



EXPLORING IDEOLOGY REPRESENTED IN A COVER BOOK OF AN INDONESIAN ELT TEXTBOOK

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ABSTRACT

The textbook is one of kind in a variety of learning sources to support the learning process to add new information and knowledge to the readers. Every textbook usually contains a cover that describes the content of the textbook it is. In this research, the researcher investigates multimodality in a cover of textbook seventh grade Junior High School in Indonesia. In this research, the researchers focus on exploring the ideology used in that textbook. To examine the ideological representation, this study takes a multimodal social semiotic (MSS) approach conducted by Kress (2010). There are four points in the framework; Rhetor, design, ground, and interpreter. This research used qualitative as a method. Qualitative research is a method of social action that stresses the way people interpret their experiences to understand social reality (Mohajan, 2018). A case study is used as a research design. The case study research design has evolved over the past few years as a useful tool for investigating trends and specific situations in many scientific disciplines. From the result of finding and discussion, the researcher found ideologies in cover seventh grade Junior High School textbook in Indonesia such as the design of globe which held with the different skin tones of hands, that design represented unity in diversity it means even though we have a different background but we are one, we can communicate with people around the world using English as a communication tool. In a nutshell, the different skin tone of hand symbols in the English textbook seventh grade means that in this world, we can live in harmony with people from different identities with us. The ideology of the *Bhinneka Tunggal Ika* teaches us that every difference is beautiful. Since we are diverse we unite.

Keywords: Cover Book, Ideology, Indonesian Textbook

INTRODUCTION

English is a universal language because it is the primary language of most of the world's countries, Also in Indonesia; English plays an important role in people's daily lives, one of them in terms of education. English is one of the most important languages to master or learn. English is one of the subjects that students from elementary school to university level learners. Considering the importance of learning English in Indonesia, the Ministry of Education and Culture of Indonesia published an English textbook to support Indonesian students in learning English. "A textbook is a source for teachers and students in their teaching and learning process (Damayanti, 2019)." In Indonesia, authorized publishers create textbooks based on the most recent curriculum. Once the National Education Department of Indonesia has launched a newly invented curriculum, several competitive publishers engage professional instructional material writers to design or develop new textbooks in line with the curriculum (Rahmawati, 2018).

The Indonesian government has implemented a new curriculum known as

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Curriculum 13 or K-13. It focuses on students' character development by incorporating local cultural values, norms, and information into the classroom learning and teaching process (Sulistiyo et al., 2021). They implemented the character in every part of the textbook, including the cover. Its implementation is usually in the form of pictures or illustrations. The illustration or picture is important to analyze to determine what character development they want to communicate to the reader. Textbook analysis studies frequently draw on interdisciplinary theories to frame their investigations as part of a broader social analysis that extends beyond language learning. Language teachers may thus play an important role in instructing their students to make sense of and investigate the visual and verbal resources in these texts, i.e. the "image-text relations" or "co-articulation of image-verbiage" (Salbego et al., 2015).

The previous study was conducted by Wongsantativanich et al., (2019). They investigated the ideologies in a series of English textbooks titled *Direct Method Reader for Thai Students* that were used from the 1930s to the 1970s and examine how these ideologies were related to Thailand's historical context, they used the theoretical framework of critical discourse analysis and content analysis. This paper investigates multimodality in the cover of English textbook for 7th grade of Junior High School titled "When English Rings a Bell" from the newest curriculum 2013 curriculum published by the Ministry of Education and Culture of Indonesia. The researchers focus on analyzing the ideology that represents from the cover of a textbook. It offers a multimodal analysis of images to explain how the authors of the cover textbook represent their ideology. This paper examines ideological representation using Kress's multimodal social semiotic (MSS) approach (2010). There are four points in the framework; rhetor (investigates who is the textbook's initiator.), design (investigates the compositional representations of the cover book), ground (investigates the message represented in the cover book), and interpreter (investigates the cover book's target readers and listeners).

In this regard, ideology is a concept that includes various ideas, civilizations, and life patterns. Ideology is the lens through which a person views the world as stated by Van Dijk's (1998) theory of ideology argues for a neutral definition of ideology as a set of ideas, that is, a belief system socially shared by members of a social group. Van Dijk develops a theory of ideology that integrates social and cognitive aspects to explain how social groups understand and communicate ideologies and act accordingly. One of the cognitive functions of ideologies is to provide coherence to a set of beliefs to facilitate their gradual acquisition and use.

