourse Analysis, where a series of semiotic artifacts, such as museums, cityscape, picture books, films, advertisements, and web pages, are investigated from the Systemic Functional perspective. The analysis and interpretation of language use are contextualized in conjunction with other semiotic resources, which are simultaneously used for the construction of meaning. For example, in addition to linguistic choices and their typographical instantiation on the printed page, a multimodal analysis takes into account the functions and meaning of the visual images, together with the implication arising from the integrated use of the two semiotic resources (O'Halloran, 2008).

Images can represent meaning similarly to verbal language. Kress and Van Leeuwen (2006) in (Liu, 2013)state that parts of speech can express meaning in language and images through color, tone, angle, framing, among other categories can express grammatical structures and this affects what and how images communicate meanings to viewers. The writers' descriptive concept for multimodality assigns three modes of representational, interactive and compositional meanings to images. Therefore, each image represents an aspect of the world either in abstract or concrete ways; it plays a part in some interaction with the viewers and joins visual elements into a coherent whole. The representational metafunction corresponds to the identification of the represented participants,

whether animate or inanimate, the processes or the activities being performed, the attributes or the qualities of the participants and finally the circumstances in which the action is being developed.

Because the scope of the study is too large so, the researchers will focus only on an analysis of the portrayal of participants in the textbook either animate or inanimate, followed by the actions and social environments within which the depiction is created.There are some previous studies according to this theme. First, (Kawanabe et al., 2011)used kernel-based classifiers to examine a multi-modal visual theory categorization based on visual attributes and user tags. This study used an experimental result on the Image CLEF 2010 Photo Annotation benchmark. The researcher gets the data from the Automatic annotation of images on the computer. Meanwhile, this present study gets the data from the English textbook and uses multimodal critical discourse analysis..

Second, a study by Moghtadi (2012), as cited in (Soleimani & Khah, 2014)revealed that the visual images give a proper contribution to the learners in a particular EFL textbook. The three criteria were used to examine the function of four Iranian high schools EFL textbooks; stimulus-response, illustrative, and student-generated. The limitation of this study is the method to analyze the visual images in the textbooks just can be used to examine the low-level of learners' language skills. However, this present study is different because the researcher takes the data only from one Indonesian EFL textbook used in grade XII.

The last, (Damayanti, 2014)conducted a study about visual images of gender Interpretation in the primary students' Textbooks. Analyzing pictorial manuscripts that come with linguistic ones was the focus of this study. The results showed that the illustrations accompanying linguistic texts fortified the representations of gender asymmetry. Women

portrayed as a more dependent and respected figure than men. The different aspects of this study are the textbook used. In this present study, the researcher uses the Senior High School EFL textbook and discusses not only the gender's appearance of males and females but also the other elements representation constructed in visual images in the textbook.

Based on those previous studies above, the researchers interested in doing a study about visual images. The researcher conducted a Multimodal Critical Discourse Analysis in this study. Those three previous studies above are different from this present study. This research only focuses on investigating the representation mode of visual elements in a textbook of Indonesia EFL by using the framework of Kress and van Leeuwen. The data from the visual images of an EFL textbook in grade XII, a total of 158 images, are covered in this present research. The focus of this analysis is to examine the portrayal of visual image representation in the EFL Indonesian textbook concerning their roles as well as their suitability and suitability for educational purposes

Research Questions
This study will answer the research problem below:
1. What is the purpose and implication of visual images in the Indonesian Senior High School EFL textbook?

The Concept of Textbook
The process of creating materials for English as Foreign Language (EFL) has gained significance since the need for English language learning has been recognized in today's life. EFL materials are defined as anything which promotes English language learning. Textbooks seem to be a fundamental printed material needed in a language curriculum. Textbooks are essential materials that can bring about learners' success or failure(Mukundan et al., 2011).

A textbook is the main aspect of teaching material in enhancing the student's knowledge. It contains the material that is crucial for the students. The textbook gives a big influence as material for teaching and learning. Being language teachers means we have to pay attention to the teaching materials in the form of written context. A textbook is to supplement classroom input by providing language samples that are sometimes forgotten and even ignored by the English teacher. The content of the textbook affects the students significantly. Moreover, a textbook has a curriculum of teaching material, and it may be an expression of attitudes and values that do not influence the content and image of teaching material. A Textbook will transmit cultural values to a certain degree directly or indirectly named hidden curriculum (Cunningsworth, 1995)as cited in (Mussardo, 2019). Related to the text above, to elaborate cultural elements in the textbooks " EFL textbooks perform a different role, it can be as a teacher, a resource, a trainer, a map, an authority, and an ideology" Cortazzi and Jin (1999) in (Al-Sofi, 2018). Therefore, a textbook has many fundamental roles as a learning source both for teachers and students.

