

THE REPRESENTATION OF PEDAGOGICAL VALUES PROVIDED BY THE TEACHERS IN ENGLISH TEXTBOOK FOR JUNIOR HIGH SCHOOL: A VISUAL SEMIOTIC ANALYSIS

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Abstract. Textbooks are an important component in teaching and learning activities. At schools, language textbooks have roles to deliver the content materials and to facilitate students in producing and using the language, at the same time, textbooks can be a tool to present values and ideology through texts, dialogues, and images. The special characteristics of semiotic illustrations on the books, specifically a character of teacher in this case, can affect learners' visual perceptions. Semiotic factors in the form of illustrations in a textbook can be analyzed or studied. The purpose of this current research is to analyze pedagogic values provided by the teachers on the visual illustration in the textbook *When English Rings the Bell*, Junior High School, and used the visual illustration as the sample for the research through a visual semiotic analysis. To collect data (markers) and visual materials in the textbook, qualitative research method was employed. Based on Peirce's semiotic theory as data analysis of material (signified), then the representamen (signifier), object (referent), and interpretant are applied. From the gathered data in the form of visual illustrations, three general themes were generated to depict the pedagogical values provided by the teacher, such as mastering learning theory and educational learning principles, educational learning activities, and recognizing students' characteristics. To be more specific, the visual illustrations depicted the pedagogical competences of the teachers in some pedagogical activities, such as the teacher demands the class to use English in class, the teacher asks about students' readiness, teacher tells the student that she wrote the wrong answer, teacher asks if the student understands the material, teacher plays audio as learning media, teacher assesses the student's personality and abilities, and teacher teaches students to behave according to applicable norms.

Keywords: *EFL Textbook; pedagogical value; visual semiotic, Peirce's theory.*

Abstrak. Buku teks merupakan komponen penting dalam kegiatan belajar mengajar. Di sekolah, buku teks bahasa memiliki peran untuk menyampaikan materi konten dan untuk memfasilitasi siswa dalam memproduksi dan menggunakan bahasa, pada saat yang sama, buku teks dapat menjadi alat untuk menyajikan nilai-nilai dan ideologi melalui teks, dialog, dan gambar. Karakteristik khusus ilustrasi semiotik pada buku-buku, khususnya karakter guru dalam hal ini, dapat mempengaruhi persepsi visual peserta didik. Faktor semiotik dalam bentuk ilustrasi dalam buku teks dapat dianalisis atau dipelajari. Tujuan dari penelitian saat ini adalah untuk menganalisis nilai pedagogik yang diberikan oleh para guru pada ilustrasi visual dalam buku teks *When English Rings the Bell*, SMP, dan menggunakan ilustrasi visual sebagai sampel untuk penelitian melalui analisis semiotik visual. Untuk mengumpulkan data (penanda) dan materi visual dalam buku teks, digunakan metode penelitian kualitatif. Berdasarkan teori semiotik Peirce sebagai analisis data materi (signified), maka representamen (signifier), object (referent), dan interpretant diterapkan. Dari data yang dikumpulkan dalam bentuk ilustrasi visual, dihasilkan tiga tema umum untuk menggambarkan nilai-nilai pedagogis yang diberikan oleh guru, seperti penguasaan teori belajar dan

prinsip-prinsip pembelajaran pendidikan, kegiatan pembelajaran pendidikan, dan mengenali karakteristik siswa. Untuk lebih spesifik, ilustrasi visual menggambarkan kompetensi pedagogis guru dalam beberapa kegiatan pedagogis, seperti guru menuntut kelas untuk menggunakan bahasa Inggris di kelas, guru bertanya tentang kesiapan siswa, guru memberi tahu siswa bahwa dia menulis jawaban yang salah, guru bertanya apakah siswa memahami materi, guru memainkan audio sebagai media pembelajaran, guru menilai kepribadian dan kemampuan siswa, dan guru mengajar siswa untuk berperilaku sesuai dengan norma yang berlaku.

