

The Pedagogical Potential of Visual Images in Indonesian High School English Textbooks: A Micro-Multimodal Analysis

Kautsar Rahikummahtum¹, Joko Nurkamto², Suparno³

¹ Universitas Sebelas Maret, Indonesia; kautsarrahiummahtum@student.uns.ac.id

² Universitas Sebelas Maret, Indonesia; jokonurkamto@gmail.com

³ Universitas Sebelas Maret, Indonesia; drs.suparno@rocketmail.com

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ABSTRACT

Most of the language textbooks used to comprise a range of visual texts, such as pictures, illustrations, and photos. The study adopts the Visual Grammar Theory by Kress and Leeuwen (2006) to elucidate the pedagogical functions of visual images and explore how such images can be exploited for learning tasks from a micro multimodal perspective. Two English textbooks entitled Bahasa Inggris for Senior High School Grade X and Grade XI. The data consist of 142 visual images to examine pedagogical potential of visual images in English textbooks. The findings pointed out that the textbook uses visual images' full potential to pedagogical learning because many visual images or texts in language textbooks serve information and illustrations rather than as a decorative function. The representational mode revealed that visual images depict participant in a factual way that is easily recognizable which have a reasonable correspondence with 15 to 17 year-old high-school students. In terms of interactive mode, students can make connections to visual pictures by developing real-world context-based meanings. In compositional mode, the image status shows the value of visual images that provide an informative, illustrative, and decorative. This study's practical implication is that English teacher, author, and illustrator of language textbooks fully aware in choosing visual images in textbooks as learning materials.

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Corresponding Author:

Kautsar Rahikummahtum

Universitas Sebelas Maret, Indonesia; kautsarrahiummahtum@student.uns.ac.id

1. INTRODUCTION

The majority of accessible EFL textbooks include interesting illustrations, photos, cartoons, and graphics that beg to be studied and engage even the most apprehensive students. In actuality, a student's confidence in and experience with a book are greatly influenced by how it appears and

whether it contains appealing visuals. The reader's eyes initially come into contact with pictures before text, and it's no secret that young readers' first impressions are frequently molded by a book's look; consequently, vibrant images and alluring artwork foster favorable attitudes and impressions (Risager, 2020). Most published textbooks use more images to deliver learning materials because it is prevalent in educational textbooks (Moghtadi, 2012). For example, science textbooks, Biology, Chemistry, and Mathematics use lots of illustrations or images, making it easier to students in understanding the contents (Basal, Celen, Kaya & Bogaz, 2016). Visual images in textbooks are needed to help students illustrate and complete the information contained in the text (Tahririan & Sadri, 2013; Tomlinson, 2011). Derakhshan (2021) stated that visual images are also needed because they are used as decorations to make the textbook more attractive that enhance students interesting.

Visual images allow students to connect learning content in meaningful way by helping students prepare for an exercise, assignment, or activity in a textbook (Liu & Qu, 2014; Weninger, 2020). Visual images also encourage students in processing more detailed textual data and help them to elucidate explicit content that is complicated materials (Shabiralyani, Hasan, Hamad, & Iqbal, 2015). By providing visual representations rather than merely words, these materials might help students feel more comfortable (Ledin & Machin, 2019). When students are reading a textbook, it can draw their attention and interest. Babaii, Atai, and Parsazadeh (2019) visuals also raise teachers' consciousness about the relevance of visual texts as a resource to assist student learning. Thus, teachers can consider which textbooks to use as their guide for delivering material in class.

