

**THE VISUAL IMAGES OF ENGLISH FOR MARITIME VOCATION
TEXTBOOK**

A THESIS

**Presented to the Department of English Language Education
as Partial Fulfilment of the Requirements to Obtain the *Sarjana Pendidikan*
Degree
in English Language Education**



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YOGYAKARTA
2024**

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TEXTBOOK**

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of other people's work, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 12 March 2024



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MOTTO

I will no longer go full throttle. Instead, I will walk slowly, enjoying every step of the journey. At my own pace, following my own rhythms. – Mark lee

DEDICATIONS

These theses are dedicated to those who have supported me throughout my education. Thank you for making me see this adventure through to the end <3

ACKNOWLEDGEMENT

Praise and gratitude I pray to Allah SWT because without His grace this research would not have been possible to complete. In completing this thesis, a lot of people have provided motivation, advice, support, and even remarks that have helped the researcher. The researcher would give her gratitude to the following people.

To Ms. Banatul Murtafi'ah, S.Pd., M.Pd, who gave her blood, sweat, and tears (since she likes BTS) of her patience to guide and motivate me during the processes of writing this thesis, and also to all the lecturers of the English Language Education Department who help me to go through this college life.

To my beloved mother and sisters who loved me and gave me strength during the process of writing this thesis until completed. My itchy-bitsy circle of friends that always cheers me up and always accompanies me during this thesis era.

To my laptop, *oppars*, *Mba Taylor*, and all of my Spotify playlists who always accompany me in writing this thesis.

Since this thesis is far from being perfect, I warmly welcome any comments and recommendations for this thesis. Hopefully, this research could be a reference for future research

Yogyakarta, 14th March 2024

Nindi Assabila Tawrofie

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THE VISUAL IMAGES OF ENGLISH FOR MARITIME VOCATION TEXTBOOK

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ABSTRACT

This study aims to identify the types of visual images in English for Specific Purposes (ESP) of English for Maritime Vocation. This research used a qualitative research method using content analysis. The researcher used Kress and van Leeuwen's (2006) Visual Grammar framework to analyze the visual design from English in Maritime Vocation book written by Kurniawan et al. (2023). There are three modes in this framework, Representational modes, Interactive modes, and Compositional modes. The data contains of 33 visual images. The analysis has revealed that the representational modes with non-human picture being more prevalent, this data shows that the visual images in this textbook can related to the object the students in Maritime Industry vocational school learn. In terms of interactive modes, visual images in this textbook use a lot of long-shot and Oblique perspective, Additionally, the book predominantly utilizes color to enhance materials, accompanied by contextualization pictures depicting actual events. In the compositional mode, illustrative images have an enormous value, providing concrete evidence so readers can understand the picture more effectively. The findings implied that this ESP textbook has a precise function for educational material and contains educational value for English in Maritime Industry which makes this book suitable, because the visual images in this book show the real situation of the professional world. This study could help ESP teachers develop their content knowledge skills and understand the value of images in language learning by selecting images aligned with the pedagogical objectives.

Keywords: Visual Images, English for Maritimes, ESP textbook

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Visual images are portrayed by photographs, paintings, drawings, graphs, charts, diagrams, maps, and logos. Research has shown that visual images play an important role in language learning, making it a critical subject of study. According to a study by Rahikummahtum et al. (2022), visual images in textbooks are essential in helping students learn and understand the materials presented in the text. In the English for Specific Purposes (ESP) learning environment, for example, in terms of English for Maritime, visual images could help students learn vocabulary in a practical context, such as navigation, emergency conversation, communication in marine activities, and anything related to the visual representations within ESP textbooks. This study aims to contribute to the analysis of more appropriate functional educational materials and strategies for ESP by evaluating the educational value of visual images in ESP textbooks.

Previous studies have investigated the use of visual images in language learning. However, they have yet to explicitly focus on ESP textbooks or use the visual grammar approach proposed by Kress and van Leeuwen (2006). Elmiana (2019) conducted a multimodal analysis of visual images in EFL textbooks. She found that these images were often used for decorative purposes and did not significantly contribute to language learning. Lack of function is also found in Tahririan and Sadri (2013), outdated pictures that cannot relate with the students and no-color visual images that cannot meet the full potential of learning (Nuriskia, et. al., 2021)

Elmiana (2019) focused on EFL textbooks, which are for general purposes, and the current study focuses on ESP textbooks with specific language learning objectives. This study differs from previous ones by focusing specifically on evaluating visual images in ESP textbooks and using the visual grammar approach proposed by Kress and van Leeuwen (2006). By analyzing the images' grammar, this present study aims to identify the visual images for English for Specific Purposes. The findings of this present study are expected to be references to the next researcher or help ESP teachers, textbook authors, and curriculum developers.

Although many studies have been carried out on evaluating visual images in ELT textbooks, there is limited similar research identify the types visual images on textbooks for English for specific purposes (ESP). The others focused on EFL textbooks in general for high school students (i.e., Tahririan and Sadri, 2013; Haiyan, 2018; Elmiana, 2019; Nuriskia et al., 2021; Rahikummahtum et al., 2022). This study then identifies the types of visual images in English for Specific Purposes (ESP) of English for Maritime Vocation, and recommends developing more appropriate function teaching materials and strategies for English for specific purposes (ESP).

