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LINGUISTIC LANDSCAPE PORTRAYED IN INDONESIAN EFL TEXTBOOKS: A DESCRIPTIVE STUDY

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LINGUISTIC LANDSCAPE PORTRAYED IN INDONESIAN EFL TEXTBOOKS: A DESCRIPTIVE STUDY

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Abstract: This research examines the linguistic landscape within 4 (four) English as a Foreign Language (EFL) textbooks in Indonesia, employing Cenoz and Gorter's theoretical framework. The primary objectives of this study are to categorize the various linguistic landscape elements present in Indonesian EFL textbooks and provide a comprehensive description of the characteristics of these linguistic landscapes. The analysis was conducted through a descriptive qualitative methodology, focusing on linguistic landscape items within EFL textbooks used in Grades I, II, IV, and V, comprising a total of 116 images. These items encompassed monolingual, bilingual, and multilingual components. Specifically, 100 images featured English-only elements, establishing English as the dominant language in these instances, while 3 images were exclusively in Bahasa Indonesia, 1 in Arabic, and 12 incorporated both English and Indonesian. Including these linguistic elements is intended to familiarize students with English sentence structures in the textbooks, as English holds a prominent status as an international language.

Keywords: Indonesian EFL Textbooks, Linguistic Landscape, Linguistic Items

Abstrak: Penelitian ini terkait dengan kajian kritis lanskap linguistik dalam 4 (empat) buku teks mata pelajaran bahasa Inggris di Indonesia dengan menggunakan teori Cenoz dan Gorter, yang tujuan utamanya adalah untuk mengidentifikasi jenis lanskap linguistik yang termasuk dalam buku teks mata pelajaran bahasa Inggris di Indonesia dan mendeskripsikan karakteristik lanskap linguistik digunakan dalam buku teks Mata pelajaran bahasa Inggris di Indonesia. Data akan dianalisis dengan metodologi kualitatif deskriptif, difokuskan pada butir-butir lanskap linguistik dalam buku teks mata pelajaran Bahasa Inggris untuk kelas I, II, IV, dan V. Komponen-komponen lanskap linguistik tersebut terdiri dari komponen monobahasa, dwibahasa, dan multibahasa. Komponen linguistik yang akan ditampilkan dapat membantu siswa terbiasa dengan kalimat bahasa Inggris dalam buku teks mata pelajaran Bahasa Inggris karena bahasa Inggris adalah bahasa internasional.

Kata Kunci: Buku Teks Bahasa Inggris, Lanskap Linguistik, Unsur Bahasa

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INTRODUCTION

Textbooks serve a crucial institutional purpose and are fundamental to education (Behnke, 2018). They are vital in conveying information and building concepts, attitudes, and values (Suuriniemi & Satokangas, 2021). As a learning resource, textbooks are essential for effective learning (Huang, 2019). According to Cunningsworth (1995), textbooks are a content source for teaching and learning. They are students' primary

sources of knowledge and information (Ahour & Ahmadi, 2012). Therefore, textbooks act as a channel for students to achieve their learning goals with the guidance of teachers (Hasnah et al., 2023).

While textbooks play a pivotal role in facilitating students' learning across diverse subjects, including English, they serve as the cornerstone of classroom instruction and the primary knowledge source for educators (Azizifar et al., 2010). In English as a Foreign Language (EFL) instruction, teachers formulate their educational objectives, activities, assessments, and assignments based on the choice of textbooks employed in their classrooms (Alhamami & Ahmad, 2018). As Sheldon (1988) pointed out, textbooks constitute the core of any English Language Teaching (ELT) curriculum, encompassing educational objectives, instructional resources, and assessment methodologies that offer valuable guidance for educators and learners. Given their multifaceted roles in the ELT curriculum, textbooks are invaluable assets in language classrooms, as they effectively support the pedagogical processes of language instruction and acquisition (Ahmadi & Derakhshan, 2016). This research centers on examining textbooks through the lens of linguistic landscapes. Textbooks are regarded as significant mediums that facilitate the representation and mediation of specific linguistic landscapes, thereby contributing to our understanding of the diversity of languages spoken on a global scale (Suuriniemi & Satokangas, 2021).

In education, it is acknowledged that textbooks form an integral component of the linguistic landscape in schools (Suuriniemi & Satokangas, 2021). Nevertheless, investigating the linguistic landscape within textbooks, a critical facet of the learning process, remains relatively underexplored. Consequently, this study seeks to illuminate the portrayal of the linguistic landscape within Indonesian English as a Foreign Language (EFL) textbooks. Furthermore, it endeavors to elucidate the approach taken in these textbooks regarding the use of language, whether English is employed exclusively or in conjunction with Indonesian, thereby ensuring the preservation of Indonesian linguistic identity for students. A distinctive aspect of this study is the qualitative exploration of the linguistic landscape as represented in EFL textbooks utilized in the Indonesian context. The findings of this research are anticipated to furnish insights into how the linguistic landscape within textbooks aligns with the multilingual focus of Indonesian EFL textbooks.