The presence of visual images in English textbooks gives meaning for readers to understand the entire contents of the material. Images in the textbook must encompass interesting topics in order to achieve pedagogical aims and to engage students in the teaching and learning process (Elmiana, 2019). Levin (1981) determined visual images' pedagogical functions; decoration, representation, organization, interpretation, and transformation. The decorative function of the picture is usually used only as a decoration to make the textbook more interesting (Derakhshan, 2021). In addition, decoration does not help in giving meaning to the text related to the pedagogical objectives of learning. Levin (1981) said that representational images make ideas and materials in the textbook more concrete. Besides being substantial, representative images are easier to remember (Salbego, Heberle, & da Silva Balen, 2015). For example, in the EFL textbook, students should describe the place and atmosphere according to the photos provided in the textbook. Representative pictures can show characteristics of things, even in a certain way that makes it easier for students to do assignments. Organizational pictures organize the information presented more straightforwardly to understand it more easily. For example, an EFL textbook might use a family structure to show the relations between the members. Students can easily recognize the members and understand these family trees. The interpretation function helps clarify complex concepts or ideas in the textbook. For example, some materials may use the image of a clock to describe the time in the material. The transformational function is an image that creates a mnemonic tool (Levin, 1981) that helps students memorizes content.

The issues of visual images in English textbooks have been undertaken empirically reported on the number of previous researches. Roohani and Sharifi (2015) claim visual images and text that match each other can support students to do learning tasks in the textbook. Students will build connections to images that make it easier to understand the content. Another study by Tahririan and Sadri (2013) said that few activities in EFL textbook use visual images creatively to stimulate students rather than decoration. Visual images in English textbooks help in providing language learners with relevant input. However, visual images in certain English textbooks were only utilized to assess learners' poor level of language skills.

Additionally, Salbego, Heberle, and da Silva Balen (2015) identified the visual image and text is relevant for students to understand the content in the textbook. English textbook abounds with visual images more than written text. Based on this study, visual analysis can contribute to scaffolding learning because it is part of the text's overall meaning and supports students' comprehensive understanding of the textbook. Elmiana (2019) said that English textbooks for Indonesian senior high schools have a pedagogical role in the learning process. Also, the image's meaning shows an objective and impersonal relationship between the picture and the viewer, indicating that students can connect the images. The use of relevant images of real people and genuine places provides sufficient input for language learners from a pedagogical perspective (Ikasari, Drajiati, Sumardi, 2019). Furthermore, visual images may aid student engagement by emphasizing claims made in the text's linguistic part and assisting them in completing activities on the text. As a result, the placement of images in Indonesian senior high school EFL textbooks delivers and underlines idea of the text.

Despite the ubiquity of visual images used in educational textbooks, little prior research has emphasized the pedagogical importance of visual images in EFL textbooks, and they can be used as pedagogical tools in language classrooms (Elmiana, 2019). Very few studies investigate the extent to which visual materials can be employed as teaching aids in language schools. Visual resources must be considered as instructional tools that enhance students' learning materials rather than as merely decorative objects. Therefore, it is necessary to conduct research that discusses visual images in English textbooks related to the functions because many visual images or texts in language textbooks serve as a decorative function instead of pedagogical purposes. Finding research articles in critical discourse studies, sociolinguistics, and pragmatics has gotten easier during the past ten years. Their analysis includes the use of multimodality, which includes images, textbooks, videos intertwine to create meaning (Ledin & Machin, 2019, Weninger, 2021). Inline, Kress, and Leeuwen (2006) stated the multimodal analysis takes into account the purpose and significance of visual imagery as well as the implications that result from integrating visual and textual information. Multimodal analysis was chosen to examine the visual meaning of images and texts provided in textbooks. Based on these issues, the present study uses the framework by Kress and Leeuwen (2006) about grammar of visual design. Thus, this study aims to elucidate the pedagogical functions of the provided visual images in Senior High School English textbooks by a micro-multimodal analysis.

2. METHODS

The study utilized a critical discourse analysis (CDA) to gain an in-depth understanding on pedagogical potentials of visual images in English textbooks. Critical discourse analysis (CDA) could give researchers with practical tools in analytical to analyse the social context, structures, ideological and cultural (Graham, 2018). It can reveal ideological effects in various texts and has helped associate in social practices and linguistic (van Dijk, 1995). Pennycook (2008) defined CDA deals with the practice of reading in understanding texts and writing concerning cultural diversity, economic equity and social change. It can expose ideological effects in various texts and has helped associate linguistic and social practices (van Dijk, 1995). This analysis focuses on the linguistic and visual selection of texts as discourses to convey messages and meanings in multilayers (Kress and van Leeuwen 2002; Widodo 2018). Therefore, this analysis is quite well to elucidate the pedagogical potential of visual images in English textbooks.

