

**SKIN COLOR REPRESENTATION IN GOVERNMENT-ENDORSED AND
COMMERCIAL ENGLISH TEXTBOOKS IN INDONESIA**

A Thesis

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



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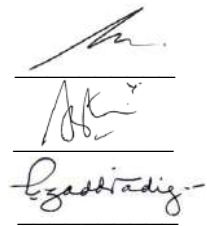
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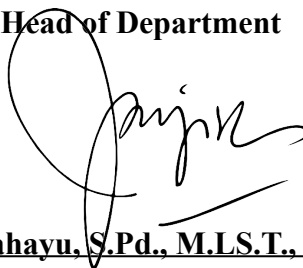
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STATEMENT OF WORK'S ORIGINALITY

I ensure the originality of content in this study, all the works are mine except those of which are properly cited in the quotations and references, following the guideline in making scientific paper.

Yogyakarta, 19 July 2024

The Writer,



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MOTTO

“Life is short, live your life to the fullest and cherish every moments of it”

DEDICATIONS

First, I want to dedicate this thesis to myself, for believing that I can finish this thesis. Those sleepless nights and all day work at the library finally paid off. Second, I want to dedicate this thesis to all the wonderful people around me who supported me in finishing this thesis, even though I sometimes doubted myself. Third, I want to dedicate this thesis to all the introverts out there, even with all the challenges we can complete all of our works if we keep progressing and remember our goal in the first place.

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First and foremost I would like to praise Allah, the Almighty. He is the reason I am alive and by His blessing I can finish this thesis. Even Though I am deeply flawed, He still showed His mercy. Second, my father in heaven, thank you for all the support and love that you have given me. Even Though I only have 17 years with you, your passion for education will always inspire me. I believe you are always looking at me from heaven. Third, my beloved mother, thank you for letting me pursue my education in a city that is far from you. Your love, support and prayer is the reason I can complete this hard journey. I hope I can make you proud always and forever. Fourth, all of my family, thank you for all the support and prayer you have given. You are the reason I am always looking forward to going back home. Fifth, my supervisor Willy Prasetya, thank you for guiding me throughout this thesis journey. Your support boosts my confidence. Sixth, all the English Language Education lecturers, thank you for the knowledge that you have given me, I learned a lot of valuable lessons. You make these past 4 years of my life meaningful. Seventh, I want to thank Reyhan, my thesis partner who has accompanied me in this thesis journey. Last but not least, I want to thank all of my friends from English Language Education UII batch 2020. These past 4 years of my life are wonderful and lovely because of our companionship.

Yogyakarta, 19 July 2024

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ABSTRACT

Skin color representation is an important aspect in ensuring diversity in a textbook, yet the research about the topic is still limited. This study aims to identify and analyze skin color representation in the English textbooks published in Indonesia. As a comparison, two textbooks are used in this study. The first textbook is Bahasa Inggris Work in Progress SMA/SMK/MA Kelas X which is published by the Indonesian government and the second textbook is Buku Interaktif Active English : English for Senior High School Students Grade X which is published by Intan Pariwara. Qualitative research method is used in this study by utilizing content analysis. The Fitzpatrick scale is utilized to determine the skin color of the people on the images found in the textbooks. The researcher used the Kress and van Leeuwen's (2020) framework to get the information about the interactive dimension between images and viewer. The findings showed that based on the Fitzpatrick scale the most represented skin color on the government book are type III and type IV while on the commercial book type II and type III are the most represented skin color. Based on the framework from Kress and van Leeuwen, the types are embedded in demand, personal and equality categories. Both the government and the private publisher have tried to include diverse skin color in the textbooks even though the representation of deeper skin color such as type V (Brown) and type VI (Black) are still lacking. The findings of this study are expected to bring awareness about skin color representation in English textbooks published in Indonesia. The study could help Indonesian English textbook developers to be aware about the skin color representation and enlighten the developers to make more inclusive English textbooks.

Keywords: English Textbooks, Interactive Dimension, Skin Color Representation

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Language learning textbooks have the characteristics of a double-edged sword, where certain ideas or beliefs are legitimate and encouraged while the others are left behind and fall into obscurity. The characteristics mentioned makes language learning textbooks powerful in influencing the readers (Curdt-Christiansen & Weninger, 2015; Gulliver, 2010). Students who are the readers of the textbooks still in the phase of searching their identity, therefore makes them prone to be influenced. If what influenced them is something negative, there is a high probability that they would perceive that as a norm or something that is normal. Who uses the language, how they use it, and in what context someone uses it are the things that language learning textbooks are able to control thus naturally incorporate political and ideological representations (Curdt-Christiansen & Weninger, 2015). The content on the language learning textbooks is complex, not only it has the knowledge about language, but it also has the content about society's values and society's perspectives on race, nationality and gender (Gray, 2010; Keles et al., 2021, Risager, 2018). In research that is conducted in Hong Kong, Law and Chan (2004) found that the male characters are overwhelmingly much more present in public areas such as in schools and classrooms compared to the female characters. In another research, Rezai-Rashti & McCarthy (2008) found that the textbooks in Canada tend to be

simplified in order to avoid bringing nuance in complex issues, for instance relating to Islam or muslims. Those research highlights the examples of the complexity of representation in a textbook, with the issue touching on gender and religion. The incorrect depiction that is found is harmful as it does not reflect the real life situations and variety of human's life, thus the textbooks are not successful in meeting the inclusivity criteria (Gray, 2010).

The condition where people from diverse types are included and treated with equality and fairness is the definition of inclusivity (Cambridge University Press, n.d.). The reader from a particular group and culture that is underrepresented or depicted in a false way will see the textbook as detached from their daily life (Anya, 2017). Passive learning rather than active learning is the result of textbooks that lack inclusivity (Gollnick & Chinn, 2013). The learners have little interest in the textbook because they are not able to connect the dots between their cultural values, understandings and way of thinking to those of the others (Keles & Yazan, 2020). Diverse representations in a textbook are able to make the learners aware of both their own unique characteristics and also the unique characteristics of others of which as a result the issue of biases, prejudice and stereotypes are minimized.

The one critical aspect of an inclusive textbook is the representation of skin color as it subconsciously influences the reader's way of thinking. The unbalanced representation of skin color could lead to the perpetuation of colorism. As the name suggests colorism deals with skin color, even though color is a beautiful thing, colorism is a wicked thing as it is something that should never

exist. According to Hunter (2005), colorism is a form of discrimination that favors light-skinned people over their dark-skinned equivalent. Colorism is different from racism as its primary factor of discrimination is the actual skin tone not the physical characteristics. According to Hirschman (2004), the difference is crucial as race is merely a social concept and does not have a strong correlation with biology. Colorism, which is the preference of light-skinned people over dark-skinned people, has an effect on wide areas, such as the marriage market, housing, sentencing in criminal justice, education and earnings (Hunter, 2012). Light skin privilege is prevalent in the areas mentioned before, even with the consideration of other factors such as status of the socioeconomic and parents background on education according to research across race and ethnic groups that has been done inside and outside the USA (Hall, 2008).

The long domination of European powers in Indonesia has a long lasting impact on how Indonesians perceive beauty, whiteness becoming the standard of beauty (Saraswati, 2016). According to Saraswati (2016), in colonial era Europeans labeled the native inhabitants of the archipelago as idle, unintelligent and uncivilized. In the present times, this mindset of White superiority is carried out in the mind of Indonesians in treating others. Papuans become the center of jokes and insults simply because of their dark skin. Papuans are often being insulted when they study in other provinces, offensive words like monkey are often being yelled at them (Kusumaryati, 2021). The damage of colonialism is hard to remove. The Philippines which also experienced colonization also suffered with colorism, mixed raced people especially with White background are

considered handsome or beautiful by the Philippines society (Gleeck, 2017). Both Indonesia and the Philippines are fan of beauty pageant competitions, however most of the people that are chosen to represent the country are people with mixed race background, the winner of Miss Philippines 2018 is Catriona Gray who is Filipino-Australian descent, while the winner of Miss Indonesia 2017 is Achintya Nilsen who is Indonesian-Norwegian descent (Karunia & Permana, 2022).

