

## MULTIMODAL DISCOURSE ANALYSIS OF AN ENGLISH LANGUAGE LEARNING TEXTBOOK IN INDONESIA

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### ABSTRACT

This investigation scrutinizes linguistic and non-linguistic modes, through a multimodal discourse analysis, on the English textbook, entitled “*Bahasa Inggris English for Change*” (2022). This research delves into how social and cultural values applied in the English textbook have fulfilled the vision of the Indonesian education curriculum, which is to create Pancasila students (*pelajar Pancasila*), and also to appraise social and cultural components introduced in the textbook. The observed data are collected by using documentation technique and purposive sampling. Four analysis stages, involving a verbal analysis, visual analysis, spatial analysis, and gesture analysis, are carried out. The findings indicate that the English learning textbook strongly emphasizes local social and cultural principles, especially in its visuals. Furthermore, the literary texts and visual images in the English textbook have not been able to reflect the values of Pancasila specifically. The findings suggest Indonesian English teachers creatively strengthen the Pancasila values and global knowledge to learners through assignments outside the materials in the textbook.

## 1. INTRODUCTION

Language learners should be provided with cross-cultural understandings in order to become sensitive and adaptable to sociocultural differences. This competence will be helpful when learners practice their foreign language communication skill to interact socially with native or foreign language speakers. The most frequently inquired about a foreign language learning is the social and cultural values that represent which language, are the best taught (whether from source or target language) (Keles & Yazan, 2020). Hence, according to Cortazzi and Jin in Mandarani et al. (2021), language learning textbooks are obliged to comprise three content components: source cultures, target cultures, and international cultures. In addition to the native speakers of the target languages cultures, local culture materials also need to be promoted in a foreign language learning textbook. Likewise, the introduction of international cultures that necessitate being familiarized to the learners to enhance their worldviews (Mandarani et al., 2021; Sulistiyo et al., 2021). Furthermore, a multicultural education is remarkably imperative for learners, especially in Indonesia, as a pluralistic country. The leading purpose of a multicultural education is to create learners that have a humanistic, pluralistic, and democratic demeanor (Anggraini et al., 2022).

Learning foreign languages indirectly requires language learners to understand the cultural and social values of the target languages. This process often gives rise to numerous challenges, like the contrasts in values, norms, perceptions, stereotypes, and concepts of expressions in social interactions between target cultures and learners' cultures. A main challenge in integrating target,

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local, and international social and cultural values into foreign language learning textbook materials is finding a balance between all of them (Li et al., 2023). Hence, designing language learning textbooks requires consideration of its objectives in numerous sociocultural contexts (Ahmad & Shah, 2019). It is vitally important because one of the utilities of educational textbooks is as a government media in governing local and international diverse cultures so as to be reconcilable with character values of Pancasila (Mandarani et al., 2021; Nadhif, 2017).

Manifold previous studies related to this current research have been conducted by adopting a variety of methods. A research by Sulistiyo et al. (2021) used four sorts of culture implicated in language teaching schemed by Adaskou et al. (1990). The four meanings of culture proposed were the aesthetic sense (for example the media, the cinema, the music), the sociological sense (for instance the family, the homelife, the interpersonal relation, the custom), the semantic sense (based on Whorf - Sapir Hypothesis, such as food), and the pragmatic or sociolinguistic sense (the background knowledge, the social skills, and the paralinguistic skills). A hermeneutics epistemological analysis by Ariawan et al. (2022) on cultural representations in English textbooks introduced Yuen's framework, which divided the cultural aspects into four dimensions: products, practices, perspectives, and persons (Yuen, 2011). The study also applied a classification that consists of source cultures, target cultures, and international cultures.

A content analysis by Baleghizadeh and Shayesteh (2020) found that cultural contents in textbooks were dominated by a practice aspect of customs which encompassed behavioral norms of a particular society involving insights on ways of life and eminent habits. A cross-national analysis by Zhang and Su (2021) elaborated that predominant social and cultural aspects taught through English language teaching in every country were influenced by the socio-political background of each country, including economics and education. For example, in China and Germany, target cultures dominated the cultural contents in their English language teaching textbooks due to several factors. In terms of education, both countries received many foreign students and opened study programs with English as the language of instruction. Meanwhile, in the economic field, the majority of their young generation choose to work abroad. So that the educational institutions in both countries emphasized the introduction of multicultural values, especially the target culture values, in English language teaching textbooks. On the other hand, "My Book of English", a second-generation English textbook for the first-year middle school in Algeria, strongly promoted source culture in order to preserve the socio-cultural heritage of the country. This case conduces the students merely gained socio-cultural insight on a national scale (Aoumeur & Ziani, 2022). This proved the truth of Li et al. (2023) analysis which stated that the socio-cultural components in the language teaching textbooks studied were mostly unbalanced.