The materials used in this study were two senior high school English textbooks grades ten (X) and eleven (XI). These textbooks have been released by the Ministry of Education and Culture in accordance with Curriculum 2013. A total of 142 images data includes all visual images from EFL textbooks. The textbook was chosen for analysis because several high schools in Indonesia have commonly utilized as a source for learning in the classroom. Also, the English textbooks have many visual images to be analysed for this study.

Framework for Data Analysis

Kress and van Leeuwen's (2006) theory of visual grammar was used to analyse visual image in this study.

Representation mode: includes details of people, animals, objects, and locations, as well as their activities, behaviours, personalities, and relationships. Therefore, analysing the modes of representation in the images relate to humans, not humans, men, women, children and adults. The frequency of attendance participants in the images must be known to find out how many participants are in the picture of the textbook. Following that, the individuals' connections and personalities were analysed in exploring hidden meanings such as sociocultural gender stereotypes portrayed by the images. The representation meaning divided into two patterns of the images: narrative and conceptual patterns. There were five processes in the narrative process: action, reaction, geometrical symbolism, speech of participants, mental process, and conversion. On the other hand, the concept processes were categorized into three parts: classification, analytical, and symbolic processes.

Interactive mode: it is related to the visual meaning of communicating and interacting to connect with the viewer. Distance, perspective, and modality are examined in this analysis mode. The size of the visual frame depicted in the textbook is referred to as distance. This mode explores the participant's body in a visual frame in order to evaluate the level of intimacy between the participant and the viewer (Kress & Leeuwen, 2006). Close-up shots of the participants' heads and shoulders indicate intercourse, medium shots up to the waist signify a close relationship, and long-frame shots of the participants' full bodies imply a public social relationship between the visual and the viewer. While, perspective describes participant involvement based on horizontal or vertical angles. As a result, it refers to an image at eye level that displays an equivalency relationship between the image and the viewer. Modality is a reality in visual representation, which has two essential factors in credibility or visual naturalistic modality: colour and contextualization.

Compositional mode: interpreted from representation and the interactive mode. Another composition mode feature is information value, associated with layout elements or image zones (left/right or top/bottom). Kress and Leeuwen (2006) said that if the verbal-visual arrangement is placed on the left and right, then the left element conveys a piece of information from the material (Given), and the right of the layout indicates a new piece of information that must be noticed (New). In addition, top/bottom position brings different features where the top element containing information (Ideal) while the bottom represents practical information (real).

Data Analysis Procedure

The researchers collected a large number of data about the visual images from the textbook to be analyzed. The researchers counted the number of pictures contained in the textbook to find out the frequency of the pictures. From the many visual images, the researcher will choose the ones that have caption or text. The data revolves around the pages that contain the reading passages. The researchers used purposive sampling to choose visual images in each chapter to be analyzed. Also, the researchers put visual images into categories based on the framework by Kress and Leeuwen (2006). Then, they classified whether humans, animals, children, adults, gender or non-human, setting or locations in the textbook. After that, she decided each action and the relation among the represented object in visual images.

3. FINDINGS AND DISCUSSION

Representational mode

Due to the limitation of the study, merely visual images relevant to the learning material were chosen for in-depth analysis by KvL' model (2006). The classification of images (human or non-human and gender) frequency in English textbooks was the first step in the study. The analysis revealed 142

images found in two textbooks under this study. The visual images consist of 99 with humans and 43 images non-human (19 objects, 4 animals, and 20 locations). Table 1 shows the frequency of visual images in two high school English textbooks. The data from the representation analysis shows that the images used in the textbook are dominated by humans, which are realistic images of student actions during social relations.

Table 1. Type and frequency of visual images in Indonesia Senior High School EFL textbooks.