No textbook means no purpose to the students(Babaii, 2016). Textbooks offer an outline that is fundamental for the teacher to achieve the goal of teaching-learning programs. In other words, the quality of the textbook can not be ignored and must be controlled under inspection. To sump up, the academic environment of foreign language learning should concern about the visual, non-verbal aspects of the published materials in the textbook more carefully if they used it as the instructional tools in teaching and learning. Thus, the suitable visual elements in the textbook participate in a fundamental role to motivate and increase students' attention and awareness, also affecting the readability of the text presented to them.

Virtual picture depictions in textbooks are popular and commonly used as the materials in teaching English as a foreign language learning process. In other words, the use of visual images in the textbook have fundamental meaning for teacher and students. Therefore, conducting a study about the textbook in EFL contexts is important. Human beings, such as students, have a curiosity to know, understand, and interpret anything in which they live and see. They desire to understand and interpret anything in the world. That's why the students need to study the hidden meaning of the texts.

Moreover, visual images as a resource of teaching and learning materials bring many positive impacts for the students (Omaggio, 1979). Students always have a curiosity to explore their surroundings in the world by interpreting the meaning of what they see and read. The meaning doesn't necessarily come out; obviously, it often exists latently and waits to be disclosed, analyzed, and read (Parsa & Parsa, 2002) as cited in (Harrison, 2003). Because of meanings are not given, but constructed. Based on those theories showed that visual images give and affect significantly toward the students understanding (Omaggio, 1979). The teachers used the textbook as instructional devices in the EFL academic environment. Therefore, it is important to use the appropriate visual design of the textbook to increase students' motivation, concentration, and awareness.

As Berger (1990) as cited in (Chou et al., 2017)points out, the problem of meaning arises from the fact that the relation between the signifier and the signified is arbitrary and conventional. In other words, signs can mean anything, and they can mean different things to different people. The arbitrariness is true in most written and spoken languages; however, it is clear that visual signs are not arbitrary.

This study will adopt the framework of the grammar of visual design from Kress and van Leeuwen (2006). According to them, whatever

images can be seen as tools for ideological position and articulation (Kress & Van Leeuwen 2006) as cited in (Liu, 2013). Therefore, to read the images and express the meaning-making in social practice, we can use some media such as textbooks, advertisements, magazine articles, and so on. KvL (2006) draws three meta-functions of visual mode; representational mode, interactive mode, and compositional mode.

Representational mode engages the portrayal of the participants to involve inanimate and animate also the settings and actions attributed to them. Interactive mode is the way the visual image addresses to the readers. Compositional mode involves the aspects of the page layout of visual elements consistency in the texts.

The representational mode will be the main focus of this study. The Representational Mode involves visual elements portrayed by people, animals, objects, locations, action, and the characteristics attributed to them. Therefore, to analyze the hidden meanings of the visual elements, categorize the type of human beings, gender, objects, and frequency is the main step to be done following investigating the hidden meaning of gender stereotypes and socio-cultural environments of the visual images in the textbook.

The theory of Kress van Leeuwen known as kvl and it is in line with systemic functional grammar and semantic structure from Halliday. Halliday (1978) states in (Yang & Zhang, 2014) that language is a semiotic mode and any semiotic mode has to represent three communicative broad metafunctions, namely the ideational metafunction, the interpersonal metafunction and the textual metafunction, which has a decisive influence on Kress and Van Leeuwen's social semiotic framework of visual communication grammar.

The researchers use grammar to investigate the hidden meaning of visual elements the same as the grammarians determine the way of words combined into clauses or sentences in the texts. He points out that visual mode is similar to semantic structure such as language and they are representational mode, interactive mode, and compositional mode as known as the three metafunctions of visual grammar design.