1.2. Identification of the Problems

English for Specific Purposes (ESP) textbooks are designed to cater to the specific language needs of students in different fields such as medicine, law, maritime, engineering, and others. Textbook analysis is needed to make sure that the textbooks used match the student's needs. In the context of textbook analysis, some fields can be identified such as materials, exercises, text, instruction, visual

images, etc. There are various types of images in the textbook with different formats, shapes, and functions. The visual images used in the textbooks tend to give way to a greater proportion of verbal, and written text. Therefore, textbooks need to be chosen with compatible materials so students can learn effectively. In addition, ESP is ideally used to teach workers and students, such as those in vocational schools. Nevertheless, in reality, adequate ESP textbooks are rarely encountered in Indonesian vocational schools, the available books mostly are general English textbooks.

1.3. Limitation of the Problems

The current study is limited to identifying of the pedagogical value of visual images in English for Specific Purposes (ESP) textbooks. It does not cover other teaching materials, such as audio and video.

1.4. Formulation of the Problems

The main problem addressed in this study is how the use of visual images in English for Specific Purposes textbooks affects student learning. The following problem is formulated:

What are the types of visual images in English for the Maritime Vocation textbook?

1.5. Objectives of the Study

This study aims to identify the types of visual images used in English for Specific Purposes (ESP) in Maritime Vocation.

1.6. Significances of the Study

This study can help improve the quality of ESP textbooks, enhance the learning process, and provide suggestions for:

a. ESP Teachers

The study can help ESP teachers understand the role of visual images in language learning, help them learn the visual images in their textbooks, and select the most appropriate function for their students.

b. ESP Materials Developers or ESP Textbook Authors

The study can provide insights for ESP materials developers and textbook authors on selecting visual images that align with their pedagogical objectives.

c. Students

The study can help students to develop their visual image knowledge skills to succeed in today's visually-oriented world, by learning with the right content. It also helps them understand the value of visual images in language learning and how to use them to improve their understanding of the content.

d. Other Researchers

This study can contribute to the existing research on visual images used in language learning, provide a basis for future research, provide insights into the role of visual images in language learning, and contribute to developing ESP teaching materials. It also encourages discussion and cooperation between researchers interested in ESP.

CHAPTER II

LITERATURE REVIEW

2.1. English for Specific Purposes

English for Specific Purposes (ESP) is an approach in English language teaching which specifically teaches specific or narrow English. Since 1960, ESP has developed into a separate branch of knowledge, ESP is designed for those who want to learn and teach English in specific settings where the teaching methods and learning environment may differ from the typical English language learning experience (Hutchinson, Tom & Waters, 1987). According to Hutchinson and Waters (1987), teaching and learning English as a second or foreign language is referred to as English for Specific Purposes (ESP), for the primary objective is to provide learners with the essential language skills and knowledge to use English within a specific domain. In ESP, the subject and methodology are tailored based on the learner's specific reason, needs, and goals for learning English.

English for Specific Purposes (ESP) is a method of teaching language that concentrates on meeting learners' academic or professional requirements, emphasizing the essential language, genres, and abilities needed to fulfil those requirements (Anthony, 2018). It aids learners in fulfilling these needs by utilizing teaching materials and methods that apply to general and specific disciplines.

English for Specific Purposes (ESP) is designed to address the unique linguistic to demands of learners who require English for their particular fields of study or work, such as workers who need English skills, like marine industry officers, since they are working on ships that maybe they will face different

language on the workplace, English is important to learn for them. English for Specific Purposes (ESP) aims to equip learners with the necessary language skills, vocabulary, and knowledge related to their specialized areas, enabling them to communicate and engage in professional or academic contexts effectively.

Anthony (2018) mentions that there are four ‘pillars’ of the ESP approach: (1) needs analysis, (2) learning objectives, (3) materials and methods, and (4) evaluation. Needs analysis seeks to address necessities, lacks, and wants, also brings students closer to what they need academically and professionally. It also involves identifying the specific linguistic needs of the students and the context in which they will use the language. It is essential to understand the learners' goals, motivations, and language proficiency levels towards designing a course that discovers their needs. Learners engage in the study of ESP not primarily to acquire a new language and its associated culture, but rather due to its distinct and targeted objectives within academic and professional contexts. Learning objectives should be clear, measurable, and achievable and should be based on the needs analysis. Also, it must be exciting and enjoyable for the participants. The materials should be relevant to the learners' needs and interests and designed to engage and motivate them. Methods should be varied and should cater to different learning styles. Evaluation should be ongoing and should involve both formative and summative assessments. It is essential to use evaluation results to improve the course and ensure that it continues to meet the learners' needs.

According to Basturkmen (2010), English for Specific Purposes encompasses various branches or specialized areas of the English language. These

include English for Academic Purposes (EAP), English for Occupational Purposes (EOP), and English for Professional Purposes (EPP). English for Academic Purposes (EAP) is used for students for academic study, for example, English for students of law or English for academic writing. English for Academic Purposes (EAP) specifically learns about academic purposes and is more straightforward than the others. The methodology they used in English for Academic Purposes (EAP) is an academic approach. It can be reading or analysing academic text and making research papers. Meanwhile, English for occupational purposes (EOP) has two fields, general occupational and specific occupational purposes, for example, English for the hospitality industry and English for hotel receptionists. English for occupational purposes (EOP) is to develop students' language skills for their job or profession. The method used in English for occupational purposes (EOP) is a vocational approach mostly focused on specific job communication skills. The task can be workplace simulation or role-play. Then, English for Professional Purposes (EPP) is an instructional approach that enhances language skills for professional contexts and objectives. English for Professional Purposes (EPP) has two fields: general and specific professional purposes, such as English for the healthcare sector, English for nursing, or English for Maritime. The primary goal of English for Professional Purposes (EPP) is to equip learners with the language abilities and practical communication skills required in their professional fields. English for Professional Purposes (EPP) employs task-based and communicative approaches, emphasizing interactive activities and authentic materials relevant to learners' professional contexts. English for Professional Purposes (EPP) methods include

role-plays, case studies, simulations, and real-life scenarios to provide learners with practical opportunities to practice and apply their language skills in authentic professional settings.