Type of visual images		N	Overall %
Human (69%)	Child (18%)	19	13
	Adult (82%)	80	
	Female (38%)	30	22
	Male (62%)	50	35
Non-human (31%)	Object (44%)	19	13
	Animal (9%)	4	3
	Setting and Location (47%)	20	14

Regarding the differences between humans' and non-humans, the findings in this study revealed that the number of human participants appeared more than non-human. There are totalled 99 human images represented in the textbooks. In representation humans, the subject of 19 images (18%) in the textbook is children, and 80 images (82%) are adults. Related gender in adults distribution, there are 30 human females (38%) instead of 50 human males (62%), respectively. In terms of gender stereotypes, the data shows that the frequency of males was larger than percentage of females' representation. The inequality aspect of this representation can be seen from the social roles of males and females in the textbook. However, of the many famous figures in Indonesia, these two textbooks only use the image of one female character compared to the male character that is more dominant in the material. Many female characters whose biographies can be explored as material to balance gender stereotypes in textbooks.

The function of the human image is usually to illustrate descriptive text, biography text, congratulation, complementing expression, offers & suggestions, and opinions etc., as a complement to text in material and language tasks. Some of the visual images in the textbook illustrated text, such as the images of B.J. Habibie and Ki Hajar Dewantara in biography text. It is also used as a chapter cover to convey material information or to demonstrate a warmer before the teacher explains the main material. While the non-human images such as setting and location are used to help the text explain the descriptive text about Niagara Falls in Canada and the Taj Mahal; text exposition about Global Warming; explanatory text about Earthquakes, etc.

In terms of social roles, the data reveals that men are involved in a wider variety of jobs than women, which are limited. The social roles of men in the textbook are represented as involved in various occupations such as scientist, football player, singer, president. Meanwhile, females are described as engaged in a minimal number of conventionally considered more feminine jobs such as teacher, singer, fashion model, hero, entrepreneur, and painter. However, the possibility of employment refers to the equality of scope between male and female. Furthermore, there is no significant difference between male and female in terms of activities. The analysis found the activities are mostly the same. For example, painting and performing drama give the impression of equal activity. Visual image representation of equal activities between male and female can be seen in Figure 1. Apart from occupation or social role, gender stereotypes are detected in activities carried out by male and female in public places.



Figure 1. Representation visual images in equal activities between females and males

The human image also described the culture, history, and religious customs in Indonesia, which are marked by characters who wear hijabs in Muslim society. This explains that the majority of people in Indonesia are Muslim. In addition, historical pictures are used to describe settings related to lesson objectives. Some visual images can help students understand reading texts, such as descriptions text, biography text that provide photos of a hero. The examples of the historical discussion in these two books are Hari Pahlawan in Battle of Surabaya and Bandung Conference.

The data presented that non-human participants consist of the object (44%), animals (9%), and settings or locations (47%). Students often encounter everyday objects in objects represented in two textbooks, such as books, phones, pens, cars, blackboards, clocks, chairs, tables, hats, bags, posters, leaves, and postcards, in their environment. Pedagogically, using appropriate images of real people and the natural environment provide sufficient input for language learners. Animals in the textbook lived in tropical areas, such as orangutan, rabbit, monkey, and pigeon. In addition, settings or locations in the textbook are familiar to students, such as national monuments, Borobudur temple, Tanjung Putting National Park, Central Borneo, and famous landmarks worldwide. Despite that, a setting or location is not related to a place in Indonesia, for example, Niagara Falls in Canada. Then, the students are not familiar, making it difficult to interpret and understand the contents of the reading.