The discussion about skin color representation is crucial and needs special attention as the effect of imbalance representation will lead to colorism, which a discrimination based on skin tone. The skin tone of a person will determine the intensity, regularity and result of discrimination that people of color have to endure and it will vary (Hunter, 2007). For instance, Asians with light skin will have better opportunities than Asians with dark skin. As an important issue, skin color needs to be discussed, specifically in a textbook. The topic about skin color is still a sensitive issue among people of color. Many people of color feel uncomfortable and hesitant to discuss it (Hunter, 2012).

Knowing the negative impact of colorism, it is important to discuss the representation of skin color in language learning textbooks. The limitation from the previous study is that the discussion only used the textbooks from major western publishers and only focused on race (Bowen & Hopper, 2022). The marginalization of non-western textbooks is concerning as the majority of English language learners come from Asian countries. The textbooks produced by various Asian countries have the effect of being the first exposure of the English language to the majority of students in these countries. The study explored the

representation of skin color in images found in two English textbooks published in Indonesia. We hope this study brings awareness to the importance of diverse skin color representation in language learning textbooks.

1.2. Identification of the Problem

Textbooks are an important tool for learning, especially in the context of language learning. The students are exposed to the way language is represented. As English becomes the lingua franca, speakers of the English language come from various race and ethnic groups. Students are not able to relate with textbooks that are detached from their life and thus make them passive in learning. The skin color representation in textbooks is important as it is one of the aspects that students are able to relate to. The study about skin color representation in English textbooks is important especially in Indonesia where diversity is prevalent.

1.3. Limitation of the Problem

The study is to identify and analyze skin color representation in the English textbooks with the focus on English textbooks published in Indonesia. The study does not cover English textbooks published by western publishers and electronic media such as video.

1.4. Formulation of the Problem

The study is conducted with the following question to answer:

- How is different skin color represented in the English textbooks published in Indonesia?

1.5. Objectives of the Study

This study aims to identify and analyze skin color representation in the English textbooks published in Indonesia.

1.6. Significance of the Study

Indonesia is a diverse place which is reflected in the various languages, ethnicities and skin colors that are found in the country. On the topic of skin color, Indonesia still lacks in the area of representation. The representation of skin color is important as it will tackle the issue of colorism. The findings of this study are expected to bring awareness about skin color representation in English textbooks. The study could enlighten material developers in Indonesia to make more inclusive English textbooks. Inclusive textbooks enable students to be able to relate to the textbook and expand students' perception about diversity.

CHAPTER II

LITERATURE REVIEW

2.1. Skin Color in Indonesian Context

Almost every Asian country experienced colorism aside from Indonesia, to be beautiful one has to have fair skin in almost every Asian culture (Karunia & Permana, 2022). International beauty standard is defined by following the western beauty standard (Li et al., 2008). In Asia specifically, the mindset of favoring white skin over dark skin is long-established compared with other continents (Dixon & Telles, 2017). The favoring of light skin over dark skin in Asian culture is based on class stratification in which people with light skin are associated with nobility because one does not have to do the outdoor activities (Glenn, 2008). In Asian countries such as China, Pakistan, Vietnam, Korea, the Philippines, Cambodia, Thailand and Indonesia the class stratification exists (Rondilla & Spickard, 2007; Wertheim, 2017).

In Indonesia, the favoritism of White or light skin dates back to the era of colonialism. Native Indonesians who have dark skin were placed on the bottom, the Chinese who have yellow skin were placed in the middle, while the Dutch who have light skin were placed on top of the hierarchies (Wertheim, 2017). This kind of mindset and mentality carried out to the modern era, especially with the rise of technological advancement. American pop culture especially since the late 1960s influenced this way of thinking that having fair skin is the standard of beauty (Saraswati, 2016). Indonesian women along with their counterparts in

other Asian countries perceived beauty as having fair skin, lengthy hair and tall figure. Indonesia is placed on top in terms of the purchasing power on skin whitening products (Saraswati, 2016).

As an ethnic group with distinct appearance Papuans often become the subject of discrimination in Indonesia, acts of racism often occurred intentionally or unintentionally (Siahaan et al., 2021). Papuans are considered melanesians, people with characteristics that share the resemblance with Black people, notably the skin color and hair texture (Kusumaryati, 2021). In 2019, racism toward Papuans happened in Surabaya. At that time, the law enforcer used violence and uttered inappropriate words such as monkey toward Papuan students for issues which still need further investigation (Ulafirita et al., 2023). The event acted as a reminder that racism is a serious issue that needs special attention in Indonesia.

2.2. Representation on English Language Teaching Textbooks

In the English Language Teaching (ELT) textbooks, the representation of culture often becomes the subject of research. It is crucial as the majority of English language learners come from diverse backgrounds and cultures. The study conducted in Hong Kong found the imbalance in representation of cultures in ELT textbooks. Non english-speaking countries' cultures are marginalized with the most lack of coverage on African cultures, compared to the cultures of english-speaking countries which are more represented (Yuen, 2011). The lack of other cultures' representation could perpetuate bias and prejudice in students.

In the Indonesian context, the research on representation is also mostly regarding the cultural aspect. As a country with diverse cultures, ELT textbooks

must include various representations to broaden students' horizons and knowledge. The localization of culture in the textbooks is to stimulate students enjoying learning the language and also inform them about local cultures (Shin et al., 2011). The localization of cultures in the textbooks is crucial as it will give the students knowledge about local cultures and enable them to appreciate it.

As representation becomes a crucial subject, representation other than cultural aspects need to be conducted. Representation of race or skin color is crucial as it is the first thing that the students will notice in their textbooks. However, the research about race or skin color in ELT textbooks is rare compared to the cultural aspects as research about race is mostly done in medical books. The research that has already been conducted on ELT textbooks focused on race. The research found that White is still being the most represented race compared to the others like Blacks and Asians in spite of the push of more diverse representations (Bowen & Hopper, 2022). The diverse representation is important as it will prevent colorism from proliferating.

2.3. Review of Relevant Previous Studies

The studies about the representation of skin color in English Language Teaching textbooks still hardly exist. The studies about skin color still have not been the main focus, instead previous studies mainly talked about race representation which one of the main factors about race categorization is skin color. Skin color becomes one of the aspects that differentiate between some races with the others. The assumption is not quite correct as even people who belong to the same race often have different skin color.

Several research studies have been conducted to study race representation. In the children's books about first language, the research about race inclusivity has resulted in valuable knowledge (Caple & Tian, 2021). Another research has been conducted by Melliti. Melliti (2013) stated the book that she examined, *Headway Intermediate*, contains favoritism of White compared to other races. However the research does not include detailed information about the race breakdown, the process of taking data only includes a small survey. The research about race was also conducted by Romney. Romney (2019) stated that because of the difficulty to categorize race, he chose to classify between Whites and People of Color (POC).

