Chapter I

Introduction

Background of the Study

Pictures are increasingly more inseparable from everyday communication. They are likely to enhance clarity of communication. For example, verbal explanation from local people accompanied with a simple drawing depicting an area in a city helps tourists to imagine the location of a bus station while listening to the direction, and more importantly, to remember the information later.

In relation to learning, the use of picture-text combination caters students' need to take information from two channels in order to understand and retain information better (Paivio, 1986). Instructional pictures present and reinforce meaning of such new information as context of a lesson unit (e.g., Mukarto, Sujatmiko, Murwani, &Kiswara, 2016), words and structures (e.g.,Wright, 1989), texts (e.g., Hibbing & Rankin-Erickson, 2003), concepts of content area subject

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presented in a second language (Marzano, Pickering, & Pollock, 2001), and instruction (Fleming &Levie, 1993). They provide a concrete representation of actions, ideas, time, and space information.

This should be noted that second language learning could benefit from instructional pictures only if they are appropriately used and designed. Unfortunately, there is still a lack of principled guidelines for using and designing instructional pictures. Pictures used in such ESL/EFL teaching/learning resources as textbooks/coursebooks or multimedia representations are often distracting rather than facilitating learning. Some studies revealed the ineffective use of instructional pictures, e.g., mismatch of content between text and illustration (Hibbing & Rankin-Erickson, 2003) and the deficiencies found in design of picture that interfere with prepositional learning (Pramono, 2005). Therefore, teachers and learning material writers need to be equipped with knowledge of how students process pictorial and verbal

information altogether. Schnotz, Böckheler, and Grzondziel (1999) combine dual coding theory and mental model theory to provide explanation on how students might benefit from picture-text combination in understanding text. It emphasizes the importance of picture-text complementarity and students' background knowledge of presented subject matter in order to facilitate the construction of appropriate mental model of externally presented information.

It is by far that the evaluation of roles of pictures in English coursebooks in Indonesia emphasizes on cultural aspect of the picture used in the coursebooks (e.g., Emilia, Moecharam, &Syifa, 2017; Hermawan&Lia, 2012; Damayanti, 2014). Unlike the previous studies, this present study emphasizes on the analysis of instructional pictures used in primary English coursebooks with special focus on identifying the types of pictures that are mostly used, the roles the pictures play in complementing text, and the extent to

which the pictures correspond to the characteristics of effective instructional pictures.

Research Questions

Based on the background of the study, the research questions in this study are formulated as follows:

1. What are the types of instructional pictures used in the primary English coursebooks?

2. What are the roles of instructional pictures used in the primary English coursebooks?

3. To what extent the pictures correspond to the characteristic of effective instructional picture?

The Purposes of the Study

This study is intended to:

1. Identify the types of instructional pictures used in the primary English coursebooks.

2. Identify the roles of instructional pictures used in the primary English coursebooks.

3. To find out the extent to which the pictures in the primary English coursebooks correspond to the characteristic of effective instructional picture.

Theoretical Framework

The theories underpining this study are dual coding theory and mental model theory. Schnotz, Böckheler, and Grzondziel (1999) combine dual coding theory and mental model theory to provide explanation on how students might benefit from picture-text combination in understanding text. It emphasizes the importance of picture-text complementarity and students' background knowledge of presented subject matter in order to facilitate the construction of appropriate mental model of externally presented information.

Adopting Mayer and Gallini's (1990) idea on increasing effectiveness of instructional pictures, Pramono

(2005) proposed characteristics of effective instructional pictures as follows: (1) the choice of type of instructional picture fits the roles of pictures, (2) instructional pictures provide complete relevant information and make the key point explicit, (3) instructionl pictures make key information salient, and (4) instructional pictures depict subject matters that are familiar to students.The instructional pictures that meet these can enhance English learning.

Definition of the Key Terms

Instructional pictures

They refer to pictures that are specially designed for learning such as cartoonish drawing in primary English coursebooks.

Types of instructional pictures

They refer to various kinds of instructional pictures used in ESL/EFL learning materials.

Roles of instructional pictures

They refer to expectation on what pictures can function in second language learning.

Characteristics of effective instructional pictures

It refers to the quality of pictures that help learners comprehend and remember information.

Relevant information

It refers to all related information presented in instructional pictures that support understanding.

Clear instructional pictures

They refer to instructionl pictures that make important aspects of to-be-learnt material perceptually salient to students.

Familiar subject matter

It refers to refers to object, place, people etc that students have known beforehand.

Coursebook

It refers to learning module that is in use in the language program. It contains explanation of language points, activities as well as exercises.

Significance of the Study

The way students view instructional pictures can affect written and oral communication. It means that educators need to know what makes pictures in ESL/EFL learning materials instructionaly effective. The result of present study is intended to able to give ideas to coursebook writers, and in particular, English teachers with/out background knowledge of foreign language teaching about the use of principled guidelines when using and designing instructional pictures. This in turn helps

them to identify things need to be improved. Teachers might provide subtitution accordingly or manipulate the design features of instructional picturse when time is available.

Delimitation and Limitation

The primary purpose of the present study is finding out the extent to which instructional pictures correspond to the principles of effective instructional pictures. Therefore, the use (i.e. types and roles) and design features of pictures used in the selected coursebooks are carefully examined. Data will be gathered from recently published primary English coursebook by highly reputable publishers (e.g. Penerbit Erlangga) and/or those whose material writers are well-known authors since such coursebooks are likely to be used all over Indonesia. Furthermore, the selected coursebooks are those written for elementary level since visuals are given special roles in language learning. The size , colors, and quality of

reproduction (if any) are also considered since they might also support learning.

Thesis Organization

The thesis is divided into five chapters. The first chapter serves as an introduction which consists of the background of the study, the research questions, the purposes of the study, the theoretical framework, the definition of key terms, the significance of the study and the delimitation and limitation of the study.

The second chapter discusses the related literature which are used as theories and supporting ideas of the present study. The theory of knowledge acquisition from picture and text are discussed.

The third chapter discusses the method of the research. It consists of research design, subject, instruments, data collection and data analysis procedure. The fourth chapter presents the results of the study as well as the discussion.

Finally, the conclusion of the research result as well as some suggestions or recommendation for future research are discussed in the fifth chapter.

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