

## CHAPTER I

### INTRODUCTION

#### A. Background

Every picture and text involved by a writer in ELT textbooks conveys meaning. Hua-bing (2015) argued that the images and texts work together to make meanings in various way. Pictures in the textbooks have the following functions: illustrating the text, consolidating the information in the text, aestheticizing the text, as well as collaborating with the text to establish harmony between the author and the reader, therefore conveying the author's intentions well (Hua-bing, 2015). Meaning that is involved by the author shows the ideology of the author him-self. As Kress (1993) stated that all texts equally code the ideological position of their producer or writer (as cited in Torres, 2015, p.240). Thus, knowing ideology pictures in ELT textbooks is important.

Revealing ideology in ELT textbook is important to conduct. There are three reasons underlying it. The first, textbook is important media that can be used by the learner in learning English because it constitutes an authorized medium that conveys legitimate knowledge to pupil and serving the social reproduction of cultural domination (Dendrinis,1992 as cited in Tajima, 2012, p.330). The second, Milroy & Milroy (1985) affirmed that grammar books, dictionaries, and most ELT textbooks are instruments of standard language ideology: they present the illusion of a uniform target (standard)

language, assuming, despite evidence to the contrary, that uniformity is the norm (cited in Singh, 2013 p. 74). The third, the content of ELT materials should be harmless in the sense of local ideology and the subject matters of ELT materials include some ideology, and these can be local as well as foreign (Singh, 2013).

The previous study concerning ideology and culture represented in the EFL textbooks was conducted by Wulandari (2018) Indonesia. The issues explained how the language textbooks introduced the reader about the cultural knowledge and ideology constructed by the government and cultural elites in Indonesian English language textbooks for junior high school. It was found that the textbooks contained Indonesian ideology, Pancasila point three, in which accentuates the spirit of unity among people that is purposed to grow and reform the students' identities as younger citizens.

Similar to the previous study, this research is also to find out the ideology in ELT textbooks of Indonesia. However, the difference between the previous study and the present study is in the methodology. The previous study, the researcher used critical discourse analysis as methodology of the research meanwhile the present study the researcher focuses on analysing the ideology pictures of ELT textbooks using multimodal analysis as the research methodology.

## **B. Formulation of the Problems**

1. What are the ideologies represented through picture in “When English Rings a Bell” textbook?

2. What the dominant ideology is found in “When English Rings a Bell” textbook?

### **C. Operational Definitions**

To avoid misunderstanding, here are the operational definitions of each keyword:

1. Multimodal analysis : This is a ground-breaking approach to visualize analysis that all form of communication (modes) such as visual language and verbal language. It has been shaped through their cultural, historical and social uses to realize social function.
2. Ideology : It is a system of belief of somebody or particular group of people toward something that exist within culture, value, religion race, gender. etc.
3. Textbook : English material in the form of book that on the bases of national language policy. The title of the book is “When English Rings a Bell” for the second grade of junior high school.

### **D. Aims of the Research**

The aims of this study are to find out ideology embedded and the dominant ideology that are represented by pictures of the textbook.

**E. Use of the Research**

The use of this research will expand the pedagogic approach to engage the students in learning English theoretically. Practically, this research assists the teacher for selecting a book sources in teaching English. In order, the students can learn English based on context specific, text-type specific, and social practice specific empirically.