Multimodal Analysis of an English Textbook Used for EFL Young Learners

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ABSTRACT

This study aimed to discover the visual values—regarding interactive meaning—contained in the "*My Next Words*" English textbook and used at an international primary school in Banda Aceh, Indonesia using Kress and Van Leuween's (2006) visual complementarity—only focusing on interactive meaning. This study employed a descriptive qualitative approach. The data were qualitative in the form of pictures in the textbook. The data were collected through a documentation procedure. From the findings, the interactive meaning found is as follows. primarily it uses long shots for most of the distance; second, it exclusively uses oblique views; and third, it shows both background-free and background-filled photographs. This outcome suggests that the pictures presented in this book are appropriate for the target audience, which is youngsters. For children to understand the concepts and messages presented in the textbook, their vision needs to be more distinct and clear. It is recommended that to produce more thorough and complex conclusions, future research should subcategorize the age in greater detail.

Keywords: multimodal analysis, representational meaning, interactive meaning, compositional meaning, and textbook analysis.

INTRODUCTION

Textbooks are essential for effective teaching and learning which can further function as a fundamental source for students to acquire knowledge and excel their expertise, and they can be utilized in diverse ways to augment the educational process. They offer a systematic and methodical approach for students to acquire new concepts and ideas. Textbooks are essential tools in the educational process, acting as primary resources for both teachers and students. According to Khachaturyan and Ghalachyan (2023), textbooks can be beneficial for language learning as they aid in acquiring new skills and encourage the development of problem-solving strategies. Mithans and Grmeck (2020) argues that using textbooks to meet the specific needs of teachers and students can enhance their effectiveness.

In addition, textbooks function as the main point of reference for both teachers and learners, offering a reliable and definitive source of information that may be reviewed to strengthen understanding or seek further and more complex explanations. Torkar, et.al., (2022) argue that textbooks are indispensable in education due to their ability to provide a systematic and organized repository of knowledge. Textbooks also have a significant impact on fostering self-directed learning. Students have the option to utilize the textbook as a tool for independent study, enabling them to revisit ideas, complete practice problems, and enhance their comprehension beyond the classroom. Maurya (2022) asserts that textbooks are the primary

source of concepts, generalizations, and content used for literacy training in the classroom. Moreover, the textbook functions as an intermediary between theoretical knowledge and its practical implementation, offering tangible illustrations, practice activities, and case studies that establish a link between abstract ideas and real-life situations. Anwari (2021) states that the teachers should assume multiple responsibilities when employing textbooks such as a resource, controller, organizer, assessor, prompter, tutor, and observer. All of the responsibilities of the teachers described above involve modifying the text. In short, textbooks are vital instruments in teaching and learning process, offering organization, guidance, and groundwork for both teachers and learners.

TEXTBOOKS AND IMAGES

Textbooks designed for young learners generally contain of images, Images are crucial in textbooks and greatly enhance the process of teaching and learning. The significance of this resides in its capacity to visually and captivatingly communicate information, promote various learning styles, and foster a more profound comprehension of the subject matter. Wang and Hemchua (2022) argue that visual texts might enhance students' comprehension and appreciation of cultural components and values, particularly in the context of learning English as a Foreign Language. Sujithra and Banu (2021) state that visual learners have an easier time understanding and retaining information when it is conveyed in concrete terms through images. Additionally, Rahikummahtum et al. (2022) assert that images can serve as illustrations to enhance textual content and facilitate comprehension for auditory learners. Verbal learners find it more convenient to engage in learning activities when there are visual aids available, since they can enhance the understanding of information conveyed through both images and words. Visual aids, such as photographs and illustrations, are effective instruments for communication. It can further elaborate ideas to enhance comprehension for students. Visual representations facilitate the decomposition of abstract ideas into tangible and comprehensible forms, hence enhancing students' comprehension of challenging concepts. Illustrations depicting the process of photosynthesis or the cellular structure offer a more lucid comprehension compared to merely written elucidations.