Moreover, Van Dijk and Fairclough argued that ideology is not the same and cannot be reduced to discourse. Instead, discourses are means through which ideologies are expressed, communicated, acquired, and reproduced. Thus, ideologies provide the basis for discourses and other social practices as "particular ways of talking are based upon particular „ways of seeing" (Fairclough, 1985: 749). As Thompson (1984) notes, the analysis of language in the social world is relevant to the analysis of ideology insofar as it is through language that "meaning is mobilized in the interests of particular individuals or groups.

An ELT textbook is more than just a stack of paper put together on one side to form a hinge; it is the beating heart of any educational institution around which all learning revolves. ELT textbooks have been described as important resources for language educators who want to be more self-directed, as a source of simulation and ideas, as a syllabus in and of themselves, and as a large provision for inexperienced instructors. Brown (1995) considers them as a basis of language, supporting the learning, motivating the learners, providing stimulation, while being a reference. They provide a framework, readymade texts and tasks, a syllabus for language content, and a useful guide for inexperienced teachers (Ur, 1996). Textbooks are realizations and determinants of the methods (Vassilakis 1997) while playing a prominent role in the teaching and learning processes, acting as an instructor, as a roadmap, in addition to being a resource, a trainer, an authority, a de-skinner, and an ideology (Cortazzi & Jin, 1999), a tool and a tutor, a

guide-book and a gauge (Kulm, Roseman, & Treistman, 1999).

English school textbooks are reckoned to be the most relevant source of learning English worldwide (Allehyani, Burnapp, & Wilson, 2017a; Ebadi & Naderifarjad, 2015; Maleki, Mollaei & Khosravi, 2014; Moghtadi, 2014), which function as a guide for learners and instructors making them engaged in practices and make both the teaching and learning activities to thrive (Margana & Widyantoro, 2017). ELT textbooks have been described as important resources for language educators who want to be more self-directed, as a source of simulation and ideas, as a syllabus in and of themselves, and as a large provision for inexperienced instructors. Brown (1995) views them to be the foundation of language, facilitating learning, motivating learners, stimulating them, and serving as a reference. They give a framework, ready-to-use texts and assignments, a language content curriculum, and a helpful guide for new teachers (Ur, 1996). Cited from (Gholami et al. 2017).

A multimodal analysis of language textbooks entails researchers investigating meanings expressed not only through linguistic means but also through non-linguistic signification systems. This broad definition of multimodality encompasses a wide range of studies, which can be further subdivided based on whether or not they connect the various semiotic modalities in their analysis (Weninger, 2021). Many studies have treated visuals independently of the textual material found in textbooks; in other words, while they acknowledge the central role of images in representing and communicating meaning, visual analysis occurs as separate, albeit complementary, steps. Textbook analysis studies frequently draw on interdisciplinary theories to frame their investigations as part of a broader social analysis that includes but also extends beyond language learning. Learners may require some guidance and specific meta-language to read these multimodal texts in order to take advantage of these affordances. According to Liruso, Bollati, and Requena (2012) multimodal elements influence the learner's willingness to work with the textbook and to sustain learning efforts, and multimodal resources influence attitudes toward culture.

In Koosha, Talebinezhad & Taki (2004), Tollefson claimed that ideology is the key to understanding social systems; that differences between sociopolitical systems are the result of the cumulative effect of individual decisions; that individual decisions are predictable but free; and that the proper focus of social research is individual decision analysis. Cited from (Delis et al. 2020).

While Talebinezhad & Taki (2004) said that ideology is the key to understanding social systems. Irvine (1998, p. 56) came up with language ideologies as "the cultural system of ideas about social and linguistic relationships, together with their loading of moral and political interests" (as cited in Abdollahzade & Baniasad, 2010). Ideologies in a language are important for social and linguistic analysis in the sense that they are not only about language.