One of the examples of English for Occupational Purposes is English for Maritime. Kurniawan et al. (2023) state that English is the language of seven seas in the maritime environment, which means all the waters or oceans in the world, so it means that English is the language used most in the marine industry. Proficiency in the English language is essential for professionals in this particular industry, especially in communication and writing, to facilitate effective navigation while sailing. It is important to understand the vocabulary that is related to maritime. English for Maritime is a specialized branch of English for Specific Purposes (ESP) that refers to the specific language requirements of individuals employed in the maritime industry.

2.2. ESP Textbook

Hutchinson and Waters (1987) provide a definition of ESP as an approach to teaching language where all decisions regarding content and methodology are based on the learners' objectives. ESP involves teaching academic material specifically tailored to meet the needs of the students. A crucial aspect of ESP instruction is the selection, adaptation, or creation of materials, which aims to address the learners' psychological needs and engage them effectively. Supported by Dudley-Evans (1998) research, ESP is designed to help learners by customizing language education to their specific needs. It uses methods and practices that are

directly applicable to their chosen field of study, and it pays attention to language details like grammar, vocabulary, register, study skills, discourse, and genre.

Viana et al. (2018) state that ESP textbooks distinguish between ESP and EGP textbooks based on topics, skills, texts, language content, and activities. In ESP textbooks, topics are more specific to particular occupations, such as the marine or fashion industries. Additionally, skills are more selectively focused, encompassing speaking or listening skills. The texts employed in ESP books are typically informative, transactional, and formal. Furthermore, the language content in ESP textbooks is a crucial aspect tailored to the learners' specific needs. Role-playing is frequently employed as an activity for ESP learning.

2.3. Pedagogical visual images

According to Rahikummahtum et al. (2022), pedagogical visual images refer to visual representations or illustrations used in educational settings to enhance teaching and learning experiences. Pedagogical visual images can take various forms, such as diagrams, charts, graphs, maps, illustrations, photographs, videos, animations, and infographics. These images are specifically designed to support and facilitate the acquisition of knowledge and understanding among learners. They are used across different disciplines and subjects, including science, mathematics, language arts, social studies, and more (Basal et al., 2016).

Kress and van Leeuwen (2006) discuss the principles of visual design from a social perspective, highlighting three modes: (1) the representational mode, (2) the interactive mode, and (3) the compositional mode, which govern the grammar of visual representation. The representational mode, according to Kress and van

Leeuwen (2006), refers to visuals that have details of places, animals, objects, locations, and people. Therefore, to analyse the meaning of visual images, we have to know about the type of objects, human, gender, animal, kids and adults, and frequency. There are two patterns that represent the meaning of the images, narrative and conceptual patterns. The narrative process consisted of five different processes, geometrical symbolism, action, mental process, reaction, conversion, and participants' speech. The interactive mode refers to how visual images connect, how to deliver them, and how to communicate them to the viewers. In this mode, the writer analysed modality, perspective, and distance. The perspective assesses the level of authority and engagement by analysing the visuals. Modality is how reality is shown in a visual display against the viewer's point of view and also pertains to the trustworthiness of the visual image processing. Distance mode is the size of the visual frame, and it defines the social distance and the familiarity between the image and the audience's perspective. It can be shown in horizontal or vertical angles. Lastly, the compositional mode correlates to representation, and the interactive mode, such as information value, includes layout elements or image zones like left/right or top/bottom. Moreover, text-image status includes illustration, information, and decoration. Illustrative function means the image enhances the evidence and helps the reader fully comprehend the topic. In information criteria, pictures have a function to deliver understanding to the reader through the materials in the picture, and decoration pictures have no function other than decoration on the textbook.

2.4. Review of Relevant Studies

A lot of research has been conducted to analyse the function of visual images in textbooks. However, we barely find it in the ESP context. In this section, some relevant studies about the Evaluation of visual images in English books will be defined.

A previous study from Tahririan and Sadri (2013) analyses the role and function of images in Iranian high school EFL course books and their suitability and efficiency using Kress and van Leeuwen (2006) theory of visual grammar. This research focuses on three EFL course books that are used in Iranian secondary schools for grades 1 to 3. A total of 296 images were collected from these books. The findings of this research indicate that, on a representational level, the visual images in these course books suggest that the intended audience is more familiar with high school students between the ages of 15-17. In terms of the interactive level, the meaning of the visual images gives equality and objectivity and is associated with students. At the compositional level, the visual images give real information about the content and function from exercise and verbal units. The research predominantly positions visual images in the right or bottom layout, enhancing their capacity to convey real-life impact and provide fresh information in conjunction with the accompanying text. Nevertheless, certain shortcomings are evident in these coursebooks, such as limited modality stemming from grayscale printing and unembellished graphics lacking contextualization and pictorial intricacies. Consequently, these visual images within the books tend to exhibit weak associations and recognition among secondary-level students.