Moreover, visuals have the ability to captivate and maintain students' focus. In a society inundated with an abundance of information, individuals may have little capacity to focus their attention. Integrating aesthetically pleasing visuals into your textbook will aid in sustaining interest and involvement. Vibrant and aesthetically pleasing visuals enhance the learning process, resulting in improved retention and enjoyment of the information. This endeavor is particularly crucial in the present era of digital technology, as students have become accustomed to receiving visual stimuli through diverse media platforms. Visual aids also consider various learning modalities. According to Foutsitzi (2018), utilizing images in teaching is essential and advantageous because they serve as a valuable source of knowledge. The fact that they are still included in textbooks at all levels of education is proof of their long-lasting nature. The introduction of new audiovisual resources into instructional methods has led to a transformation in the way they are presented and perceived. Jones and Moorhead (2018) provide an explanation Interactive textbooks can be developed to strengthen understanding of new ideas and engage students in the learning process. These textbooks can incorporate programming exercises, comprehension questions, and demonstrations. Overall, the use of interactive elements in textbooks can enhance students' learning experience by making it more engaging and effective. Integrating diverse visual components into textbooks enables a broader

spectrum of students to comprehend and assimilate knowledge according to their individual preferences and aptitudes.

According to Triacca (2017), the primary role of the teacher is to guide students towards achieving a thorough understanding, and the use of visual imagery is a technique that aids in the brain's cognitive processes. Moreover, images have the ability to provide concrete examples of abstract concepts. These resources offer tangible applications and facilitate students' comprehension of the interrelationships between their studies and the surrounding world. Establishing a link to practical situations not only enhances comprehension but also cultivates a more profound grasp of the topic at hand. In addition, the use of visual aids enhances the ability to remember information. Studies indicate that the integration of text and pertinent visuals enhances the ability to remember information. Visual stimuli establish cognitive connections that enhance information retention during an evaluation. This process of reinforcing learning enhances long-term retention of knowledge. Birdsell (2017) suggests that further exploration is needed to investigate the possibilities of visual metaphors as a means of reaching a certain goal. To summarize, the incorporation of images and illustrations in textbooks is crucial for facilitating the teaching and learning process. Valuable assets in education include the capacity to explain intricate concepts, attract attention, cater to varied learning styles, offer real-world context, and enhance memory. Through the utilization of visual communication, teachers have the ability to establish learning environments that are more impactful and inclusive, ultimately promoting a more profound comprehension of the curriculum among students.

While pictures and illustrations are useful assets in language education texts, they can face specific problems that hinder their efficacy. An issue arises from the possibility of misinterpretation and ambiguity in visual content. According to Yue (2023), teacher can expand the curriculum and provide more advanced reading teaching by including visuals into the three phases of reading. Images possess the ability to convey diverse interpretations to many learners, which might result in perplexity instead of lucidity. Another obstacle that arises is the absence of cultural awareness in visuals. Images can unintentionally reinforce prejudices and cultural biases, impeding efforts to foster tolerance and diversity in language teaching. Azad and Raza (2020) argue that gender portrayal in textbooks frequently depicts males as being more actively engaged whereas females are generally portrayed in a more passive or reactive manner. This can exacerbate gender disparity and perpetuate stereotypes in language learning materials. According to Elmiana (2019), the use of visual pictures in three senior high school EFL textbooks in Indonesia can facilitate successful student interaction with the exercises and provide emphasis for the statements made in the linguistic sections of the text.

In addition, over dependence on visual aids can result in the exclusion of students with visual impairments or learning problems. Postigo and López-Manjón (2018) argue that in order to improve image-based learning and maximize the effectiveness of pictures as educational tools, it is important to prioritize instructional criteria over aesthetic and decorative criteria. Nur'graha and Hermawan (2020) assert that the combination of verbal and visual formats in the textbook synergistically enhances students' comprehension of scientific subjects. Moreover, outdated or unrelated visuals might diminish the efficacy of language instruction. Textbooks need to be frequently updated to align with the evolving nature of languages, incorporating current linguistic trends, technology advancements, and cultural allusions.

