



The Cultural Relation Between Verbal Languages and Visual Image in English Textbooks for Junior High School

Rizqi Amalia Farida[✉], Warsono, Rudi Hartono

Universitas Negeri Semarang, Indonesia

Article Info

Article History:

Accepted 10

December 2017

Approved 08 February
2018

Published 20 June
2018

Keywords:

Visual Images, Verbal
Language, Cultural
Content, Textbooks,
Junior High School

Abstract

The globalization era makes the student more focus to learn and know the international language and international culture. Therefore, this study wants to investigate how the cultural balance is represented in the primary source of the English subject. One of the most important resources for student is Textbooks. This study focuses on the visual image and verbal language which contain cultural dimension based on, the assumption that visual language is only the complement of verbal language in a text. Thus, this study investigated combination of image and text in English textbooks for Junior high school. This study use qualitative research in the form of discourse analysis to examine picture in textbooks of junior high school within the framework of visual grammar (Kress & Leeuwen, 2006). This study has two instruments adapted from two experts; those are instrument of cultural dimension by Moran (2001) and Visual grammar by Gunter Kress and Leeuwen (2006). The study is aimed to know the relation of Verbal and Visual texts. The result of this study based on the visual analysis used in the textbooks use speech bubble and the dominant cultural dimension occur is cultural practice.

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[✉]Correspondence Address:

Kampus Pascasarjana Unnes, Jl. Kelud Utara III Semarang
50237

E-mail: Rizqiamaliaf93@gmail.com

p-ISSN 2087-0108

e-ISSN 2502-4566

INTRODUCTION

Culture is the main part in the society. The language is created by culture itself. It indicates that Culture and language have inextricable and interdependent relationship. Language is intertwined with culture and attempts toward linguistic exchanges that require some kinds of cultural literacy. Both culture and language cannot be separated because they hang together. Language embodies the product, practice, perspectives and persons as the culture dimension (Moran, 2001).

Language is used to describe and manipulate cultural product such as artefacts, paces, arts, literature, architectures, music and so on. Witherspoon as cited in Xiao, 2010:8-9 states that “language and culture are highly interrelated and he proposes that language is studied in isolation from the cultures in which they are spoken”. Based on this statement language is a key component of culture. Therefore, in the educational setting, teaching and learning material relates to the introduction of culture, in which cultural content are realized through language, especially in English language material.

Due to the effects of globalization, English material has some considerations about the cultural content being embodied. Brown (2007) explains the relation between language and culture as “a language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture”. In others word culture and language are inseparable (Jiang, 2000:328). It is quite complex (Byram 1990) argued that learning the language as well as learning the target culture is to acculturate language learners into the cultures of English speaking countries.

The other expert (Alptekin, 2005) has different point of view that English has become lingua franca and should be taught in the context of free culture. Teaching English focuses on developing language skills of learners. Moreover, the phenomenon of teaching English

in Indonesia is concerned with the grammar used by the learners, especially grammar in English. In fact, the teaching of culture through language has a concept in the national syllabus not only the learner’s culture, but also the culture of origin of the language used. In this day, the researcher focuses on exploring the cultural content in teaching English, especially cultural dimension which contained in the textbooks.

Textbook is the main source of teaching material in enhancing the knowledge. It contains the material that is important for the learners. Based on the syllabus, the cultural content should be embedded in the textbooks. Textbooks take an important role for teaching and learning process. Textbooks are the supplement classroom input by providing language samples which are sometimes forgotten and even neglected by the English teacher. The content of textbooks significantly affects learners. Thus, textbooks have a curriculum of teaching material and it may be an expression of attitudes and values that do not clearly influence the content and image of teaching material. Textbooks will directly or indirectly transmit cultural values to a certain degree which is called ‘**hidden curriculum**’ (Cunningsworth, 1995:8). In line with that statement to elaborate cultural element in textbooks Cortazzi and Jin (1999) noted that “ELT textbooks perform different function, as a teacher, a map, a resource, a trainer, an authority, and an ideology”.

Regarding the content of English textbooks, this study is focused on analyzing visual images and verbal language in textbooks. The reason why the researcher chooses to analyze a visual text and verbal language is because visual images can support reading and help make meaning of verbal text. Besides, students can learn to critically analyze the visual texts and the socio-culture context surrounding the information. Visual text can implicitly and explicitly present the cultural content in textbooks.

Although the concept of teaching language has been change into communicative competence from the previous years but many

English teachers particularly in Indonesian context still focus on linguistic competence. Teaching grammar is becoming significant activities in classroom. Due to the fact that the purpose of learning foreign language is intercultural communicative competence, then the content of the main complement of learning a foreign language must be balance between source culture, target culture and international culture. Therefore, this study is going to compare the cultural content in the visual images and verbal language among the seventh, the eighth, and the ninth grades of English textbooks for Junior high school.