In China, Haiyan (2018) conducted a study about the relationship between image-text and EFL textbooks. This study uses a mix of qualitative case study and quantitative analysis, following Martinec and Salway's (2005) framework of 13 categories of verbiage-image relations. The goal is to examine the relationship between images and text in six EFL textbooks for junior high schools in Mainland China. The textbooks used in the study were published by the Shanghai Education Press in 2002 and 2012. The findings show that visual images play a key role in EFL textbooks for junior high school students, and understanding the relationship between images and text is beneficial for foreign language learners, EFL professionals and textbook designers. This can help develop students' multimodal literacy and design more user-friendly textbooks. The study also suggests that textbook designers should focus on other types of image-text relations to help junior high school students better understand abstract concepts, logical reasoning, and implicitly articulated meanings.

In Indonesia, some research has examined visual image analysis, especially in English textbooks. Rahikummahtum et al. (2022) held a micro-multimodal analysis about pedagogical visual images using Kress and van Leeuwen (2006) Visual Grammar Theory, they analyse Two English textbooks for Senior High School Grades 10 and Grade 11, and they state that English textbooks use visual images or text to have the full potential to serve pedagogical information in explaining materials and tasks rather than decorative function. This statement is supported by Nuriskia et al.'s (2021) statement in her paper. They also find the

compositional meaning of the visual images is more informative than the illustrative and decorative functions.

There are some relevant studies on evaluating the educational purposes of visual images in English textbooks. After extensive research has been conducted, these studies emphasize the importance of intentional instructional design, where visual images should not solely capture students' interest but actively engage cognitive processes to facilitate effective learning. Furthermore, the present study will analyze the educational materials for ESP by identifying the educational purposes of visual images in ESP textbooks.

2.5. Conceptual Framework

This present study investigated the function of visual images in ESP textbooks in the Maritime context. The researcher used the Visual Grammar Theory by Kress and Leeuwen (2006), owing to previous studies on the grammar of visual design based on the social theory of visual representation: (1) the representational mode (People, animals, objects, places, and locations), (2) the interactive mode (Distance, perspective, and modality), and (3) the compositional mode of the images (Representation and interactive mode).

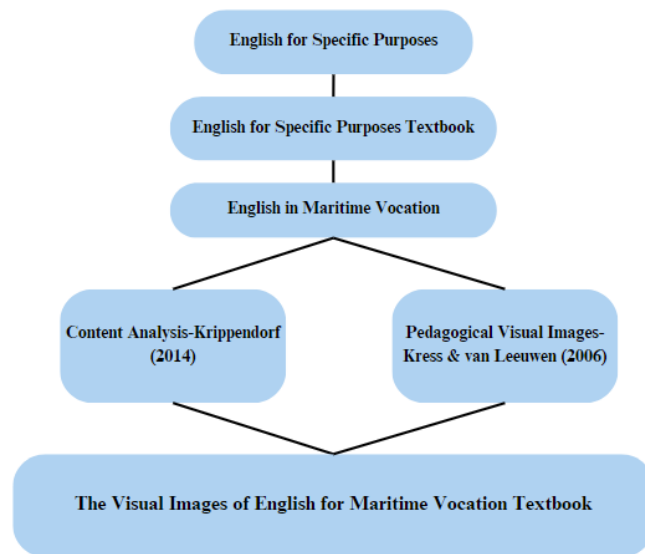


Figure 2. 1 Conceptual Framework of pedagogical visual images in English for Maritime textbook

CHAPTER III

RESEARCH METHOD

3.1. Research Design

This study used a qualitative research method using content analysis. Content analysis is a research technique that analyzes the texts and visual images of the contents and interprets them (Krippendorff, 2018). The researcher used Kress and van Leeuwen's (2006) framework to analyze the visual design from English in Maritime book by Kurniawan et al. (2023).

3.2. Data Preparation

The source of this study is a textbook for English for Maritime entitled English in Maritime Vocation, written by Kurniawan et al. (2023) and published by PT. Global Eksekutif Teknologi in March 2023. This book has 10 chapters, this book is designed for maritime learners and contains general maritime information, the purpose of studying ships, navigation, ship knowledge, the activities in ships, marine communication, emergencies, and the importance of English in a maritime vocation in Indonesia. This book is used in local vocational schools like Akpelni, Akademi Maritim Cilacap, and Sekolah Tinggi Maritim Yogyakarta. The book was written by a group of authors with extensive knowledge and expertise in various fields, such as English, Water Transportation Knowledge, and Nautical Science. The authors are ESP and subject-content lecturers who come from five institutes in five cities in Indonesia. The data of 33 images were found in this book to represent the visual images.

3.3. Data Making

The data from this study were collected from the English in Maritime textbook for the main resource of this research, using Kress and van Leeuwen's (2006) framework of Visual Grammar Theory. The data coding was taken from the data source, which is the textbook. The researcher placed the visual images in the coding table below.

Table 3. 1 Reading Checklist

Pictures	Location	Description	Representation		
			The representational mode	The interactive mode	The compositiona l mode
		Visuals that have details of places, animals, objects, locations, and people.		Visuals that have modality, perspective, and distance, how visual images connect, how to deliver it and communicate it to the viewers	How the visual is represented and how the visual can be interactive, such as information value, includes layout elements or image placement in the book.

3.4. Data Analysis Technique

The research analysis utilized the Content Analysis method, leveraging the Kress and van Leeuwen (2006) framework to identify the visual design elements in the Maritime vocational book's English language content. In this section, Krippendorff's (2018) Content analysis technique, data-making, inferring, and narrating are used by writers. The data was collected and arranged based on the Kress and van Leeuwen framework (data-making). The data collected is arranged based on the related context in the researcher's interest (inferring). After collecting the data, the most relevant result is made by writers and connected with other relevant studies (narrating).