Kata Kunci: Buku Teks EFL; nilai pedagogis; semiotik visual, teori Peirce.



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INTRODUCTION

Terminologically, semiotics (semiology) is the study of signs. This sign is considered to have a certain meaning. According to Tinarbuko (2008, cited in Arum, 2021), semiotics is the study of signs in order to fully understand how a sign generates a meaning.

As a branch of linguistics, semiotics comes from the Greek word, *Simeion* which means sign with explanation semiotics contains about marking, representation, reference, and meaning. Various interpretations of signs are proposed by semiotic theorists, such as Ferdinand de Saussure (1857-1913) an expert linguist known as the Father of Modern Semiotics has a signifier, a signified, and the term significance who studies social life as a sign. Meanwhile, Charles Sanders Peirce (1839-1914) a philosopher and logician analyzes the sign as a signifier (representamen), object (referent), and interpretant (signified), which are all represented in the triangle of the triadic connection theory in his trichotomy idea. As a philosopher and logician, Peirce believed that human reasoning is always carried out by signs. Since he believed that logic and semiotics were interchangeable terms and that semiotics could be applied to describe any type of sign, the term semiotics gained more popularity than semiology. (Tinarbuko, 2008, cited in Mudjianto & Nur, 2013).

According to Peirce, the signs that appear around us are always connected to human logic in order to justify their existence. Peirce argued that a sign is something that is visible, denotes, presents, substitutes, or symbolizes something. A sign also has a relationship with its recipient that is representational and enables interpretation (Ambarini & Umay, 2012). According to Peirce, a sign is something that serves as a representation of another object (Patriansyah, 2014). He divides the semiotic signs contained in his triangle theory into three stages (triadic).

The first step is a signifier (representamen), where the sign is a physical object that is perceived by the five senses of a human being and has a relationship between the representamen and the object consisting of (1) *qualisign* is a sign based on characteristic; (2) *sinsign* is a symbol indicating the truth (actuality) and reality (existence) of an object or event. Things that have been constructed and capable of serving as a representation but not yet functioning as a sign; (3) *legisign* is a sign that provides acceptable norms or rules. For instance, a sign may state that taking photos in

the area where the sign is posted is prohibited, such as when real painters are on display during a painting exhibition.

The second step is an *object* (referent) is a reference used by a sign as a point of view and expresses how the representamen and the signifier relate to one another. According to Peirce, object is divided into three: (1) *icons*, or signs that have a comparable relationship with the object represented or intended. For an illustration, a picture of a toilet in a place indicates that there is a toilet there; (2) *index*, a sign that is connected causally to the idea it represents. For example, a picture of broken glass, attached to a cardboard package sticker. As a result, if the package is slammed, the contents will shatter like glass or emit smoke and flames; (3) *symbol*, is a sign relationship that results from mutually agreed-upon rules. For examples, raising a white flag to signify surrender or a yellow flag to signify death.

Furthermore, *interpretant* is thoughts of a person who uses signs to communicate their ideas while giving the intended item significance. There are three groups of interpreters: (1) *rheme*, is where the meaning of the sign is interpreted differently. In rheme, the sign's meaning is interpreted differently. For instance, people with red eyes are perceived as being tired, angry, depressed, or possibly experiencing eye pain; (2) *dicent* is a sign that reflects reality. For instance, the steep road which often causes accidents, thus traffic signs are placed there to warn drivers to slow down; (3) *argument* is a sign that contains a reason. For example, using a telephone or smoking while refueling at the gas station is prohibited because the electromagnetic radiation energy could cause a fire or produce an explosion in a space with flammable gas vapor. (Zaimar, 2008). The three elements in Peirce's theory of triangles (triangle of meaning) reveal the problem of how the meaning of visual illustrations on a sign can be used as a communication tool in the teaching materials used.