In studies that have been conducted, the common theme that always resurfaced is the unbalanced representation of race. Whites still hold the majority of race representation across many books. The unbalanced representation is found in research conducted by Bowen and Hopper. The White representations still are the majority in comparison with other races (Bowen & Hopper, 2022). From the same research, Bowen and Hopper (2022) found that Southeast Asian representations are little even though Indonesia as the fourth largest nation has made English as the compulsory subject in school. The favoritism toward Whites perpetuates the assumption that the majority of English native speakers are White. The Black representation also becomes the main focus in research conducted by Brown and Hopper. The images related to Black representation are still very small in spite of the topic about the racism towards Black people becoming the main focus in the critical race theory for a very long time (Bowen & Hopper, 2022).

The possible attitude toward White becoming the majority of the representation on ELT textbooks is based on the fact that it reflects the people composition of the publisher's country. The United States and UK are the dominant players in publishing English language textbooks (Pennycook, 2017). The over representation of Whites compared to the other races is shocking as books that have been analyzed are the contemporary one, indicating that society has not progressed significantly.

2.4. Conceptual Framework

The study utilized the method of content analysis in the analysis process. The process of content analysis consists of data-making, inferring and narrating (Krippendorf, 2019). The Fitzpatrick scale is utilized to determine the skin color of people on the image. The scale has six types: type I (Light), type II (White), type III (Medium), type IV (Moderate Brown), type V (Brown) and type VI (Black). The framework from Kress and van Leeuwen (2020) is used to find out how the viewer of the book interacts with the images that are represented in the textbooks. The framework coded images for level of engagement between image-participants and viewer (Contact), social affinity between image-participants and viewer (Social Distance) and power dynamic between image-participants and viewer (Attitude).

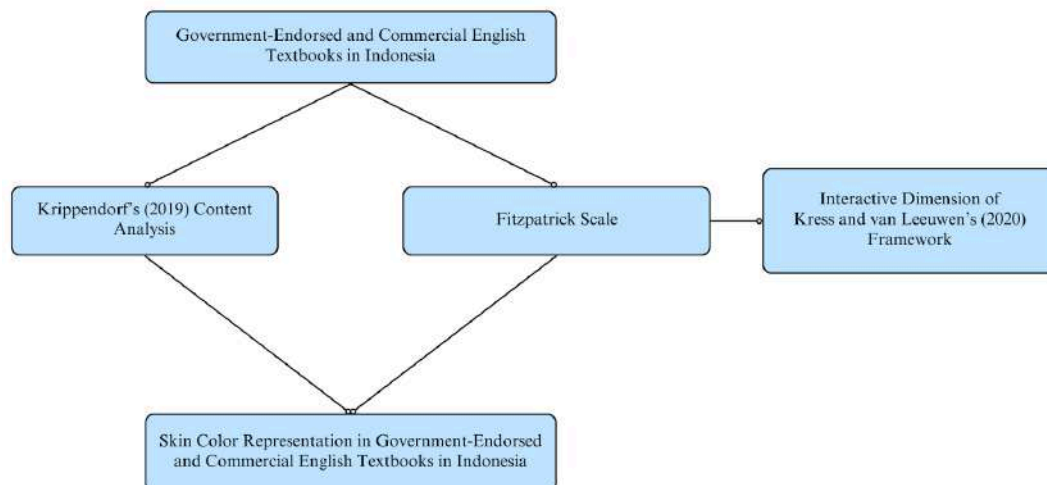


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

In the study, the qualitative research method of content analysis is applied by the researcher. Content analysis is a research technique that is known for drawing logical conclusions from texts and pictures and then elucidating it (Krippendorf, 2019). The Fitzpatrick scale which was developed by Thomas B. Fitzpatrick is utilized to determine the skin color of people in the image. The study utilizes the interactive dimension of Kress and van Leeuwen's (2020) framework to inspect the interaction between people of different skin color on images found in the textbooks with the viewer.

3.2. Investigated Textbooks

The study used two textbooks for comparison, the first textbook is published by the government while the second textbook is published by a private publisher. The first textbook titled *Bahasa Inggris Work in Progress SMA/SMK/MA Kelas X* written by Budi Hermawan, Dwi Haryanti and Nining Suryaningsih (2022), which was published by *Pusat Perbukuan; Badan Standar, Kurikulum, dan Asesmen Pendidikan; Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi*. The textbook has 6 chapters in total. The textbook is specifically chosen because of the government involvement in the process of developing it. The textbook is designed to follow the guidelines from the government, especially in the area of sticking to the curriculum. The writers of the

textbook have experience in Indonesian education and language literacy. Two of the writers have studied abroad for their higher education which exposed them to diversity and multiculturalism.

The second textbook is titled *Buku Interaktif Active English : English for Senior High School Students Grade X* written by Cicik Kurniawati, Debby S.R. Nurvitasari and Susiningsih (2022), which was published by Intan Pariwara. The textbook has 10 chapters in total. The book is chosen because of the private publisher's involvement in it. The textbook has a more creative approach in developing activities. Utilization of technology is also more prominent in the textbook. The writers of the textbook have experience in the English language. Two of the writers have familiarity with teaching the English language in Indonesia. Both textbooks are specifically chosen because of the implementation of the newest curriculum in the textbook, which is *kurikulum merdeka*.

3.3. Data Collecting Techniques

For the data collection, the study has two steps. For the first steps, the images that have been collected are organized based on the skin types using the Fitzpatrick scale. For the second steps, the images are coded using the interactive dimension of Kress and van Leeuwen's (2020) framework to inspect the interaction between people of different skin color on images found in the textbooks with the viewer. The criteria for images exclusion and inclusion are made to select images that are included in the study.

3.3.1. Fitzpatrick Scale

The study utilizes the Fitzpatrick scale to determine people's skin color on images that have been collected. The study strictly determines the skin color based on the way the image is printed, racial phenotypes are not the focus in the study. By using Fitzpatrick scale, the categorization of skin color is more precise and accurate. The Fitzpatrick scale was developed by Thomas B. Fitzpatrick in 1975, the scale is a skin classification system that is based on a person's skin color and a person's skin endurance toward sunlight in terms of burning or tanning (Sachdeva, 2009). Figure 3.1 below is the example of Fitzpatrick scale, the scale is categorized from scale 1 to scale 6 ranging from light to black (*Fitzpatrick Scale at Emerge in Tulsa | Wellness, Med Spa, Salon, 2023b*).



Figure 3.1 Skin Categorization According to the Fitzpatrick Scale

3.3.2. Kress and van Leeuwen Framework of Interactive Dimension

The study utilizes the interactive dimension of Kress and van Leeuwen's (2020) framework to inspect the interaction between people of different skin color on images found in the textbooks with the viewer. The framework coded images for level of engagement between image-participants and viewer (Contact), social affinity between image-participants and viewer (Social Distance) and power

dynamic between image-participants and viewer (Attitude). Contact is divided into two categories, *demand* is when the image shows eye contact and *offer* is when the image shows no eye contact. Social Distance is divided into three categories, *personal* is when the image taken from the waist up which makes the viewer able to see the facial expression and emotions, *social* is when the image is taken from a medium range of which the full body is almost shown and *impersonal* is when the image is taken from a long range of which the full body is shown. Attitude is divided into three categories, *viewer power* is when the image is taken from a high angle of which makes the viewer look powerful, *equality* is when the image is taken from eye-level angle and *represented participant power* is when the image is taken from a low angle of which makes the people on the image look dominant.

