CHAPTER I

INTRODUCTION

This chapter is divided into six parts. They are background of the study, research problems, objectives of the study, scope and limitation of the study, significances of the study and definition of the key terms.

A. Background of the Study

Generally, teachers use textbooks in classroom. In addition, textbooks also have important role in teaching-learning process. This is because they can determine the students' success in learning process.[1] So, textbooks become primary tools in classroom. Therefore, conducting studies related to the textbooks are necessary.

Moreover, many studies have been conducted about evaluation of textbooks especially English textbooks. Commonly the study is about investigating the appropriateness of English textbooks for teaching-learning process. It can be investigating in two aspects such as general attributes and learning-teaching content[2] or in three aspects such as sections of English textbooks, physical make-up and practical concerns[3]. However, in this study

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[1] Jayakaran Mukundan & Vahid Nimehchisalem, "Evaluative Criteria of an English Language Textbook Evaluation Checklist", *Journal of Language Teaching and Research*, 3 (November 2012), 1128.
[2] Jayakaran Mukundan & Seyed Ali R. K., "Evaluation of Malaysian English Language Teaching Textbooks", *International Journal of Education & Literacy Studies*, 1, 1 (July 2013), 29.
[3] Massoud Rahimpour & Raheleh Hashemi, "Textbook Selection and Evaluation in EFL Context", *World Journal of Education*, 1, 2 (October 2011), 62.

the researcher analyzes English textbooks in different aspect. That is about analyzing visual images in English textbooks.

Furthermore, English textbooks that the researcher analyzes in this research are the Indonesian English textbooks. Indonesian government has proposed new education curriculum that is 2013 Curriculum (K13) that Indonesian schools should apply this curriculum and certainly use textbooks which are published by the Ministry of Education and Culture of Indonesia. English textbooks of K13 attend to be enhancement of education in Indonesia. There are many developments of textbooks related to the quality of the textbooks such as they are not too thick and the content and display are more interesting.[4]

In addition, after observing the K13 English textbooks, the researcher found many visual images that are used in the textbooks. In this era, taking visual images is not difficult because technology is grown rapidly. However, most of writers and publishers are less to consider about the categories of visual images that they used in textbooks. Therefore, it is very needed to conduct a study to analyze the categories of visual images in K13 English textbook.

Furthermore, visual images are more meaningful than words.[5] This is because images can represent the world to students. To support that statement, Moghtadi proposes that by using the visual images as

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[4] Abdul Hakim, "Buku K13 Bukan Kitab Suci", http://mathakim.blogspot.com, November 11th 2014, accessed on December 22nd 2015

[5] Mohammad Hassan Tahririan & Elham Sadri, "Analysis of Images in Iranian High School EFL Course Books", *Iranian Journal of Applied Linguistics (IJAL)*,16 (September 2013),138.

representations and references, it can be expected that students will be more comprehend the language that they study about.[6] Furthermore, visual images in textbooks can give advantages for teaching-learning process. Visual images in textbooks can be as decoration and make teachers and students interested in using those textbooks.[7] However, are the visual images in textbooks only for being attractiveness? Or are they have special functions? Romney's conclusion of his study about this issue is that visual images have more roles in English books not only for being decoration merely.[8] In addition, to make sure that visual images have functions in English textbook, Romney also stated that pictures or visual images in English course books have important functions in education and aesthetic value.[9] Based on those reasons the researcher decided to analyze the functions of visual images in English textbooks beside their categories.

In fact, K13 as new Indonesian curriculum is still not applied in all Indonesian schools. As the rule of Indonesian government, they are 6221 schools that apply this curriculum, including Senior High Schools.[10] In addition, commonly textbooks that have many visual images are children's books such as picture books. Chippa proposes that picture books that are contained many visual images are suitable for children because they will be

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[6] Laleh Moghtadi, *Visual Elements Used in Iran EFL High School Textbooks*, (May, 2012), 3.
[7] Cameron Romney, "Images in ELT Textbooks: Are They Just Decoration?", *JALT 2011 Conference Proceedings*, (2011), 392.
[8] Ibid.
[9] Ibid.
[10] Deden Fedani, "K-13 Positif di 6221 Unit Sekolah",http:// radarcirebon.com , December 6th 2014, accessed on March 6th 2016.

more intended to read them.[11] So, many visual images are usually in children's textbooks. However, the writers and publisher of K13 English textbooks still use many visual images in Senior High School English textbooks although students of Senior High School are more adult than students of Elementary and Junior High School. Therefore, analyzing the categories and functions of visual images in textbooks for Senior High School based on K13 is needed and more important.

Furthermore, in this study, the researcher classifies visual images in Senior High School English textbooks into four categories and three functions. Firstly, it is about the categories. Researcher adopted the categories of visual images in English textbooks from Hill. They are *color photos, black & white photos, color drawings and black & white drawings*[12]. In addition, there are three functions of visual images as main tools to analyze the data. They are visual images as *illustration, Stimulus Response, and Student Generated.*[13] Therefore, in this study, the researcher tries to find out the categories and the functions of the visual images in Senior High School English textbooks.

In sum, this study conducts to analyze the visual images in K13 Senior High School English textbooks. The analysis is based on the categories and functions of the visual images in those textbooks. After conducting this

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[11] Chippa, Onaiza. *Using Picturebooks to Enhance Third Grade Science Instruction and Meet The English Language Arts Common Core State Standars*, (Thesis, University of Central Florida, Florida, 2013), 5.

[12] David A.Hill, "The Visual Element in EFL Coursebooks", in *Developing Materials for Language Teaching*, ed. Brian Tomlinson, (New York: Cromwell Press, 2003), 175.