In the quest to address these research inquiries, the following key questions have been formulated:

1. What categories of linguistic landscape elements are incorporated within EFL textbooks in Indonesia?
2. What are the defining characteristics of the linguistic landscape featured in EFL textbooks used in the Indonesian context?

LITERATURE REVIEW

Linguistic Landscape

Bourhis and Landry were the first scientists to use the term 'linguistic landscape' to refer to the visibility of languages in commercial and public signage in specific locations.

The linguistic landscape of a particular area, region or urban center is shaped by the language used on public road signs, advertising billboards, street names, place names, commercial store signs, and public signs on government buildings" (Landry & Bourhis, 1997).

The examination of the linguistic landscape is primarily concerned with the languages employed in public signage, a concept initially delineated by Bourhis and Landry. In a recent comprehensive review article by Gorter (2007), the focus on the linguistic landscape underscores the utilization of written language within the public domain. It encompasses the languages visible in various locales, such as urban centers, indoor markets, commercial establishments, educational institutions, governmental and corporate offices, public transportation, educational campuses, recreational areas, and other communal spaces (Shohamy & Gorter, 2009).

Additionally, Ben-Rafael et al. (2006) postulate that "linguistic landscape pertains to any sign or announcement positioned both outside and inside public institutions or private enterprises within a specific geographical region." The characterization of the linguistic landscape has been articulated in diverse dimensions, including its application in non-linguistic and linguistic contexts and its capacity for systematic data collection and analysis. To discern the overarching purpose of the linguistic landscape, it is imperative to scrutinize the benefits inherent in establishing this distinction and the sequence of textual representations it endeavors to convey.

Noteworthy augmentations have been incorporated into the definition of linguistic landscape, building upon the contributions of (Laihiala-Kankainen et al., 2011). They delineate the linguistic landscape as a discursive public arena crafted through human activities, thereby rendering it susceptible to multifarious political and ideological perspectives. The shaping of the linguistic landscape manifests the agency of individuals in its formation, requiring strategic manipulation, molding, and internalization to advance particular agendas.

Within the confines of this discourse, we will explore the means of realizing specific objectives within a multilingual environment by scrutinizing the texts visible therein. These textual elements necessitate a contextual examination as they offer insights into the socioeconomic strata, prevailing cultural values, and the relative positioning of various segments of society. Reh (2004) underscores the significance of investigating language landscapes and how they can facilitate inferences regarding the linguistic diversity within a locale. Landscape linguistics emerged as an academic discipline investigating the intricate interplay between language, spatial dimensions, and temporal dynamics. It delves into the confluence of semiotics, mobility, visual representation, and sociocultural interactions within a given locale. Through an in-depth analysis of the linguistic landscape, we can elucidate the impact of foreign languages in a specific setting, thereby enabling us to conclude the prevalence of bilingualism and multilingualism within society. In sum, the linguistic landscape stands as an invaluable research instrument poised for continued exploration in the foreseeable future.

Types of Linguistic Landscape

a. Monolingual

As outlined by Wijana & Rohmadi (2009), an individual classified as monolingual possesses proficiency in just a single language, mainly when the scope and definition of this language are somewhat limited and a noticeable absence of linguistic diversity exists. The factors influencing monolingualism in societies devoid of diglossia and bilingualism, where only a single language, lacking any linguistic variations, serves multiple purposes, are predominantly conceivable in societies that are considered archaic or remote and have become increasingly scarce in contemporary times (Fishman, 2004, p. 118 as cited in Chaer and Agustina).

b. Bilingual

A comprehensive comprehension of language proficiency in the context of bilingualism is imperative. To begin, we shall delve into the delineation of bilingualism itself. As articulated in the Oxford Advanced Learner's Dictionary, being bilingual entails two distinct aspects: (1) the capability to converse in two languages fluently and (2) the proficiency to communicate in both of these languages effectively. Subsequently, exploring the definition of "information" when presented bilingually is paramount, a subject to be thoroughly examined in this discussion. A well-crafted definition of "information" should encompass an accurate portrayal of events or existing phenomena, accompanied by an insightful interpretation of the said occurrences.

Moreover, it should ideally exhibit some linguistic congruence with the inherent concept of "information." Nonetheless, it is noteworthy that the rigidity of adherence to such natural language definitions can wane, as elucidated by the universal explanation posited by (Losee, 1998). Within the ambit of this investigation, bilingual information is construed as an inclusive exposition delineating the unfolding of events and the accessibility of knowledge, serving as a substantiated elucidation rendered in two distinct languages.

c. Multilingual

A multilingual community denotes a social setting characterized by the use of multiple languages among its members. This societal configuration arises from its composition of diverse ethnic groups, encompassing various ethnic components. Over time, the transformation from monolingual to bilingual and multilingual linguistic frameworks has unfolded, driven by various factors. The evolution of communication technologies, processes of globalization, and the rapid dissemination of education across the globe have all contributed to shifting linguistic demands, consequently fostering the intermingling of languages. Within the historical context, four discernible patterns have been identified in the evolution of distinct languages: migration, colonization, federation, and the influence observed in border regions.