Table 3.1 Kress and van Leeuwen Framework of Interactive Dimension

| Interactive Dimension | | Definition |
|-----------------------|--------------------------------------|-------------------------------|
| Contact | <i>demand</i> | The occurrence of eye contact |
| | <i>offer</i> | The absence of eye contact |
| Social Distance | <i>personal</i> | Close shot |
| | <i>social</i> | Medium shot |
| | <i>impersonal</i> | Long shot |
| Attitude | <i>viewer power</i> | High angle shot |
| | <i>equality</i> | Eye level shot |
| | <i>represented participant power</i> | Low angle shot |

3.3.3. Exclusion and Inclusion Criteria for Images

The study focuses on the representation of skin color which requires clarity on the image. There are three criteria for image exclusion. First, the study excludes the images that only show focus on one part of the body and the focus is on another object such as shown in Image 3.1. Second, the study excludes the images of people that are in the background and taken from a far which makes the image not clear such as shown in Image 3.2. And third, the study excludes the images of people with the upper body shown but the skin color is not visible such as shown in Image 3.3. For the inclusion criteria, the skin color must be visible and the focus is on the person such as shown in Image 3.4.



Image 3.1 The Focus is on Another Object



Image 3.2 The Image is Unclear



Image 3.3 The Skin Color is not Visible



Image 3.4 The Skin Color is Visible with the Focus on the Person

3.4. Data Analysis

The study utilized the method of content analysis in the analysis process. The process of content analysis consists of data-making, inferring and narrating (Krippendorf, 2019). In the data-making process, the researcher selects images to be included in the study, the data that has been collected then are categorized according to the skin types using the Fitzpatrick scale and coded the interactive dimension using the framework from Kress and van Leeuwen. In the inferring process, the data that has been collected is inferred in accordance with the interest of the researcher. In the narrating process, the researcher made an outcome about the data that has been analyzed and linked it with related studies.

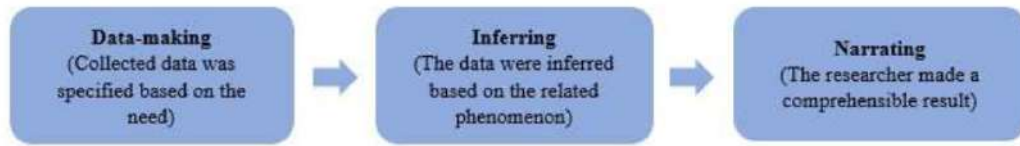


Figure 3.2 Krippendorff's (2019) Steps to Analyze Data

3.5. Trustworthiness

The three criteria of content analysis validity becomes the basis of the study's trustworthiness. Closeness of categories: the categorization follows solely on the Fitzpatrick scale in the area of determining people's skin color in the images and the framework from Kress and van Leeuwen regarding the interactive dimension between images on the textbooks with the viewer. Conclusion: the data that has been collected reflected the study's result. Generalizability of the result to a theory: the categorization has clear definition, utilizing Fitzpatrick scale in determining the skin color and items from Kress and van Leeuwen in determining the interactive dimension between images and the viewer. The criteria of image exclusion and inclusion is created as a deciding factor about images that are included in the study.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

4.1. Findings

After conducting the data collection, the study has gathered a total of 88 images of people for the government textbook and 164 images of people for the commercial textbook. The images are selected and filtered with the help of exclusion and inclusion criteria which has been established in the previous chapter. All the images where the criteria for inclusion is met are selected to be analyzed further. As the government textbook has PDF format, the images are taken by utilizing the screenshot tool. The resulting images have PNG format. As for the commercial textbook which has the format of hard copy, the images are taken manually by using a phone camera. The resulting images have JPG format.

All the images from the government textbook and commercial textbook that has been gathered then is categorized by following the Fitzpatrick scale to determine the skin color and framework from Kress and van Leeuwen to determine the interactive dimension of images.

4.1.1. Skin Color Representation

This section explores the skin color representation in both government-endorsed and commercial English textbooks using the Fitzpatrick scale. The scale is ranging from type 1 to type 6. Type I is described as Light, type II is described as White, type III is described as Medium, type IV is described as Moderate Brown, type V is described as Brown and type VI is described as Black.

For the government textbook, type I has 0 representation, type II has 4 representations, type III has 56 representations, type IV has 14 representations, type V has 13 representations and type VI has 1 representation. Majority of skin color representations are on type III. Figure 4.1 below shows the percentage of the representation.

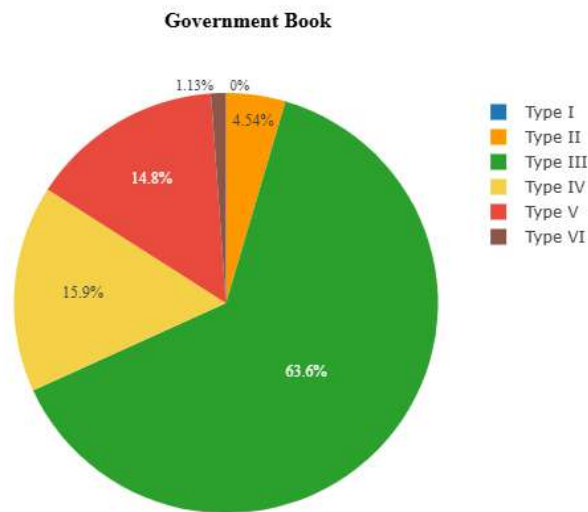


Figure 4.1 Skin Color Representation in the Government Textbook

For the commercial textbook, type I has 26 representations, type II has 62 representations, type III has 38 representations, type IV has 31 representations, type V has 6 representations and type VI has 1 representation. Majority of skin color representations are on type II. Figure 4.2 below shows the percentage of the representation.

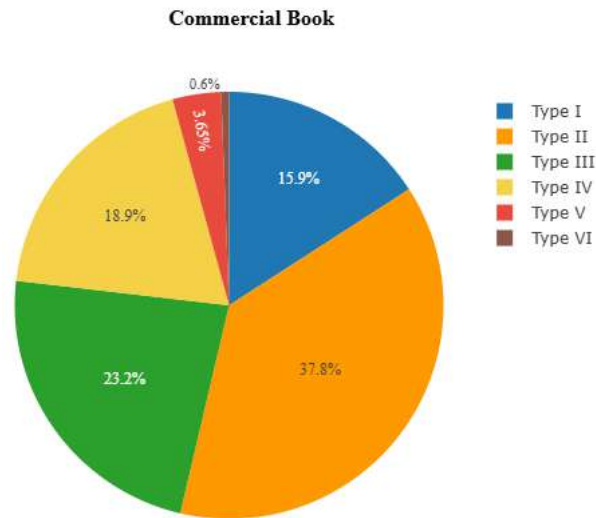


Figure 4.2 Skin Color Representation in the Commercial Textbook

4.1.2. Interactive Dimension

To inspect the interaction between people of different skin color on images found in the textbooks with the viewer, the study utilizes the interactive dimension of Kress and van Leeuwen's (2020) framework. The framework coded images for level of engagement between image-participants and viewer (Contact), social affinity between image-participants and viewer (Social Distance) and power dynamic between image-participants and viewer (Attitude).

4.1.2.1. Contact

This section explores the dynamic of skin color representation in both government-endorsed and commercial English textbooks using the first item on Kress and van Leeuwen framework of interactive dimension. The Contact item is utilized to get the information about the engagement between images on textbook and the viewer. The Contact item is divided into two categories, *demand* and *offer*. *Demand* is when the image is having eye contact with the viewer therefore the

image and the viewer is having an engagement. *Offer* is when the image is not having eye contact with the viewer therefore the image and the viewer is having a detachment. For *demand*, the study has gathered a total of 47 images of people. The government textbook has a total of 9 images and the commercial textbook has a total of 38 images. For *offer*, the study has gathered a total of 205 images of people. The government textbook has a total of 79 images and the commercial textbook has a total of 126 images. Table 4.1 below shows the breakdown of images according to the Fitzpatrick types.