Pictures and images offer a universal language (Olshansky, 2008 cited in Elmiana, 2019) and have the same interpretation for both native and non-native English speakers (Basal et. al 2016). However, some students are reluctant to read even though most EFL textbooks have attractive visual illustrations such as pictures, cartoons, and photos. The universal stimulus that serves as a foundation for language sharing in the EFL classroom is images. Indeed, the pictures they give to students are tools to self-regulate their language learning process and aid teachers in making their lessons more explicit and engaging (Canning-Wilson, 1999, cited in Tahririan & Sadri, 2013).

It is undeniable that the images in visual illustrations with attractive color displays create an impression and have an impact on a positive attitude in readers' eyes before the text (Tahririan & Sadri, 2013). Likewise visual illustrations according to Patria (2012;79 cited in Rini, 2018) the images that is displayed with the text serves as a companion to the text and enhances its attractiveness as well as clarifies its meaning. An image on a visual representation will be more efficient and effective at communicating information, and it also has a high value that stimulates the reader's interest in the book. Students are more engaged and have a deeper knowledge of textbook material when it is presented visually. Images in EFL textbooks attract students'

interest and encourage them to engage in language learning in a more creative and critical way (Canning, 1997, 1998; Curtis & Bailey, 2001, cited in Tahririan & Sadri, 2013).

Naturally, text-only books are less engaging and cause readers to lose interest and even become unwilling to read, especially students. In addition to serving as a visual accompaniment to the text, visual illustrations with colorful and attractive images also convey messages that can boost mood through releasing endorphins. This hormone causes the body to react in a way that boosts the capacity of brain for imagination and creativity. Additionally, illustrations can alter the meaning of simple sentences that are directly sent to students' brains through memory (readers), In a picture with a dialogue for an illustration. Thus, it is crucial to include word balloons in spoken text phrases so that students can visually understand what is being stated (Elisa, 2021). Simply put, every dialogue in the *When English Rings the Bell textbook for grade VIII* uses word balloons majorly. In general, this textbook depicts images of teachers and students in uniform engaged in classroom activities, activities outside of the classroom, activities in the canteen, as well as activities with friends and parents. Additionally, there are practice questions provided in table columns, writing text in images on paper backgrounds, and other illustrative materials. Written words, spoken phrases, etc. that have visual illustrations that are closely related to the science of signs in semiotics might serve as examples of signs as indicators in the book.

In relation to the learning process, textbooks have a significant impact on the learning process as a tool for communication in character development. The role of textbooks with visual illustrations in conveying written intent is very important to support the effectiveness of teaching materials. Textbooks are an indispensable component of teaching and are designed for use in the classroom, carefully prepared by experts in their fields, and equipped with appropriate teaching tools (Tarigan, 2009). In addition, several visual teaching aids, such pictures, photos, and sketches, are accessible. It also motivates children to be aware of the real world while fostering their comprehension of the target language, culture, and worldviews through the use of realistically described locations, scenarios, and characters in EFL textbooks (Mendoza & Reese, 2001).

Prior EFL book studies have extensively used visual illustrations with varied themes to illustrate certain semiotic subjects. The research conducted by Tharirian & Sadri (2013) which they analyzed images in Iranian Middle School EFL coursebooks. The researchers discovered the informative function of image illustration which makes it an important resource in Iranian secondary school books. Their potential for language learning appeared to be underutilized due to the lack of representational modes of meaning-making, such as outdated object depiction, gender stereotyping, and overdramatization of national identities as well as the lack of interactive modes such as poor modality due to grayscale printing and plain graphics without contextuality, or picture details. The next study is an investigation by Elmiana (2019) which discussed pedagogical visual images in EFL textbooks through a multimodal Perspective. She suggested that visual images could help students engage effectively with the exercises

and put emphasis on the statements made in the linguistics section for structuring the imagery of high school EFL textbooks in Indonesia. In addition, Rezeki & Sagala (2021) analyzed Semiotics in English textbooks for students in elementary schools. Their research used semiotic analysis based on Peirce's theory which is used to analyze data (signs).