Multimodality is a concept that has emerged in the last two decades to account for the various resources used in communication to convey meaning. The term is used to describe a human communication phenomenon as well as to identify a diverse and expanding field of study. As a phenomenon of communication, multimodality defines the combination of different semiotic resources, or modes, in texts and communicative events, such as still and moving image, speech, writing, layout, gesture, and/or proxemics (Adami, 2015). According to Kress and Leuwwen (2006), the social semiotic approach takes the latter position, as follows: (1) Communication requires that participants make their messages as understandable as possible in the context. (2) Representation requires that sign-makers select forms from the expression of what they have in mind; forms that they believe are most appropriate and plausible in the given context.

In this study, the researcher applied the social semiotic approach by using the model of Kress (2010). Based on Kress (2010) (as cited in Michelson K, Valencia J, 2016) There are four components of Kress's model of multimodality: Rethor, Ground, Design, and Interpreter. Rhetor is someone who makes a message by considering his/her interest,

audience's characteristics, and the semiotic requirement to make appropriate representations. Design is central to the MSS model: it is here that decisions about the genre, mode, discourse, and medium are made (Kress, 2010). Identifying the rhetor, designer, producer, and disseminator of a message in a conversational exchange appears simple since a single interlocutor assesses the communicative situation and develops and creates a message. Ground is the material shape of this representation, from which the communication process emerges (Kress, 2010). In the process of sign-making, rhetors choose a specific "criteria characteristic" to emphasize in portraying their meanings, which is known as "interest." Interpretation takes place when any of the elements of the ground become a prompt to the interpreter (Kress, 2010). Although the sign producer's interest motivates meaning-making, ideologies always filter communication, submitting the interpreter to the meanings created by a rhetor (pp. 6- 9)

The research conducted in analyzing ideological perspectives from the textbook has been carried out by several previous studies: Wongsantativanich et al., (2019) investigates the ideologies contained in a series of English textbooks titled "Direct Method Reader for Thai Students" that were used from the 1930s to the 1970s, and investigate how these ideologies were related to Thailand's historical context. The findings revealed that the series presented two dominant ideologies: the ideology of nationalism and the ideology of morality and discipline. Students were instilled with patriotic feelings as a result of nationalism's ideology. Morality and discipline ideology taught students to respect adults and understand their responsibilities. This study may help to raise awareness among teachers about the biased nature of textbooks and encourage them to be more critical about the content of their textbooks, i.e., to be able to analyze the textbook writers' perspectives.

Jannah (2019) have researched "Picture and Ideology: A Multimodal Analysis of An English Textbooks in Indonesia" this research investigate the ideologies that are present in the author's ELT textbook, The purpose of this study was to uncover ideology and the dominant ideology of a picture in the English textbook "When English Rings a Bell." The researcher selected six images as data to be analyzed using the framework of composition visual grammar (Kress & Van Leeuwen's, 2006). The results showed that the ideologies involved in English textbooks were tolerance, optimism, responsibility, and awareness, with norms and values dominating the ideology.

Another research conducted by Liu (2020) researched Ideologies in College EFL Textbooks. This study aims to provide insight into the most widely used college EFL textbooks in Mainland China, as well as to demonstrate what and how ideologies and values are presented on the pages. Methods of literature and content analysis are used. The findings show that the two sets of textbooks are imbued with ideological ideas centered on the theme of "harmony," emphasizing the peaceful coexistence of the country, society, and individuals. Dominant ideologies have been incorporated as the core spirit of textbook compilation, and themes such as multiplicity, equality, tolerance, and so on appear frequently in both explicit and implicit ways. The EFL textbooks express and transmit the implicitness of political ideologies, the prominence of economic development, and the dominance of social issues, the awakening of individual consciousness, and so on.

METHODS

In this study, the researchers used a descriptive case study, one of the methods in qualitative research. Based on Yin (2018) qualitative case study endeavors to explore real-life, individual insights, multiple cases through a detailed and in-depth collection of data from multiple sources of information. Qualitative research is mostly associated with words, language, and experiences rather than measurement, statistics, and numerical figures (Pitriana, 2012). The researchers chose qualitative research design to find out the ideological that represented in the cover of English textbook for grade VII or first grade of junior school in the newest 2013 revised curriculum.