Additionally, some previous inquiries exerted Fairclough's critical discourse analysis and Kress and van Leeuwen's multimodal framework on educational textbooks in order to understand its social and cultural contents deeply. A multimodal analysis by Abdullah et al. (2020) identified that linguistic and visual modes could be combined to construct meanings and messages effectively. Studies by Liu et al. (2023), Lashari et al. (2023), Abdolhay et al. (2023), and Maulidiah et al. (2023), elucidated that the social and cultural substances in educational textbooks could reflect the countries' ideological views toward certain religion, gender, culture, ethnicity,



and language at that time. For instance, English textbooks in Indonesia from a series “Grow with English” contained moral values that were very typical of Indonesian society, such as being friendly and polite, and tolerance (Puspitasari et al., 2021). Furthermore, a multimodal critical analysis of a German as a Foreign Language Textbook (GFL) “Schritte International, Volume 1” used in Malta, showed that the language textbook reflected dominant essentialist ideologies of German people (Cremona, 2023). Besides, Jang et al. (2024) discovered that Korean language textbooks focused on promoting their national pride and introducing the concept of English as the communication tool of global citizens.

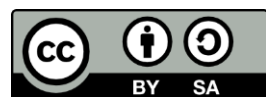
This study provides significant contributions and novelties compared to previous studies because the data of this study are taken from an English textbook with the latest education curriculum in Indonesia that have never been studied before. The condition of Indonesia, which is rich in ethnicities, religions, and races, makes research on how this English textbook package the composition of local, international, and target socio-cultural values very important to be analysed further. Previous studies tended to observe language textbooks used by countries that are not as diverse as Indonesia, such as China, Germany, and Korea. The results of this study not only strengthen previous research findings but also offer new insights that can be used to evaluate the content of socio-cultural values in language textbooks in Indonesia.

This study aims to investigate the portrayal of social and cultural contexts in an English textbook by implementing textual and visual analysis of multimodality theory by Kress and Leeuwen. Examining educational textbooks is important to see how texts, images, graphics, and designs in the textbooks are able to affect students’ understanding; to explore ideologies, norms, values, and other social representations depicted in the textbooks; and to see to what extent the textbooks contribute to the learning process and the students’ understanding. Two research questions to conduct this study are formulated as follows, (1) how are verbal and non-verbal modes applied in an English textbook by the Indonesian Ministry of Education, Culture, Research, and Technology?; and (2) how are social and cultural context components (source, target, and international sociocultural components) displayed in this textbook?

## **2. LITERATURE REVIEW**

### **2.1 Multimodal Discourse Analysis**

Systemic functional linguistics (SFL) by Halliday elaborates that languages are a tool for communicating and functioning in social contexts. Halliday identifies a concept of three principal metafunctions in a language that interact with each other to form communication meanings; they are ideational, interpersonal, and textual (Halliday, 1993). Kress and Leeuwen’s multimodality enlarges the concept of critical discourse analysis (CDA) that is confined to languages, by implementing visual images analysis through semiotic modes that also create meanings in discourses (Kim & Lee, 2023). Kress and Leeuwen see discourses from two points of view. First, discourse as something outside of languages and other modes of realization such as images, colors, sounds, and other non-linguistics. Second, discourse as something that appears in these modes of realization (Kress & van Leeuwen, 2001). Semiotic writing and visual communication each have their specific methods of expressing active relationships between participants (representing people, places, and objects, including abstract objects), processes (actions represented by



participants) and circumstances (for instance, the place where the action takes place) (Kress & van Leeuwen, 2020). Kress and Leeuwen, utilizing SFL theory, developed a framework for analyzing visual signs that correspond to Hallidayan's three metafunctions (ideational, interpersonal, and textual). Kress and Leeuwen identifies four semiotic systems of visual meaning: represented participants (corresponding to the ideational metafunction), modality (corresponding to the interpersonal metafunction), composition (corresponding to the textual metafunction), interactive participants (corresponding to the interpersonal metafunction) (Nikolaou, 2017). Overall, multimodal discourse analysis is a discourse analysis that incorporates linguistic modes and visual modes. In social contexts, multimodal is divided into three categories: representational, interactive, and compositional meanings (Abdullah et al., 2020). Multimodal discourse analysis (MDA) can augment and reveal meanings constructed by a social and cultural group in a discourse (Sukma et al., 2023). MDA investigates visual designs in communication practices by adopting a particular set of theories (Anwary & Istiadah, 2024).