Table 4.1 Breakdown of Contact with the Fitzpatrick Types

| Contact | Fitzpatrick Types | Government Textbook | Commercial Textbook |
|---------------|-------------------|---------------------|---------------------|
| <i>demand</i> | Type I | 0 (0%) | 2 (5.26%) |
| | Type II | 1 (11.11%) | 13 (34.21%) |
| | Type III | 1 (11.11%) | 12 (31.58%) |
| | Type IV | 3 (33.33%) | 9 (23.68%) |
| | Type V | 4 (44.44%) | 1 (2.63%) |
| | Type VI | 0 (0%) | 1 (2.63%) |
| <i>offer</i> | Type I | 0 (0%) | 24 (19.05%) |
| | Type II | 3 (3.80%) | 49 (38.89%) |
| | Type III | 55 (69.62%) | 26 (20.63%) |
| | Type IV | 11 (13.92%) | 22 (17.46%) |
| | Type V | 9 (11.39%) | 5 (3.97%) |
| | Type VI | 1 (1.27%) | 0 (0%) |

Based on the table above, the majority of images are categorized as *offer* as the images are not having eye contact. Majority of images on *offer* are a person having interaction with the other as shown in Image 4.1 or a person doing focus required activity such as sport, as shown in Image 4.2. As with *demand* which has much smaller numbers, the majority of images are a person asking questions to the viewer as a way to do the engagement activity such as shown in Image 4.3.



Image 4.1 Interaction



Image 4.2 Sport Activity



Image 4.3 Asking Question Activity

On *demand*, there are several findings about the skin color representation. Majority of images which represent *demand* on the government textbook are categorized as type IV and type V according to the Fitzpatrick scale. Type IV has the percentage of 33.33% (3 images) and type V has the percentage of 44.44% (4 images). Type IV is described as Moderate Brown while type V is described as Brown, the two types are mirroring the average skin color of Indonesians. The Image 4.4 shows the example of an image of a person projecting *demand* with Fitzpatrick type IV. Compared to the government textbook, the majority of the images which represent *demand* on the commercial textbook are categorized as type II and type III according to the Fitzpatrick scale. Type II has the percentage of 34.21% (13 images) and type III has the percentage of 31.58% (12 images). Type II is described as White while type III is described as Medium, the two types are more mirroring the average skin color of people in western countries. The Image 4.5 shows the example of an image of a person projecting *demand* with Fitzpatrick type II.



Image 4.4 A Person Projecting *demand* with Fitzpatrick Type IV



Image 4.5 A Person Projecting *demand* with Fitzpatrick Type II

On *offer*, there are several findings about the skin color representation. For the government textbook, the representation of skin color is concentrated on the Fitzpatrick type III. Type III which is described as Medium has the percentage of 69.62% (55 images). The type which is on the lighter side of the spectrum is the skin color for a significant number of Indonesians. The Image 4.6 shows the example of an image of a person projecting *offer* with Fitzpatrick type III. Compared to the government textbook, the representation of skin color in the commercial textbook is mainly on the Fitzpatrick type II and Fitzpatrick type III with the Fitzpatrick type II slightly higher. Type II which is described as White has the percentage of 38.89% (49 images) while type III which is described as Medium has the percentage of 20.63% (26 images). The high number of type II and type III representation is identical to the data on *demand*. The two types are

reflecting the average skin color of people in western countries. The Image 4.7 shows the example of an image of a person projecting *offer* with Fitzpatrick type II.



Image 4.6 A Person Projecting *offer* with Fitzpatrick Type III



Image 4.7 A Person Projecting *offer* with Fitzpatrick Type II

4.1.2.2. Social Distance

This section explores the dynamic of skin color representation in both government-endorsed and commercial English textbooks using the second item on Kress and van Leeuwen framework of interactive dimension. The Social Distance item is utilized to get the information about the affinity between images and the viewer. The Social Distance item is divided into three categories of which are *personal*, *social* and *impersonal*. *Personal* is when the image is taken close shot, *social* is when the image is taken medium shot and *impersonal* is when the image

is taken long shot. For *personal*, the study has gathered a total of 107 images of people. The government textbook has a total of 25 images and the commercial textbook has a total of 82 images. For *social*, the study has gathered a total of 63 images of people. The government textbook has a total of 32 images and the commercial textbook has a total of 31 images. For *impersonal*, the study has gathered a total of 82 images of people. The government textbook has a total of 31 images and the commercial textbook has a total of 51 images. Table 4.2 below shows the breakdown of images according to the Fitzpatrick types.

Table 4.2 Breakdown of Social Distance with the Fitzpatrick Types

| Social Distance | Fitzpatrick Types | Government Textbook | Commercial Textbook |
|-------------------|-------------------|---------------------|---------------------|
| <i>personal</i> | Type I | 0 (0%) | 10 (12.20%) |
| | Type II | 2 (8%) | 32 (39.02%) |
| | Type III | 14 (56%) | 12 (14.63%) |
| | Type IV | 3 (12%) | 21 (25.61%) |
| | Type V | 6 (24%) | 6 (7.32%) |
| | Type VI | 0 (0%) | 1 (1.22%) |
| <i>social</i> | Type I | 0 (0%) | 5 (16.13%) |
| | Type II | 1 (3.13%) | 11 (35.48%) |
| | Type III | 20 (62.50%) | 11 (35.48%) |
| | Type IV | 6 (18.75%) | 4 (12.90%) |
| | Type V | 5 (15.63%) | 0 (0%) |
| | Type VI | 0 (0%) | 0 (0%) |
| <i>impersonal</i> | Type I | 0 (0%) | 11 (21.57%) |

| | | | |
|--|----------|-------------|-------------|
| | Type II | 1 (3.23%) | 20 (39.22%) |
| | Type III | 23 (74.19%) | 14 (27.45%) |
| | Type IV | 4 (12.90%) | 6 (11.76%) |
| | Type V | 2 (6.45%) | 0 (0%) |
| | Type VI | 1 (3.23%) | 0 (0%) |

Based on the table above, the majority of images are categorized as *personal* as the images are taken close shot. The images mostly show a person with clear emotion such as shown in Image 4.8 or image of a person asking a question to the viewer with a bubble text above as shown in Image 4.9. The *impersonal* category comes second after *personal*. Most images are a person doing an activity such as sports with the surrounding area having a significant portion on frame such as shown in Image 4.10. The *social* category has the smallest number compared to the other category. Most images are a person doing an activity or has an interaction with another person such as shown in Image 4.11.



Image 4.8 Clear Emotion is Shown



Image 4.9 Asking Question Activity



Image 4.10 Emphasized on the Surrounding Environment



Image 4.11 Interaction

On *personal*, there are several findings about skin color representation. Majority of images which represent *personal* on the government textbook are categorized as type III according to the Fitzpatrick scale. Type III has the percentage of 56% (14 images). Type III is described as Medium which is the skin color for a significant number of Indonesians. The Image 4.12 shows the example

of an image of a person taken close shot (*personal*) with Fitzpatrick type III. Compared to the government textbook, the majority of images which represent *personal* on the commercial textbook are categorized as type II and type IV according to the Fitzpatrick scale. Type II has the percentage of 39.02% (32 images) while type IV has the percentage of 25.61% (21 images). While type IV which is described as Moderate Brown is the skin color for the majority of Indonesians, type II which is described as White is the skin color of people who generally reside in western countries and rarely found in Indonesia. The Image 4.13 shows the example of an image of a person taken close shot (*personal*) with Fitzpatrick type II while the Image 4.14 shows the example of an image of a person taken close shot (*personal*) with Fitzpatrick type IV.