This research is in line with the research done by Mujianto of the English education department postgraduate and graduate programs of Semarang state university for International Seminar Prasasti III 2016. The subject of this study is students of English department of sixth semester. He gave the questionnaire to the students and asked for their perception about the dependence of verbal text on their respective visual representation. He has the assumption that the students will understand the subject better if the verbal form is accompanied by visual images. There are three results in this study. The first is the relations of verbal and visual text depend on the text type and the degree of reader's education. The second result is the visual text is considered as the important thing to give the meaning of verbal representation for the reader. The third finding showed the fact that visual text only an ornament of verbal passages to give an illustration of the text, if not misleading.

The above research focuses on analyzing the level of dependence of visual text on verbal text and the relation between them. The focus of this study is different from the study that I have conducted because my research focuses on the visual image that contains a culture element and culture type that should be represented in the textbooks for student understanding. In addition, besides the difference in subject this study also has different techniques of collecting the data. The previous research used documentary and observation technique, while

the research that I conducted used qualitative method and discourse analysis techniques. This study still has a broad theme about visual and verbal language through multimodal analysis then in my study I narrowed the research theme which only focused on visual image and verbal language relation in cultural content through Visual Grammar analysis and Transitivity analysis.

In my study I investigate the way visual and verbal hang together to make meaning in course material and reading passage which is contain verbal and visual images. Course material shows the picture and verbal language that is resource for cultural content in English material from the character, background and the activity in the story or in the picture. The analyses of visual images used in this study is the current textbooks for junior high school. To fulfil the gap with the other researcher, this study is not only analyze the correlation between visual images and verbal language but also the correlation between cultural content in both image and text.

METHODS

The researcher uses the qualitative approach in the form of Discourse Analysis to explain the visual image in the student's textbooks that contain cultural type and dimension. This research employed Discourse analysis (DA) as a branch of linguistics. Yule (2002:548) states that Discourse analysis is typically concerned with the study of language and text. Since this research focus on analyzing visual image and verbal expressions in Students' textbooks, this research use qualitative research method. According to Fraenkel et. al (2012, p. 423), a qualitative research is a kind of research methodology which refers to the research studies that investigate the quality of relationship, activities, situations, or materials. They (2012, p. 425) adds that in a qualitative study, much depends on the perspective of the researchers. Thus, it cannot be apart the confidentiality and perspective of researchers to carry out this study.

This study explains the cultural content found in Junior high school textbooks based on Kress and Egins theory to analyze the image and the expression, the result presented descriptively based on the my interpretation. Thus, the research uses a qualitative research in line with Creswell (2009: 156) who states that “qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem”. This study deals with the researcher interpretation and explaining cultural phenomenon in textbook.

Regading to this study, it uses the critical discourse analysis to obtain the result of the study. According to Denzin and Lincoln (as cited in Trappes-Lomax, 2008, p. 141), with regard research, it is commonly qualitative because it interprets and tries to exemplify the social phenomena which are brought by people who are conveying the meaning. While, to complete the finding, the content analysis used to see how the culture are represented by the visual image and verbal expressions.

This study explains the cultural content that presents in Junior high school textbooks based on Kress and Luween theory to analyze the picture and the result will be presented descriptively based on the researcher’s interpretation. Thus, the research uses a qualitative research in line with Creswell (2009: 156) states that “qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem”. This study deals with the researcher interpretation and explanation cultural phenomenon in textbook. This study, it uses the critical discourse analysis to obtain the result of the study. According to Denzin and Lincoln (as cited in Trappes-Lomax, 2008, p. 141), with regard research, it is commonly qualitative because it interprets and tries to exemplify the social phenomena which are brought by people who are conveying the meaning. Discourse is close to social condition and socio culture, thus DA is appropriate for this research which focuses on cultural content in student’s textbooks through visual analysis. This

research was conducted to answer the following research question. That is how do the visual image represent cultural dimension in textbooks?.

The subject of this study are English textbooks which are used in Junior High School. The subject is the textbook for Junior High School entitled *Bahasa Inggris When English Rings a Bell* 2017 fourth revised edition. This textbook is published by Ministry of Education and Culture. The author of this textbook is Siti Wachidah, Asep Gunawan, Diyantari, and Yuli Rulani Khatimah. This textbook is consisting of eight chapter and 177 pages. The researcher took picture as her unit of analysis.

The researcher use documentary technique to obtain the data of this study. The researcher collects the textbooks for Junior high school from grade seven until grade nine. Then, the researcher classify the contextual image both material and exercise in the textbooks and correlated them with cultural type and cultural dimension. Finally the researcher presents the data in the form of table.

RESULTS AND DISCUSSIONS

The representations of cultural element are divided into four parts and those are person, practice, perspective and product. To collect the data I used an observation checklist adopted from Gunther Kress and Theo Van Leeuwen (2006). The researcher gathered and categorized them manually using Microsoft excel and Microsoft word. The unit of analysis is image in the textbooks. There are 48 images that have been analyzed and categorized in to four cultural elements. The explanation below is the answer to the first research question

1. Cultural product

The cultural products are showing some aspect in the picture. The product of processing culture such as artifact, institution, and art form that represent the culture of language that the students learn come from which is England, America or Australia and also the culture from the student come from, for this research especially is Indonesian Culture. Because English become an international language then the

product culture also come from the international culture.