Based on the studies above, not all of these studies used pedagogic values in their semiotic analysis with the same point of view. Thus, this study was conducted to analyze pedagogic values in visual semiotics in the textbook *When English Rings the Bell, Grade VII, Junior High School* adopting Peirce theory and used as a research sample.

METHOD

Research Design

The data sample from the textbook *When English Rings the Bell* uses qualitative research methods with visual media text analysis. To explain the contents of the textbook and the process of obtaining the source document, content analysis was used to obtain detailed results (Krippendorff, 2018, cited in Rezeki & Sagala, 2021). According to Charles Sanders Peirce's theory, the picture objects in textbooks are based on the concept of trichotomy, so the triadic model consists of representamen, objects, and interpretants (Usman, 2017)

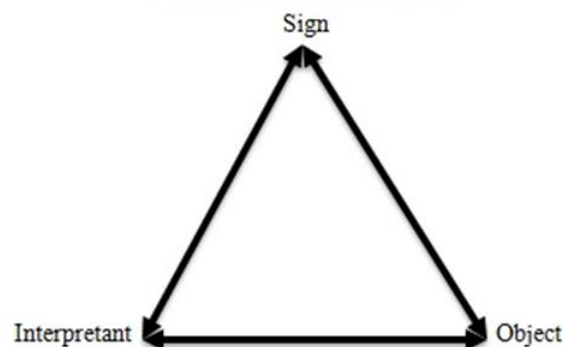


Figure 1 Peirce's model of Trichotomy (Tinarbuko, 2008 in Arum, 2021)

Unit of Analysis

The object of research on the material illustrated in the textbook contains values on pedagogy. The illustration book by Rio Ari Seno, which contains visuals, and illustrations has been revised by the Ministry of Education and Culture in 2017. This textbook was written by Siti Wachidah, Ph.D. and her other colleagues; moreover, it was explained that the book as part of the implementation of the 2013 curriculum which focuses on character education for each student.

This means that the character education given to students must also be imitated by the teacher through the teacher's pedagogic competence. To achieve learning objectives, pedagogic competencies can be implemented in understanding developments starting from one's intellectuality and assisted by teachers to encourage students to be more confident. There are 13 chapters and consists of 234 pages in this book which are divided into the first and second semesters. While the part that is

analyzed covers the first semester from chapters 1 to 6 on pedagogic values in visual semiotics.

Data Collection and Data Analysis

When English Rings a Bell which is used as a textbook for formal education is a Class VIII, SMP/MTs book that was selected and analyzed by the researcher in this paper (Graves & Xu, 2000, cited in Rezeki & Sagala, 2021). Each topic is explained using a combination of visuals and prose (Basturkmen, 2010) with parts of the semiotic system, namely illustrations and visuals of books that attract students' interest while learning (Eco, 1979; Fawcett, 2015). The use of symbols that are significant to the subject matter in the contents of packaged books can be studied using semiotics (Saragih, 2013, cited in Rezeki & Sagala, 2021).

The data analysis technique in the *When English Rings a Bell* textbook collects research data from visual semiotics with documentation techniques and evaluates content (text) analysis. This analysis suggests Peirce's triangle theory as follows: (1) Signs (representamen) in the form of qualisign, sinsign, and legisign; (2) Objects classified as icon marks, indexes, and symbols; and (3) Interpreter which is divided into rheme, licensing, and argument. The meaning of semiotics in the visual images of the second printed 2017 EFL textbook, this revised edition is documented in the research.