## 2.2 Multimodal Analysis on Pedagogical Textbooks

The advancement of multimedia technologies allows textbook authors to integrate various modes such as images, text, colors, and audio to create educational content (Ajayi, 2012). In the field of education, the use of multimodality in textbooks enhances the effectiveness and efficiency of the learning process and impacts students' cognitive development (Herman et al., 2023; X. Liu & Qu, 2014). The adoption of multiple modes helps students deepen their understanding of literary subjects and establish diverse connections with class texts (historical, cultural, intertextual, political, personal) (Higgs & Kim, 2022). Therefore, to assess the feasibility and relevance of educational textbooks for target learners, it is essential to evaluate all aspects within them, including language, visuals, spatial elements, and gestures (multimodal aspects) (Herman et al., 2023). Since educational textbooks are highly visual in design, recent discourse analysis studies on textbooks have frequently applied multimodal theories that explore various modes, including semiotic features beyond linguistic elements, that contribute to meaning-making for educational purposes (Andriani et al., 2022). Multimodal research on pedagogical literacies focuses on learning practices, educational materials, and the multimodal texts produced by students (Huang, 2017).

## 3. METHODOLOGY

This study is a descriptive qualitative research. A qualitative research approach is used for analyzing meanings constructed by individuals or groups that pertain to social phenomena (Creswell, 2014). A descriptive research design explains the analysis systematically by describing a scenario, problem, or phenomenon (Kumar, 2011). Data of this investigation are texts and images sourced from an English textbook by the Indonesian Ministry of Education, Culture, Research, and Technology entitled "*Bahasa Inggris English for Change*" (2022). This analysis excludes audio and audio-visual modes because these two modes are merely used in exercises or additional activities (such as on CDs or apps) and have less relevance to the context of social and cultural representations. The English learning textbook that applies *Kurikulum Merdeka* in Indonesian schools is only available in one volume at each grade level. This textbook is nationally implemented by the eleventh grade high school students in Indonesia, where their average age is fifteen to seventeen years old.





Documentation technique and purposive sampling are applied in the data collection process. Purposive sampling is selecting sample units based on specific objectives to be achieved in the research (Creswell, 2012). In this study, the criterion of the data captured is texts and images that contain social and cultural materials. The data are collected from existing documentation, which is the English textbook. The data are documented by capturing them through screenshots, then they are classified according to Yuen's (2011) framework about social and cultural contexts in language textbooks, which are products, practices, perspectives, and persons. After classifying the data, the next step is observing and analyzing the data.

The data analysis of this research exerts multimodality theory by Gunther Rolf Kress and Theo van Leeuwen, which involves four analysis category stages: verbal analysis, visual analysis, spatial analysis, and gesture analysis. In the verbal analysis stage, the data in the form of text are identified based on the linguistic structures (words, phrases, clauses, or sentences) and functions (meanings of the texts). In the visual analysis stage, the data in the form of visual images are identified through their visual elements (including objects, characters, backgrounds, and colors), and visual meanings (analyzing the symbolisms and meanings that can be read through visual elements). In the spatial analysis stage, the data are analyzed based on the spatial structure in the arrangement of visual elements (including the visual compositions (at the center, at the side, or at the corner)). In the gesture analysis stage, the observed data are identified through the movements and expressions, the meanings of the gestures, the interactions between gestures, texts, and visuals; and the social and cultural functions.

## 4. RESULTS AND DISCUSSION

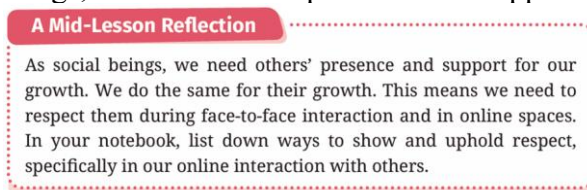
### RESULTS

The analysis shows how the Indonesian government manages students' language practices and ideologies through language learnings in schools. The English textbook, entitled "*Bahasa Inggris English for Change*", compiled by the Indonesian Ministry of Education, Culture, Research, and Technology encompasses four theme units. Each theme in the textbook serves textual and visual elements that delineate social and cultural values, both local and global contents. This article divides the analysis into four categories: verbal, visual, spatial, and gesture analysis.

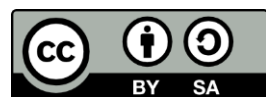
#### 4.1 Verbal Analysis

Verbal or linguistic analysis is the observation of the combination of spoken and written language in the English textbook (Meriantini, 2023). Picture 1 represents a sociocultural value of the practice dimension, which is respecting others. The depiction of this value explicitly emerges in the form of a sentence in Data 1. Then, the learners are asked to critically think about the ways to carry out this practice.

Data 1: "As social beings, we need others' presence and support for our growth..."



