

## REFERENCES

- Alshenqeeti, H. (2020). Representation of culture in EFL textbooks and learners' preference. *Pedagogy: Journal of English Language Teaching*, 7(2), 127. <https://doi.org/10.32332/pedagogy.v7i2.1647>
- Ambarini, A., & Umayana, N. M. (2012). Semiotika teori dan aplikasi pada karya sastra. In *Semarang: IKIP PGRI Semarang Press*. <https://eprints.upgris.ac.id/id/eprint/311>
- Andriani, R., Pratiwi, D. P. E., & Santika, I. D. A. D. M. (2021). Verbal and non-verbal signs in facial wash advertisements: A semiotic analysis. *Yavana Bhasha: Journal of English Language Education*, 4(2), 24. <https://doi.org/10.25078/yb.v4i2.2768>
- Canning-Wilson, C. (1999). *Using pictures in EFL and ESL classrooms*. <https://eric.ed.gov/?id=ED445526>
- Coe, K., & Scacco, J. M. (2017). Content analysis, quantitative. *The International Encyclopedia of Communication Research Methods*, 1–11. <https://doi.org/10.1002/9781118901731.iecrm0045>
- Cortazzi, M., & Jin, L. (1999). Cultural mirrors. Material and Methods in EFL Classroom. In E. Hinkel (Ed.), *Culture in second language teaching and learning*. In *Cambridge: Cambridge University Press*.
- Curtin, B. (2009). Semiotics and visual representation. *Art, Philosophy*. [https://api.semanticscholar.org/CorpusID:14879280?utm\\_source=wikipedia](https://api.semanticscholar.org/CorpusID:14879280?utm_source=wikipedia)
- Faris, I. (2015). *Investigating cultural contents of reading passages in the tests developed by english teachers in a senior high school*. [https://doi.org/https://doi.org/10.17509/bs\\_jpbs.v15i2.1244](https://doi.org/https://doi.org/10.17509/bs_jpbs.v15i2.1244)
- Faris, I. (2016). Cultural content analysis of an English textbook for senior high school grade three in Cianjur, West Java. In *Journal of English and Education* (Vol. 2014, Issue 2). <https://ejournal.upi.edu/index.php/L-E/article/view/4599>
- Fristiara, C. (2017). Analyzing the picture of EYL textbook through multimodal discourse perspective. *LET: Linguistics, Literature and Language Teaching Journal*, 7(2), 170–180.
- Gay, G. (2013). Teaching to and through cultural diversity. *Curriculum Inquiry*, 43. <https://doi.org/10.1111/curi.12002>
- Haiyan Kelly, L. A. I. (2018). Image-text relations in junior high school efl textbooks in china: A mixed-methods study. *Journal of Language Teaching and Research*, 9(6), 1177–1190. <https://doi.org/10.17507/jltr.0906.07>