Characteristics of Linguistic Landscape

As posited by Cenoz and Gorter (2006), the presentation of languages on signage can furnish valuable insights regarding the relative significance of each language. The authors recommend an analytical approach encompassing an evaluation of the initial language featured on the sign, followed by an assessment of the text's size and,

subsequently, the typographical characteristics employed in rendering the letters. Their scholarly work also incorporates considerations related to linguistic landscape features in the context of language translation between distinct linguistic domains.

Cenoz and Gorter contribute by proposing key indicators to facilitate researchers' comprehension of the attributes characterizing monolingual, bilingual, and multilingual signs. The first indicator pertains to the sequence in which languages are displayed on bilingual/multilingual signage, pinpointing the primary language that occupies a predominant or central position on the sign. The second indicator centers on the font size allocated to each language within monolingual, bilingual, or multilingual signage. Typically, the dominant language is presented in a larger font than the minority language, although instances may arise where the minority language assumes a larger visual prominence. The third indicator delves into the specific typefaces used to depict each language's text. Furthermore, researchers delve into a comparative analysis of the informational content in different languages, particularly emphasizing the utilization of translation techniques in bilingual/multilingual signs.

Linguistic Landscape in Textbooks

Textbooks play a significant role in the educational framework and language acquisition. The concept of "school scrapes," as introduced by Brown (2005), characterizes the physical and sociocultural context in which the teaching and learning processes transpire. Schoolsapes pertain to the scholastic milieu, where language ideologies are formulated, perpetuated, and subject to alteration through written and spoken forms of communication. Numerous scholars have investigated schoolsapes, employing linguistic landscape research methods, such as Dressler (2015) and Laihonon and Tódor (2017). This particular study directs its attention toward textbooks, a pivotal element within the linguistic landscape of educational institutions.

Textbooks have been subjects of scholarly examination for over a century, with the field of research continually evolving, as evidenced by the work of (Fuchs and Henne, 2018). This study aligns with prior research exploring textbooks' cultural and ideological dimensions, as Hahl et al. (2015) and Mills and Mustapha (2015). However, it distinguishes itself by investigating the presence of named languages within textbooks. The amalgamation of textbook analysis with linguistic landscape research renders this study distinctive.

Textbooks, serving as linguistic artifacts, contribute to the linguistic landscape of educational institutions, albeit within certain limitations. Despite the proliferation of online resources, textbooks persist as the primary pedagogical resource, as substantiated by Gay (2018, pp. 144-145) and Pirls (2016). Physical textbooks are instrumental in offering a structured and authoritative repository of pertinent and reliable information, as posited by Apple (1993). They serve as vehicles for disseminating knowledge and encapsulating a particular perspective on the prevailing values and representations of the world. In teaching and learning, textbooks are indispensable, and their influence in shaping language ideologies is a facet that cannot be disregarded.

Indonesian EFL Textbooks

Textbooks assume a significant role in the educational domain, as emphasized by (Inayah and Sriyeni, 2022). Sheldon (1987) defines textbooks as instructional materials purposefully crafted to aid language learners in enhancing their linguistic and communicative competencies. The content encapsulated within these textbooks is a result of the cumulative sociocultural evolution, significantly influenced by the actions of both educators and learners, a perspective corroborated by Brown (1992); Dvořák et al. (2008); DBRC (2003), and Wang & Hannafin (2005).

In the Indonesian educational context, the government, particularly the Ministry of Education and Culture, is tasked with distributing and endorsing English textbooks for classroom use. These textbooks are envisioned as the preeminent pedagogical resources intended to be readily accessible to instructors and students nationwide, as underscored by Lubis et al. (2023). However, these textbooks must align with the prevailing curriculum, school syllabi, the educational requirements of students, and teaching objectives. Failing to meet these criteria can result in the imposition of unengaging exercises, financial burdens on students, or potential infringements on learners' rights to achieve their educational objectives, an issue noted by Cunningsworth (1995:11).

Although English is not mandated as a compulsory subject within the current National Curriculum, numerous schools in Indonesia opt to offer it as a subject of regional significance, as acknowledged by Lestariyana & Widodo (2018) and Sulistiyo Haryanto, Widodo, & Elyas (2020). Instructors are accorded the flexibility to employ and adapt existing language learning materials to cater to the specific needs of their students. This approach has fueled the growing popularity of customized EFL textbooks in Indonesian educational institutions, as highlighted by Puspitasari et al. (2021).

Using textbooks and English language instruction within classrooms is subject to various influences. Kharisma (2021) expounds that introducing textbooks in the Indonesian educational landscape necessitates adhering to a series of political and evaluative processes to ensure compliance. Textbook content must be harmonious with and not conflict with fundamental national principles such as Pancasila, UUD 1945, governmental directives, national unity and security, statutory laws, regulations, and ethical considerations. Moreover, textbook content should be void of exploitative or provocative elements related to sensitive subjects, including those associated with ethnicity, religion, race, and intergroup relations (SARA).