Picture 1. Source: Book "*Bahasa Inggris English for Change*" page 8



Data 2, 3, and 4 represent the person dimension of a social element, which Data 2 introduces Indonesian authors, Aan Mansyur; Data 3 presents a Swedish environmental activist, Greta Thunberg; and Data 4 shows an American artist, Paola Merrill. Picture 2 elucidates that the origin text is written in Indonesian by the sentence “His original post is in Indonesian language”. It describes that the displayed text is a translation form by the authors of the English textbook. Picture 3 presents an international social figure and her social roles, whilst Picture 4 explains a condition from an English native-speaking country, America, as the target language. In addition to the texts that explain the social contexts related to the figures, Picture 2, 3, and 4 also attach the figures’ images. The texts in Picture 2, 3, and 4 explicitly disclose the three figures and the way they harness their social media in sharing expressions and influencing their followers. The portrayals of social media use are in the form of words “post”, “social media account”, “Instagram”, and “caption”. Picture 1, 2, 3, and 4 teach students to utilize their online social media wisely by considering the purposes and the effects of their posts.

Data 2: “**Aan Mansyur** is another author whose work is well-known among Indonesian youth”.

Data 3: “Talk about world-class inspiring youth such as **Greta Thunberg**...”.

Data 4: “Look at the following Instagram photo and caption by an American artist named **Paola (Paolita) Merrill**”.

#### Activity 7

Aan Mansyur is another author whose work is well-known among Indonesian youths. One of his social media posts has the following photo. The following is the translated version of his post, which is originally in Indonesian language.



Picture 1.8 Aan Mansyur, writer  
Source: Screenshot of IG @aansmansyur (2018)

after a long day of sitting in front of the computer and only getting one bad paragraph. writing is painful –

Source: (@aansmansyur, October 17, 2018)

Picture 2. Source: Book “Bahasa Inggris English for Change” page 22

#### Activity 1

Work in groups of four. Follow the instructions:

1. Talk about a world-class inspiring youth such as **Greta Thunberg** (look at her photo in the following), a climate and environment activist
2. Make sure your choice is different from the other groups
3. Check her/his social media account and select one post there that is the most engaging and interactive
4. Provide your group's explanation for the choice
5. Do **One Stray**



Picture 1.10 Greta Thunberg, environmental activist  
Source: Screenshot of IG @gretathunberg (March 9, 2022)

Follow your teacher's guidelines for doing it.

Picture 3. Source: Book “Bahasa Inggris English for Change” page 31



### Activity 2

Look at the following Instagram photo and caption by an **American artist named Paola (Paolita) Merrill**:



Picture 1.11 Paola (Paolita) Merrill, artist

Source: Screenshot of IG @the\_cottage\_fairy (December 18, 2021)

Is there snow where you live? I definitely love spring most, but winter does feel quite magical. I always think about stepping into Narnia when the snow is freshly fallen. I decided to read my first ever scary story, **Coraline**, and follow it up with a collection of ghostly tales for adults that was recommended to me. I have never successfully gotten through a spooky book, maybe this will be the first! I'm a big chicken, anything scares me. That's why I'm starting with a children's book haha! Do you like scary stories, or have any recommendations?

Picture 4. Source: Book “Bahasa Inggris English for Change” page 32

Data 5 exhibits a sociocultural value about the use of internet/electronic/digital and traditional bankings. In Picture 5, the text in the table shares the perspective dimension on the weaknesses and advantages of each banking method to the learners. The text provides five indicators as the measurement of the comparison between the two banking methods.

In addition, Data 6 and 7 explain that social context about an environment awareness in the form of practice delineated in the English textbook take cases from Indonesia social conditions. The portrayals of Indonesian social context can be found in the place names in Data 6 and 7, like words “Manado”, “Balikpapan”, “Sukunan”, “Labuan Bajo”, and “Bantar Gebang”. Moreover, the cultural context in the form of naming practices in Data 8 are taken from Indonesian traditional cultures, such as Teuku which commonly refers to a status and recognition in Acehese culture and society. This Acehese cultural value is explicitly presented in the English textbook because there is no specific verbal content that describes the culture.



### Activity 7

Study the following table.

Table 5.2 Internet vs Traditional Banking

No.	Internet vs Traditional Banking		
	Indicators	Internet	Traditional
1.	Contact	Customers can only have electronic or online contacts.	Customers can have direct face to face communication from their bankers.
2.	Customer Service	Customers do not have to stand in line for their banking transaction	Customers have to stand in line to perform their banking transaction.

3.	Cost	No costs are incurred in internet banking.	There are many operating and fixed costs that are incurred by traditional banks.
4.	Accessibility	Customer can operate their accounts anytime, anywhere using their mobile phones	Customers have to visit the bank for their work only during working hours.
5.	Time	Internet banking is not a time taking process as customers do not have to visit their branches to operate their accounts.	Traditional banking drains a lot of time from the customers as they have to visit their branch to obtain access to their accounts.

Source: Sketchbubble, n.d.

Picture 5. Source: Book “Bahasa Inggris English for Change” page 215-216

Data 5: “Internet vs traditional banking”.