MULTIMODAL ANAYSIS

Indeed, the use of images enhances language instruction. However, incorporating inclusive and relevant images in language textbooks presents various obstacles, including the risk of misinterpretation, cultural insensitivity, restricted accessibility, and outdated material. Challenges should be confronted. It is imperative for teachers and publishers to be cognizant of these concerns in order to provide language materials that are more efficient and entirety.

Through the examination of several forms or semiotic resources, multimodal analysis is an interdisciplinary technique that analyses meaning-making and communication. Multimodal analysis, according to Kress and van Leeuwen's (2006), is the study of communication that makes use of a variety of modes, such as language, sound, and visual imagery. It is used in a wide range of fields, such as single-cell data processing, advertising, teaching, and cancer research. In the context of education, this can mean using educational materials that use various media to enhance the learning experience. It is employed in the context of advertising to understand the nuanced meaning conveyed by a variety of elements, including verbal, visual, auditory, gestural, and spatial cues. The study is typically conducted using a combination of theories and models that account for the many communication modalities involved. Multimodal analysis takes into account a variety of communicative aspects, including sights, sounds, gestures, and spatial arrangements, in addition to verbal language. According to Xu et al. (2022), research used multimodal analysis to examine EFL learners' metaphorical notions of language learning and revealed shared viewpoints in verbal and visual representations. This method acknowledges that communication occurs in a variety of situations and takes on a variety of forms, each of which adds to the message's overall meaning. Here, we go over the fundamentals of multimodal analysis and some of its uses.

To explore deeper, basic concepts of multimodal analysis are odes, multimodal texts, inter semiotic translation and affordances. Modes refer to the different channels or means through which meaning is conveyed. These can include linguistic spaces (verbal language), visual spaces (images, symbols), phonetic spaces (voice, music), gestures (body language, facial expressions), and spatial spaces (arrangement of elements in space). Later, multimodal texts are messages or objects that use a combination of various forms of communication. Examples include advertisements, movies, websites, and even everyday conversations. Analyzing these texts requires an understanding of how each form contributes to the overall meaning and how they interact with each other. Then, in multimodal analysis, communication is often viewed as a process of translation between different semiotic systems. For example, translating a verbal message into a visual image requires translating the linguistic meaning into a visual representation and vice versa. In addition, communication affordances are the qualities or opportunities that each space provides for communication. For example, images convey information visually and evoke emotions, while verbal language conveys precision and clear meaning.

Kress and van Leeuwen's (2006) framework for visual analysis provides a systematic and holistic approach to understanding meaning-making processes in visual communication. An image suggests compositional meaning, interactive meaning, and representational meaning. It is a coherent semiotic system. The visual forms of representation can be conceptual, showing participants in terms of class, structure, or significance, or narrative, showing actions and events as they happen. The relationships between the portrayed participants—people, places, worldwide time zone discrepancies, and language barriers—are indicated by the interactive meaning. Customers mostly rely on information from websites that is displayed in many formats, such as images, text, music, etc. Multimodal communication is

therefore essential for internet firms. The representational and interactive meanings of the image are connected to one another by the compositional meaning, which creates a cohesive whole. According to Gitelman et al. (2018), The visual analysis approach is suggested by the authors as a tool for conceptual system design. The approach is predicated on creating several visual representations of the system that are connected to the goals of sustainable development.