The researchers chose case study research to analyze the cover English textbook. Case study research is a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., Observation, interviews, audiovisual material, and document and reports), and reports a case description and case-based themes (Creswell, 1998 cited in Harrison, et.al 2017). The researchers analyzed the cover English textbooks by using case study to examine the full explanation of the phenomenon under examination about the ideological meaning inside. Because of that, a descriptive case study chose in this study.

Data analysis proceeded through two different processes. First, the researchers examined English cover textbook for 7th grade of junior school in the newest 2013 revised curriculum through Kress' (2010) MSS model of communication. Starting with the assumption that the cover textbook establishes a communicative act, and then we examined each element of the cover textbook, identifying the actor, the social roles of the actors, and the implied communicative action of the actors, content, and design of the cover book. Based on this analysis, the researchers focused on four components of the Kress' model: rhetor, design, ground, and interpreter. Second, analyzing each component analysis of the Kress framework (2010), the researchers conclude the ideological represented by the writers on the English textbook cover.

FINDINGS AND DISCUSSION

The findings are presented in two parts: first, through Kress' (2010) theory of multimodal communication, which consists of four major components including rhetor, design, ground, and interpreter. Besides, the researchers also discuss each component analysis of the Kress framework about the ideological representation of the writers on ELT Textbook.

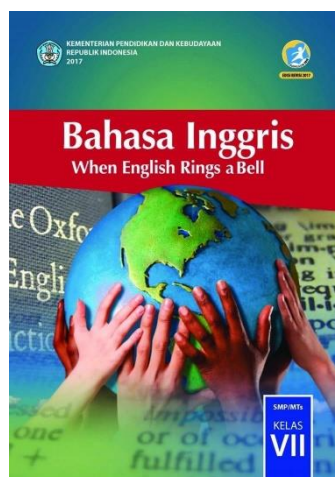


Figure 1. Cover of English textbook for 7th grade of junior school in the newest 2013 revised curriculum

Table 1 Cover components

Upper Part	Middle Part	Lower Part
Logo of "Kemendikbud RI 2017"	A Globe	Random Words In The Book
Text of "Kemendikbud RI 2017"	Different Skin Tone of Hands	Label The Book for SMP/MTs kelas VII
Logo of "Curriculum 2013"	Text of Oxford English Dictionary	

Text Of "Edisi Revisi 2017"	Random Words in The Book	
The Title (Bahasa Inggris: When English Rings A Bell)		

The cover of English textbook for 7th grade or first grade of junior school in the newest 2013 revised curriculum was chosen because there are differences from the cover in the previous curriculum, and the researchers find it interesting and curious about the ideological is conveyed from this latest English cover textbook. Besides the cover of the book usually represents the whole content of the book itself so the reader would know what is inside the book by looking at the cover. This paper focuses on all parts of the cover textbook that consist of texts and images (Table 1). Data selected. In the English cover textbook, the researchers focus on:

- 1) Logo of Kemendikbud RI 2017
- 2) Text of Kemendikbud RI 2017
- 3) Logo of Curriculum 2013
- 4) Text of Edisi Revisi 2017
- 5) The Title (Bahasa Inggris: When English Rings A Bell)
- 6) A Globe
- 7) Different Skin Tone Of Hands
- 8) Text Of Oxford English Dictionary
- 9) Random Words In The Book (thousands of random words)
- 10) Random Words In The Book (thousands of random words)
- 11) Label The Book for SMP/MTs class VII

Four major components of Kress' (2010) theory of multimodal communication

1. Rhetor

There are two parts of the rhetor: macro and micro.

Macro

Government

Government In this context the government is *Kementerian Pendidikan dan Kebudayaan Republik Indonesia (Kemendikbud)*. Kemendikbud is organizing government affairs in the field of early childhood education, elementary school, secondary education, as well as cultural management to assist the President in organizing the government. In this case, Kemendikbud has authority over writers, editors, etc., by government rules.