Two textbooks lack images portraying the signs of recent technology such as cell phones, computers, electrical household appliances, and many more. The results of this study have relatively the same results as the previous study conducted by Elmiana (2019) said that there was a lack of visual images in EFL textbooks in objects representing the latest technologies currently popular in Indonesian society. Interestingly, the results of the analysis noted that non-human images used in the images in the book show most of the objects commonly found. Moreover, students are frequently exposed to the activities performed by participants in textbooks in their daily lives. Most of the Grade XI's human images are used as conversation illustrations. The conversation contains material expressions such as offers & suggestions, and opinions. However, there are cartoon versions instead of authentic images to represent humans. Some of the real images in the textbook illustrated text, such as the pictures of President Soekarno and Ki Hajar Dewantara. The purpose of using images in the form of cartoons is to make the textbook exciting and eye-catching. Then, the primary purpose of using images based on analysis is used as decoration. The data from the representation analysis shows that the images used in the textbook are dominated by humans, which are realistic images of student actions during social relations. Through the actions of people, objects, and places in the images, students can organize the information presented in the image more simply to understand the text's content.

The teacher uses visual images as a tool to create an effective teaching and learning situation. Visual images can be used as teaching materials to convey and activities during learning. It can be seen in Figure 2 there are two images in the textbooks help students visualize or process information to understand the material. Using images in the classroom aims to make the learning system in the classroom not monotonous, which only uses text. The use of visual images is an integral part of the overall teaching situation and seeing the objectives learning in the classrooms. The use of learning

visual images is in the component of the teaching method as an effort to enhance the learning process teacher-student interaction and student interaction and the learning environment (Basal, Celen, Kaya & Bogaz, 2016). Therefore, the main function of learning media is as a teaching aid that also influences conditions, classroom conditions, and the learning environment that is arranged and created by the teacher.

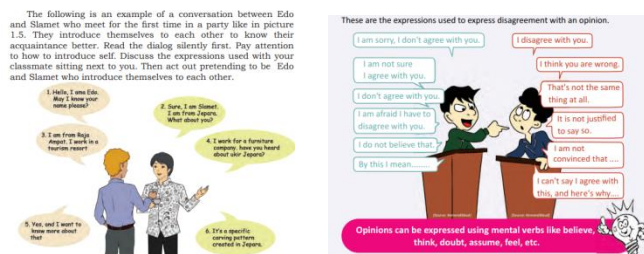


Figure 2. The examples of visual images as teaching materials

Interactive mode

According to Kress and Leeuwen (2006), interactive mode refers to the visual concept of communicating and interacting with the viewer in order to establish a connection. This investigation was broken down into three categories: distance, perspective, and modality.

Distance: refers to the textbook's representation of the visual frame size (Tahririan & Sadri, 2013). Furthermore, the amount of social distance and intimacy between participants and readers is determined by the body shown in the visual image (Kress & Leeuwen, 2006). It can be seen from the body presented in close up, medium and long shot visual images. According to Kress and Leeuwen (2006), the close-up frame depicts a personal and intimate interaction between the image and the viewer, the medium frame depicts a social interaction, and the long-shot frame depicts the impersonality of the participants' relationship. Among 99 images representing human participants, 59 images (60 %) were long shots, and 40 images (40 %) were medium shots. Figure 2 are examples of a medium shot by showing the body of the participant presented from the head and shoulders in the image. It can be shown that two women who are having a conversation about a dress show an intimate friendship. Then, the visual images and text provided are appropriate to help students understand the conversation. In contrast, the picture on the right is a long shot frame because it portrays the participants' whole bodies. The image depicts students interacting with a classmate, showing social relationships. Therefore, the results of the analysis of frame size related to social space show that visual images convey the objective and impersonal relationship of the participants to the content in the book.



Figure 2. The example of frame size analysis: medium shot (left), and long shot (right)

