

CHAPTER II

REVIEW OF RELATED LITERATURE

In this part, the researcher discusses the theory and concepts related to this study. They are about visual images, visual images in English textbook, categories of visual images in English textbook, functions of visual images in English textbook and previous studies.

A. Visual Images

Actually, the term “visual images” is not strange thing. Visual is related to sight or thing that we can see by using eyes whereas image has similar meaning with picture of someone or something.²⁰ In everyday life, we can find visual images. They can be in printed forms such as books, magazines, newspapers or press article.

A study of analyzing visual images is conducted by Dimopoulos, Koulaidis and Sklaveniti. They analyze visual images in science textbooks and press article about science and technology.²¹ They also use term “visual images” to name pictures that they find in textbook and press article as their data source. In line with that statement, the term “visual images” is used by

²⁰ Victoria Bull, “Oxford Learner’s Pocket Dictionary Fourth Edition”, (New York: Oxford University Press, 2011), 220.

²¹ Kostas Dimopoulos, et.al., “Towards an Analysis of Visual Images in School Science Textbooks and Press Articles about Science and Technology”, *Research in Science Education*, 33(2003), 189.

Ena to refer pictures in English e-textbooks for Indonesian Senior High School.²²

In sum, visual images refer to the pictures that can be found in certain media. Related to this study, visual images as the researcher's intention are pictures in English textbooks for Senior High School.

B. Visual Images in English Textbooks

Materials are everything that can be used to facilitate learning. Most language materials are in print.²³ So, in language teaching, textbooks as printed materials have important role. This is because teachers and students use textbooks as one of source of knowledge to understand the language. English textbooks can give information to students to understand the materials. Therefore, students should read and study English textbooks carefully. This condition makes English textbooks' writers and publishers use many visual images to make them attractive.²⁴

Moreover, students are interested to study English textbooks because of many visual images that can make them eye-catching. Learning language through visual images will make students as like as playing than hard studying. It makes students enthusiastic in classroom. So that visual images become one of the visual aids that teacher can use in classroom beside other types of visual aids such as posters, postcards, word calendars, charts,

²² O. Teda Ena, *Visual Analysis of E-Textbooks for Senior High School in Indonesia* (Dissertation Loyola University: Chicago, 2013), 25.

²³ Brian Tomlinson, *Developing Materials for Language Teaching* (New York: Cromwell Press, 2003), 2.

²⁴ Romney, *Images in ELT Textbooks.*, 392.

graphic organizers, picture books, television, videos, clips, short films, documentaries, computers, maps and diagrams.²⁵ However, visual images in English textbooks are not only for being interesting but also having pedagogical purposes.²⁶

Furthermore, visual images in English textbooks have aesthetic and pedagogical roles.²⁷ This issue makes the analyzing of visual images in English textbooks becomes more needed. Therefore, the explanations above indicate that there are visual images in English textbook that writers or publisher use them for certain purposes.

C. Categories of Visual Images in English Textbooks

The studies of visual images in English textbooks related to the categories are conducted by several researchers. They are Hill, Moghtadi, Roohani and Sharifi. They categorize visual images in English textbooks into four categories. The categories are color drawings, black & white drawings, color photos and black & white photos. These categories are made by considering that textbooks contain text and visual so that photos and drawings are included in visual materials that can be found in English textbooks.²⁸ In addition, the categories are made based on the developing technology nowadays that makes us able to take visual images easily. This condition makes a change from using black & white pictures toward color

²⁵Hiral Joseph Macwan, "Using Visual Aids as Authentic Material In ESL Classrooms", *Research Journal of English Language and Literature (RJELAL)*, 3 (2015), 92.

²⁶Romney, *Images in ELT Textbooks.*, 392.

²⁷Tahririan & Sadri, *Analysis of Images.*, 137.

²⁸Hill, *The Visual Element.*, 178.

pictures. However, the explanation of the four categories of visual images in English textbooks is needed.

Firstly, it is about drawings. Drawings are unrealistic pictures. They are made by less technology. This is because they look like traditional and conventional pictures so that they make poor representation of something. Dimopoulos, Koulaidis and Sklaveniti use term “conventional images” to show drawings as a kinds of images that give poor representation.²⁹ Drawings also can be divided into two categories. They are color drawings and black & white drawings. Therefore, there are two categories of visual images in English textbook related to drawings such as color drawings and black & white drawings.

Next category of visual images is photos. Nowadays, it is easy to find this kind of visual images in English textbook. Photo is a picture that is made by camera. Photo is also called realistic picture.³⁰ Additionally, it is used to give real representation of things or persons. It gives more authenticity than drawings.³¹ Using photos will bring the real world to the students in classroom. Photos can be in color or black & white forms. Therefore, they are two classifications of photos such as color photos and white-back photos.