Image 4.12 Image of a Person Taken Close Shot with Fitzpatrick Type III

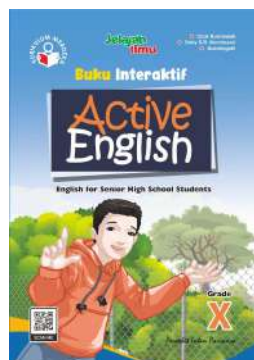


Image 4.13 Image of a Person Taken Close Shot with Fitzpatrick Type II



Image 4.14 Image of a Person Taken Close Shot with Fitzpatrick Type IV

On *social*, there are several findings about skin color representation. Majority of images which represent *social* on the government textbook are categorized as type III according to the Fitzpatrick scale. Type III has the percentage of 62.50% (20 images). Type III is described as Medium which is the skin color for a significant number of Indonesians. The Image 4.15 shows the example of an image of a person taken medium shot (*social*) with Fitzpatrick type III. Compared to the government textbook, the commercial textbook has distinctive findings because both type II and type III have the same number. Both type II and type III have the percentage of 35.48% (11 images). Type II is described as White while type III is described as Medium, the two types are the common people's skin color in western countries. The Image 4.16 shows the example of an image of a person taken medium shot (*social*) with Fitzpatrick type II while Image 4.17 shows the example of an image of a person taken medium shot (*social*) with Fitzpatrick type III.



Image 4.15 Image of a Person Taken Medium Shot with Fitzpatrick Type III



Image 4.16 Image of a Person Taken Medium Shot with Fitzpatrick Type II



Image 4.17 Image of a Person Taken Medium Shot with Fitzpatrick Type III

On *impersonal*, there are several findings about skin color representation. Majority of images which represent *impersonal* on the government textbook are categorized as type III according to the Fitzpatrick scale. Type III has the percentage of 74.19% (23 images). Type III is described as Medium which is the skin color for a significant number of Indonesians. The Image 4.18 shows the example of an image of a person taken long shot (*impersonal*) with Fitzpatrick

type III. Compared to the government textbook, the majority of images which represent *impersonal* on the commercial textbook are categorized as type II and type III according to the Fitzpatrick scale. Type II has the percentage of 39.22% (20 images) while type III has the percentage of 27.45% (14 images). Type II is described as White while type III is described as Medium, the two types are the common people's skin color in western countries such as the United States. The Image 4.19 shows the example of an image of a person taken long shot (*impersonal*) with Fitzpatrick type II while Image 4.20 shows the example of an image of a person taken long shot (*impersonal*) with Fitzpatrick type III.



Image 4.18 Image of a Person Taken Long Shot with Fitzpatrick Type III



Image 4.19 Image of a Person Taken Long Shot with Fitzpatrick Type II



Image 4.20 Image of a Person Taken Long Shot with Fitzpatrick Type III

4.1.2.3. Attitude

This section explores the dynamic of skin color representation in both government-endorsed and commercial English textbooks using the third item on Kress and van Leeuwen framework of interactive dimension. The Attitude item is utilized to get the information about the dynamic of power between images on textbook and the viewer. The Attitude item is divided into three categories of which are *viewer power*, *equality* and *represented participant power*. *Viewer power* is when the image is taken from a high angle which makes the people on the image look small therefore the viewer has dominant power. *Equality* is when the image is taken from an eye-level angle which makes the people on the image and the viewer look equal. *Represented participant power* is when the image is taken from a low angle which makes the people on the image look dominant. For *viewer power*, the study has gathered a total of 15 images of people. The government textbook has a total of 3 images and the commercial textbook has a total of 12 images. For *equality*, the study has gathered a total of 196 images of people. The government textbook has a total of 62 images and the commercial

textbook has a total of 134 images. For *represented participant power*, the study has gathered a total of 50 images of people. The government textbook has a total of 23 images and the commercial textbook has a total of 27 images. Table 4.3 below shows the breakdown of images according to the Fitzpatrick types.

Table 4.3 Breakdown of Attitude with the Fitzpatrick Types

| Attitude | Fitzpatrick Types | Government Textbook | Commercial Textbook |
|--------------------------------------|-------------------|---------------------|---------------------|
| <i>viewer power</i> | Type I | 0 (0%) | 0 (0%) |
| | Type II | 0 (0%) | 0 (0%) |
| | Type III | 2 (66.67%) | 11 (91.67%) |
| | Type IV | 1 (33.33%) | 1 (8.33%) |
| | Type V | 0 (0%) | 0 (0%) |
| | Type VI | 0 (0%) | 0 (0%) |
| <i>equality</i> | Type I | 0 (0%) | 17 (12.69%) |
| | Type II | 3 (4.84%) | 47 (35.07%) |
| | Type III | 41 (66.13%) | 33 (24.63%) |
| | Type IV | 8 (12.90%) | 30 (22.39%) |
| | Type V | 9 (14.52%) | 6 (4.48%) |
| | Type VI | 1 (1.61%) | 1 (0.75%) |
| <i>represented participant power</i> | Type I | 0 (0%) | 9 (33.33%) |
| | Type II | 1 (4.35%) | 15 (55.56%) |
| | Type III | 13 (56.52%) | 3 (11.11%) |
| | Type IV | 5 (21.74%) | 0 (0%) |
| | Type V | 4 (17.39%) | 0 (0%) |
| | Type VI | 0 (0%) | 0 (0%) |

Based on the table above, the majority of images are categorized as *equality* as the images are taken from eye-level angle. The images mostly show a person doing an activity such as shown in Image 4.21, the eye-level angle enables the viewer to clearly see the activity on the images. The *represented participant power* category comes second after *equality*. The images mostly have a significant portion of the surrounding environment such as shown in Image 4.22. The *viewer power* category has the smallest number compared to the other category. Most images are a person doing an activity which requires a high angle for the activity to be seen clearly such as shown in Image 4.23.



Image 4.21 A Person Doing an Activity



Image 4.22 Emphasized on the Surrounding Environment



Image 4.23 A Height-Required Activity

On *viewer power*, there are several findings about skin color representation. The images which represent *viewer power* on the government textbook are only categorized on type III and type IV according to the Fitzpatrick scale. Type III has the percentage of 66.67% (2 images) while type IV has the percentage of 33.33% (1 image). Type III is described as Medium while type IV is described as Moderate Brown, the two types are the most common skin color of Indonesians. The Image 4.24 shows the example of an image of a person taken from high angle (*viewer power*) with Fitzpatrick type III. Compared to the government textbook, the images which represent *viewer power* on the commercial textbook are also only categorized on type III and type IV according to the Fitzpatrick scale. Type III has the percentage of 91.67% (11 images) while type IV has the percentage of 8.33% (1 image). Type III is described as Medium while type IV is described as Moderate Brown, the majority of Indonesians have these skin colors. The Image 4.25 shows the example of an image of a person taken from high angle (*viewer power*) with Fitzpatrick type IV.



Image 4.24 Image of a Person Taken High Angle with Fitzpatrick Type III



Image 4.25 Image of a Person Taken High Angle with Fitzpatrick Type IV

On *equality*, there are several findings about skin color representation. Majority of the images which represent *equality* on the government textbook are categorized as type III according to the Fitzpatrick scale. Type III has the percentage of 66.13% (41 images). Type III is described as Medium which is the type of skin color for a significant percentage of Indonesians. The Image 4.26 shows the example of an image of a person taken from eye-level angle (*equality*) with Fitzpatrick type III. Compared to the government textbook, the majority of images which represent *equality* on the commercial textbook are categorized as type II and type III according to the Fitzpatrick scale. Type II has the percentage of 35.07% (47 images) while type III has the percentage of 24.63% (33 images). Type II is described as White while type III is described as Medium, In Indonesia

type II is rarely found among people while type III is relatively easy to find among Indonesians. The Image 4.27 shows the example of an image of a person taken from eye-level angle (*equality*) with Fitzpatrick type II.