RESULTS AND DISCUSSION

Pedagogical Values in Peirce's Semiotic Meaning in English Textbook

Based on research data collected and analyzed in *the English textbook When English Rings a Bell* class VIII SMP using semiotic analysis with Charles Sanders Peirce's triadic meaning theory, three general themes were generated to depict the pedagogical values provided by the teacher on the visual illustrations: mastering learning theory and educational learning principles, educational learning activities, and recognizing students' characteristics. According to Peirce's theory, the three elements of a sign consist of a signifier (representamen), an object (referent), and an interpretant. The documentation of the pictures taken by the researchers indicates that there are a number of signs of visual illustrations in the English textbooks studied from chapter 1 to chapter 6. The following is a visual illustration found:

Mastering learning theory and educational learning principles


<p>Sign</p>	 <p>Picture#1</p>
<p>Object</p>	<p>The teacher gives encouragement to students to increase their desire to learn</p>
<p>Interpretan</p>	<p>Picture #1 shows that the teacher forces students to use English in every lesson that is carried out so that students are motivated to continue to practice their speaking skills. The teacher also ensures that students understand what is being said.</p>


Table 1. The teacher demands the class to use English in class (Source: Chapter 1, page 4)

In Table 1, the picture of the teacher is represented by a woman with shoulder-length hair and wearing a light brown uniform. Meanwhile, someone who acts as a student is described with 3 different characters. The one in front wears a blue hijab with a white uniform. Behind him there is also a student who is described as a boy with small eyes and neat hair. While the last student is depicted as a boy with black hair and curly hair. The picture on Table 1 shows the students' ability to speak will be trained by the teacher by forcing them to use English as their daily conversation in class. It motivates the students to continue learning English even though with their limited knowledge of vocabulary. In the era of globalization, all information, communication, and transportation technologies are undergoing rapid changes and changes can be felt every time. This process makes human activities can be completed quickly and precisely. Therefore, every human being is required to have the capability to understand the basic sciences of technology, namely mathematics, natural sciences, and the global language, namely English (Sugianto, 2014). Therefore, in picture #1, the teacher gives instructions to use English so that in the future students can improve their skills for their future. This activity can also make it easier for them to communicate and understand learning resources that do not use their mother tongue.

The sign in Figure 1 according to Peirce (1991), the image of a human figure wearing teacher and student clothes is an object (referent), consisting of an icon (a sign

arising from physical representation), an index (arising from a causal relationship), and a symbol (a mutual agreement).

Table 2. The teacher asks about students' readiness (Source: Chapter 1, page 5)

<p>Sign</p>	 <p>Picture#2</p>
<p>Object</p>	<p>The teacher always ensures that each student can understand the learning material that has been presented and can consider further learning activities based on the level of understanding that students have.</p>
<p>Interpretan</p>	<p>Picture #1 the teacher makes sure the students are ready and understand what is being instructed so that the students can carry out the instructions given by asking whether they are ready or not.</p>

The sign in Table 2 is interpreted as an interpretant, where the picture shows the teacher asking about the students' readiness in the instructions given and using English when they are in class. This can be used to convince the students that they can enter the next material because they understand the initial instructions given by the teacher. The teacher must be aware that each student must understand the activities and instructions they are given. Because it is one of the teachers' professional responsibilities.

Table 3. Teacher tells the student that she wrote the wrong answer (Source: Chapter 4, page 58)