Perspective: this analysis revealed that the participants in the images were viewed from an eye-level perspective (Kress & Leeuwen, 2006). The study found that 28 (20%) of the 99 images of humans

indicated that the participants in the images represented an eye-level perspective. This analysis shows no power difference between the represented participants and the audience. It implies that students can identify and relate to the pictures on the content and assignments in the textbooks (Elmiana, 2019). It also allows students to observe the subject in the picture for easy recall and builds students' imagination. Figure 3 shows a frontal perspective at eye level in visual images EFL textbooks. It is an illustration of a frontal perspective image along a horizontal axis. The image's horizontal axis keeps the spectator or learner engaged in the area of the world it portrays. The left image of Figure 3 represents an older man and a child depicted fishing. Also, there is a conversation piece about what they were talking about. From the vertical angle, the man and his son are portrayed at eye level, creating a sense of symbolic equality between them and the viewer. The person being portrayed is captured at an oblique angle from the side from the horizontal angle perspective. As a result, the viewer feels far from the participant and his surroundings. When pupils or viewers see the pictures on the material, it can foster creativity and imagination. In other words, images in English textbooks can be used by readers or students to aid in learning tasks.



Figure 3. The examples of frontal eye-level perspectives in image.

Modality: This step is to indicate the credibility of visual images from colour and contextualization. Regarding colour, all visual images in textbooks under study are using full colour saturation images. In a high visual modality, an image must have a high colour saturation and variety instead of monochromatic (white and black). The use of colour in textbooks indicates a visual modality and the background of image enhances modality from a naturalistic (Kress & Leeuwen, 2006). The absence of colour in the textbooks identifies particular meanings and lowers accurate images. The high level of colour modality in these textbooks was used to enhance representation of image. The next stage is to analyse the contextualization that can be identified by the background in the image. In two books under study, contextual representation shows 78 of the images (55%) contained background, and 64 images (45%) depicted black and no background in terms of contextualization. Elmiana (2019) said the context of the images can be ascertained by observing the sets and backgrounds, which show specifics. A background in a visual image raises the modality from a naturalistic standpoint, but its absence lowers it. Tahririan and Sadri (2013) found that the images with blank contextualization display people against in blank backdrops, with no elements added to identify the setting or location of the exhibited acts. Despite that, some of the activities in the images have represented students' real-life commonly found in their environment. Thus, the contextualization modality indicates that images represent authentic meanings in real-life settings, making it easier for students to learn learning tasks in textbooks.

Compositional mode

Analysis of compositional meaning relates to the layout of images arranged in textbooks to convey meaning. Therefore, the composition mode was evaluated based on the image-text stats and information value.

Text-image status: the status of the image related to verbal text and images are interconnected to form meaningful information in the textbook. In subject textbooks, such as EFL textbooks, visual images are utilized as information, illustrations, and decorations (Kress & Leeuwen, 2006). The frequency of informative, illustrative and decorative images is quite different in textbooks under the study. The majority of images (51% in Book I, 27% in Book II) were informative as mentioned in Table 2. The majority of images were informative because it conveys a blueprint of the material contained in the text. The function of informative conveys a blueprint of the material or questions contained in the text, providing information for students to better understand in picture-based exercise (KvL 2006). Interestingly, Tahririan and Sadri (2013) found similar results in some of the exercises in the textbook are picture-based questions; thus, students need to think critically to analyse images that carry information in answer the questions.

Meanwhile illustrations are used to supplement providing evidence to claim text and help students relate and engage exercises more effectively. Usually, this type of image accompanies the text to emphasize the evidence of claims in the linguistic part of the textbook. Based on analysis, the frequency of informative and illustrative images are considerably different in textbooks under the study. Illustrative images were observed (37 % in Book I and 22 % in Book II, respectively). These image types assist students in engaging effectively with the exercises found and emphasize statements in art of linguistic text. The function of illustrative images is almost as informative as accompanying language exercises, but illustrative do not serve as reaction cues. Illustrations are used to supplement providing evidence to claim text and help students relate and engage exercises more effectively.

Percentage distributions of decorative images were found (12 % in Book 1, and 52 % in Book II), to make the textbook more interesting. The decoration function on the image is not related to the text or provides any information related to exercises in the textbook. In book II, images are mostly used as decorative rather than as information and illustrative in helping students do the activities and exercises in the book. Roohani and Sharifi (2013) agreed that the decorative purpose has no relevance to the instructional substance. Pictures are employed to make the content more appealing, stimulate interest in the contents, or elicit a favourable response.