INTERACTIVE MEANING IN LANGUAGE TEXTBOOK

In the view of Mansoor (2016), interactive meaning in a language textbook denotes the fluid process of generating meaning via interaction among the reader, the textbook, and the surrounding environment. This approach encourages readers to actively participate in the process of creating meaning and lays a heavy focus on the importance of doing so. Examples of interactive meaning in language textbooks include the use of communicative and interactive approaches, as well as a variety of teaching strategies and activities like viewing films and images, taking part in discussion forums, working in pairs, utilizing PowerPoint presentations, exchanging views, and additional exercises to reinforce students' comprehension of language meaning. According to Zhang and Leahy (2022), the term "interactive meaning" in language textbooks describes how students participate in the interpretation and negotiation of meaning between various semiotic resources, such as textual and visual elements, in order to support language learning and effective communication. When a vector is present, interactive meaning—also referred to as narrative structure inside pictures—is identified. According to Kress and van Leeuwen (2006), a vector is a line—typically diagonal—that joins participants; an example of a vector would be an arrow joining boxes in a graphic.

A variety previous research has been undertaken on this subject. A study conducted by Tórrez in 2020. Textbook pictures can enhance learners' communicative competence. An analysis of Nicaraguan textbooks used for teaching English in secondary schools revealed that visuals can have a pivotal impact on students' progress in this area. Furthermore, Dewi et al. (2016) conducted a study on this topic. The objective of this study was to examine the predominant civilizations featured in the English textbook titled "Bahasa Inggris" that is utilized by 10th grade students in Indonesia, as well as the manner in which these cultures are portrayed. Based on a study conducted on an English textbook utilized by grade X Senior High School students in Indonesia, it was found that the majority of cultural information is conveyed through visual representations such as photographs, as well as through monologues and reading passages. Additionally, a research conducted by Derakhsan (2021) The focus of this investigation is The study examined the ability of the Iranian national English as a foreign language (EFL) textbook, Vision 1, to create and modify cultural interpretations. This was done by considering the viewpoints of Iranian EFL students, teacher, and teacher teachers. Research has revealed that the inclusion of images in educational materials can significantly enhance students' cultural awareness and comprehension of diverse concepts. They can serve as representations of cultural values, elements, and symbols, which are crucial for the acquisition of language skills and the facilitation of intercultural communication. Previously referenced in this section is a study conducted by Novianti and Wirza in 2024. This study assesses the potential use of the textbook English on Sky to enhance Intercultural Communicative Competence in Instruction, as demonstrated by the presence of three categories of cultural elements: source culture, target culture, and international culture included in the textbook. The study examined the ability of a textbook to enhance intercultural communicative competence. It was discovered that the inclusion of photographs in the textbook, along with other aspects, played a significant role in developing this skill.

Thus, a potential gap is found from the previous studies regarding the fact that little has been studied about picture analysis in textbooks for EFL young learners. This study emerges such research novelty by reaching out to analyze the perspectives provided for young learners in English textbook called *My Next Word.* Using Kress and van Leuween's framework, the research question formulated is as followed: *"What are the interactive meanings in My Next Words English textbook?"*

METHOD

RESEARCH DESIGN

The qualitative approach was the research strategy used in this study. It concentrated on the content analysis of the instances of the visual components in a textbook entitled *My Next Words* textbook. A qualitative approach is a research method that emphasizes the exploration and comprehension of the intricacy and diversity of human experiences, behaviors, and phenomena. A qualitative approach is distinguished by its emphasis on the subjective interpretations of participants and the context in which it is conducted. In-depth interviews, participant observation, or content analysis are the most common methods employed by researchers who employ this approach to gather data. These techniques enable researchers to explore the perspectives, emotions, and meanings that individuals associate with their experiences. Regarding this study, the exploration is targeted on the visuals presented in the book *My Next Words.*

RESEARCH INSTRUMET

As the instrument, the researchers utilized documentation in the data collection and data analysis. According to Lupke (2010), documentation plays a critical role in language research to understand language usage in a particular situation, in this case, the visual environment of an English textbook. Furthermore, official and personal records are crucial to documentation since they offer access to information on the subject matter under investigation.