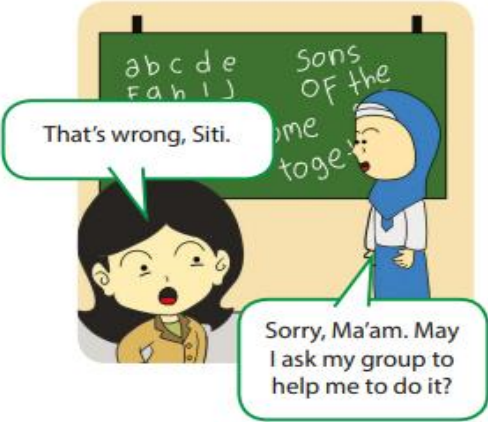
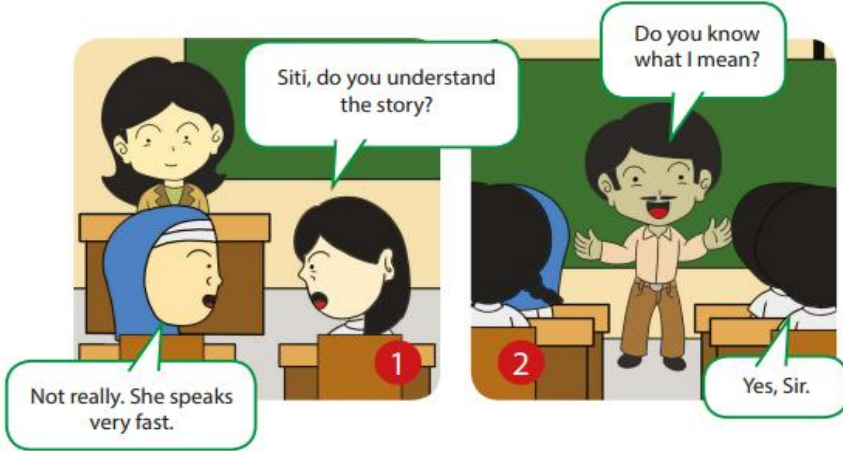
<p>Sign</p>	 <p>picture#3</p>
<p>Object</p>	<p>The teacher pays attention to the responses of students who do/do not understand the learning material being taught and uses it to improve the next lesson plan.</p>
<p>Interpretan</p>	<p>The teacher reprimanded the students because they made mistakes in answering the questions.</p>

Illustration on Table 3 shows that the teacher reprimands every mistake made by his students. This shows the pedagogic ability of the teacher in which a teacher must be able to evaluate the learning process and also the learning outcomes carried out by students. There is nothing wrong with rebuking someone's mistakes. Even a teacher has to do this. This is done, of course, not to fulfill the needs of a teacher's ego, but to develop the abilities of the students. Students also get experience in the form of mistakes and these mistakes will always be remembered by students not to be made in the future. This is directly proportional to the experimental learning method.

In general, the sign in figure 3 refers to an object in the form of an index that has a causal relationship from the teacher's warning to students' mistakes in answering. This is related to the representation where the sign is based on a qualisign.

Table 4. Teacher asks if the student understands the material (Source: Chapter 1, page 13)


<p>Sign</p>	 <p>picture#4</p>
<p>Object</p>	<p>The teacher pays attention to the responses of students who do/do not understand the learning material being taught and uses it to improve the next lesson plan.</p>
<p>Interpretation</p>	<p>The teacher asks students about students understanding of the ongoing learning</p>

In Table 4 picture#4, the teacher's character is represented by 2 different characters. First, on the left, a teacher is depicted with shoulder-length hair and wearing a brown uniform with green underwear. Meanwhile, the teacher character in the picture on the right is depicted as an adult male with neatly groomed hair. The teacher character is also depicted wearing a shirt and wearing buckled trousers. Figure 4 shows that the teacher must also always pay attention to the students. So that the students can continue to understand the material and also so that the learning objectives are achieved. Of course, this is in accordance with the teacher's pedagogic competence, namely understanding the cognitive, affective, and psychomotor development of students. Not only to assess student progress but this ability is also used to make improvements to the lesson plans so that each student can understand the material and can also be used to calculate lesson plans in the future.

The sign in picture#4 shows the object (referent) in the form of a human figure with a reference referred to by the sign as a point of view between the relationship of the representamen and the symbol of pedagogical values.