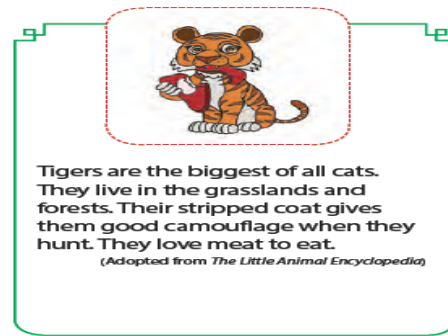
Cultural product can be understood as the 'Big C' based on (Brody 2003: 39). That is in line with (National Standards in Foreign Language Education Project 1996: 44) statement that the cultural product aspect is the formal institution (Social, politic and economic) the history figure, fine arts and the product of literature. Bellow is the result of visual analysis of cultural person that found in the English textbooks for junior high school.

There are five images in the textbooks that represent the cultural product from total 35 pictures from those textbooks. The dominate participant is actor and sayer. The dominate process is action process and reactional process. The circumstance that mostly use is circumstance of setting.

In action process there should be two participant those are Actor and goal but in cultural product the action only show the actor without the goal because the actor are explain the product culture then the actor does not refers to the other participant but only focus on the product which shows by the circumstance. To clarify here are the images sample of the action process.

In the picture bellow the relation of participant is non transactional actor there only one participant in the images. The first participant is not point to the other participant. The picture is including into product culture and it could be a culture from the other country or from Indonesia because Indonesia has the iconic tiger and that is 'Harimau Sumatra'.

The second dominant process is projective and sayer participants. In this case the picture are shows the speech bubble between two or more participant. Without any reaction or action occur in their conversation context. They usually accompanied with the circumstance around them as like the example above.



Picture 1. Action Process

2. Cultural practice

Cultural practice are often refers to the traditional practices for specific ethnic culture and especially for the culture that have been practiced since ancient times. The cultural practices are observably from any ritual ethnics, festival events, ceremony and the other custom that done by the certain people or group. Furthermore, Indonesia is a country rich in ethnicity and culture. Each region has distinctive characteristics of different cultures, especially the geographical state of Indonesia. Cultural practice in Indonesia reflects the uniqueness of each region. There are various activities that describe their culture through cultural practices such as ceremonial activity, welcoming guests, wedding ceremonies and funeral ceremony. Cultural practice also shows our national identity.



Picture 1. Projective process

The participant of this picture is teacher and students have an introduction conversation. It can be seen that there are the speech bubble in the picture. The teacher asks the students name and address. Students practice her attitude when she talk and answer the teacher question. The

teachers practice the language that she tough for her student learns because the function of language is to communicate then, they practice that language.

3. Cultural perspective

The next process which represents the cultural perspective is reactional process which shows the reaction of the participants. In the image reactional process appear from the participant facial expression. Bellow is the image for reactional process that represents cultural perspective



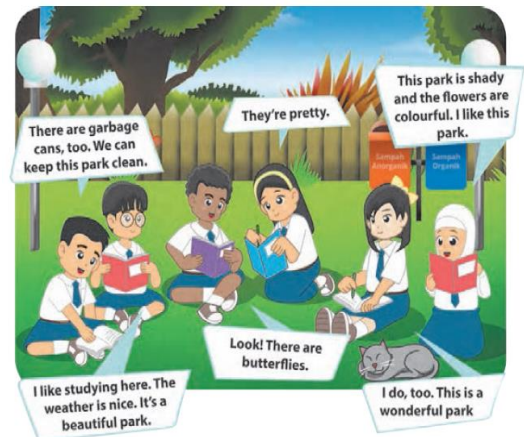
Picture 3. Reactional Process

There are two participants in the picture and the circumstance is in the classroom. The first participant is Phenomenon and the second participant is the reactor. The context of the image is the phenomenon close his ears because the sound of the radio is too loud and the reactor is react to turn off the volume. His reaction is represent of cultural perspective when we are realize that what we do are disturbing the other people around as we directly say sorry and do what the other people asks.

4. Cultural Person

Actor is the most dominant participant in cultural person analysis. Although the actor is the dominant participant it does not mean that the action process will be dominant too. The process in cultural process are balance, every process have one image because in person culture there is only 4 images from all image that

the researcher analyzed. Bellow is the example of image evident in the cultural person analysis.



Picture 4. Projective process

The picture represent team works that done by the community of the Students. That included into person culture because those students show their behavioral activities. They use Junior high school uniform white and blue that always used by Indonesian student in that grade. The setting of the picture is in the Park. Cultural person cannot be separated with practice culture because person of culture always doing cultural practices.

CONCLUSION

The result of this research are about the visual analysis although the main analysis of this research is not text but in learning language we cannot stay away from text, every picture in this study use speech bubble in the conversation. In the seventh grade textbook of Junior High School mostly material and exercise is use conversation and picture with speech or think bubble. And the result of visual analysis through ideational meaning or representational analysis in visual grammar the most participant of the picture is actor, interactor and goal. The process of the picture is action process and the circumstance that represent in the picture is in the school, house and park. The cultural dimensions represent the practice cultural activities. It conclude that the most action process is the practical culture

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