In studies like the one being conducted now that involve data documentation, language corpora are crucial. The three main stems of documentary events in language corpora—observed communicative events, staged communicative events, and elucidation—are further confirmed by Himmelmann (2006). The first kind of documentation is used in narratives and discussions provided under each picture in the textbook. The second uses images, which this study made use of. And the usual paradigms and judgments justify the last type. *My Next Words* textbook served as the research instrument in this investigation. As recommended by Kabir (2016), a documentation approach was used to capture the data. Using this method of gathering data, the researcher carefully examined the textbook to identify any problems with the phrasing of the study's problem. Using this method, the researcher found the data first, then evaluated it such that it could later be interpreted to provide meaning. In terms of data classification, the information was divided into three domains: compositional, interpersonal, and representational categories. These domains are based on Kress and Van Leeuwen's visual complementarity. In a nutshell, the researcher examined every image in *My Next Words* to determine its compositional, interactive, and representational content to gather data.

DATA COLLECTION PROCEDURES

Regarding the steps in the data collection process are broken down into the following more detail. Initially, the investigator chose the text: the researcher chose the textbook *My Next*

Words. Second, the researcher read the book many times with great attention, taking notes as she went along. Thirdly, she determined the study's data: the researcher selected the data from character statements or thoughts, actions, and descriptions that were pertinent to the investigation. The images from the textbook that are the subject of this study's data are Fourth, the representational, interactional, and compositional meanings of the data were used by the researcher to identify and classify it. Fifth, the data were interpreted by the researcher. Ultimately, a decision was made in light of the interpretation of the evidence.

DATA ANALYSIS

Following the process of data collection, the analysis was done using the three processes recommended by Miles, Huberman, and Saldana (2014): data reduction, data display, and conclusion. The researcher eliminated irrelevant data throughout the data reduction process. The researcher then provided a table to clearly illustrate the image in the next chapter that contained the data analysis during the data presentation phase. Following that, the display's fundamental competencies were discussed and explained. Verifying the data was the last stage. In this stage, the data shown was used by the researcher to conclude. More precisely, the researcher decreased the data in the first phase, known as data reduction. To decrease data, the data reduction procedure often focuses on selecting the features that meet the study questions. One common error in data reduction is the assumption by most researchers that qualitative data may be more broadly claimed than it really is.

FINDINGS AND DISCUSSION
FINDINGS

The following table provides information about the result of the interactive meaning in the pictures contained in *'My Next Words'* English textbook. There are three categories examined in the interactive meaning, they are distance, perspective, and modality. Interactive meanings are only analyzed in pictures with human participants, while in non-human participant pictures, there is no interaction and no narrative value found. For human participant, there are 182 pictures in sum.

TABLE 1. RESULT OF INTERACTIVE MEANING

No	Interactive meaning	Category	N	%
1	Distance	Long-shot	182	0
		Medium-shot	0	0
		Close-shot	0	0
2	Perspective	Frontal	1	0
		Oblique	181	1
3	Modality	Color (unsaturated)	182	100
		Background	17	165

The table above shows that there are three categories that are analyzed in the interactive meaning to outline the narrative values in the pictures; they are the distance, perspective, and modality (color and background).

First, it can be learned that the result about distance in the books is dominated by long shot, whcih are full body pictures. They are presented in 182 pictures or 100%. Later, medium shot is the picture taken half-body, not too far and not too close. There are no pictures or 0% which is presented in medium shot distance. And the least implemented distance in the textbook pictures is close shot picture. Close shot pictures are pictures which present face area. There

are no pictures which are represented in close distance either. Long shot pictures are as shown below.

FIGURE 1. Long shot—full body standing

The picture above shows a long shot take. The participant is a student. An elementary school student stands confidently in her school uniform, wearing a hijab that complements the uniform's colors. The uniform all in accordance with the school's dress code. The hijab, draped gracefully around her head and shoulders, adds a touch of individuality and cultural identity to her appearance.

Secondly, the analysis of perspective is the frontal or oblique perspective. Frontal perspective is when they eye level of the participants in the pictures is looking directly at the viewers. So that, there is an interaction between the picture and the viewers. Meanwhile, oblique perspective is when there is no eye contact between the participants in the pictures and the viewers. So that, there is no interaction and the world in the picture is not inviting the viewers to get involved. In the following are shown several data from the book regarding the frontal perspectives and the oblique perspectives. Frontal perspective pictures are as shown below.