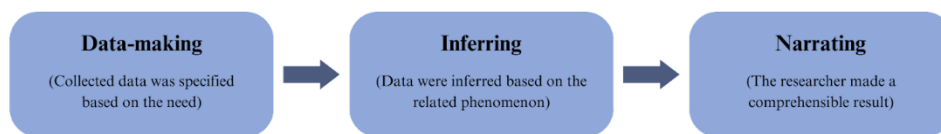


Figure 3. 1 . Krippendorff's (2018) steps of content analysis

3.5. Trustworthiness

In the context of content analysis, there are two types of analysis used, conceptual analysis and relational analysis. Both the methods have similar steps of the research, but the aims and the result are different, Conceptual analysis refer to the study that examine a text for the presence and the frequency of the data, and this method use to categorized pattern of the text that can help the researcher to writ ethe conclusion of the data. However, the relational analysis examines the relationship between different concepts, and how they are connected to the context in which they appear.

This research relies on the conceptual framework of Kress and van Leeuwen concerning the grammar of visual images, aiming to establish the credibility and efficacy of using pedagogical visual images in textbooks. The result of this data solely follows the Kress and van Leeuwen (2006) framework technique, the representational mode (people, animals, objects, places, and locations), the interactive mode (distance, perspective, and modality), and the compositional mode of the images (representation and interactive mode). The research has been conducted in a lucid and easily understandable manner, making it accessible to a wider audience.

CHAPTER IV
FINDINGS AND DISCUSSIONS

4.1. Findings

To obtain the data, the researcher used Krippendorff's (2018) content analysis technique and visual grammar theory by Kress and van Leeuwen (2006) to analyze the textbook. The researcher found various visual images in this textbook, including the criteria of Kress and van Leeuwen's (2006) visual grammar theory, i.e., the representational, interactive, and composition modes.

4.1.1. Representational mode

In this study, the analysis revealed that 33 visual images were found in the textbook, i.e., two visual images consisted of human criteria, and 31 visual images consisted of non-human criteria (24 objects and 7 locations). Table 4.1 shows the frequency of the pictures in the English for maritime textbook. The data below show that this textbook is dominated by non-human visual images, which shows marine ship knowledge.

Table 4. 1 Type and frequency of representational mode pictures in English for Maritime textbook

Category	Sub-category		N (total)	% (percentage)
Human	Child		0	0
	Adult	Male	2	6.1
		Female	0	0
Non-human	Object		24	72.7

Animal	0	0
Location	7	21.2

Referring to the data above, the finding in this study revealed that the number of non-human categories is more significant than the human criteria. Based on 33 visual images, there are 31 non-human and two human visual images. The number of non-human objects is 31 and is distributed into two types of visual images, i.e., 24 objects and 7 locations. There is no animal image in this textbook because it focuses on ship acknowledgment. The number of human objects in this textbook consists only of 2 males, without females or children. This aspect might happen because it is rare for females or children to work in the maritime industry.

Two human images, i.e., students of maritime studies in the academy and the marine staff working in the maritime industry are found in the book. Additionally, non-human images in this book mostly show the object of the ship's knowledge, the directions, and the location of the ships. The picture below is an example of the function of the non-human visual images in this textbook. Picture 4.1 is a multi-purpose vessel arrangement plan. Picture 4.1 is an example of non-human pictures in location. It shows the location of the ships, and the picture provides numbers and context for the reader to learn about the ships' location. This picture was chosen for the book because it provides a realistic illustration of the vessel. It is highly relevant for the Maritime Industry, as students must be familiar with the vessel's appearance. The picture ensures that students have a clear

understanding of the vessel's design and features, enhancing their learning experience.



Picture 4. 1 *Vessel arrangement plan* (Multi - purpose vessel (Capricorn) -Van dokkum (2011))

Besides that, Picture 4.2 shows an object named a buoy, which is a marker for any watercraft. A buoy is a floating object used in the maritime industry to mark specific locations or to warn of hazards. They are often brightly colored and have distinctive shapes or patterns, making them easily visible to ships and other watercraft. This image serves as a valuable visual aid for readers to comprehend the appearance of a buoy.



Picture 4. 2 Buoys

4.1.2. Interactive mode

In interactive mode, the data were analyzed by the relation of the connection between readers or learners with the visual images and how the book communicates and interacts with them. Table 4.2. shows the frequency of the pictures in the

English for maritime textbook. This section found that longshot distances have a big number followed by horizontal perspective and color modality.

Table 4. 2 Type and frequency of interactive mode pictures in English for Maritime textbook

	Category	Sub-category	N (total)	% (percentage)
Distance	Close up		14	42.4
		Medium shot	2	6.1
		Long shot	17	51.5
Perspective	Horizontal		28	
		Frontal	6	18,2
		Oblique	22	66.7
	Vertical		5	
		High	0	0
		Low	0	0
		Eye- level	5	15.2
Modality		Color	22	66.7
		non-Color	11	33.3
		Contextualization	11	33.3
		No contextualization	22	66.7

In this stage, the researcher has some criteria to analyze. In the Distance, 14 close-up visual images, two medium-shot visual images, and 17 long-shot visual images were found. Distance by Kress and van Leeuwen (2006) is shown by the participant's body appearing in the visual images. The Close-up visual refers to the personal and detailed interaction between the visual and the reader or learner, the

medium shot refers to the social interaction, and the long shot refers to the impersonality of the participants' relationship. Picture 4.3 shows the example of a medium shot, showing the participant's body only from the head to the waist. This image provides a representation of a marine industry officer. Also, it can be seen in picture 4.4 that there are long-shot visual images because they show almost all of the person's body. This picture is provided to help the readers understand how marine students learn and communicate in the academy. Distance analysis is likely related to the impersonal connection or how the reader understands the content in the textbook.