Data 6: “...information about waste banks in **Indonesia**... Information 1. In **Manado, North Sulawesi**... Information 2. **East Kalimantan**’s capital, **Balikpapan**... Information 3. Elsewhere in **Sukunan**, a quiet village in **Yogyakarta, Central Java**...”.

Data 7: “What makes **Labuan Bajo** so famous?... What do you think of **Bantar Gebang**?...”.

Data 8: “**Teuku**: Hi, Sindi...”.

### Activity 6

Read the following **information about waste banks in Indonesia**. Your teacher will give you further explanation on what waste banks are.

#### Information 1

In **Manado, North Sulawesi**, a local high school adopted the lessons of cleanliness and prudent waste management early on. Students of senior secondary high school SMA 7 began going green in 2007, by composting with organic waste from their cafeteria. Over time, a waste bank system was introduced, and students felt “save up” their plastic water bottles and plastic snack wrappers, knowing that after a certain length of time they’ll have enough money to help supplement their school fees or other needs. Indonesia’s Ministry of Environmental Affairs has since awarded them for their ‘green’ entrepreneurial spirit.

#### Information 2

**East Kalimantan’s capital Balikpapan** runs a more conventional waste bank. “Garbage is our friend. Garbage equals money.” That’s what I keep telling local residents,” says Sobirin, a former local legislator. After opening in 2012, Sobirin’s waste bank in Gunung Samarinda collects over 2-3 tons of non-organic solid waste each month. “Each household manages to save about 50,000 rupiah (about \$5) a month through this waste bank. Over time, this is quite helpful for helping pay for household and education needs.”

#### Information 3

Elsewhere in **Sukunan, a quiet village in Yogyakarta, Central Java**, Iswanto, a local solid waste management expert introduced “shodaqoh” waste banking. “Shodaqoh” refers to the Islamic concept of giving back to the community. Some 230 of 300 families in the village are involved in this community-driven model, gathering 2 tons worth of non-organic solid waste a month. The proceeds gained from selling community waste to waste-collectors are then used for communal purposes, such as a playground, decided by the community itself.

Source: Salim, n.d.

### Activity 4

Complete the following dialogue with the phrases in activity 3.

#### Dialogue 1

A : What makes **Labuan Bajo** so famous?

B : It must be because of its \_\_\_\_\_

#### Dialogue 2

A : What a \_\_\_\_\_

B : Yeah. I bought it from the market last week. It looks nice with my flowers in it.

#### Dialogue 3

A : What do you think of **Bantar Gebang**?

B : Uuff. It’s \_\_\_\_\_

Picture 7. Source: Book “Bahasa Inggris English for Change” page 58

**Teuku** : Hi Sindi, it’s 7:30 in the morning. The class hasn’t started yet. What are you writing? Did you forget to do your homework?

**Sindi** : Of course not. I’m creating a healthy food menu that I’m going to eat.

**Teuku** : Wow, it looks interesting.

**Sindi** : Sure. Healthy food is essential for our bodies.





Picture 6. Source: Book “*Bahasa Inggris English for Change*” page 81

Picture 8. Source: Book “*Bahasa Inggris English for Change*” page 102

Table 1 shows that the textual portraits of sociocultural values in the form of practices appear more frequently in the English textbook, with a total of thirty three depictions. Meanwhile, sociocultural representations in the form of perspective dimensions only emerge five times in the textbook. The chapter that contains the most social and cultural content in textual form is “Environmental Awareness”, with a total of twenty five contents. The total textual content that describes social and cultural values in the English textbook is fifty seven.

Table 1. The frequency of texts that represent social and cultural values in the English textbook

Theme Units	Sociocultural Dimensions				Total
	Product	Practice	Perspective	Person	
Digital safety	-	3	3	3	11
Environmental awareness	3	13	-	9	25
Nutrition and wellness	1	11	1	-	13
Financial literacy	3	4	1	-	8
<b>Total</b>	<b>7</b>	<b>33</b>	<b>5</b>	<b>12</b>	<b>57</b>

## 4.2 Visual Analysis

Visual analysis includes analysis of figures, colors, and font appearance on advertising posters. If meanings or messages in speeches or writings are expressed with verbs and adverbs, then images express their meanings through vectors and formal characteristics that differentiate the background and foreground of the image (Kress & van Leeuwen, 2020). Picture 9 and 10 embody a sociocultural condition in Indonesia in the form of worship practices of religions. This condition can be seen in Picture 9 that displays the three places of worship for different religions. Prambanan temple is a representative of Hinduism, as Mendut and Borobudur temple are representatives of Buddhism in Indonesia. Additionally, Picture 10 draws four students wearing an Indonesian high school uniform, white and gray uniform; and cleaning an environment. In this illustration, one of the female students is wearing a veil. The activity portrayed and the text at the center of Picture 10, “Love Your Environment”, draws a social value about environmental awareness and an Indonesian culture of cleaning schools.