Educational learning activities

Table 5. Teacher plays audio as learning media (Source: Chapter 1, page 11)

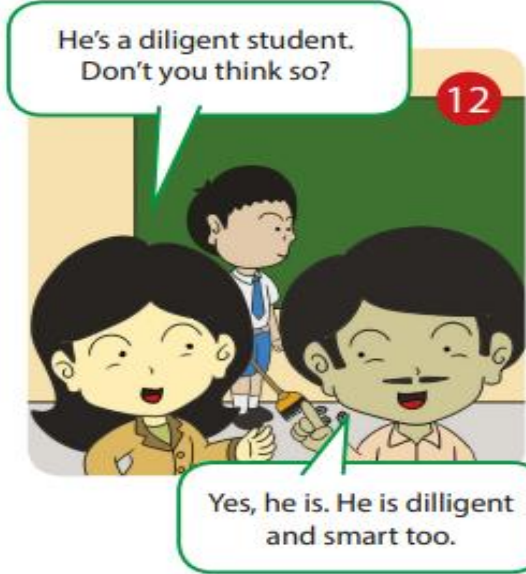
<p>Sign</p>	 <p>Picture#5</p>
<p>Object</p>	<p>Teachers are able to use audio-visual media to foster students' learning motivation in achieving the learning objectives that have been made. Adapting learning activities designed to class conditions</p>
<p>Interpretation</p>	<p>The teacher uses a sound player to provide material about his understanding of listening to texts in English.</p>

Picture# 5 on Table 5 shows the teacher giving practice to the students' listening skills using the voice player that has been provided previously. This is to make it easier for students to practice their abilities. Because English speaker which is not using English as their daily conversation is different from speaking English where English is the mother tongue. Of course, this is a new thing for students because they understand how to convey the words and or sentences that are uttered by the speakers.

While the sign seen in Figure 5 is an index, a sign that has a causal relationship with the one represented as stated in the sentence above. This visual illustration also shows a sign of representation in the form of a sinsign.

Recognizing the student's characteristics

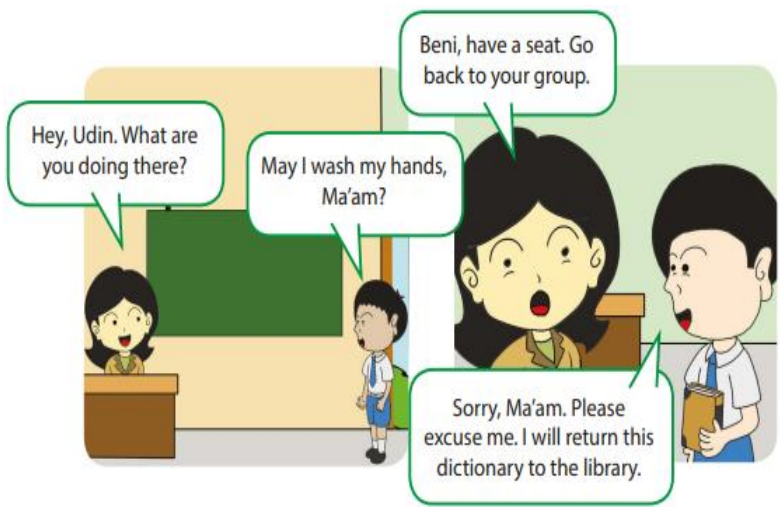
Table 6. Teacher assesses the student's personality and abilities (Source: Chapter 1, page 16)

<p>Sign</p>	 <p>Picture#6</p>
<p>Object</p>	<p>The teacher can identify the learning characteristics of each student in their class</p>
<p>Interpretation</p>	<p>A teacher is required to be able to recognize themselves from students and be able to assess the development of each student</p>

Picture#6 on Table 6 shows that the teacher must be able to assess the progress and assess the personality of his students. This certainly illustrates that teachers must understand students more deeply. Of course, it aims to evaluate the learning program whether it is in accordance with the learning objectives or not. For this ability, the teacher can easily calculate and/or create a learning strategy that is suitable for each student as a whole.

The pedagogical values can be seen in this picture. While the signs shown in picture# 6 are representamen, objects, and interpretants.