RESEARCH METHODOLOGY

Qualitative research methodology has been employed in this study due to the researchers' intention to engage in comprehensive and profound investigations by delving into data related to the research subjects. The ultimate objective is to describe the linguistic landscape phenomenon within Indonesian English as a Foreign Language (EFL) textbooks. In line with the perspective offered by Muslimin (2016), qualitative research is a methodological approach that yields outcomes that are not attainable through statistical procedures or other quantifiable measurement techniques. This investigation entailed the analysis of visual content featuring linguistic landscapes within

Indonesian EFL textbooks, with the analytical framework based on the adaptation of Cenoz and Gorter's theory as articulated in 2007.

FINDINGS AND DISCUSSION

Findings

The focal point of this research revolved around linguistic entities manifested as the linguistic landscape within Indonesian English as a Foreign Language (EFL) textbooks. The research data were obtained by capturing images, specifically screenshots, which featured linguistic landscapes. A total of 116 linguistic components served as the subjects of investigation, and these were categorized into four distinct groups: monolingual, bilingual, multilingual data, and symbolic information.

Table 1. Total images of linguistic landscape in Indonesian EFL textbooks

Types	Indonesian EFL Textbooks				Total
	Grade 1	Grade II	Grade IV	Grade V	
Monolingual	35	20	28	21	104
Bilingual	3	3	-	6	12
Multilingual	-	-	-	-	-
Total	38	23	28	27	116

Table 2. The language used in Indonesian EFL textbooks

Languages	Indonesian EFL Textbooks			
	Grade 1	Grade II	Grade IV	Grade V
English	34	20	27	19
Bahasa Indonesia	1	-	1	1
Arabian	-	-	-	1

The Characteristics of Linguistic Landscape in Indonesian EFL Textbooks

The researcher analyzed the proportion of monolingual, bilingual, and multilingual signs within this particular segment. These signs exhibit distinct characteristics which extend beyond the mere distribution of languages in a given area. They also encompass how these languages are displayed by entities wielding influence. These characteristics provide insights into the relative importance accorded to each language. As articulated by Cenoz and Gorter in 2006, these characteristics are delineated by four key indicators. These indicators include the primary language utilized in bilingual or multilingual signs, the text size in monolingual, bilingual, or multilingual signs, the font type in monolingual, bilingual, or multilingual signs, and the presence of translations in bilingual or monolingual signs. These indicators are valuable tools for enhancing our comprehension of the linguistic landscape's distinctive features.

1. Indonesian EFL Textbooks Grade I

The First Language of Bi/Multilingual Images

The initial characteristic under scrutiny pertains to the arrangement of languages in bilingual and multilingual signs, specifically, the sequence in which languages are

presented within the sign. This aspect is irrelevant to monolingual signs since they exclusively feature one language. For a comprehensive understanding of this aspect, please refer to the accompanying table and figure below for detailed information.

Table 3. The first language of bi/multilingual images

Languages	Number
English (First)	1
Bahasa Indonesia (First)	2

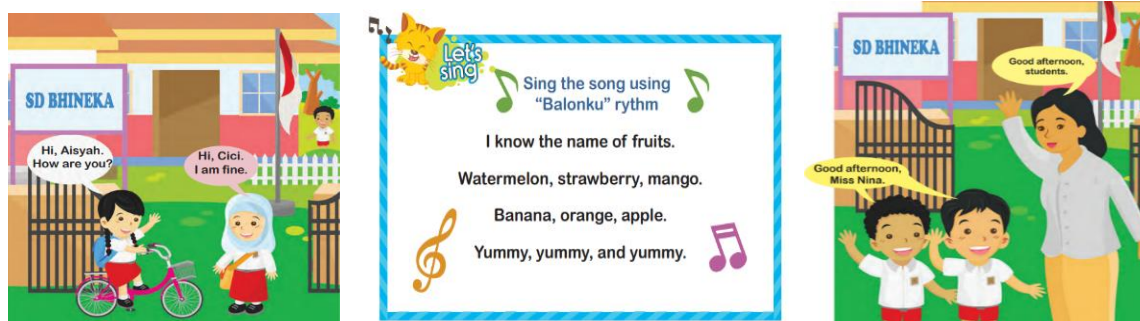


Figure 1. The first language of bi/multilingual images

The provided table illustrates a discernible trend where Indonesian takes precedence over English as the first language. This observation is supported by two specific instances in the data. In one case, the school building is denoted using the Bahasa Indonesia language, even though English is utilized for communication among students and teachers. In another dataset, English assumes the primary language position, particularly in singing a song set to the rhythm of Indonesian music.

Size of Text on Mono/Bi/Multilingual Images

The second phase of our analysis involves the examination of text size for each language in monolingual, bilingual, and multilingual images within the textbooks. Predominantly, the text size in the book exhibits a consistent and uniform pattern, suggesting that students are presented with information clearly and consistently throughout the book. However, exceptions are noted, such as larger text sizes employed for new chapter titles, signifying a transition to a new section within the book. Additionally, larger font sizes are utilized for the school nameplate. Conversely, smaller text sizes are evident in instances depicting the classroom's linguistic landscape, exemplified by the Pancasila sign in the classroom. Further insights into this aspect are available in the accompanying figures below.