Writers and illustrators should pay attention to the images used in textbooks to help students understand the material or assignments. In addition, teachers must be more selective in selecting images that are used as teaching tools in the classroom. However, in terms of text image status, the findings indicate that images are prominently featured in the textbooks have significant meaning in the book to provide explanations to verbal text.

Table 2. Frequency and distribution of text-images status

	Information		Illustration		Decoration	
	N	%	N	%	N	%
EFL textbooks						
For grade X	42	51	30	37	10	12
For grade XI	16	27	13	22	31	52

Information value: information value is analysed in image arrangement or position on images and text. Left/right and top/bottom are the two significant visual areas of information values to show different roles of the elements in the textbook. Positioning depends on the size of the image: a smaller image will fit in a small space to the right of the page, but a large image takes up more space below the text. When a left-right structure is used in verbal-visual compositions, the left part provides the content a bit of information, while the right element establishes relevant and related information (KvL, 2006). On the other hand, because the top section displays 'ideal' information while the bottom

element conveys 'real' information, a top-bottom structure has a somewhat particular meaning. The analysis revealed a total of 54 images (38%) followed a left/right position, 79 (56%) followed a top/button pattern where the text was above is ideal, and the image appeared below the text is real in the textbook. Unsworth (2008) mentioned that ideal/real differences in textbooks convey different meanings (e.g., the top part represents more general abstract conceptual information, while the bottom part relates to specific and explicit information). In comparison, the placement of images under the text helps provide visual instructions for students to understand the text. The analysis shows that 9 images (6%) appear at the top and the text at the bottom. It is used in the reading activity section, which serves as a snapshot capturing the importance of the section. Therefore, the conceptual meaning of the visuals in the two Indonesian high school EFL textbooks studied has been reinforced by their arrangement to connect learning materials meaningfully in preparing exercises, assignments, or activities in textbooks.

The results of this study have relatively the same results as the previous study conducted by Elmiana (2019), English textbooks for senior high schools in Indonesia meet the criteria of the pedagogical objectives. The results show that, at a representational level, the photographs portray the participants in realistic and familiar ways that are reasonable correspondences with high school students between the ages of 15 and 17 (Tahririan & Sadri, 2013). The interactive meanings specified in terms of social distance and perspective, the images convey messages of equality and objectivity that are appropriate for the students to associate. At the compositional level, the status of the images exhibits salience over the texts accompanying them because they communicate paramount informative/illustrative functions as they provide contextual cues for exercises and verbal units (Derakhsan, 2021; Elmiana, 2019; Roohani & Saeidfar, 2013; Roohani & Sharifi, 2015).

4. CONCLUSION

Based on KVL's (2006) grammar of visual design theory, the findings of representational mode revealed that visual images depict participant in a factual way that is easily recognizable by students and suitable as a guidebook for grades ten (X) and eleven (XI). In terms of interactive mode, students can create connections to visual images by establishing authentic meanings in real-life settings. In compositional mode, the image status shows the importance of the text which provides an informative/illustrative function in verbal messages. Apart from being a decoration, the function of images in textbooks can be a representation, information, and illustration. In short, EFL textbooks for high school grades ten (X) and eleven (XI) have fulfilled the pedagogical potential in using visual images in textbooks as text companions in explaining material and tasks.

Teachers, illustrators, and writers need awareness in choosing visual images in textbooks as learning materials and pedagogical tools in language classes. Teachers should consider the values contained in visual images in textbooks. Meanwhile, students can utilize images as a tool to assist them comprehends the activities in the textbooks. Designing textbooks with completely saturated colors is suggested for writers and book illustrators since it can portray real-life imagery to assist student learning. In addition, this research can provide a more comprehensive understanding of pedagogical potential of visual images in textbooks. The limitation of this research is that it only uses one data collection technique to analyze representational, interactive, and compositional meanings. Thus, future researchers could use more data collection methods, such as interviewing teachers and students. This research is expected to be a valuable reference for future scholars interested in visual semiotics and multimodality in educational textbooks.

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