Picture 4. 3 Medium shot



Picture 4. 4 Long shot

According to Kress and van Leeuwen (2006), the frame shot from the eye-sight angle shows the perspective, there are horizontal and vertical, the number of horizontal visual images was 28 and divided into two parts, 6 frontal, and 23 oblique visual images. There are only 5 visuals that meet the vertical criteria, and they are all at eye level. Horizontal criteria are how the readers are involved and relate to the visual images. In the frontal perspective, the reader is involved in the picture, but in the oblique perspective, the reader is not involved. Vertical criteria show the power of the picture. A high angle means the reader has more power over the picture. A low angle means the picture has more power over the reader, and an eye-level angle means equal and no power is involved between the readers and pictures. Picture 4.6 is an example of an oblique perspective. The picture shows an oblique angle, which describes what a compass looks like, so the reader is not involved in this picture. Picture 4.6 is an example of an eye-level angle. The picture shows an eye-level angle of the engine room and conveys power equality between the readers and the pictures. The result of this stage reveals that the reader is not involved in any power, and so do the pictures.



Picture 4. 5 Oblique

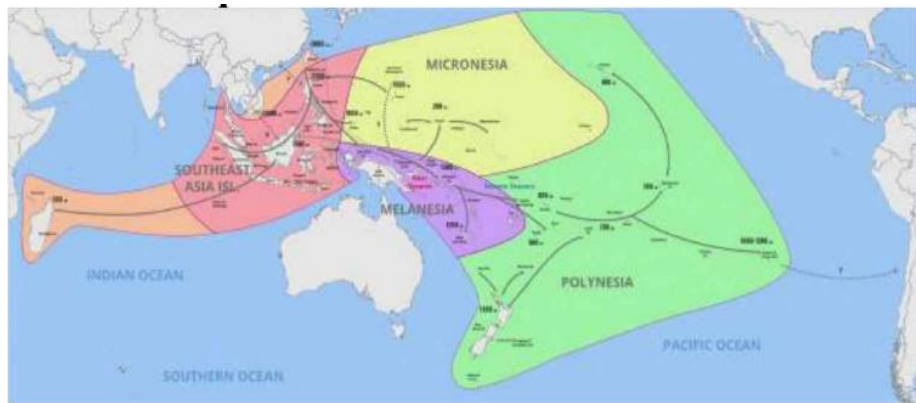


Picture 4. 6 Eye-level

According to Kress and van Leeuwen (2006), modality refers to the ability to manipulate visual reality in a way that contradicts the viewer's perception. It is closely linked to the credibility of the visual image's structures. The modality criteria are the stage that determines the color and contextualization of the picture. This book contains 22 colored pictures and 11 pictures with contextualization. The number of colored pictures is higher than the non-colored ones, indicating a high visual modality in this book. The high-color visual modality in this book has been used to improve the content. For instance, in picture 4.3, a man in the marine industry was shown wearing a high-contrast wear pack on a ship. The high contrast-colored (orange) wear pack symbolized safety and contrasted with the sea's color (Fat Rabbit Creative, n.d.). Additionally, Picture 4.7 shows the migration and expansion of the Austronesians, Colors on this map help differentiate water, arable land, and deserts. This may involve iconic elements, only sometimes (Kress, 2002). The colors used in this picture are contrasting colors like yellow, red, orange, purple, and green.

Contextualization is analyzed by observing the background and sets in the visual images (Elmiana, 2019). In this study, there were only 11 images that had

contextualization, and the other 22 images did not have any background. The visuals with blank backgrounds or no contextualization in this book display detailed things from the marine industry, such as various decks, a ship map, and the visualization of grammar for navigation. Conversely, the visual with contextualization in this book needed to show the details. This means that visual images without contextualization help readers study books and enhance visual images with contextualization.



Picture 4. 7 Color

4.1.3. Compositional mode

The compositional mode is analyzed by the arrangement of the visual layout in the textbook to deliver the meaning of the visual elements. Table 4.3 shows the frequency of this book's information value and text-image status. The table shows top/bottom and illustration visual images dominate this textbook.

Table 4. 3 Type and frequency of compositional mode pictures in English for Maritime textbook

Category	Sub-category	N (total)	% (percentage)
Information value		33	

	left/right	2	6.1
	top/bottom	31	93.9
Text- image status		33	
	Illustration	30	90.9
	Decoration	0	0
	Information	3	9.1

Information value based on Kress and van Leeuwen (2006) has a more significant impact on delivering the meaning of compositional mode. This mode has two criteria for the pictorial zone: left/right or top/bottom. Kress and van Leeuwen (2006) suggest that a small picture is better placed on the right side of the text, while a larger picture is usually placed below the text. It is common practice to place a picture with little information on the left, while the picture on the right usually contains relevant information. In addition, the placement of a picture at the top of a page indicates that it provides ideal information, while a picture at the bottom provides factual information. After analyzing the images in this book, it was observed that two images are placed on the left or right, while the remaining 31 are placed at the top or bottom. The visual images in this book are placed based on their function, with the top or bottom position utilized for images that explain visualizations in writing. The left or right position is mainly used for images that decorate or complement an object.