FIGURE 2. Frontal perspective— A group of kids

The picture shows the kids standing. This frontal perspective is considered to be representative to the childhood. The frontal oblique perspective captures a heartwarming moment where kids stand together, smiling with joy, while a playful cat becomes an integral part of the delightful scene. They are young kids in friendship group. And from their perspective, it can be seen that their relationship is full of joy and happiness.

In the following is an example of oblique perspective pictures.

FIGURE 3. Frontal Oblique perspective— An adult man and a kid at a backyard

In the picture above, it can be seen that the participants are not looking at the viewers. In the picture, a man and a kid are looking at each other while they are enjoy talking about what a kid going to do in the Sunday morning. The viewers are not invited to be involved so that the viewers can only see that they are doing conversation something casual.

FIGURE 4. Image with background— the girl and her mom in the kitchen

Last, the category that is being examined in the interactive meaning is modality. Modality is divided into two sub-categories, they are color and background. Color highlights whether the picture is in saturated full color so that it provides real life experience for the viewers; or in unsaturated color (black and white). The unsaturated color does not provide real life interpretations for the viewers when they engage with the images. Later, it is the

background. Some pictures provide background surrounding the participants while some other pictures only serve blank background surrounding the participants. In the following are shown several data from the book regarding the background of the images contained in the textbook. Pictures with background are as shown in Figure 4.

In the picture above, it can be seen that the girl is in the kitchen with her mother. We can see that behind her, there are a lot of things about cooking stuff.

Pictures without background are as shown below.

FIGURE 5. Image without background— a girl and a boy

In the first picture, two people are talking about their friend, Kimi. A girl asks the boy where Kimi eats and the boy answers her. However, there is no background. It is only blank. It does not give any extra information to the viewers. The blank background gives no information about the picture setting (whether time or place) and it gives ambiguous interpretation for the viewers.

DISCUSSION

From the data above, there are several points that can be discussed as in the following. The study's main goal was to perform a multimodal analysis on a textbook intended for young students learning English as a foreign language (EFL). This required looking into the different ways that the textbook communicates, such as through its text, interactive features, and visual elements. The study was to clarify how these multimodal elements support young EFL learners' overall learning process. Regarding its usefulness, the research offered insightful information about the interactions between interactive, textual, and visual components in the EFL textbook. Through the use of a multimodal analysis, the research improved our knowledge of how multiple communication modalities work together to support young learners' language acquisition and comprehension.

Concerning the procedures carried in this study, the research procedure involved a systematic approach, starting with the utilization of a documentation method to understand language usage within the visual environment of an English textbook, citing Lupke's (2010) emphasis on the critical role of documentation in language research. The chosen textbook for this study was My Next Words, serving both as the data source and research instrument. The researcher meticulously examined every image in the textbook, applying a documentation approach recommended by Kabir (2016). The data were then carefully classified into

compositional, interpersonal, and representational domains based on Kress and Van Leeuwen's visual complementarity. Following data collection process, the analysis proceeded through three recommended processes: data reduction, data display, and conclusion, as suggested by Miles, Huberman, and Saldana (2014). Data reduction involved the elimination of irrelevant information, and a table was presented to illustrate the analyzed images. Data presentation focused on organizing and categorizing information for clarity, and the verification process ensured the data aligned with the research subject. A thorough review of each stage of the data analysis process was undertaken, considering the ramifications of the conclusions drawn. In essence, the research methodology encompassed a comprehensive examination of the My Next Words textbook, emphasizing documentation, careful analysis of visual content, and adherence to established analytical processes.