Micro

a. The writers

This book is written by four authors, they are Siti Wachidah, Asep Gunawan, Diyantari, and Yuli Rulani Khatimah. Look at their profile Siti Wachidah, Diyantari, and Yuli Rulani Khatimah is great women, she had made many books and research related to the English Department. And also Asep Gunawan is a great man which had made many books and research in this 10 last year.

b. The reviewers

This book has been viewed by two reviewers; they are Rd.Shafira Noorman and Lestari Manggong. Those reviewers have so many experiences in their education life and had made many great types of research.

c. Publishing supervisor

There is three publishing supervisors who published this book the first one is Pusat Kurikulum dan Perbukuan. This organization is carried out the preparation of technical

policies, curriculum development, learning methodologies, in early childhood education, basic education, secondary education, non-formal education, and informal education (Pasal 586). The second publishing supervisor is Balitbang (Badan Penelitian dan Pengembangan) which has the task of carrying out research and development in the fields of early childhood education, basic education, secondary education, community education, and culture. Then the last publisher is Kemendikbud (Kementerian Pendidikan dan Kebudayaan Republik Indonesia) it is a government ministry that organizes early childhood education, elementary education, secondary education, and community education and the management of culture within the Indonesian government.

2. Design

a. Upper Part



Figure 2. The Upper Part of the Book Cover

As can be seen in Figure 2, in this part we can find several elements of the cover including:

1. Logo of Kemendikbud RI 2017
2. Text of Kemendikbud RI 2017
3. Logo of Curriculum 2013
4. Text of Edisi Revisi 2017
5. The Title (Bahasa Inggris : When English Rings A Bell)

b. Middle Part

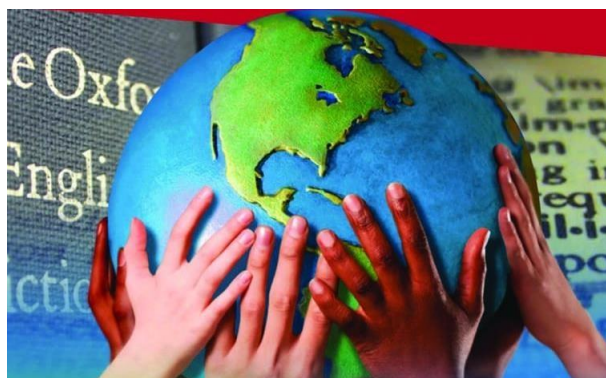


Figure 3. The Middle Part of the Book Cover

Meanwhile, in the middle part of the book cover, it presents the following points:

1. A Globe
2. Different Skin Tone Of Hands
3. Text Of Oxford English Dictionary
4. Random Words In The Book

c. Lower Part

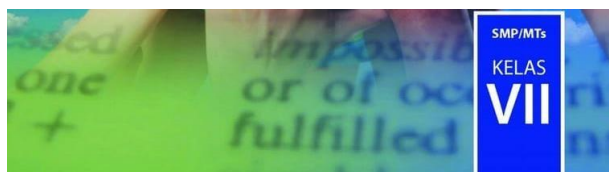


Figure 4. The Middle Part of the Book Cover

Lastly, the lower part of the book cover consists of:

1. Random Words In The Book
2. Label The Book For SMP/MTs Kelas VII

3. Ground

a. Ground – Upper Part

The logo and text of *Kementerian Pendidikan dan Kebudayaan Republik Indonesia* (Kemendikbud) 2017 represent that this book is provided by the ministry of education and culture of Indonesia as an official textbook for the 7th-grade students in Indonesia. While the logo of curriculum 2013 shows that the textbook applies curriculum 2013 in the Indonesian Education System. Additionally, text of *edisi revisi* 2017 shows that curriculum 2013 with a new revised edition in 2017. Besides, the title (Bahasa Inggris: *When English rings a Bell*), shows that this book is the English course book for the students to support their learning for 7th grade in this era (curriculum 2013 revised edition 2017).

b. Ground – Middle Part

In the middle part on the cover of the book entitled “When English Rings A Bell” there is a picture of a globe means that English is a global language, holding hands on the globe means that together we can learn English and for the different colors of character’s hands it means unity in diversity.

In the backside of the globe’s picture, there is a text of Oxford Dictionary and some random words in English represent that this book is a book for learning a language, especially a foreign language, namely: English language.

English random words represent that this book is an English book where the students can learn thousands of words in English. The students can also find the meaning of each word in the dictionary. One of the dictionaries that can be used is oxford dictionary.

c. Ground - Lower Part

English random words represent that this book is an English book where the students can learn thousands of words in English. The students can also find the meaning of each word in the dictionary. One of the dictionaries that can be used is oxford dictionary.

