

CONSIDERATION OF SOCIAL SEMIOTICS IN THE SELECTION OF  
LEARNING MATERIAL AS PRINTED-BASED LITERACY  
FOR ELT TEACHER IN 21<sup>ST</sup> CENTURY SKILL

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**Abstract**

**Keywords:**  
*Social Semiotics,  
printed-based  
literacy, English for  
Language Teaching*

Social semiotics is the study of a group of objects, events, culture, and so on in society as a sign with a specific meaning. This is extremely beneficial when it comes to the selection and production of educational materials in schools for 21<sup>st</sup> century skill. This study aims to describe the urgency of social semiotic considerations in the selection of learning material as printed-based literacy in English language teaching in schools for 21<sup>st</sup> century skill. This study used a qualitative method research. The subjects of this study were 10 English language teachers in Riau. The data obtained in the form of the results of filling out a questionnaire in the form of choices and short answers in accordance with the objectives of this study. The data collection technique used is a questionnaire via Google form. This study used qualitative in analyzing the data obtained. Based on this data, the researcher found that the need for consideration of social semiotics in the selection of learning material as printed-based literacy in English language teaching is very necessary. The biggest difficulty is applying social semiotics as a way of making learning material as printed-based literacy in learning English later. However, the textbook still does not use social semiotics learning material as printed-based literacy in English learning. Therefore, the six language components in social semiotics are needed. The six components of language in social semiotics are very beneficial for consideration in selecting and creating teaching materials for students' literacy skills to achieve 21<sup>st</sup> century skill.

**Kata Kunci:**  
*Semiotika Sosial,  
literasi berbasis  
cetak, Bahasa  
Inggris untuk  
Pengajaran Bahasa*

**Abstrak**  
Semiotika sosial adalah studi tentang sekelompok objek, peristiwa, budaya, dan sebagainya dalam masyarakat sebagai tanda dengan makna tertentu. Hal ini sangat bermanfaat dalam hal pemilihan dan produksi materi pendidikan di sekolah untuk keterampilan abad ke-21.

Penelitian ini bertujuan untuk mendeskripsikan urgensi pertimbangan semiotika sosial dalam pemilihan bahan ajar sebagai literasi berbasis cetak dalam pengajaran bahasa Inggris di sekolah untuk keterampilan abad 21. Penelitian ini menggunakan metode penelitian kualitatif. Subyek penelitian ini adalah 10 guru bahasa Inggris di Riau. Data yang diperoleh berupa hasil pengisian angket berupa pilihan dan jawaban singkat sesuai dengan tujuan penelitian ini. Teknik pengumpulan data yang digunakan adalah kuesioner melalui google form. Penelitian ini menggunakan metode kualitatif dalam menganalisis data yang diperoleh. Berdasarkan penelitian ini, peneliti menemukan bahwa perlunya pertimbangan semiotika sosial dalam pemilihan bahan ajar sebagai literasi berbasis cetak dalam pengajaran bahasa Inggris sangat diperlukan. Kesulitan terbesar adalah menerapkan semiotika sosial sebagai cara menjadikan bahan ajar sebagai literasi berbasis cetak dalam pembelajaran bahasa Inggris nantinya. Namun, buku ajar tersebut masih belum menggunakan materi pembelajaran semiotika sosial sebagai literasi berbasis cetak dalam pembelajaran bahasa Inggris. Oleh karena itu, diperlukan enam komponen bahasa dalam semiotika sosial. Hal ini Dengan adanya enam komponen bahasa dalam semiotika sosial, pertimbangan dalam memilih dan menciptakan bahan ajar untuk literasi siswa. Keenam komponen bahasa dalam kajian semiotika sosial sangat berguna sebagai dasar pertimbangan dalam memilih dan menciptakan bahan ajar untuk kemampuan literasi siswa untuk mewujudkan skill abad 21.

## **INTRODUCTION**

Learning English in schools is still reaping the argumentation with the needs and abilities of students especially for 21<sup>st</sup> century skill (Somantri et al., 2021) which are relatively different from a social perspective. Many linguists design learning material as printed-based literacy but do not pay attention to these social aspects. In the field of linguistics (Lindrianawati, 2021; Prayogi, 2014), social semiotic (Martin, 2009) can be associated with English language teaching (Harmer, 2003) which will eventually produce materials that are in accordance with the needs and abilities of students in Indonesia. In addition, the material should be managed well in teaching English matter in classroom (Richards &

Lockhart, 2007), suitable with the curriculum (Graves, 2000; Ruhimat, 2012).

