PORTRAYING HOW IMAGES ARE USED BY EFL TEACHERS IN THE TEACHING OF TEXTS

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Abstract.
Multimodal language literacy generates social and contextual ties and refers to the study of language combining two or more modes of meaning. This study aims to investigate how EFL teachers utilized pictures as a meaningful resource. Data collection was carried out face-to-face between teachers and students at one of Junior High Schools in Garut. In this study, an analysis was carried out to determine whether the teacher could explain an image in a text that produced meaning. The results of this analysis found that teachers only mastered limited multimodal competencies. This shows that teachers use pictures only to help teach texts, but teachers do not have enough teaching materials to use for teaching texts and only focus on textbooks when using pictures to make meaning. Then, based on these findings, it is suggested that teachers increase their competency in explaining multimodal meanings in texts so that images are used not only to create understandable learning materials but also to generate more meaning from texts. Based on these findings, it is recommended that teachers improve their ability to explain multimodal meanings in texts so that images are employed not just to make understandable learning materials, but also to generate additional meaning from texts.
Keywords: Multimodal, image, textbooks, meaning

INTRODUCTION

Digital and multimodal literacy are commonplace in the everyday life of learning English. Digital and multimodal literacy can be defined as social technologies utilized as media to both digitally and textually support learning. Multimodal literacy describes communication practices that use two or more modes of meaning (Mills & Doyle, 2019)

and according to (Mills & Unsworth, 2017) Multimodal literacy is a term that originates in social semiotics and refers to the study of language that combines two or more modes of meaning. Then, this term is supported by a simple example from social semiotics: speech, gesture, written language, music, mathematical notation, drawings, photographic pictures, or moving computer images. Multimodality can span a wider spectrum of possible media designs and forms in a globally connected digital textual environment. Therefore, in theory, the development of multimodal digital texts is interconnected between social society and culture. (Mills & Unsworth, 2017) suggest that multimodal text production has become a central part of everyday life for many people throughout the life course, and across cultures and societies.

Multimodal texts are more sophisticated than written texts because they provide information through multiple modes such as visual pictures, written language, design features, and other semiotic resources. (Wicaksana & Rachman, 2018), different logics govern the mode of written language and that of visual image: written text is governed by the logic of time or temporal sequence, whereas, visual image is governed by the logic of spatiality, organized arrangements, and simultaneity. That is, meaning is derived from position in the temporal sequence of written text, whereas meaning is made from the spatial relations or grammar of visual images (Thuy, 2017).

This is in harmony with the statement that students have to be equipped with skills to understand multimodal texts; such as making judgments, recognizing perspective, and clarifying values in the texts (Pendidikan, 2021). Therefore, the teacher must use appropriate learning media and technology that supports student learning using the multimodality method because it makes teaching visual modes such as the meaning of images in the text easier. As stated by Lim-Fei & Yin, (2017) cited in, today the technology supports to develop multimodal character of a text through producing and utilizing visual texts (Lim-fei et al., 2017). This can be taught to students through the meaning of images when teaching texts that contain descriptive, narrative, and others.

In previous studies, many researchers paid attention to teachers' use of teaching materials in depicting pictures in EFL classes and tested the effectiveness of using pictures as a tool for teaching texts in English. Furthermore, various scholars are discussing multimodal instruction and media, such as interactive (Murcia, 2016), and picturebooks (Sukyadi, 2017; Wu, 2014), visual images (Mendoza & Reese, 2001; Omaggio, 1975).

Then, The formulation of a metalanguage for multiliteracies needs to entail both the description of the specific characteristics of each participatory semiotic mode and also the more broadly encompassing semiotic characteristics that enable it to be related to the meaning-making contributions of other modes in multimodal texts (Macken-Horarik, 2003)(Weiss & Wodak, n.d.).When faced with the use of images that are only complementary in interpreting text so that it is easily conveyed by the teacher to EFL students, of course, the teacher must have more knowledge about teaching multimodal texts with materials, such as textbooks, visual images, and picture books in an interesting way.

Therefore, students can learn easily and understand when faced with multimodal learning. In addition, students can also interpret the picture when it has been explained by the teacher.From the statement above. A little is researched about how teachers convey the meanings of images during text teaching. Hence, this study aims to investigate how EFL teachers utilized images as a meaningful resource.

REVIEW OF LITERATURE

Image

The image or pictures take important part in the teaching and learning of a language. It is very essential for language teaching at the primary level because textbooks are a kind of visual aid for young Therefore, the textbooks offer advice to the students whether they are at home or at school, in the classroom, with or without the teacher, as they can recollect what they have learned in the classroom by glancing at the pictures or the text. The use of a textbook is crucial in the classroom as well, when students have their textbooks with them, they rely on them to follow the teacher's instructions and connect the information s/he has shared orally with them. language.