- Husain, N. F., Dj., M. Z., & Musfirah, M. (2021). Semiotic analysis to the cultural content in the EFL textbook. *International Journal of Research on English Teaching and Applied Linguistics*, 1(2), 67–82. <https://doi.org/10.30863/ijretal.v1i2.1230>
- Isnaini, F., Setyono, B., & Ariyanto, S. (2019). A visual semiotic analysis of multicultural values in an Indonesian English textbook. *Indonesian Journal of Applied Linguistics*, 8(3), 545–553. <https://doi.org/10.17509/ijal.v8i3.15253>
- Jannah, & Raudhatul. (2019). *teachers' perception on the use of English textbook in teaching english (a descriptive study of efl teachers at MAN 3 Kota Banda Aceh)*. Universitas Islam Negeri Ar-Raniry.
- Liszka, J. J. (1996). *A general introduction to the semeiotic of Charles Sanders Peirce*. 151. <https://philpapers.org/rec/LISAGI>
- Long, J., & He, J. (2021). Cultural semiotics and the related interpretation. *Proceedings of the 2021 International Conference on Public Relations and Social Sciences (ICPRSS 2021)*, 1268–1272. <https://doi.org/10.2991/assehr.k.211020.340>
- Mithans, M., & Grmek, M. (2020). *The use of textbooks in the teaching-learning process* (pp. 201–228). <https://doi.org/10.18690/978-961-286-358-6.10>
- Moran, P. R. (2001). *Teaching culture: Perspectives in practice* (1st ed.). Heinle ELT. <https://www.scribd.com/document/607646675/Teaching-Culture-Perspectives-in-Practice>
- Mushtaq, M., Shah, S. K., & Akram, R. (2022). Analyzing visual images of English language textbook :a multimodal discourse analysis of textbooks in Pakistan. *Webology*, 19(3), 3151–3169.
- Normalela, & Kardena, A. (2022). Content analysis of Indonesian cultural on EFL textbook published by Indonesian Ministry of Education and Culture. *Journal of English Language and Education*, 6850(1), 90–95.
- Nöth, W. (2020). Handbook of semiotics. *Handbook of Semiotics*. <https://doi.org/10.2307/J.CTV14NPK46>
- Nur, S., Mustakim, Nur, Muh. S., Haidir, A. M., & Asbar. (2022). English language teaching textbook in Makassar university. *Language Teaching Research*, 6, 1069–1078.
- Patriansyah, M. (2014). Analisis semiotika Charles Sanders Peirce karya patung Rajudin berjudul manyeso diri. *Jurnal Ilmu Pengetahuan Dan Karya Seni*, 16(2), 239–252. <https://doi.org/10.26887/ekse.v16i2.76>

- Peirce, C. S. (1978). Pragmatism and abduction. *Collected Papers of Charles Sanders Peirce, Volumes V and VI: Pragmatism and Pragmaticism and Scientific Metaphysics*, 180–212.
- Prior, P. (2018). Semiotics. *The Routledge Companion to English Studies, March 2014*. [https://www.researchgate.net/publication/326111684\\_Semiotics](https://www.researchgate.net/publication/326111684_Semiotics)
- Purwaningtyas, T. (2020). Didactic symbol of visual images in EFL textbook: multimodal critical discourse analysis. *Pedagogy: Journal of English Language Teaching*, 8(1), 51. <https://doi.org/10.32332/pedagogy.v8i1.1959>
- Radić-Bojanić, B., & Topalov, J. (2016). Textbooks in the EFL classroom: Defining, assessing and analyzing. *Zbornik Radova Filozofskog Fakulteta u Pristini*, 46–4, 137–153. <https://doi.org/10.5937/zrffp46-12094>
- Reynaldi, K. (2022). Cultural content analysis of English textbook entitled when English rings a bell for seventh grade. *Proceeding of the 2nd International Conference on Language Pedagogy*, 2(1), 157–163.
- Riadini, U. S., & Cahyono, B. Y. (2021). The analysis of the culture-related contents in an Indonesian English textbook. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 5(2), 285. <https://doi.org/10.21093/ijeltal.v5i2.711>
- Septiyana, L., Subhan Roza, A., Hardijanti, L., & Rekha, A. (2022). The representation of cultural content in ELT textbook for middle school students. *Metathesis: Journal of English Language Literature and Teaching*, 6(2), 247–261. <https://doi.org/10.31002/metathesis.v6i2.93>
- Tahririan, M. H., & Sadri, E. (2013). Analysis of images in Iranian high school EFL course books. *Iranian Journal of Applied Linguistics (IJAL)*, 16(2), 137–160.
- Tüm, G., & Uğuz, S. (2014). An investigation on the cultural elements in a Turkish textbook for foreigners. *Procedia - Social and Behavioral Sciences*, 158, 356–363. <https://doi.org/10.1016/j.sbspro.2014.12.100>
- Walizer, M. H., & Wienir, P. L. (1978). *Research methods and analysis: searching for relationships*. Harper & Row.
- Worku, M. Y. (2019). Analyzing curriculum materials from a gender perspective: grade eight English textbook of Ethiopia in focus. *Bahir Dar Journal of Education*, 19(2), 138–155.
- Zulia, R., Dwi, P., Hisyam, G., Mubarok, M. R., & Sundari, H. (2022). The representation of pedagogical values provided by the teachers in English textbook for junior high school: A visual semiotic analysis. *Jakarta*, 1(July), 2022–2357.