Table 7. Teacher teaches students to behave according to applicable norms (Source: Chapter 4, page 58)

<p>Sign</p>	<p>Picture#7</p>  <p>Hey, Udin. What are you doing there?</p> <p>May I wash my hands, Ma'am?</p> <p>Beni, have a seat. Go back to your group.</p> <p>Sorry, Ma'am. Please excuse me. I will return this dictionary to the library.</p>
<p>Object</p>	<p>The teacher tries to find out the causes of student behavior deviations to prevent this behavior from harming other students.</p>
<p>Interpretation</p>	<p>The teacher teaches about the norms that apply to students so that students do not act outside the applicable norms</p>

Picture# 7 on Table 7 shows the teacher teaching students to take action according to the prevailing norms. It is depicted with a student who wants to get out of class during study hours. Someone is considered rude when they are in a state of interaction and then leaves the interaction without prior permission. In the rules, the teacher as a guide must teach about the applicable norms so that students remain polite and do not deviate from the applicable norms. Teachers are obliged to reprimand when students deviate from the norm. Because on the basis of pedagogical competence the teacher is obliged to teach so that his students continue to act in accordance with applicable norms.

Semiotic analysis which started in this study has been brought a promising discovery inside of *When English Rings a Bell Textbook*. There are a lot of semiotic materials and how the placement of semiotics not overlapping each other gave a nice impression approach to the readers. Attempting to find semiotics in this book, it has been observed that illustrations, icons, indexes, symbols, and other terms are highlighted by the use of rich colors to bring awareness to the semiotics and by keeping the visuals clearly so that readers and students may easily understand them. With this simplicity, readers can comprehend the book and understand the significance of the semiotics they observed. For the examples, there are 48 (forty eight) magnifier icons/searching which indicate in that pages containing an Illustration example and the application example of teaching materials, then there are 13 (thirteen) icons of puzzle which indicate in that pages about the steps of study operations and the examples, there are also 6 icons of megaphone shapes which indicate in that pages which usually in the

last part of each chapter that tell students to write their opinion about what they got from the materials they studied, also there is a mirror icon which indicates the same but this is for a group reflection. Because the semiotic objects which displayed significantly with focus and without ambiguous giving an assistance to the students with the book they read. In this context, we can observe the bubble chats which significantly portrayed and much seen inside of the textbooks. This bubble chats are a symbol which purposing to delivering story inside illustration and also to be a steps and tips delivery to the readers.

CONCLUSION

The present research on pedagogic values provided by the teachers on visual illustration in *When English Rings a Bell* guided by Pierce's triangle theory. The analyzed textbook portrayed learning-oriented illustrations to stimulate students' comprehension through walking by influencing cognitive development. From the gathered data in the form of visual illustrations, three themes were generated to depict the pedagogical values provided by the teacher, such as mastering learning theory and educational learning principles, educational learning activities, and recognizing students' characteristics. To be more specific, the visual illustrations depicted the pedagogical competences of the teachers in some pedagogical activities, such as the teacher demands the class to use English in class, the teacher asks about students' readiness, teacher tells the student that she wrote the wrong answer, teacher asks if the student understands the material, teacher plays audio as learning media, teacher assesses the student's personality and abilities, and teacher teaches students to behave according to applicable norms.

Furthermore, data was collected through Pierce's triangle theory method where several icons, indexes, symbols, and illustrations used to connect perception to visual perception and thus makes the lesson more understandable and relevant to the students. The images listed also have special attention in their depiction, how images or illustrations or icons and others have characteristics, visible signs, and have special applicable regulations or codes. In these rules, a teacher must be able to help his students to capture what is offered by the semiotics. Therefore, significant semiotic objects are depicted with an unambiguous focus on providing students with assistance in their reading. So that students focus more on the meaning in the text or illustrated images and provide a better introduction to the context with images, colors, shapes, and the like, which gives an interesting point in the final result of the data collected.

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