METHODOLOGY

This study was undertaken under qualitative method since it is appropriate for attaining the research purpose (see Creswell, 2010). Particularly, case study design was employed using classroom observations as the data collection teachnique. This research was conducted at one of the junior high schools in Garut on the basis of some considerations. The subject of this research was an experienced teacher at a junior high school in Garut who often used pictures when teaching his students. The data were obtained in one of Junior High Schools in West Java, Indonesia. The data were then analyzed inductively using the framework of multimodality from Kress & Leewen (2006).

FINDING AND DISCUSSION

This section displays the finding and discussion on portraying the image used by an English teacher in an EFL teaching context. It covers the image and the future of the image.

Results

First, types the image chosen is the real object that is of images a helicopter.

Figure.1

In the example above the teacher uses pictures from textbooks, in this case, the teacher uses them when explaining the topic of Positive Degree. The images were analyzed by students and answered questions from the teacher. For example, the teacher said *"Yang pertama gambar Helikopter. Coba helikopter tersebut besar atau kecil?* (The first is a helicopter image. Try that helicopter big or small?)" and the

students simultaneously answered "Big". Then, after the teacher explained the picture above, the students immediately understood what the teacher explained, that the picture they saw was big. This is in line with the theory of Kress & Leewen (2006), Unsworth (2006) "Images construct not only representations of material reality but also the interpersonal interaction of social reality (such as relations between viewers and what is viewed)".

Figure. 2

Then, the teacher also uses pictures of horses and donkeys from the textbook. In this case, the teacher explains the topic of Comparative Degree, the aim is to analyze that in the picture there are 2 choices which are the differences and comparisons between the 2 pictures. For example, the teacher *says "Oke kita akan masuk kedalam gambar yang kedua yaitu gambar Kuda dan Keledai. Nah coba lihat baik-baik dari gambar tersebut. Hewan yang paling besar yang mana?"* (Okay, we will enter into the second picture, which is a picture of a horse and a donkey. So, take a good look at the picture. Which animal is the biggest?). Then the students answered the question, simultaneously answering "Kuda (*Horse*)", because the students saw that the picture above shows a picture of a horse that is bigger than a donkey. This is to Unsworth's (2006) statement "So the different structures reflect different kinds of meaning, which in turn reflect different aspects of the context".

In essence, teachers use pictures in textbooks with functions to:
a. Students understand what they see
b. Distinguish a different image in terms of shape and color.
c. Analyze an image to understand the meaning of the image.

Based on the findings above, it turns out that the teacher only uses 1 type of image, which is sourced from textbooks. This is in line with the theory of Mendoza and Reese (2001) The places, situations, and characters portrayed by visual images in EFL textbooks encourage students to know what the real world can look like, and provide students with opportunities to cultivate their understanding of the target language, culture, and worldview. Then the teacher also only provides an understanding of simple images and it is not enough to understand that in textbooks there are pictures that can include several meanings in them, this is also related to the theory by (Teaching, 2006) .In textbooks, the top part deals with the more generalized, abstract, conceptual information, while the bottom part deals with the specific, concrete, observable information.

So, it can be said that the teacher must have quite a lot of understanding of multimodal texts that are structured to interpret an image in the context of a textbook.

According to Kress (2000) is now impossible to make sense of texts, even of their linguistic parts alone, without having a clear idea of what these other features might be contributing to the meaning of a text". Entering into the text explained by the teacher also affects student understanding in future implementation. Then students must also have the effort to explain again that the images have meaning and are included in various texts and the teacher must provide an understanding of the text which is explained together with the images and must also be in harmony with a multimodal theory which should be explained in general about the meaning of images in the text, so students have more freedom in developing reading routes based on their interests, backgrounds, and needs because English language learning (ELL) textbooks are multimodal. The available literature focuses on how ELL teachers use visual pictures to illustrate and motivate students. For example, visual images in textbooks are rarely used to engage learners on critical analysis of texts in order to provide an understanding of how minority students are positioned and stereotyped (Ajayi, 2012).

CONCLUSION

It can be concluded from the possible understanding of teachers about the concept of the relationship between images in teaching texts which also has an impact on their learning of multimodal texts to their students and needs to improve multimodal competence. This makes students and teachers have to mutually develop multimodal literacy. Then, when it comes to strengthening teacher skills in reading visual images, multimodal literature can be employed as an alternate medium to help the teacher's multimodal skills. By doing this, the teacher will understand better in interpreting these pictures as a meaningful whole, not just an illusion in the imagination. Therefore, multimodal is a reference that can develop increased teacher competence in teaching an image into the meaning of a text.

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