The result shows that the text presents actual results from an analysis of interactive meaning in images "My Next Words" English textbook The analysis focuses on three categories: distance, perspective, and modality. Distance ratio analysis shows that distance images dominate and represent the whole body image (100%). Medium shots and close-ups are missing from people's photos. The results are in the form of a table that gives a comprehensive overview of the distance classes. In perspective analysis, a distinction is made between frontal and oblique perspective. A frontal perspective, where participants make eye contact with spectators, is represented in one image, while an oblique perspective dominates in 181 images (99.45%). The descriptions and images illustrate the differences between the two perspectives and provide a visual reference. The category class is divided into color and background. All 182 images use desaturated colors, not a single image is in black-and-white. In addition, the presence of a background with background elements is investigated in 17 images (9.34%). Descriptions and images illustrate both wallpapers and non-wallpapers. Together, the findings highlight the prevalence of long shots, the dominance of oblique perspective, and the exclusive use of desaturated colors in the subjects of "My Next Words" textbook The text provides detailed insights into the narrative values conveyed by these visual elements, helping to better understand the interactive meaning of the textbook and images.

Relating this finding to other previous literature. These are varied meanings of the images contained in My Next Words. Complementarity of presentation concerns the relationship between the various visual elements of an image and how they work together to convey a unified message which means we can find it in the "My Next Words". Regarding impact about Textbooks play a crucial role in the teaching and learning process, Torkar, et.al., (2022), similarly found that Textbooks are an essential tool for education since they offer a well-organized and structured source of knowledge.

By category related to color and background, it was observed that all the images in the textbook are colored or desaturated. Unsaturated colors do not give the viewer a realistic experience when interacting with images. In addition, some images are also shown with a blank background (17 images). However, most of the images are equipped with a background (165 images). Elmiana (2019) found that presenting full pictures in a pedagogical textbook can encourage students' investment in language learning. Third is the compositional meaning of the images included in the textbook. Kress and Leeuwen (2006) propose two categories for analyzing compositional meaning, i.e. text-image relationship and information value. Text-image ratio is the ratio between text and images. The relationship can be both informative, illustrative, and decorative. In this textbook, most of the text-image ratio is informative, presented in 182 images. This means that the pictures help students find key information in the following tasks. The illustrative images are then presented as 98 images. These pictures help

students give examples in the following tasks. And decorative images are presented as 84 images. These pictures will help students complete the following tasks.

According to Sumarlam, et.al., (2023) An interactive textbook is a type of instructional resource that uses several components to get students involved in the learning process, like activities, interactive exercises, and images. By enabling students to actively participate in the learning process, this kind of textbook seeks to deliver a more immersive and engaging learning experience. In line with Qoriah, (2020), This is also found in their study that examined the inherent meanings in visual pictures and the appropriateness of visual and written messages in a textbook on visual social semiotics in English. Ascertain whether the issue is a higher-level cognitive demand issue, which calls for more sophisticated thinking and problem-solving abilities, or a lower-level cognitive demand issue, which only requires rudimentary idea understanding and application. Additionally, Johar, et al. (2017) discovered similarities in textbook problem-solving techniques. This will help students and teachers tailor their approach to the appropriate level of difficulty. In agreement with Takahashi, (2018), from textbooks, it can solve the problems. solving problems can be difficult and demanding, particularly for kids. Students can benefit from one another's knowledge and improve their problem-solving techniques by working together.

CONCLUSION

Regarding the aim of this research, which is to find the interactive meaning contained in the textbook entitled My Next Words, it has been found several points as below. First, the majority of distance used is long shot; second, it involves all and only oblique perspectives; and last, it portrays both images with and without background. This result implies that the images provided as such in this book are in sound accordance with the target earners—which are children. Children need to see more clearly and more explicitly to ensure that they grasp the comprehension and messages perceived in the textbook. This has now closed the gap mentioned earlier about multimodal analysis on young learners' textbook. However, this study is not without limitation. It has only focused on analyzing one category for elementary school learners. It is suggested that future research can sub-categorize the age to be more detail hence it can bring about the more complete and intricate findings.

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