Picture 5.21 Prambanan Temple



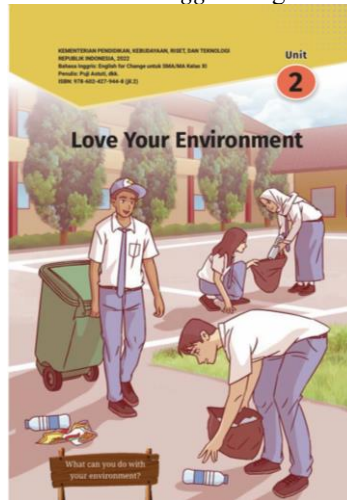
Picture 5.22 Mendut Temple



Picture 5.23 Borobudur Temple

Which temple is the most popular among foreign tourists?

Picture 9. Source: Book “*Bahasa Inggris English for Change*” page 198



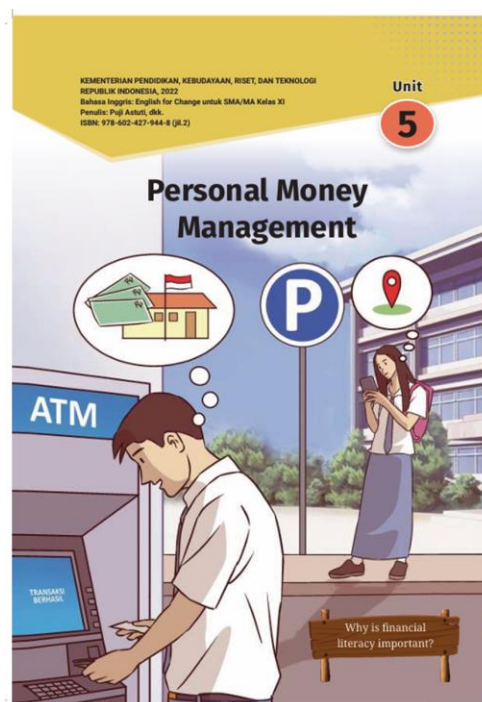
Picture 10. Source: Book “*Bahasa Inggris English for Change*” page 45

Picture 11 and 12 define sociocultural values of Indonesia in the form of products, which are the illustration of a currency and flag of Indonesia. The depiction of red-colored banknotes at the top left side of Picture 11 and green-colored booknotes at the left side of Picture 12 present the text “Rp” that symbolizes “rupiah” as the currency of Indonesia. In addition, at the top right side of Picture 11 and at the left side of Picture 12, a flag image with red and white color represents the flag of Indonesia. Also, Picture 12 shows two students, a girl who brings a mobile phone and a boy who stands in front of an ATM machine, wearing an Indonesian high school uniform.





Picture 2.17 Planning the future



Picture 11. Source: Book “Bahasa Inggris English for Change” page 75

Picture 12. Source: Book “Bahasa Inggris English for Change” page 191

Picture 13 contains material about health maintenance by presenting an illustration of a doctor and a patient. This depiction is accompanied by texts in Indonesian “*CUKUP TIDUR*”, “*KURANG TIDUR*”, “*Aktif*”, “*Lesu*”, “*Kurang Bersemangat*”, and “*Sulit Konsentrasi*”. Picture 14 introduces a sociocultural habit of Indonesian people that is described in the text in Indonesian “*BANK SAMPAH DESA SUKAMAKMUR*”. The description of Picture 14 is also written in the sentence below the picture “People are queuing at a waste bank”.

### The Importance of Sleep for Health



Picture 3.8 Doctor and patient



Picture 2.8 People are queuing at a waste bank



Picture 13. Source: Book “*Bahasa Inggris English for Change*” page 116

Picture 14. Source: Book “*Bahasa Inggris English for Change*” page 62

Table 1 describes the sociocultural dimension that the most frequently exposed in the English textbook is in the form of products, with a total of thirty four images. Unlike the textual representations, the sociocultural values in the form of practices emerged in visual images is only twelve, in the textbook. The chapter that contains the most social and cultural content in visual form is “Environmental Awareness”, with a total of twenty two contents. The total textual content that describes social and cultural values in the English textbook is sixty two.