(Royce 2007) as cited in (Salbego et al., 2015) explains that Regarding the efficiency of interpreting images, the students can read and look for some thoughts easily of what to expect in terms of the who, what, where, why, how and with whom in the image. The effect is that expectancies are being set up in the students' minds, and the process of reading the text will give them a confirmation of their interpretation of the story, or in rare cases introduce ambiguities, which the class can then discover deeply through discussion and report wrote activities. In these terms, Royce emphasizes that reading images influences the way students may understand written texts. While image interpretations may be confirmed and reinforced, other images may be explained by the written text. Consequently, images may not only important and support the reading of texts, but they are part of the overall meaning in the visual-verbal synergy. The relevance that in mind, there are some previous studies related to visual images.

First, (Roohani & Sharifi, 2015)a study entitled "Evaluating Visual Elements in Two EFL Textbooks." This study investigated visual images in two EFL Iranian high school textbooks by using the semi-structured interview to know the two textbooks that met the course's goal. Thirty-five Iranian English teachers and forty-nine students were the participants in the study. The result revealed that the visual images in the two textbooks significantly help the students to increase their perceptions toward the teaching and learning activities. This present study is different because it only analyzed one Indonesian EFL textbook for Senior High school students.

Second, a study that the finding showed that the visual images in the textbooks did not exploit adequately meet the educational objectives done by (Tahririan & Sadri, 2013). Kress and van Leeuwen (2006) also was chosen as the theoretical framework in this study. A total of 296 images from three EFL Iranian high school textbooks were analyzed. The similarity with this present study is in methodology, and the difference is the context of the textbook being analyzed, Iranian and Indonesian Textbook. The method used in the study by Tahririan and Sadri is similar to the methods used here, although the application was to the different contexts of EFL textbooks in Iran and Indonesia.

Next, a study conducted by (Ena, 2013) examines whether the visual images of the Indonesian EFL textbook offer religious and socio-economic diversity to the students. This study used qualitative content analysis. On the other hand, Ena (2013) collected the data from electronic textbooks, while this present study gets the main data from the textbook for the Senior high school curriculum 2013.

Then, (Rumiko Oyama, 1998)conducted a thesis about visual semiotic in Japanese advertisements. The data collection was the images. This thesis examines how visual representations are realizations of the visual semiotic issue in the Japanese advertisement. There are three types of semiotic metafunctions: the Ideational, Textual, and Interpersonal model. The findings showed the reality of Japanese culture representation through the visual elements in the advertisement. It also showed the cross-cultural of semiotic situation. Meanwhile, this study uses the EFL textbook of Indonesian Senior High School and just focus on analyzing the representational mode only.

This research also in line with a study about Visual analysis of English Textbook: Multimodal scaffold learning in Brasil school done by (Salbego et al., 2015). The theory used is also used as the visual images' concepts of Kress van Leeuwen's. This study examines the multimodality of visual elements in the textbook toward the scaffold learning process. The findings showed that the visual texts in the textbook improve the students' understanding of the content and language by using multimodal analysis. Based on this analysis, the visual images in the textbook is appropriate for the beginner to understand the content of the activities in the textbook. The concept and the goal were almost the same to this study, but the researchers of the present study limit the analysis, which is only focused on representational mode if the visual images in Indonesian senior high school's EFL textbook. The goal of this study at showing how textual information is depicted in images that accompany language activities.

This present study is done to observe the representation of visual mode elements in the Indonesian textbook, commonly used in Senior High School. This study investigates the way visuals make meaning in course material and reading passage, which contains visual images. Course material shows the picture that is a resource for a representational mode in English material from the character, background, and activity in the story or the picture. Additionally, This study investigates the visual images concerning their functions and characteristics, and whether they are more decorative than pedagogically useful or not. Hopefully, this study can be useful information for textbook illustrators, teachers, and students.

METHOD

This study takes the data from the EFL textbook composed by the Ministry of Education (Kemendikbud) for Indonesian Senior High School currently in use in grade twelve (XII). The data are 158 images categorized as the visual images that occurred in the EFL textbook. The researchers use the documentary technique to obtain the data of this study. The researchers

collect the textbook for Senior high school for grade twelve. Then, the researchers classify the images in the textbook and correlated them with each category of representational mode of visual images. Finally, the researchers present the data in the form of a table. To help the students understand how the analysis of visual images can help to interpret verbal text or activities for the beginner EFL student. The first step is to select the images in the textbook, followed by doing the analysis and discussion.