Image 4.26 Image of a Person Taken Eye-Level with Fitzpatrick Type III

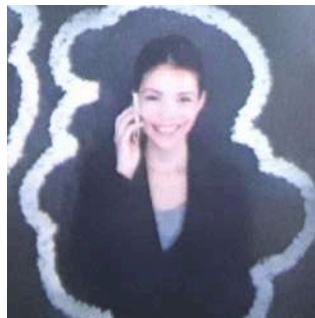


Image 4.27 Image of a Person Taken Eye-Level with Fitzpatrick Type II

On *represented participant power*, there are several findings about skin color representation. Majority of the images which represent *represented participant power* on the government textbook are categorized as type III according to the Fitzpatrick scale. Type III has the percentage of 56.52% (13 images). Type III is described as Medium of which a significant number of Indonesians fall under this type. The Image 4.28 shows the example of an image of a person taken from low angle (*represented participant power*) with Fitzpatrick type III. Compared to the government textbook, the majority of images which

represent *represented participant power* on the commercial textbook are categorized as type II and type I according to the Fitzpatrick scale. Type II has the percentage of 55.56% (15 images) while type I has the percentage of 33.33% (9 images). Type II is described as White while type I is described as Light, the two types are the most common people's skin color in western countries. The Image 4.29 shows the example of an image of a person taken from low angle (*represented participant power*) with Fitzpatrick type I.



Image 4.28 Image of a Person Taken Low Angle with Fitzpatrick Type III



Image 4.29 Image of a Person Taken Low Angle with Fitzpatrick Type I

4.2. Discussions

Based on the result of the data, all the types of skin color based on the Fitzpatrick scale are represented in the government textbook except for type I. Type III is the highest while type I is the lowest as it has zero representation. In the commercial textbook, all the types of skin color based on the Fitzpatrick scale are present. Type II is the highest while type VI is the lowest. Type II and type III fall under the light-skinned spectrum. A study in Iran discovered similar results about light skin dominance in ELT textbooks. A study by Roohani and Molana (2013) found that in the Interchange series textbooks White male character even from the expanding circle is dominant. A study conducted in Morocco also produced mirroring results about the dominance of light-skinned representation. A study by Bouzid (2016) discovered that Caucasians are the most represented while Black and Asians are less represented.

The following discusses the interactive dimension of skin color representation using the Contact item from Kress and van Leeuwen's (2020) framework. On the *offer* category, type III has the highest number on skin color representation in the government textbook while in the commercial textbook type II has the highest number on skin color representation. On the *demand* category, type V has the highest number on skin color representation in the government textbook while in the commercial textbook type II has the highest number on skin color representation. On the *demand* category in the commercial textbook, light skin representations are prevalent which makes the engagement activity only represented by light-skinned people. The study conducted by Bowen and Hopper

about race representation produced similar results about how different books differ in the representation area. The study from Bowen and Hopper (2022) found that three out of the five studied books have a small number of Black people and people with deep skin tone doing an engagement while the other two books have a substantial number of Black people doing an engagement with the viewer.

The following discusses the interactive dimension of skin color representation using the Social Distance item from Kress and van Leeuwen's (2020) framework. On the *personal* category, type III has the highest number on skin color representation in the government textbook while in the commercial textbook type II has the highest number on skin color representation. On the *impersonal* category, type III has the highest number on skin color representation in the government textbook while in the commercial textbook type II has the highest number on skin color representation. On the *social* category, type III has the highest number on skin color representation in the government textbook while in the commercial textbook type II and type III have the highest number on skin color representation. On the *personal* category in the commercial textbook, light skin representations are prevalent which makes the close up images only represented by light-skinned people. The results mirror the study conducted by Bowen and Hopper. The study from Bowen and Hopper (2022) found that three out five studied books have a minor number of images of people with dark skin taken close up while the other two books have a substantial number of images of people with dark skin taken close up.

The following discusses the interactive dimension of skin color representation using the Attitude item from Kress and van Leeuwen's (2020) framework. On the *equality* category, type III has the highest number on skin color representation in the government textbook while in the commercial textbook type II has the highest number on skin color representation. On the *represented participant power* category, type III has the highest number on skin color representation in the government textbook while in the commercial textbook type II has the highest number on skin color representation. On the *viewer power* category, both the government and the commercial textbook have type III as the majority of skin color representation but with different percentages. On the *equality* category in the commercial textbook, light skin representations are prevalent which makes only light-skinned people be presented as equal. *Equality* is the dominant categorization in this study. The results mirror the study from Bowen and Hopper. The study from Bowen and Hopper (2022) found that all five studied books have *equality* as the dominant categorization.

Based on the overall findings, in terms of skin color representation the government has developed a more inclusive textbook and reflects the average skin color of Indonesians compared to the commercial textbook published by a private publisher. The results are supported by some related previous studies. A study conducted by Maulidiah et al. (2023) found that in the English textbook titled *Indonesian Language Textbook for Class VII of Middle School (2014 Revised Edition)* various ethnicities such as Javanese, Gayo, Balinese and Batak are represented of which those ethnicities categorized as type III and type IV

according to the Fitzpatrick scale. Another study by Pratama et al. (2021) found that in the book titled *Bahasa Inggris Untuk SMA Kelas X* which published by Ministry of National Education and Culture of Indonesia has a portrayal of a person with black hair and light skin interacting with a person with brown hair and dark skin. The study by Setyono and Widodo (2019) discovered that in the book titled *Bahasa Inggris for Senior High School Grade XII* diverse human appearance is represented, there are pictures of a person who has curly hair with dark skin and also there are pictures of a person who has straight hair with bright skin.

In contrast to the government-endorsed textbook, the textbook published by a private publisher has a tendency to favor light skin people. Some related previous studies have similarity on the way the diversity of appearance is represented. From 4 English language textbooks that have been studied, Caucasians are the most represented race with the percentage ranging from 58.6 to 85 percent, compared with people of Asian, Spanish and African descent who have the percentage of 2.4 percent at the lowest and 18.5 percent at the highest (Hilliard, 2015). A study conducted by Olsson (2008) discovered that in the four English textbooks published in Sweden, eurocentric and western way of thinking is the dominant influence even though the portrayal is not done to the point of stereotyping. Another study in South Korea also highlights the light skin bias in EFL textbooks. From five Korean-published English textbooks that have been analyzed, White and Asians are the two groups that are the most included on the

visual representation, ethnic Korean counted for 41% of the Asian group (Jang et al., 2023).

The call for diverse and inclusive textbooks is important especially in the 21st century where the world is more connected than ever before. However, both the government and the commercial textbook lacked the deeper skin tone representations. If there are representations, it is limited and often falls into stereotypical categories. This is supported by a study from Setiyawan and Maulida (2024) who found that in government-endorsed textbooks for elementary school students which follow 2013 curriculum Papuans are described as less patriotic, lower in status and unsophisticated.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

This study analyzes the skin color representation in both government-endorsed and commercial English textbooks and the interactive dimension of those representations using the framework from Kress and van Leeuwen. Based on the Fitzpatrick scale, the most represented skin color on the government textbook are type III and type IV while on the commercial textbook type II and type III are the most represented skin color. Those representations are embedded in *demand*, *personal* and *equality* categories. Even Though both the government and the private publisher have tried to include diverse skin color in the textbooks, the two textbooks lack the representation of deeper skin color such as type V (Brown) and type VI (Black), highlighting the issue of colorism in Indonesian society.