Figure 2. The size of the text of mono/bi/multilingual images

Type of Font on Mono/Bi/Multilingual Images

The textbook predominantly employs a consistent font type throughout its content, contributing to a seamless and reader-friendly experience for students engaging with the material. Nevertheless, an exception is noticeable on the book's cover, where a distinctive, more ornate font is utilized. This divergent font choice on the cover captures students' attention and generates heightened interest at first glance. Please refer to the accompanying figure below for further specifics on this matter.



Figure 3. Type of font of mono/bi/multilingual Images

Translation of Texts in Bi/Multilingual Images

The analysis of the translation element represents the culminating aspect of this section. In this context, the research compares each language's linguistic information on signs, particularly emphasizing the presence of translations. This phase entails comprehensively examining the data to ascertain whether translation has been implemented. It is important to note that monolingual instances are excluded from this analysis. Detailed information is available in the provided table for reference.

Table 4. Type of translations

Type of Translation	Number of Images
Full	0
Partial	0
No Translation	3

As gleaned from the table provided, it is evident that there are no images featuring text that has been translated. It signifies that the images exclusively feature either complete English or Bahasa Indonesia text, and in neither case was any form of translation identified within the textual content of these images.

2. Indonesian EFL Textbook Grade II

The First Language of Bi/Multilingual Images

An analysis of the linguistic arrangement was essential to unveil the inherent characteristics of the signs. This analysis focused on the sequence of languages within the signs, specifically which language takes precedence and what follows. It is important to note that this investigation excluded monolingual signs, as they inherently possess a single language order. The specific numerical breakdown can be observed in the table provided below.

Table 5. The first language of bi/multilingual images

Language	Number of Images
English (First)	2
Bahasa Indonesia (First)	1

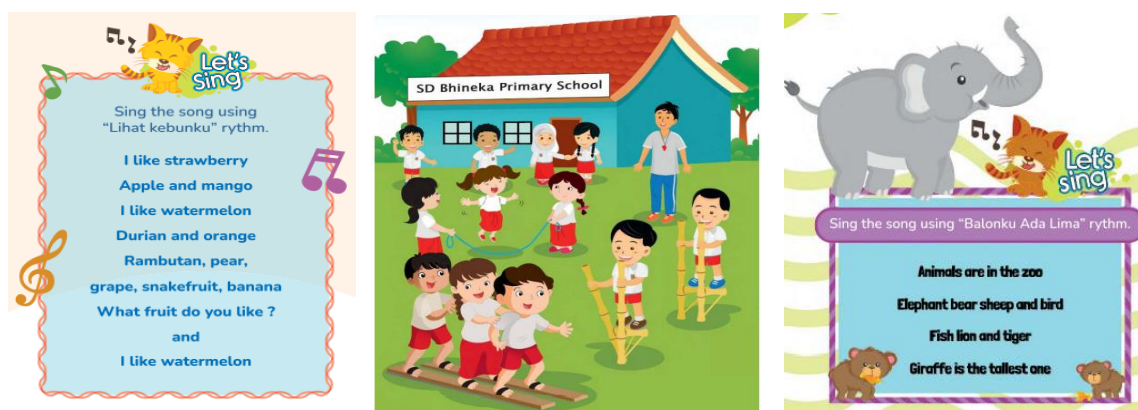


Figure 4. The first language of bi/multilingual images

The tabulated data clearly illustrates that English predominates more than Bahasa Indonesia within the signs. It underscores the notion that English consistently assumes the leading position in terms of language order. Further examination of the data reveals instances where this language precedence is notably evident. For instance, two images contain song lyrics, with English as the primary language. In one particular case, Bahasa Indonesia is employed, denoting the singing of the song with a melody reminiscent of traditional Indonesian children's songs. Additionally, there exists data wherein Bahasa Indonesia precedes English in the language order.

Size of Text on Mono/Bi/Multilingual Images

The subsequent phase of our analysis examines the text size for each language within monolingual, bilingual, and multilingual images. The findings reveal that the most prevalent text size in second-grade Indonesian English as a Foreign Language (EFL) textbooks is consistent across monolingual and bilingual images. However, the book has

distinct instances where the text size assumes a more prominent and conspicuous form. Specifically, this pertains to the appearance of larger text in the context of the new unit section and an image depicting the name of the school building. This deliberate employment of larger text serves the dual purpose of signaling the commencement of a new unit and ensuring the clarity of the school building's name in the image, aiming to enhance students' comprehension.