The label in the book Indicates that this English textbook is only suitable for junior high school students grade VII. So the teachers who teach the students in grade VII can use this book as the reference in their learning process with the subject English language.

4. Interpreter

The teacher and the audience (the students) become interpreters in the learning process that use this textbook as a course book made by the rethor institution.

Ideological Representation in English Cover Textbook

After analyzing the cover book of junior high school grade VII using MSS (Multimodal Social Semiotic) by Kress the researcher conclude some ideology was represented in that

cover book. As we know that English language is very universal. English is used as the international language in many countries in the world. The development of knowledge and technology nowadays is highly dependent on the communication process. The communication process must be able to be carried out by people from different countries who use different languages. With a thousand languages different English language was used as the international language to become the unifying language of all countries. The number of people in the world who communicate in English with international speakers is steadily raising compared to other language speakers. This statement is supported by the fact that that approximately 380 million people speak in English as an international language, such fact has proven that English is now globally utilized (Crystal, 1997, as cited in Devi Angga Gunantar, 2015)

The unity in diversity is also shown by Indonesian people that are known as the country that has a diversity of ethnicities, religions, races, and customs. With the diversity or plural society in Indonesia, it is necessary to inculcate the principles of unity and diversity to minimize conflict that might occur. In Indonesia, the principles of unity and diversity of religions, races, and others are divided into five principles, including the principle of *Bhinneka Tunggal Ika*, the principle of Indonesian Nationalism, the principle of responsible freedom, and the principle of development unity to realize the ideals of reformation.

Bhinneka Tunggal Ika is a concept dating back to the third century which was central to the religious politics of the ruling dynasty. It was later adopted by the Indonesian government as a motto of national unity. The concept of *Bhinneka Tunggal Ika* is not new to Indonesian people. It can be traced back to the Sailendra or Sañjaya dynasty in the eighth and ninth centuries. This period was characterized by a peaceful co-existence and cooperation between Buddhism and Hinduism (Muhammad Imam Farisi, 2014).

The implementation of *Bhinneka Tunggal Ika* can be started from the small circle around us, for instance in our family. Living in harmony with our father, mother, brother, sister, grandmother, a grandfather who have different opinions and thought with us but we still respect each other. We also respect each other that have different passions, hobbies, tastes, and activities with us. In line with the statement from Muhammad Imam Farisi in 2014 that said parents" respect of each other's differences through the use of the Indonesian language to communicate also gives a better understanding to students of the meaning of *Bhinneka Tunggal Ika*. Dealing with differences in ethnicity and language has facilitated the creation of unity and harmony in the family. So, the principle of *Bhinneka Tunggal Ika* is not just a slogan but it can be experienced, practiced in our social reality.

The principle of unity in diversity can be also implemented in school. We have so many friends from different backgrounds in ethnicity, language, religion, custom, and culture. School or community is the second context, after the family, for students to learn and experience first-hand the meaning of *Bhinneka Tunggal Ika*. Therefore, recognizing and respecting diversity at school is also important, so that the students understand how to create harmony and unity in the class or at school. The following quotation concerns how textbooks describe the concept of *Bhineka Tunggal Ika* in a classroom (Muhammad Imam Farisi, 2014).

So, it can be concluded that different skin tones of hand symbols in the English textbook grade VII means that in this world, we can live in harmony with people from different identity with us. The ideology of the *Bhinneka Tunggal Ika* teaches us that every difference is beautiful. The principle must always be upheld in our daily life. It is used as an oath to unite the Indonesian people with means that unity and integrity of the Indonesian state. *Bhinneka Tunggal Ika* is used as a sign that the Indonesian state consists of various, cultures, religions, languages, customs, beliefs, and groups that are different but still one.

CONCLUSION

To sum up, the research with the aim is to explore ideology represented in a cover book of an Indonesian textbook cover seventh grade Junior High School textbook in Indonesia has

its ideologies. The researcher found ideologies in cover seventh grade Junior High School textbook in Indonesia such as the design of globe which held if the different skin tones of hands, that design represented unity in diversity it means even though we have a different background but we are one, we can communicate with people around the world using English as a communication tool that almost all people around the world can speak it. The cover textbook represented that we stand in the same line in this world, no matter how different our background of us but we have one thing to unite that is English language.

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