Table 2. The frequency of visual images that represent social and cultural values in the English textbook

Theme Units	Sociocultural Dimensions				Total
	Product	Practice	Perspective	Person	
Digital safety	5	2	-	6	13
Environmental awareness	6	6	-	10	22
Nutrition and wellness	6	3	-	-	9
Financial literacy	16	2	-	-	18
<b>Total</b>	<b>33</b>	<b>13</b>	<b>-</b>	<b>16</b>	<b>62</b>

### 4.3 Spatial Analysis

Spatial analysis discusses the integration of meanings among the texts and the visual images (Meriantini, 2023). This spatial analysis also concerns the space or layout of the texts and visuals in the textbook. As the theoretical framework for spatial analysis, this study uses a composition system to identify the visual meanings of Kress and van Leeuwen's semiotic theory (in Nikolaou (2017)). The analysis presents that the social and cultural texts and visual images designed are in line with the subject materials or the themes of the English textbook, which are digital safety, environmental awareness, nutrition and wellness, and financial literacy. The main objects that are important to be informed or highlighted always emerge at the center of the observed data. For instance, in Picture 10 and 12, the names of the chapters are positioned at the center of the cover images. This also applies in Picture 14, whereby the visual intends to spotlight the text “*BANK SAMPAH DESA SUKAMAKMUR*” that informs the activity in the picture.

Visual images can assert or enlarge textual contents and vice versa. Verbal and non-verbal contents may be elaborations or extensions of each other (Azizah & Irawan, 2023). Figure images in Picture 2 and 3 are located beside the texts to support the texts in delivering information or messages of the learning materials in the textbook. The visual images function as the elaborations of the textual contents, which provides specific information of the words (Azizah & Irawan, 2023). Thus, these elements are placed on the left and the right of the spaces (Nikolaou, 2017, p. 5). Meanwhile, Picture 13 and 14 function as the extensions of the textual contents, which presents additional information to support the textual contents (Azizah & Irawan, 2023).

### 4.4 Gesture Analysis





Gesture analysis in the English textbook refers to the process of analyzing the contexts of body languages, such as facial expressions, hand movements, posture, and interactions. These visual designs influence students' perceptions, emotions, and attitudes toward the social and cultural contexts in the textbook (Meriantini, 2023). Based on the observation results of the data, there are no body movements, facial expressions, or gestures displayed in the English textbook that symbolize certain socio-cultural meanings and functions. All visual images depicted represent social and cultural activities that are commonly carried out in the world, such as cleaning the environment, discussing, studying, playing with mobile phones, and withdrawing money through ATMs. The symbols of social and cultural meanings are explained through verbal elements (texts) and components of the visual elements displayed (objects and colors).

## DISCUSSION

The results prove that educational textbooks are not merely teaching students about cognitive materials, but also enlightening them about social and cultural values (Sulistiyo et al., 2020). Learning languages in education institutions is inevitably related to cultures and social aspects. Languages contain embodiments of particular communities (Andriani et al., 2019, 2022). Textbooks have a role as a mainstay for students' social, cultural, scientific and mental growth (Beiki & Gharaguzlu, 2017). A multimodal analysis toward language learning textbooks may offer deeper details about a language policy that is explicitly portrayed in the pedagogical contents (Li et al., 2023).

This analysis finds that the English learning textbook highlights local or source social and cultural contexts. From the practice dimension, the representations of the sociocultural dimension in the textbook are dominated by Indonesian high school students' figures that appear in every chapter of the textbook, which are symbolized by the uniforms in white and gray color (see Picture 10 and 12). The use of the Indonesian high school students' embodiment is in line with the targets of the textbook, which are Indonesian seventh grade students. Besides, The use of several words in the form of naming practices (onomastics) (see Picture 8) in the English learning textbook provides an understanding and perception toward students about a particular language community (Y. Liu et al., 2023). This textual content represents various cultures and ethnicities in Indonesia. In the context of a heterogeneous society, like in Indonesia, a multicultural education is needed to eliminate inequalities between various social groups (Maulidiah et al., 2023). Not only that, Picture 9 and 10 describe that Indonesian citizens are multi-religious. Whereby, the constructions of historical sites in the form of various temples (see Picture 9) represent the existence of a religious diversity in Indonesia, since all of these sites are located in Indonesia. In Picture 10, the female Indonesian student who wears a veil is representing Muslims in Indonesia. Although Picture 9 and 10 portray the diversity of religion in Indonesia, there are no certain Pancasila values conveyed in the learning material. The visual images only display the three places of worship for different religions and the practice of particular religions without any explanation of the pictures. Most of the real or illustration figure images and setting illustrations in the English textbook are designed to resemble the physical appearance of Indonesian people and Indonesia's natural environments. Another finding describes that, although the target language of this textbook is English, most of the visual images presented in the textbooks come up with texts in Indonesian (for example, see