5.2. Suggestion

By considering the study findings and discussions, there are some suggestions to the Indonesian English textbook developers. The writers have to be aware about diversity and must take consideration of the local demographic in portraying the image in the textbook, especially to avoid bias toward whiteness as it is still an issue in Indonesian society. There is also a need to include more dark skin people in the English textbook, especially in the Indonesian context where native ethnic groups such as Papuans belong to deeper skin types. There are some

limitations from this study. The skin color is categorized based on the way it is printed on the textbook, as the racial phenotypes are not the focus in the study some differences in opinion about certain images may occur. Future studies may take into consideration race or ethnic phenotypes when conducting the categorization process. The researcher acknowledges that the results are specific to the two studied textbooks, as the implementation of *kurikulum merdeka* is still new, future studies can be conducted on the textbooks that will be produced. A study in analyzing textbooks that are published by regional or local governments can be conducted as the study is only limited to the nationally published government textbook. For the commercial textbook, the study only analyzed the textbook that is published by Intan Pariwara, future studies can be conducted in analyzing textbooks that are published by other private publishers.

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APPENDIX










Content Analysis of the Government Textbook









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|---|
| <p>Title of the Textbook: <i>Bahasa Inggris Work in Progress Untuk SMA/SMK/MA Kelas X</i></p> <p>Length of Pages: Chapter 1-6</p> <p>Source: Bahasa-Inggris-BS-KLS-X.pdf (kemdikbud.go.id)</p> <p>Publisher: <i>Pusat Perbukuan; Badan Standar, Kurikulum, dan Asesmen Pendidikan; Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi</i></p> |
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Data Collection of Textbook Analysis








| Images | Page | Fitzpatrick Scale | Interactive Dimension |
|---|------------|-------------------|---|
|  | Book Cover | Type V (Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | Book Cover | Type V (Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | Book Cover | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | Book Cover | Type V (Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |








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|---|------------|--------------------------|---|
|  | Book Cover | Type V (Brown) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | Book Cover | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 3 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 3 | Type V (Brown) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>social</i> ● Attitude: <i>represented participant power</i> |
|  | 3 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 3 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>represented participant power</i> |
|  | 5 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 5 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>viewer power</i> |

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|  | 6 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 6 | Type VI (Black) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 9 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 11 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 23 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 27 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 29 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 29 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 29 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |









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|  | 29 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 29 | Type V (Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 31 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 31 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 31 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 31 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 38 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 38 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |







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|  | 38 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 38 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 38 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 38 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 38 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 38 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 38 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |








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|  | 38 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 38 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 38 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 38 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 38 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 38 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 39 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |







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|  | 39 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 39 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>represented participant power</i> |
|  | 39 | Type V (Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>represented participant power</i> |
|  | 39 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 39 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 39 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 39 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |





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|  | 39 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 51 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 51 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 53 | Type V (Brown) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 53 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 55 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 55 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |

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|  | 55 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 56 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>viewer power</i> |
|  | 56 | Type V (Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 56 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 56 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>social</i> ● Attitude: <i>represented participant power</i> |
|  | 57 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 57 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>viewer power</i> |
|  | 57 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |

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|  | 57 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 57 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 88 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 100 | Type V (Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 100 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 100 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |

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|  | 103 | Type V (Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 103 | Type V (Brown) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 126 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 129 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 129 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 132 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 132 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |






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|  | 132 | Type V (Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 132 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 132 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 132 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 132 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 132 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |










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|  | 132 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 132 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 135 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 137 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>represented participant power</i> |

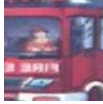





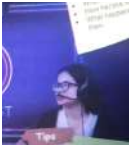

Content Analysis of the Commercial Textbook









Title of the Textbook: *Buku Interaktif Active English : English for Senior High School Students Grade X*
 Length of Pages: Chapter 1-10
 Publisher: Intan Pariwara




Data Collection of Textbook Analysis

| Images | Page | Fitzpatrick Scale | Interactive Dimension |
|---|------------|--------------------------|--|
|  | Book Cover | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 1 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 2 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 2 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 2 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |








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|  | 3 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 3 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 4 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 4 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 4 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 4 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 4 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 6 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 6 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented</i> |








| | | | <i>participant power</i> |
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|  | 6 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 6 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 6 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 6 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 6 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 7 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 7 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 7 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |









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|  | 9 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 12 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 12 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 12 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 12 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 12 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 12 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 12 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |










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|  | 12 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 12 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 12 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 13 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>viewer power</i> |
|  | 13 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>viewer power</i> |
|  | 13 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 13 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 16 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |









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| | 17 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
| | 20 | Type I (Light) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
| | 22 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
| | 29 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
| | 29 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
| | 29 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
| | 29 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
| | 29 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |









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|  | 29 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 30 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 30 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 30 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 34 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 34 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 34 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |









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|  | 34 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 35 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 35 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 35 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 35 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 35 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 35 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |


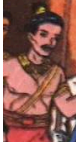






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|  | 36 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 39 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 40 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 40 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 40 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>viewer power</i> |
|  | 40 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 45 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 45 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |









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|  | 49 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 50 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 53 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 54 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 54 | Type VI (Black) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 54 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 54 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 54 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 58 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |




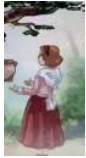



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|  | 60 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 63 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 65 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 65 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 66 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 68 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 72 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 72 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |









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|  | 72 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 72 | Type V (Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 72 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 72 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 72 | Type V (Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 72 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 72 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 73 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |









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|  | 74 | Type I (Light) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 74 | Type I (Light) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 75 | Type I (Light) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 75 | Type I (Light) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 75 | Type I (Light) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 78 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 78 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 78 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |








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|  | 81 | Type V (Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 81 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 81 | Type V (Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 81 | Type I (Light) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 81 | Type I (Light) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 81 | Type V (Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 81 | Type I (Light) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 81 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |









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|  | 81 | Type I (Light) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 81 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 81 | Type I (Light) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 81 | Type I (Light) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 86 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 86 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 90 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 92 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |



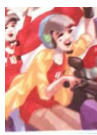

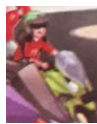



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|  | 95 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 95 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 95 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 95 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 95 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 95 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 96 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |


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|  | 99 | Type I (Light) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 99 | Type I (Light) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 99 | Type I (Light) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 99 | Type I (Light) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 99 | Type I (Light) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 99 | Type I (Light) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 99 | Type I (Light) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 99 | Type I (Light) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: |

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| | | | <i>represented participant power</i> |
|  | 99 | Type I (Light) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 99 | Type I (Light) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 99 | Type I (Light) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 102 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 102 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 102 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 103 | Type V (Brown) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 109 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> |

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| | | | <ul style="list-style-type: none"> ● Attitude: <i>equality</i> |
|  | 115 | Type I (Light) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 117 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 117 | Type IV (Moderate Brown) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 118 | Type I (Light) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 118 | Type I (Light) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 122 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 122 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |

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|  | 122 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 122 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 122 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 122 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 122 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 125 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 125 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 125 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>demand</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |

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|  | 125 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 125 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 125 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 125 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |
|  | 125 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>equality</i> |
|  | 130 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>personal</i> ● Attitude: <i>equality</i> |
|  | 133 | Type III (Medium) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>impersonal</i> ● Attitude: <i>represented participant power</i> |
|  | 136 | Type II (White) | <ul style="list-style-type: none"> ● Contact: <i>offer</i> ● Social Distance: <i>social</i> ● Attitude: <i>equality</i> |

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|  | 141 | Type II (White) | <ul style="list-style-type: none">● Contact: <i>offer</i>● Social Distance: <i>impersonal</i>● Attitude: <i>represented participant power</i> |
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