Text-image status based on Kress and van Leeuwen (2006) refers to the correlation between the text and the picture in the textbook. This category has three criteria: illustration, information, and decoration. Illustrative function means the

image enhances the evidence and helps the reader fully comprehend the topic. In illustrations, pictures have a function to gain and give proof of the materials effectively, as shown in Table 4.3, 30 pictures were found in this category, meaning this book engages students to engage and relate the materials effectively. Picture 4.9 gives the example of the picture in illustration criteria, which shows the illustration of an open container vessel. In information criteria, pictures have a function to deliver understanding to the reader through the materials in the picture, 3 pictures were found in these criteria. For example, in picture 4.8 there is information included in the picture. From this picture, students can do the task by only referring to the picture. Lastly, the picture decorations criteria do not have any function regarding the materials in the book. Hence, there are no decorative pictures in this book, which implies that all the pictures have their function to help students learn.



Picture 4. 8 Information (job vacancy)



Picture 4. 9 Illustration (Open container vessel)

4.2. Discussions

This research presented and analyzed the findings of pedagogical visual images in English for maritime textbooks using Kress and van Leeuwen's (2006) framework. The findings of the representational mode show non-human pictures appear more frequently, which means that in this book, the pictures focus more on objects related to the marine industry, such as ship knowledge in the textbook, apart from that, only 2 human pictures were found with the male type, both of the pictures show information in the form of ship officers who are currently studying and also those who are already working. Meanwhile, women and children are not found in this book because women or children might rarely exist in this field, this is in contrast to the research of Tahririan et al. (2013), who found that the EFL course books used brought out more humans in the books studied. This is interesting because the book used in this study is an ESP textbook, while in the previous study, the book was an EFL course book that was used for general purposes. The audience of this textbook is different; this ESP textbook is more focused on professional purposes and used by students in certain majors, while the EFL course book is used for general purposes by students in a public school. That is why in the EFL textbook, human pictures were found more than in the ESP textbook because general English students have more interaction with humans in their daily lives while workers in the

marine industry do not have much interaction with other humans, especially the workers that use this textbook to learn.

In interactive mode, the longshot (51.5%) in the distance category has a considerable number, this shows that the pictures in this book are impersonal because most of the content in this book shows locations or parts of the ship. In the perspective category, it was found that horizontal oblique (66.7 %) had a more significant number, which indicates that the reader or learner was not involved in the pictures in this book. Additionally, vertical eye level (15.2%) showed that the pictures in this book were equal and no power was involved. In the modality criteria, this book uses color (66.7%) dominantly, which shows that this book improves the materials using color, as well as pictures accompanied by contextualization (33.3%), which contain pictures showing actual events. Unfortunately, 66.7% of pictures have no context, but this does not reduce the function this book should have. This finding differs from Elmiana (2019), who found more contextualization criteria in the ELT books in her study because in Elmiana's study, since it is an EFL course book, there are many pictures of social situations and interaction with information context.

Meanwhile, in this present study, the researcher does not find many images with contextualization, for example, there is no background or contextualization in some pictures, this book displays detailed things such as various decks, a ship map, and the visualization of grammar for navigation. It seems the writers of the book do not pay much attention to the contextualization and their main goal is to have learners know and understand the picture to apply it in their workplace.

In compositional mode, the picture in information value criteria is often found at the top/bottom (93.9%), which means the picture in this book has ideal and authentic content, which helps readers or learners study this book. The image at the bottom of a written piece assists the reader or learner comprehend the material. This statement is supported by Rahikummahtum et al. (2022), who found that 56% of the pictures in the books they studied were in the top/bottom position. Pictures in the top/bottom of textbooks can help students understand the materials more effectively. In the text-image status, illustration (90.9%) has an enormous value, in this book, illustrations are often used as explanations for existing text, as well as providing concrete evidence so that readers can understand the picture more effectively, apart from that, there is only a little information (9.1%) criteria presented in this book, this is because this book has a function to not only to deliver but also to understand the material effectively, as evidenced by the absence of pictures with decorative functions in this book. Supported by Viana et al. (2018) statement on their study, ESP textbooks are mostly selectively focused, they have informative, transactional, and formal types of books. This finding contradicts several studies with higher picture information values and a picture in decorative criteria (Tahririan et al., 2013; Rahikumahtum et al., 2022). However, it is in line with a study from Elmiana (2019), who states that the picture in her study can help students engage with the exercises and emphasize linguistic assertions.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study analyzes the educational materials for ESP by evaluating the educational value of visual images in ESP textbooks. The findings on the representational mode show that the picture presents mostly non-human objects in the marine industry just like reality and is specially designed for Marine students. In the interactive mode, pictures convey impersonal relations with the reader also the picture has no relation and power through the reader or learner, it was assumed that the picture from this textbook would help the students to learn the materials solely in a maritime context supported by the high color modality that could help the reader or learner understand the materials. In the compositional mode, illustrative images have an enormous value, providing concrete evidence so readers can understand the picture more effectively. The absence of pictures with decorative functions in this book proves that pictures in this book are more efficient in giving understanding materials to the reader or learner. In short, this ESP textbook has a precise function for educational material and contains educational value for teaching English for Maritime. This book is suitable for teaching ESP in the Marine industry because the visual images in this book show the real situation of the professional world.

5.2 Suggestion

By considering the findings and the discussion of this research, there are some suggestions for ESP teachers, materials developers, textbook authors, students, and researchers interested in ESP. Teacher should use this study to consider the visual images contents in ESP textbook to help students learning using visual images and develop visual image knowledge skills in language learning by selecting images aligned with the pedagogical objectives to help them understand the activities in the textbooks. Since this study only analyzes visual images on a small scale, further research can be conducted on a larger scale and incorporate theories with more detailed points. This research can also be a consideration for material developers not to put much decoration on ESP textbooks since ESP textbooks are focused on specific purposes and are mostly used by workers.