Language learning and curriculum in the digital age should focus on literacy matter. Literacy has traditionally been defined as the ability to read and write information found in printed form (Westby, 2010). Since communication in the world is evolving, literacy instruction and learning must also change (Ramdhani et al., 2021). Today, literacy encompasses more than just the ability to read and write. The information and skills necessary to grasp, assess, respond to, and use written materials in order to achieve goals, advance intellectually and socially, and participate in one's environment are referred to as reading and writing literacy in one of the aspects of literacy (Atmazaki et al., 2017). Therefore, learning material as printed-based literacy in English language teaching need to develop and adapt to the needs of students for 21<sup>st</sup> century skill. In fact, with the existence of social semiotics that can be used as a basis for determining, choosing and even making learning material as printed-based literacy is something that should be investigated more deeply. Some experts did research about social-semiotic like Daher & Thabet (2020); Knain et al. (2021); Mehawesh (2014); Moerdisuroso (2017). However, the previous research do not focus on English learning material as printed-based literacy.

Based on background above, the research question for this study: “What is the urgency of developing English language teaching in learning material as printed-based literacy clearly seen from social semiotics for 21<sup>st</sup> century skill?”. This study aims to describe the urgency of social semiotic considerations in the selection of learning material as printed-based literacy in English language teaching in schools for 21<sup>st</sup> century skill.

For support those research question, the writer gives some theories and related findings like semiotics, social semiotics, and The term semiotics is derived from the Greek word ‘semeion’, which meaning “sign”. Semiotics is defined as a discipline that investigates a wide range of objects, events, and civilizations as signals (Halliday & Hasan, 1989). Pioneers in this discipline include Ferdinand De Saussure and Charles Sanders. This research began with verbal language and then expanded to include other, larger indicators such as Morse code, etiquette,

music, and traffic signs. Signs are seen as a system with a link or relationship. The types of interactions that might develop include homological, analogical, and even metaphorical ties.

A sign is anything that indicates or characterizes something else in semiotics, and it is made up of two basic materials: 'expression' and 'substance.' The link between expression and content is dynamic, depending on the interpretant's point of view. As a result, the sign is never complete since it requires an interpreter and context. Semiotics comprehends signals in this context. The sign's role in social analysis is critical since it is the sign that displays particular and promotes social connections in the middle of society. There is something buried in the sign that is not the symbol itself. Certain cultural traditions' knowledge, rules, and codes often diminish the depth of meaning in a sign in some ways.

Halliday pioneered the field of social semiotics (Mehawesh, 2014). Halliday argues, using a structuralist assumption informed by post-structuralist theory, that grammar in language is not a code that just constructs right sentences. However, it is an occurrence that generates meaning. 'Sign' is a key term in semiotics, however it is not seen as fixed. A 'source of semiotics', a term coined to replace the word 'sign' in social semiotics, is an act or item that is utilized and generated in communication events. Social semiotics seeks to explain how cultural circumstances create and contribute to representations (Bezemer & Jewitt, 2009), like their social function and meaning potential in the communication environment (Jewitt & Henriksen, 2017). In addition to definition of social semiotics investigated how people communicate: how they make signs, how they use semiotics resource and regulate their use in the context of specific social practices and institution, in communities or cultures to achieve specific aims (Weber & Rall, 2022). In the science classroom, students' interests at any given time determine what they consider to be the most appropriate modes of meaning making and what they decide to include in their own representations; for example, interest manifests as meaning-making events conditioned by available resources and social structures involving power (Knain et al., 2021).