The researchers conducted this study in Mei 2019 and finished in early July 2019. The procedure for collecting the data are: choosing the textbook, taking the visual images, counting the total images, identifying the category of human and non-human, then interpret the human category into the sub-category of age, gender, socio-cultural portrayal. There are some reasons why the researchers selected this textbook. First, the textbook contains many visual images rather than other textbooks. Second, the textbook exposes not only Indonesian culture only but also other countries. So, the students'intercultural competence increased after seeing the foreigner's life, nature, and society. Third, this textbook prescribed based on the ministry of education in Indonesia with curriculum 2013, which relevant to the real-life of Indonesian people to achieve the pedagogical objective. There are four steps in analyzing the data: data collection, data reduction, data display, and the last verifying the conclusion. This process of data analysis is adopted by Miles and Huberman (1984).

Instrument

The instrument of the analysis is adapted from The KvL (2006) related to Representational mode. Representational mode involves visual elements of the appearances of people, animals, places, objects include their activities and characteristics attributed to them. As a result, understanding the type of human, animals, child and adults, gender, and frequency is the first step that should be analyzed to determine the meaning of visual elements. The researchers also examine the gender stereotypes and socio-cultural hidden meanings related to the images in the textbook.

FINDINGS AND DISCUSSIONS

Social semiotics has provided numerous different theories on how to look at visual expression, several of which have been applied to what is now considered multimodality (Nordensvärd, 2010).Multimodal relevance to the social and cultural setting, which is very important to intercultural studies. However, the Multimodality approach can be seen as a complex concept associated with the fabric and social, historical utilize of a mode (Jewitt, 2008). Visual images representation in the textbook gives meaning and categorized as a mode. The textbook must contain interesting topics related to the pedagogical objectives in the teaching and learning process in Indonesia to motivate their participation inside or outside the classroom. The suitable topics and visual images help the students to understand the content, social interaction, live in society, etc. The need for the suitability of substance and pictures to the nearby culture of the understudies and inappropriate representation of Indonesian culture is one of the variables that make the instructing and learning prepare boring and uninteresting(Ta'amneh, 2019). However, textbook manages students' cognitive increases(Nurgaliyeva et al., 2019). Therefore, The role of the textbook here is not only used as a source to get a learning purpose but also as a means to develop cultural values of the society in the world. The textbook also helps the students to get the knowledge and apply it to their daily life. As what Ben-peretz (1990) in (Makgato & Ramaligela, 2012) say that the reading material is the principal academic instrument to get iteducational module at all school levels because it serves as a source of understanding into the expecting educational modules for most instructors.

This study uses EFL Textbook for XII grade of Senior High School Student compiled by the Education Ministry of Indonesia (Kemendikbud), which consists of 158 images from 250 pages. The analysis of representation mode starts from classifying each category and level of accuracy of the images. The data collection used an observation checklist taken from Gunther Kress and Theo Van Leeuwen's theory (2006). The researchers gathered along with categorized them manually using Microsoft Excel and Microsoft Word. The unit of analysis images in the textbook. First, the researchers used code Human and Non-Human and classified each picture in the textbook. Based on the findings, there were 158 images with 98 are humans as the main data. Meanwhile, there were 60 non-humans images consist of 26 animals, 18 objects, and 16 settings or locations. The findings showed that the images in the EFL Senior High School Textbook commonly used in Grade XII portrayed the real life of students' activities in the social and cultural of Indonesian context. Chart 1 in the following illustrates images in the textbook based on the category and level of occurrence.

Table 1. Representational Modein EFL Textbook

Representational Mode	Total of appereance	Percentage
Human	98	62 %
Animal	18	11 %
object	26	17 %
Setting/ location	16	10 %
	158	100%

The data identified that humans images with 62 % were easily found in grade XII Senior High School EFL textbooks. There were some visual elements commonly portrayed as a picture of humans such as teachers, students, children, police, public-figure, state leader of Indonesia, etc. Some of the pictures used Indonesian people as the model, so it is appropriated with the Indonesian context. Every student must have their own dream. The visual images represented many kinds of occupations in Indonesia. It can motivate the students that they can choose any kind of job in the future. It also suggested them to be what they want as the figures represented in the textbook. Based on those figures commonly found in the textbook, the students will inspire to make them as the role model when they have already passed from the educational level.