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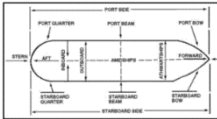
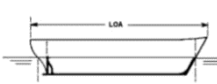
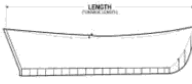
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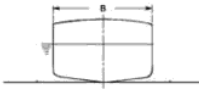
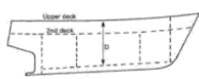

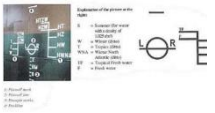
APPENDIX

Title of the book: English in Maritime Vocation Length of the page: 183 pages, 10 chapters Source: https://play.google.com/store/books/details?id=m9iyEAAAQBAJ Publisher: PT. Global Eksekutif Teknologi







Mode	category		sub-category
Representational	Participants	Human	Age
			Gender
			Sociocultural portrayal
		Non-human	Object
			Animal
			Location
Interactive	Distance	Close up	
		Medium shot	
		Long shot	
	Perspective	Horizontal	Frontal
			oblique
		Vertical	High
			Low





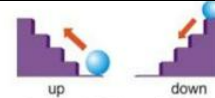
		eye- level
	Modality	Color
		Contextualization
Compositional	Information value	left /right
		top/bottom
	text -image status	Illustration
		Decoration
		information






Pictures	Location	Description	Modes
		The representational mode	The interactive mode The compositional mode
	Page 10	Non-human, Location	Long shot, horizontal in frontal, there are color to differentiate the location on the maps and the context of the picture
	Page 33	Non-human, Object	Long shot, horizontal in oblique. No color, with context
	Page 35	Non-human, Object	Longshot, in horizontal and oblique, no color with no context
	Page 35	Non-human, Object	Longshot, in horizontal and

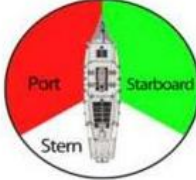



			oblique, no color with no context	
	Page 36	Non-human, Object	Longshot , in horizontal and eye level, no color with no context	bottom , illustration
	Page 36	Non-human, Object	Longshot , in horizontal and oblique, no color with no context	bottom, illustration
	Page 38	Non-human, Object	Longshot , in vertical and eye level, no color with no context	Top. illustration
	Page 39	Non-human, Object	Close up in vertical eye level with color and context	left, information

	Page 41	Non-human, Object	Longshot , in horizontal and eye level, no color with no context	Bottom, information
	Page 42	Non-human, Location	Longshot , in horizontal and oblique, no color with no context	Bottom, illustration
	Page 44	Non-human, Object	Longshot , in horizontal and oblique, no color with no context	top, illustration
	Page 45	Non-human, Location	Longshot , in horizontal and oblique, in color with no context	top, illustration
	Page 47	Non-human, Location	Longshot , in horizontal and oblique, in color with no context	top, illustration

	<p>Page 49</p>	<p>Non-human, Location</p>	<p>Longshot , in horizontal and oblique, in color with no context</p>	<p>Top, illustration</p>
	<p>Page 74</p>	<p>Non-human, Object</p>	<p>Close up. In horizontal and frontal with context</p>	<p>right, information</p>
	<p>Page 120</p>	<p>Non-human, Object</p>	<p>Long shot. In horizontal and frontal with no context</p>	<p>Bottom, illustration</p>
	<p>Page 121</p>	<p>Non-human, Object</p>	<p>Close up. In horizontal and oblique with color and context</p>	<p>bottom, illustration</p>
	<p>Page 122</p>	<p>Non-human, Object</p>	<p>Close up. In horizontal and oblique with color and context</p>	<p>bottom, illustration</p>
	<p>Page 122</p>	<p>Non-human, Object</p>	<p>Long shot, In horizontal and frontal</p>	<p>Bottom, illustration</p>

				with color and context
	Page 123	Non-human, Location	Long shot, In horizontal and frontal with color and context	bottom, illustration
	Page 124	Non-human, Object	Close up. In horizontal and oblique with color and no context	Bottom, illustration
	Page 124	Non-human, Object	Close up. In horizontal and oblique with color and no context	Bottom, illustration
	Page 125	Non-human, Object	Close up. In horizontal and oblique with color and no context	Bottom, illustration
	Page 125	Non-human, Object	Close up. In horizontal and oblique	Bottom, illustration

				with color and no context
	Page 125	Non-human, Object	Close up. In horizontal and oblique with color and no context	Bottom, illustration
	Page 126	Non-human, Object	Close up. In horizontal and oblique with no context	Bottom, illustration
	Page 126	Non-human, Object	Close up. In horizontal and oblique with no context	Bottom, illustration
	Page 126	Non-human, Object	Close up. In horizontal and oblique with no context	Bottom, illustration
	Page 126	Non-human, Object	Close up. In horizontal and oblique with color	bottom, illustration

				and no context
	Page 132	Non-human, Location	Close up. In horizontal and oblique with color and context	Bottom, illustration
	Page 160	Human, in age 19-25, men, marine students	Medium shot, in horizontal oblique with color and context	Bottom, illustration
	Page 163	Human, man, marine crew	Medium shot, in vertical eye level with color and context	Bottom, illustration
	Page 164	Non-human, object	Long shot, in horizontal frontal with color and context	Bottom, illustration