[13] John Eyles, "Exploration of Computer Mediated Student Centered Image Based Education", http://www.e-o-n.org/eyles/thesis/003.htm, 14th February 2000, accessed on 19th August 2015.

study, all of the elements of educational system in Indonesia more realize how important of using visual images in textbook. This result of this study can be a consideration of books' writer and also publisher, here is government as publisher to be more attentive in using visual images in students' textbooks. Additionally, after knowing that visual images also have functions for students in learning process, teachers can use visual images to increase students' ability. From the descriptions above, this study is entitled by **"An Analysis of Visual Images in Indonesian Senior High School English Textbooks"**.

B. Research Problems

This study is conducted to find the answers of the questions below:

1. What are the categories of visual images in Indonesian Senior High School English textbooks?

2. What are the functions of visual images in Indonesian Senior High School English textbooks?

C. Objectives of the Study

Based on the research problems the objectives of this study are:

1. To know the categories of visual images in Indonesian Senior High School English textbooks

2. To know the functions of visual images in Indonesian Senior High School English textbooks

D. Significance of the Study

1. Textbooks' Writers

   The result of this research can make textbooks' writers consider taking and using visual images in textbooks. They can more realize that the visual images in textbooks should be appropriate for students to increase their ability. So, they consider more about the categories and functions of certain visual images that they are going to use in textbooks. In addition, it can be their consideration to select good visual images which are colorful, authentic, valuable or informative which give positive effect for students.

2. The Government

   The result of this study also becomes useful for the publisher, here is Indonesian government. The government as the stake holder to publish the English textbooks for students based on K13 should check the visual images that are used in textbooks before the textbooks will be published and distributed to students.

3. The Teachers

   Teachers know the intention of the visual images as their functions. Teachers can bring their students to read the images. So, they will get the messages that the visual images bring. Therefore, asking students to consider the images in textbooks is needed to attract them in reading the books and also know their functions so that it can increase students' ability.

4.   The Researcher

By conducting this study, it gives inspiration to the next researchers to conduct better study so that the visual images in English textbooks become significant materials for teaching-learning process.

E.   **Scope and Limitation of the Study**

The limitation of this study is about three things. Firstly, it is about the source of data that are used in this study are the visual images in K13 English textbooks for Senior High School not in other media. They are photos and drawings in those textbooks. Secondly, it is about the analyzing of visual images' categories. In this study, visual images are categorized into four such as *color photos, black & white photos, color drawings,* and *black & white drawings* which are taken from Hill. The last is about the functionality of visual images in textbooks are based on the theory of John Eyles. They are illustrative, stimulus response, and student generated.

F.   **The Definition of Key Terms**

In this part, the researcher finds out the definition of several terms related to this study. It can avoid misunderstanding between the researcher and the readers.

1.   Visual Images

The word visual means visible for eyes to see. Visual image refers to simple thing that goes into eyes.[14] In conclusion, visual images that want to be analyzed in this study are about pictures

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[14] Roy H. Willams, "Visual Images versus Mental Images", www.mondaymorningmemo.com, September 2006, accessed on 7th December 2015.

(drawings and photos) that are used in Indonesian English textbook for Senior High School.

2. English Textbook

Textbook is very essential tool for teaching-learning process. Teachers uses textbook to guide them in constructing the activity and deciding teaching materials in their classroom. Therefore, the term English textbooks are the books that are used by teacher and students in their English classroom. Additionally, English textbooks in this study are Senior High School English textbooks that published by Ministry of Education and Culture of Indonesia based on K13.

3. Photos

One of the categories of visual images is photos. Photos mean the representation of something in real, such as real human and real environment in the form of the pictures. In this era, using photos as visual media in teaching learning process is not very difficult. We can get photos by using high technology tools such as digital camera, smartphone e.t.c. That's why, photos give real images as real representation for students. Additionally, photos also are used in the textbook. The result of Moghtadi's study about this issue is that photos are also in English textbooks although they are less.[15] So, it is proved that English textbooks also use photos to bring the real world for students in their class in the form of visual images in their

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[15] Moghtadi, *Visual.*, 1.

textbooks. In sum, in this study photos mean real pictures that are used in Indonesian Senior High School English textbooks.

4.   Drawings

Drawings as one of the visual images category can be understood as pictures that have poor representation. Drawings also define as fiction pictures such as unreal human or environment etc. This is because drawing means a process to represent something that will be seen to be natural and traditional pictures.[16] Therefore, in this case, drawings that are analyzed by the researcher are visual images in Indonesian Senior High School English textbooks that represent something with the poor representation.

5.   Illustration

Visual images in textbook that include in this classification are pictures that are for giving context, helping students to more understand, and raising motivation.[17] Therefore, illustrative images are passive which students do not need to give response toward the pictures with specific form such written, spoken or kinetic.

6.   Stimulus Response

Visual images that are as stimulus response are when pictures need students' response in kinetic, written or spoken form.[18] Those pictures make students more active. For example, students can describe a

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[16] Bryan Fay, "a Continuous incompleteness", *What is Drawing? : Irish Museum of Modern Art*, (2013), 12.
[17] Eyles, *Exploration of computer.*
[18] Ibid.

picture, discuss a picture, make story based on picture e.t.c. To analyze this kind of function, the researcher also considers the instructions that occur with the pictures.

7.   Student-Generated

Student generated means when students are given authority to create and select their own visual images based on their knowledge as a process to understand the language.[19] Therefore, to know this kind of pictures, the researcher not only observes the picture but also the text as the instruction so that students know about what kind of pictures they should create.

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[19] Ibid