Meanwhile, Non-Human with 38 % consisted of animals (11%); typical of animals were found both land animals such as zebras, cats, lizards, geckos, and underwater animals such as fish, whales, sea stars, seahorses. Those animals are commonly found in Indonesia. By seeing the animal images in the textbook, their knowledge about the animal world improved. They can differentiate which are wild animals or tame animals without going to the zoo directly. Many Indonesian have pets like dogs and cats; even they make them become their friends. The images persuaded the students or textbook users that we have to love the animals and stop illegal wildlife trading. Then, Objects (17%), for example, flower, plastic bag, sun, strawberry, soup, house, apartment, computer, planes, book. Next, the last category was settings that familiar to the student (waterfall, lake, landmarks) were also found.

Table 2. Category and level of occurrence of the images.

Images			N	Percentage
Human (62%)	Children (56%)		55	35
	Adult(44%)	Male (30%)	13	8
		Female (70%)	30	19
Non - human (38%)	Object (30%)		18	11
	Animal (43%)		26	17
	Setting and location (27%)		16	10

However, the researchers found several places were not related to the Indonesian context in the textbook, for instance, Chihuly Garden and San Juan island in Washington U.S.A, Humber Bridge in England. As what McKay (2000, 2002) says as cited in (Al-Sofi, 2018) that language teaching resources should contain a range of cultural aspects, including local culture, to help learners cultivate an interest in language learning and promote enthusiasm for learners, which should not be restricted to only English speaking countries. The textbook can be used as a platform to promote many good places as local culture from each part of the Indonesian country. Indonesia consists of many islands, and each island has its potential tourism that worth visiting. Textbook users can explore their national culture by seeing the pictures of the natural appearance of Indonesia. They must be proud and keep the natural wealth of their country.

Some latest technology represented by the appearance of a plane and computer also found in the textbook. Based on the data, the researchers found some objects categorized as non – human images easily found in Indonesia with a total of 26 images. As we know that we live in a digitalization era where the existence of computers, handphones, and the internet is essential to make easier people receive information. The textbook informs the textbook users that we have to adapt to the digitalization. Having those gadgets are not only a need but also become a lifestyle in this era that used to get entertaining, working, or searching for everything in the world's scope. Therefore, textbook users should have the capability to operate and use them wisely.

Based on the data, there were 55 % of children and 43 % of adults indicated as human pictures. It assumes that the textbook appropriately used for children age 15- 17, so it can be interpreted that the book was appropriate used by Senior High School students. The senior high school textbook should present more teenager's figures, which has the same age as them. If the textbook contains visual images of kids between 7-10, they will think that the textbook is for elementary school and not appropriate to them. However, the pictures also showed that females' distribution percentage (70%) drastically occurred more than males (30%), respectively, which categorized as gender bias and stereotype. The existence of gender bias will be a tendency to prefer females are more exposed than males in the textbook. This perception will persuade the textbook users to conclude that this textbook involved females more in daily life's aspect than males. *(Table 2 depicts the social and domestic positions of gender distribution between females and males)*

Additionally, regarding activities of pictures in the textbook, there were no much different between females and males occupation. Bandura (2006) in (Razieh Tadayon Nabavi, 2016) notes that people learn something as a result of a performance change. Based on the result in the textbook, equal activities showed that males and females have the same portion in society. For example, both female and male can be the teacher. This textbook exposed the female and males don't have much different portion in doing the activities. The males and females also have the same portion to involve in the sama activity. See table 3; some activities were almost the same between men and women. Based on the picture, there is a picture of some people having a conversation with friends and colleagues give the impression of equal activity.

Table 3. The images in EFL Textbook portrayed societal and domestic gender position

Gender	Sosial Function (Job)	Actions
Feminine	Teachers	Crossing the bridge Walking to farming land

	Students	Having conversation with classmates
	Seller	Talking with friends
	Farmer	Reading books
	Mayor	Painting
		Selling goods
		Going to the farming land
		Bring the books
		Looking at the computer
		Having presentation in front of class
		Visiting exhibition
Masculine	Police	Investigating child
	Teacher	Wearing formal attire
	Seller	Buying food in the market
	Students	Having conversation with classmates
	Minister	Visiting exhibition
	Chef	Riding the bicycle
		Looking at the computer
		Having presentation in front of class

Picture 1. Images representing equal occupation between females and males.