Picture 13 and 14); and even several material sources are also originally written in Indonesian (see Picture 2). Even, the use of capital letters in the Indonesian writings in Picture 13 and 14 emphasizes a goal of highlighting local social and cultural values. In addition to this, the symbols of Indonesia often appear in the form of the product dimension, such as rupiah currency and a red-white flag (see Picture 11 and 12). From the person dimension, Indonesian social figures (for example, see Picture 2) are figures that appear most often compared to global social figures (for example, see Picture 3 and 4). Whereas, materials in English learning textbooks should be designed by familiarizing students with international insights (Zhang & Su, 2021). Picture 3 means to familiarize students with an international social view, meanwhile Picture 4 adduces a social context from an English native-speaking country, America, as the target language. This English learning textbook sets aside social and cultural aspects from target and international language-speaking countries. Therefore, this English textbook does not meet the criteria for a proper language learning textbook according to Cortazzi in Mandarani (2021), where textbooks must involve three elements, namely target culture, source culture, and international culture. The lack of target and international social and cultural insights can influence students' ability to communicate with native speakers or global communities in real contexts, where they will be faced with a variety of social and cultural backgrounds from various interlocutors (Keles & Yazan, 2020). In fact, the ability to interact with native speakers of the target language is the leading goal of language learning.

The analysis shows that visual representations are more powerful than verbal texts when explaining socio-cultural values. Visual substances provide more sociocultural representations with a total of sixty two images, while textual constituents is fifty seven. Pictures, images, or visuals in the textbooks are optimal for outstretching conceptions or messages as they efficiently catch the attention of readers. The English textbook spotlights the use of Indonesian language, cultures, and social conditions in most of the visuals that appear with the aim of making it easier for students to understand the messages conveyed, so that students can better relate it to real daily life in their residential environments, and so that it leaves a greater impression on students' minds. Visual images commonly leave longer-lasting impressions on the readers or viewers' minds than words heard or read (Abdullah et al., 2020, p. 255).

The attitude toward language in some countries is reflected in educational and language policies as well as in their English learning textbooks (Y. Liu et al., 2023). This investigation can be concluded that the Indonesian government desires to instill and strengthen Indonesian social and cultural values into students through language learnings. This can be seen from the representations of local or source social and cultural aspects that dominate the English textbook content, both textual and visual. In language teaching activities, there is also a process of transmitting social and cultural values or identities from what language and how the language is learned to students. This is an age in which the production and reproduction of social order depends on practices and processes that are broadly cultural. Part of this development is the greater role of languages in exercising power: in discourse, agreements are reached; ideologies are spread; and practices, meanings, values, and identities are taught and learned. Educational devices are the principal authorized media in language politics practices (Andriani et al., 2019). In spite of that,



the values depicted in the English textbook are moral values in general, such as discipline and environmental awareness, which is owned by many countries in the world and not specifically representing Pancasila values as stated in the Indonesian education curriculum vision. The gap between English textbooks used and the values of Pancasila creates challenges in forming Pancasila Students desired by the Indonesian education curriculum. The Indonesian Ministry of Education, Culture, Research, and Technology formulates the objective of the education curriculum in Indonesia, which is to create Pancasila Students (*Pelajar Pancasila*). Pancasila students mean students who have competences and characteristics in line with Pancasila values (*Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia*, 2024). Pancasila as the foundation of the state and the guideline for the life of the Indonesian nation reflects noble values, such as respect for humanity.

## 5. CONCLUSION

Substantially, this analysis explains how the verbal modes and non-verbal modes are constructed in an English learning textbook for eleventh grade students in Indonesian high schools through a multimodal approach while extensively expounding the social and cultural values in the textbook. More noteworthy, textual and visual contents in the English learning textbook highlight local or source sociocultural values. This can be seen from the textual and visual elements that display more of the social and cultural conditions of Indonesian society. For example, in the textual element, the English textbook several times takes literary sources from original Indonesian discourses and although the language taught in the textbook is English, the textbook still emphasizes the use of Indonesian as seen in the data. As for the visual element, the English textbook displays many symbols of Indonesia, such as the red and white flag and the rupiah currency. The analysis describes that visual images represent more source social and cultural values than the textual data. The observed data presents that the English textbook does not introduce enough knowledge about the social and cultural conditions of the international and target language. In addition to it, the local social and cultural values portrayed in the textbook do not specifically meet the Pancasila values as in the vision of the Indonesian education curriculum. The socio-cultural values contained in the English textbook material are still general in nature, including teachings to care for the environment and manage finances.

The findings of this study propose that the English language learning textbook development team pay more attention to the suitability of the textual and visual materials of the textbook with the vision of the Indonesian education curriculum, as well as introducing international social and cultural values to students in order to instill the value of tolerance (where every culture is valued) and increase students' global insight. In addition to promoting the social and cultural values of the source language, language learning textbooks should include materials that reflect the cultural diversity of different parts of the world, involving the social and cultural conditions of the target and international. Education curriculum design that is possible to be adopted is inserting discourse materials in the form of articles, stories, or texts about traditions, food, festivals, and lifestyles from various countries in the language learning textbook. Another concrete strategy to address the lack of international culture in textbook materials is utilizing



applications, websites, or online learning platforms that provide materials about global cultures. This aims to avoid materials that contain stereotypes or cultural biases.

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