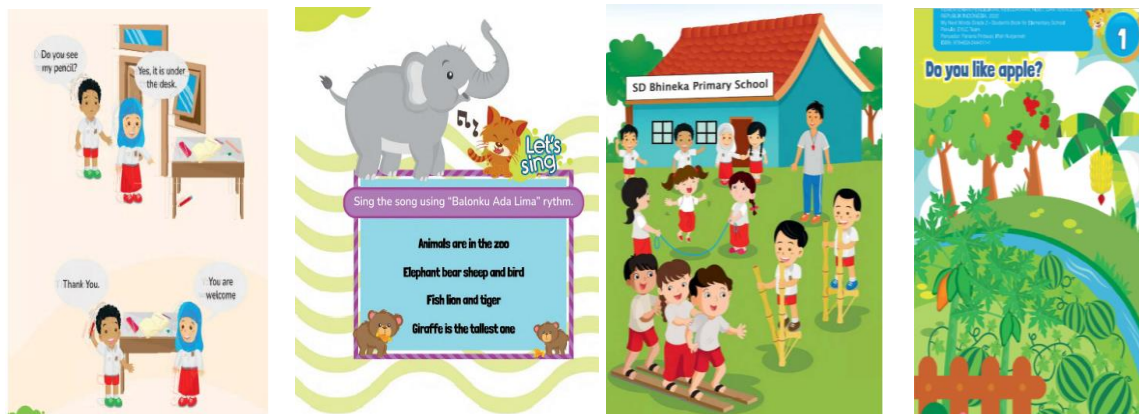


Figure 5. Size of text of mono/bi/multilingual Images

Type of Font of Mono/Bi/Multilingual Images

Examining font types in second-level English as a Foreign Language (EFL) textbooks in Indonesia indicates that most monolingual and bilingual data consistently feature the same font. This uniform font usage is observed in the content of the material itself as well as in the sheets presenting new units. Conversely, a distinctive font is employed in the image containing song lyrics. Within this image, while the lyrics maintain a consistent font with the rest of the text, the title positioned above the lyrics is distinguished using a different font style. Detailed information is accessible in the provided data below for further reference.



Figure 6. Type of font of mono/bi/multilingual images

Translation of Texts on Bi/Multilingual

This section's concluding facet involves scrutinizing the required type of translation. The ultimate characteristic of this study centers on a comparative analysis, with a particular focus on the presence of translation, on the information imparted by each language within the signs. This stage necessitates a comprehensive investigation to

ascertain whether translation is evident in the data. It is essential to underscore that monolingual text instances are not encompassed within this examination. For a comprehensive overview of this aspect, please consult the table below.

Table 6. Type of translations

Type of Translation	Number of Images
Full	0
Partial	0
No Translation	3

As mentioned above, the data in the table indicate that no images within the second-level English as a Foreign Language (EFL) textbook incorporate translations, either from English to Bahasa Indonesia or vice versa. This observation implies that students are acclimated to comprehending and engaging with English in their learning journey without the need for simultaneous Bahasa Indonesia translations. It is presumed that teachers will offer direct translations in the teaching and learning process, rendering this supplementary element within the textbook unnecessary.

3. Indonesian EFL Textbook Grade IV

The First Language of Bi/Multilingual Images

To comprehend the attributes of the signs, it was imperative to scrutinize the arrangement of languages within them, particularly identifying which language takes precedence and what ensues. This examination, however, does not encompass monolingual signs as they inherently exhibit a singular language order. Detailed figures regarding this analysis are outlined in the table below.

Table 7. The first language of bi/multilingual

Language	Number
English (First)	0
Bahasa Indonesia (First)	0

The data presented in the table do not provide any insights into the primary language order within the fourth-level English as a Foreign Language (EFL) textbook, as no instances of bilingual or multilingual content were found. All the data identified were exclusively monolingual; consequently, conducting an analysis based on this specific characteristic within the monolingual context is not feasible.

Size of Text on Mono/Bi/Multilingual

The book's text size remains uniform; however, noteworthy discrepancies emerge in specific instances. Notably, the font size employed on the book's front cover differs significantly, particularly in the case of the book's title, which is rendered in a larger font size. This deliberate choice emphasizes the book title's importance, indicating its significance for students, especially as they initially engage with it. Hence, the larger font for the book title serves as a visual cue for students during their initial interaction with the text. Additionally, a larger font size is employed on the page, introducing new units and signifying students that they are transitioning to a new segment of learning materials.