Sources: Kemendikbud

In terms of social roles, table 3 showed that females have the same frequency of occupation as males. It showed that there no significant gender stereotyping in the textbook. It implied to the textbook users that women also have the chance as men to get work. As we know that Indonesia respects the role of women as emancipation. It suggested that those who read the textbook that both males and women have the opportunity to have the jobs. Even though, some aspects were different, but job possibilities refer to equality of scope between females and males, see the images depicting actions below;
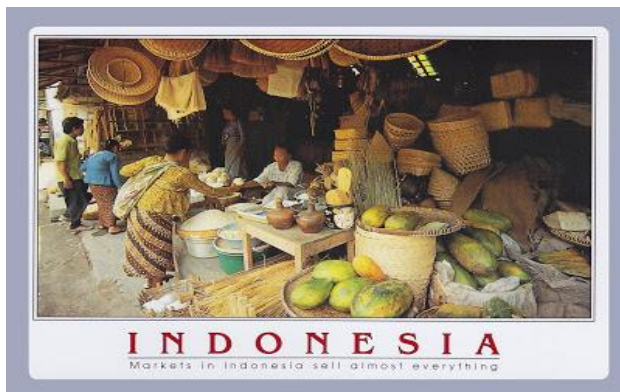
Teaching a language cannot be separated from teaching culture. Byram and Morgan (1994) in (Faris, 2016) supports the belief that a language cannot be taught separately from its culture because how good the students comprehend the target language, their cultural values will influence the target language learning. In term of images appearance, the human images in the textbook depict Indonesian cultural, signified by a picture of the traditional market with local people and religious customs, signified by a character wearing hijab in Muslim society, also traditional clothes of Indonesia portrayed by the appearance of women wearing Kebaya and Batik. Batik and kebaya are traditional clothes in Indonesia. The students or commonly the textbook users must be familiar that those clothes are usually to wear by Indonesian people. Those pictures can influence textbook users to be proud of their national costumes. Moreover, Moslem is one of the biggest populations in Indonesia. The appearance of a figure wearing a hijab showed that Indonesia respects Islam. Therefore the visual images used

in the textbook are appropriate for Indonesian students.

Then, there are some foreign cultures also found in the textbook portrayed, such as the Humber bridge in England and San Juan Island in Washington. Although some foreign cultures are not related to Indonesian cultures, the images can expand the students understanding and tolerance about the culture. Foreign and native culture should be put as one (Byram, 1989; Kramsch, 1993; Hinkel, 1999; Cortazzi& Jin, 1999) as cited in (Faris, 2016). By knowing the pictures in the textbook, the students will increase their understanding the Indonesian and foreign culture as well.

Picture 2. Related images of Indonesian context
Sources:Kemendikbud

Picture 3. not – related images of Indonesian context.
Sources:Kemendikbud

CONCLUSION

This study examines the findings of visual images investigation found in the EFL textbook with the framework of KvL (2006) to reach the pedagogical objectives in teaching and learning. Basically, pedagogical objectives related to the detailed of students learning results. So, the students will have capability after doing a lesson through the textbook. However, Multimodality in the textbook involves some modes of semiotic resources such as visuals or pictures to help the students and the teacher as the textbook users easy to understand how the media support them in teaching and learning goal. The results showed that the images in the textbook depicted socio-cultural identities of Indonesian people and the real-life and tradition of 15–17-year-old students as Senior High School learners. There were more images of females than males (70% and 40%) concerning gender bias and stereotypes. In terms of societal jobs, females have the same portion of occupations as males. Then, gender balance also occurred in terms of job possibilities and activities.

Moreover, the images of humans in the EFL Textbook portrayed religious traditions represented by a character wearing hijab and also depicted Indonesian culture by the image of the traditional market of Indonesia. On the contrary, there was a lack of objects representing the latest technologies currently popular in Indonesian society, and there were some settings that were not related to the places in the Indonesia context. The results of this study showed that by the

appearance of multimodality text in the textbook, the students easier to understand the learning material not only from the text but also from the representation of the visual images. The visual images support the students to relate the content of the text, understand many cultures not only from Indonesia but also from other countries depicted in the textbook. They also get a lesson on how the way to live, practice, and communicate with others in society by seeing the social life interaction in the textbook.

The researchers hope this research can bring many advantages to teachers, students, textbook animators as well. Teachers and students will more understand by the representation of the visual image in the textbook. The researchers also suggest the teacher be more selective in choosing the appropriate textbook because not all the textbooks are suitable to use. This study also recommends the textbook animators where they have to provide relevant pictures related to the texts in the books so that the textbook users can interpret the images effectively associated with the topic in the textbook. However, this study has limitations, which is only analyze the representational mode of visual images by using KvL theory. The next researchers can do more in-depth analysis in all aspects of styles of visual images in textbooks or any other resources.

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