In sum, English textbooks’ writers use visual images in several categories. Based on previous studies related to this matter, there are four

²⁹ Dimopoulos, et.al., *Towards an Analysis.*, 193.

³⁰ Ibid.

³¹ Ali Roohani & Mohammad Sharifi, “Evaluating Visual Elements In Two EFL Textbooks”, *Indonesian Journal Of Applied Linguistics*, 3 (January, 2015), 68.

categories of visual images in English textbooks that teacher and students can find them. Therefore, analyzing the categories of visual images in Indonesian English textbooks based on K13 that published by government is needed to make them better.

D. Functions of Visual Images in English Textbooks

Visual images can be as decoration to make students interested in studying those textbooks. However, visual images in English textbooks are not only as decoration but also for special usage.³²Of course this statement indicates that visual images in English textbooks have functions in teaching-learning process. Therefore, the explanation of the visual images related to their functions is much needed.

Furthermore, every visual image in English textbooks has their own function. If teachers and students consider about the visual images in English textbooks and then they use them in teaching-learning process, certainly they will have special impacts for students. Therefore, visual images in English textbooks have pedagogical functions for students. In addition, visual images can be classified into three groups based on their functions. They can be as illustration, stimulus-response and student generated.³³

Firstly, visual images in English textbooks can be as illustration. Illustration means a story, an example or an explanation to make things clear. Illustrative visual images are pictures in textbook that are used to give

³² Hill, *The Visual Element*, 176.

³³ Eyles, *Exploration of computer*.

context, help students to have more comprehension and raise students' motivation.³⁴ Therefore, visual images as illustration are passive. They do not need students' response in spoken, written or kinetic form.

Next, it is about visual images in English textbooks as stimulus-response. They have opposite meaning with visual images as illustration. They need students' response in spoken, written or kinetic form. Therefore, they are used to stimulate students so that students will give active response. They include describing pictures, mention differences between two identical pictures, sequencing pictures to create a story, matching pictures to texts, matching texts to pictures, using pictures to make suitable words or phrases, using pictures to get specific language structures or functions.³⁵ So, the important points of stimulus response visual images are that they make students active and have specific learning outcomes.

Visual images as student generated are when student should select or create picture by themselves.³⁶ Students are given autonomy to have their own visual images in language learning after getting explanation of certain topic from their teachers or text. They will use their knowledge and experience to create their pictures. Therefore, in this case, the definition of student generated is in which students can create or select their own pictures based on their knowledge, experience and example picture so that their pictures may be different one another.

³⁴ Ibid.

³⁵ Ibid.

³⁶ Ibid.

In sum, visual images in English textbooks have special functions for students. They may become illustration, stimulus-response or student generated. Using visual images in classroom should be done by teachers and students so that the students can increase their ability about the language. Therefore, analyzing the functions of visual images in English textbooks will make teachers, students, textbooks' writer and publisher, and others realize and consider that the existence of visual images can give impact in language learning in raising the language ability.

E. Previous Studies

Studying about analyzing visual images in textbooks has been conducted by several researchers. These kinds of research are related to language materials' development. However, the researchers have different ways to analyze the same aspect in English textbook that is visual images. Therefore, previous studies related to this research should be under consideration.

First study is conducted by Hill. He categorizes the visual elements in certain English textbooks into drawings and photos whether they are colored or in black & white. He also evaluates how visual images are used into two categories that are decoration and use. Furthermore, he investigates the visual images related to the theory of "talking with" and "talking about" pictures. The conclusion of this study is that materials in language learning

should be improved so that they will be more meaningful and make students get more language learning experience from the materials.³⁷

Moreover, Moghtadi and Roohani & Shafiri also conduct similar study about analyzing visual images in English textbooks. They also investigate the visual images based on photos and drawings categories in the form of colored or black & white. Although they conduct similar study, there are some differences between them. Beside analyzing photos or drawing, Moghtadi investigates the functionality of images and classification of the pictures based on theory of *talking with; talking about pictures*³⁸ while Roohani & Sharifi investigate the use of the visual images³⁹. In addition, Moghtadi only displays the data into tables and diagrams then interprets them without any example of the pictures while Roohani & Sharifi gives examples although just a few pictures. However, from the two studies, the researcher can take conclusion that visual images have pedagogical effect and development of them should be done.

However, the researcher conducts this current study based on the previous studies above. In this study the researcher also analyzes visual images in English textbooks not only related to their categories but also their functions for students. After analyzing, the researcher gives examples of each category related to the functions and describes them well. So, the examples make readers know which pictures that can be as photos or

³⁷ Hill, *The Visual Element*, 181.

³⁸ Moghtadi, *Visual*, 3.

³⁹ Roohani & Sharifi, *Evaluating Visual*, 73.

drawings that have functions as illustration, stimulus response or student generated. Therefore, by conducting this study, the researcher tries to make clear depiction of visual images in Senior High School English textbooks regarding their categories and functions.