AN ANALYSIS OF INSTRUCTIONAL PICTURES USED IN PRIMARY ENGLISH COURSEBOOKS

A THESIS

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ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY
JANUARY 2018

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Presented to Widya Mandala Catholic University
in partial fulfillment of the requirement for the Degree
of Master in Teaching English as a Foreign Language

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Approval Sheet
(I)

This thesis entitled **"An Analysis of Instructional Pictures Used in Primary English Coursebooks"**, prepared and submitted by **Sista Laksita Dewi (8212713037)**, has been approved and examined by the Thesis Board of Examiners.

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STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. I declare that all the cited works were quoted in accordance with the ethical code of academic writing.

I also declare that I agree to submit my thesis entitled "An Analysis of Instructional Pictures Used in Primary English Coursebooks" to Widya Mandala Catholic University library and fully understand that it will be made public via Internet and other uses of online media.

Surabaya, 28 January, 2018

Sista Laksita Dewi
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Acknowledgments

First and foremost, I would like to express my deepest gratitude to God, Our Lord, for His countless blessings and guidance all throughout my studies. All glory to You, Lord, without whom all my hard work would be in vain.

Special thanks go to my thesis advisor, Y.G. Harto Pramono, Ph.D , who has patiently guided me and corrected my work carefully. I am truly grateful for his time and effort in giving me continuous assistance and encouragement. His prompt response in evaluating my paper has greatly pushed me to finish my thesis as soon as possible.

I would also like to thank my thesis examiners Dr. Hendra Tedjasuksmana, M.Hum. and Dr. Ruruh Mindari, M.Pd. for evaluating my thesis paper carefully up to the littlest details. I also extend my gratitude to Solihin Agyl, S.S., for his help in collecting the data. I also do not want to fail to thank the rest of the administration staff in Widya Mandala for their most heartfelt support and assistance all throughout my study there.

I also wish to thank my friends for accompanying me with their unceasing prayers and support all this time. Special thanks to my beloved parents and my siblings for always being there for me. Last but not the least, thank you to all my dearest friends in MPBI20 who would always keep me in their prayers. Truly, all your prayers mean so much to me.

Writer

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Abstract

Dewi, Sista L. 2018. *An Analysis of Instructional Pictures Used in Primary English Coursebooks*. Master Program in Teaching English as a Foreign Language, Widya Mandala Catholic University, Surabaya. Supervisor: Y.G. Harto Pramono,Ph.D.

Keywords: instructional pictures, types of instructional pictures, roles of instructional pictures, characteristics of effective instructional pictures, English coursebooks.

This study analysed the types and roles of instructional pictures used in selected English coursebooks for Elementary Schools in Indonesia, and more importantly, analysed the extent to which the pictures corresponded to the characteristics of effective instructional pictures. Results of the analysis indicated that the type of pictures mostly belonged to less realistic type which was suitable for supporting the roles the pictures played in accompanying English words/text. The picture roles were mostly for introducing the meanings of new target words they accompanied, i.e., to support students' comprehension of written text (target words) and for reinforcing/establishing the target words that had been introduced by accompanying varied activities represented through the written text (words), i.e., to enhance students' retention of new target words. Most instructional pictures in the selected coursebooks were considered very effective to support their roles as they met the characteristics of effective instructional pictures (relevance, clarity, familiarity, suitability of picture type, and completeness of pictorial aspects). These findings suggest that selection of instructional pictures used to complement information presented in text should consider such aspects as suitability of types, roles, and characteristics of effective pictures in supporting their roles, in particular, for the purpose of enhancing English

learning. Implications for developing and selecting instructional pictures are discussed.