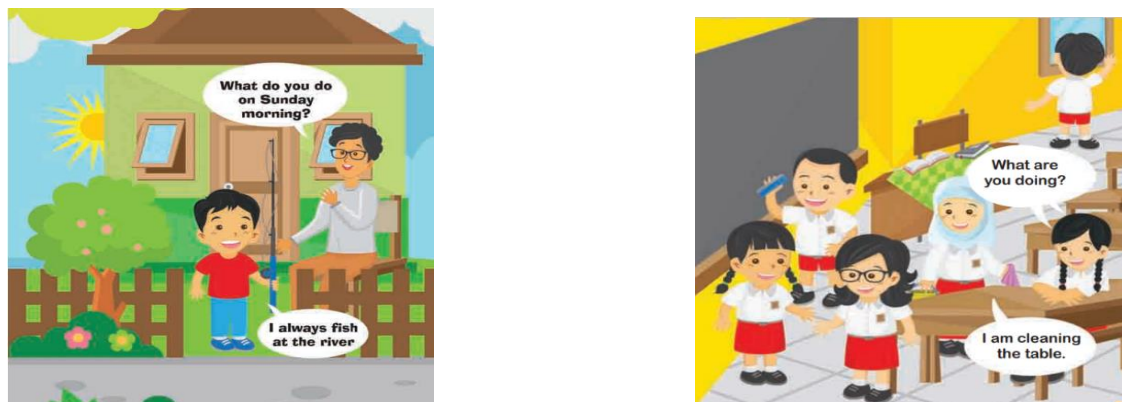


Figure 7. Size of text on mono/bi/multilingual images

Type of Font of Mono/Bi/Multilingual Images

The analysis of font types within second-level English as a Foreign Language (EFL) textbooks in Indonesia indicates a prevailing uniformity in font usage across nearly all monolingual data. Specifically, a formal and legible font is consistently employed for designations such as the name of the school building and the textual content contained within the study material, ensuring clear readability for students. However, it is worth noting that exceptions arise in specific sections of the textbook, notably on the cover page and in parts displaying the semester's information. In these instances, more engaging and creative fonts convey a sense of enthusiasm and engagement for students as they begin their reading journey. This choice is significant as the title, the first element students encounter when approaching the book, plays a pivotal role in shaping their initial impression and engagement. For an in-depth exploration of this aspect, please consult the image data below.



Figure 8. Type of font of mono/bi/multilingual

Translation of Texts of Bi/Multilingual Images

The analysis concerning the requisite translation type brings this section to a close. The ultimate facet of this study revolves around a comparative examination, with a specific focus on translation, about the information conveyed by each language within the context of signs. This stage entails an evaluation of the presence or absence of translated content in the data. It is vital to note that this section exclusively pertains to non-monolingual text instances. For an in-depth understanding of this aspect, please refer to the table below for comprehensive details.

Table 8. Type of translation

Type of Translation	Number of Images
Full	0
Partial	0
No Translation	0

The tabulated data reveal a conspicuous absence of bilingual or multilingual content featuring translations. It underscores the fact that the textbook predominantly lacks bilingual or multilingual data. The overarching objective of this book is to familiarize students with English sentence structures, and this approach entails the consistent use of English without the presence of translations. The repetitive use of the language aims to expedite students' comprehension and retention of English sentences as part of the learning process.

4. Indonesian EFL Textbook Grade V The First Language of Bi/Multilingual Images

The arrangement of words on a sign needs to be examined to identify the characteristics of the sign. It is essential to note which language is displayed first and second on the sign. This analysis does not consider monolingual signs, which only contain one language. The specific quantity is presented in the accompanying table.

Table 9. The first language of bi/multilingual images

Language	Number
English (First)	6
Bahasa Indonesia (First)	0

Upon reviewing the data presented in the provided table, a distinctive pattern emerges, wherein English consistently takes precedence as the initial language. Notably, Bahasa Indonesia data are absent within the scope of this book. When bilingual data was identified, the text was invariably composed in English first, followed by Bahasa Indonesia. Additional specifics can be gleaned from the image data furnished below.



Figure 9. The first language of bi/multilingual images

Size of Text of Mono/Bi/Multilingual Images

In this fifth-level EFL textbook, most text measures are the same. This uniformity in the material's content makes it easier for students to read consistently. However, some parts of the book, such as the cover and the page introducing a new unit, have larger text sizes. This difference in text size helps students distinguish the new material from the rest of the content. The larger text size on the book cover and new unit sheets make it easier for students to identify which content is part of the new material. For more details, please refer to the data below.



Figure 10. Size of text of mono/bi/multilingual images

Type of Font of Mono/Bi/Multilingual

The examination of fifth-level English as a Foreign Language (EFL) textbooks reveals various font styles utilized. Nonetheless, the predominant trend is the utilization of fonts that are visually appealing, attractive, and creatively designed. Such fonts are particularly evident on the book cover page, the sheets introducing new units, and within the content of the study materials. Notably, specific fonts diverge from the prevalent trend amidst the material content. This divergence is particularly conspicuous in the image presenting the contents of Pancasila, where capital fonts and formal font styles are employed. For comprehensive insights, please refer to the data provided below.

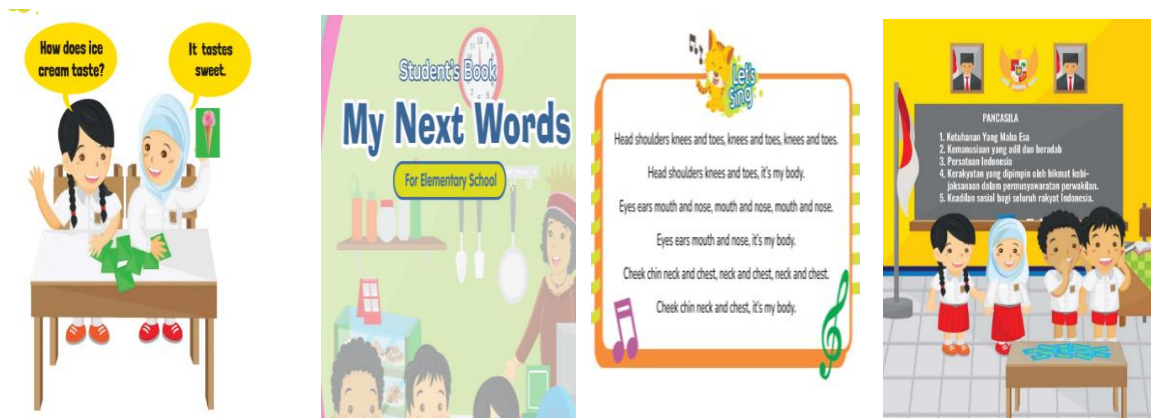


Figure 11. Type of font of mono/bi/multilingual images

Translation of Text of Bi/Multilingual Images

The final part of this section involves determining the appropriate type of translation needed. The research concludes with a comparison of how each language translates sign-related information. Make sure to double-check the accuracy of the translated data at every step. It is worth noting that no monolingual text is included in this section. More information on this topic is provided in the table below.

Table 10. Type of translation

Type of Translation	Number of Images
Full	0
Partial	0
No Translation	6

Based on the data presented above, it can be concluded that the fifth-level EFL textbook does not contain any images with translations. It implies that the students are well-versed in reading and comprehending English without needing Bahasa Indonesia translations. Moreover, the instructor provides translations throughout the teaching and learning process.

Discussion

The discussion is organized around the four primary research objectives about language utilization, language attributes, and linguistic composition within the four Indonesian English as a Foreign Language (EFL) textbooks. Addressing the first research question concerning the language incorporated in these textbooks, it is evident that Indonesian EFL Textbook Grade I, Indonesian EFL Textbook Grade II, Indonesian EFL Textbook Grade IV, and Indonesian EFL Textbook Grade V encompass various languages featured within the images. These languages encompass Bahasa Indonesia, English, and Arabian and are presented in various forms, including monolingual, bilingual, and multilingual, within a total of 116 images. The distribution across these textbooks is as follows: Indonesian EFL Textbook Grade I contains 38 images, Indonesian EFL Textbook Grade II comprises 23 images, Indonesian EFL Textbook Grade IV features 28 images, and Indonesian EFL Textbook Grade V comprises 27 images.

In Indonesian EFL Textbook Grade I, the languages are distributed as follows: 34 instances in English, 1 in Bahasa Indonesia, and 3 in English-Bahasa Indonesia. Indonesian EFL Textbook Grade II incorporates 20 instances in English and 3 in English-Bahasa Indonesia. For the Indonesian EFL Textbook Grade IV, there are 27 instances in English and 1 in Bahasa Indonesia. Lastly, Indonesian EFL Textbook Grade V features 19 instances in English, 1 in Bahasa Indonesia, 1 in Arabian, and 6 in English-Bahasa Indonesia. Furthermore, it is worth noting that the language featured in the images serves consistent informational and contextual purposes. Bilingual signs are strategically employed to facilitate students' comprehension of commands within the textbook.

As per the analysis of language characteristics grounded in Cenoz and Gorter's theoretical framework, the 116 images exhibit distinctive attributes based on the four

criteria delineated by Cenoz and Gorter. English predominantly takes precedence in terms of the first language, often appearing before other languages. Specifically, Bahasa Indonesia is observed in 3 instances, Arabian in 1 instance, and English in 100 instances. This predilection toward English reflects the textbook's role as a learning resource for students in Indonesia seeking to acquire proficiency in English, thereby exemplifying the influence of globalization, where English serves as a global lingua franca.

Regarding text size and font type, some signs exhibit uniformity in size and typeface, while others manifest variations, as these characteristics are tailored to align with the sign's intended message. The last characteristic, translation, does not emerge within the analyzed image data across the four textbooks. This absence is attributed to the fundamental purpose of these textbooks, which is to facilitate students' learning of English. Thus, including translations is not deemed necessary as students are expected to familiarize themselves with English from the outset of their learning journey.

CONCLUSION

Following a comprehensive analysis of the collected data, the researcher has drawn conclusive findings that address the two primary research questions posed in this investigation. The first inquiry identified Linguistic Landscape sign types prevalent in Indonesian EFL textbooks for Grades I, II, IV, and V. The findings demonstrate a rich array of languages featured within the textbook images, encompassing English, Indonesian, and Arabian. These languages are presented through monolingual and bilingual signs, with the bilingual signs primarily featuring English-Bahasa Indonesia language combinations.

The second research question examined sign characteristics using four distinct indicators: the first language, text size, font type, and translation within bilingual or multilingual signs. The outcomes regarding the first characteristic reveal a noticeable prominence of English as the initial language in a substantial proportion of the 116 images. Specifically, Indonesian EFL Textbook Grade I comprises 34 instances of English, Indonesian EFL Textbook Grade II incorporates 20 instances of English, Indonesian EFL Textbook Grade IV features 27 instances of English, and Indonesian EFL Textbook Grade V includes 27 instances of English. Text size is generally consistent; however, variations are observed, notably on the book cover page and the sections introducing new units. Notably, the final characteristic concerning bilingual or multilingual translation unveils an absence of translation data in the four textbooks studied.

The study's findings offer valuable insights, and there are suggestions for further research based on these outcomes. Researchers interested in linguistic landscape phenomena and examining language's current state within specific territories can expand their knowledge through additional investigations. Additionally, the linguistic landscape tool exhibits inherent value in shaping the perceptions and attitudes of students and the general public who encounter these signs. Future studies within linguistic landscape research may find exploring students' language attitudes and perceptions beneficial, enriching the field's understanding of these dynamic linguistic environments.

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