For classroom purposes, this social semiotics can be one of the consideration for 21<sup>st</sup> century skill. In social semiotics, there are 6 components of language. First is text. Text is language as interaction certain lingual in context a situation (Halliday & Hasan, 1989; Mehawesh, 2014). So, it is about what the text about which is actually ‘done, interpreted, and said ‘by the community in real situation. Second is situation context. Situation is an environment where operating text. So, the context of the situation overall environment/culture the speech environment is produced (oral and written); which consist over the field discourse, discourse involvement, and mode discourse. Third is register. Register is an arrangement of meaning specifically associated with certain situations of the terrain, entanglements, and means of speech (Halliday & Hasan, 1989). So, register text diversity of styles personal/style, professional group certain, embodied lexicon, grammatical, and phonological, like registers politics, law, and so on. Forth is code. Code is a Semiotic principle which regulate the choice of meaning by the speaker and addressees in a social context certain, in full scope or limited. Code is actualized via register. Fifth is lingual system. It refers to functional system, related with three semantic components: ideational/content (about something), interpersonal/participant (doing something), and textual functions (text-forming). Sixth is social structure. Social structure determines meaning related to the social context, patterns, social hierarchy of status, role participants in the text/discourse.

## **METHOD**

In this research, the method used was qualitative descriptively qualitative research to describe the urgency of social semiotic considerations in the selection of learning material as printed-based literacy in English language teaching in schools. The sample of this research consisted of 10 EFL teachers. The sample was chosen by using purposive sampling (Arikunto, 2015). The characteristics of the sample chosen were English teacher, at SMP or SMA level, settle in Riau area, matched to the purpose of the research. The sample was selected based on the English teachers in Riau. The research instrument was an online interview on

social semiotic considerations in selecting learning material as printed-based literacy for English language teaching. The Google form was used to create the questionnaire. Statements 1,3,5,7,9,11,13 on the other hand, have options such as strongly agree, agree, neutral, disagree, and strongly disagree. The additional questions, such as questions 2,4,6,8,10,12,14 should be the explanation or consideration for selecting the prior assertions. The researcher used a Google form to create a questionnaire with 14 questions, then forwarded to selected SMA and SMP EFL teachers from several WhatsApp groups for those are English teachers. For the participants of the WhatsApp groups, there were 10 teachers responded the questionnaire and matched to the purpose of the research. The researcher then used data analysis approach to diagram the EFL teacher's comments and presented the proportion of number regarding choice then the reason of supporting the statements as the main data analysis. Data analysis is performed by compiling data, describing it as a unit, compiling it into a pattern, and drawing conclusions that can be shared with others, with the goal of making it easier for researchers to search for and find findings in research that can inform others, choose which ones are important, and what will be studied (Sugiyono, 2016). Following that, the researcher discovered several grounds in the questionnaire to support the assertion.

## **FINDING AND DISCUSSION**

In this part of the researcher wants to offer some discussions on the questions given to the 10 EFL teachers about the learning material as printed-based literacy based on social semiotic considerations for 21<sup>st</sup> century skill in this section. The following are the replies of 10 EFL teachers on consideration of social semiotic in selecting learning material as printed-based literacy in English language teaching at schools for 21<sup>st</sup> century skill.

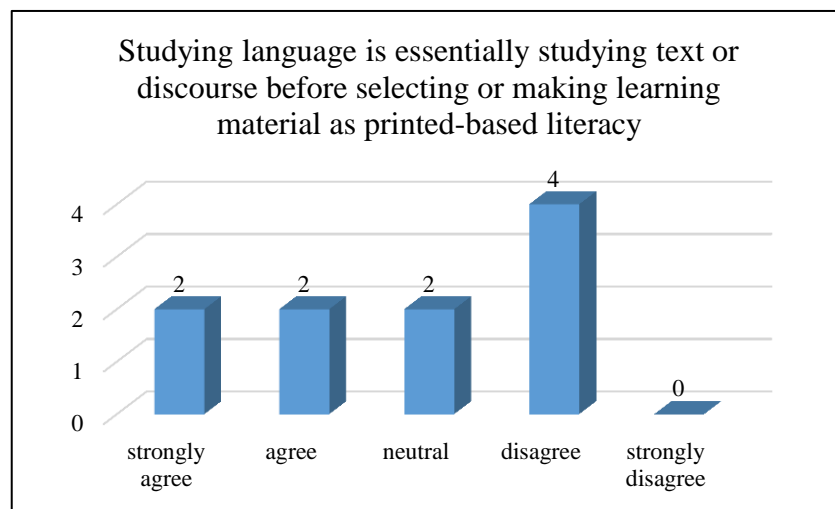


Diagram 1. Language as Social Semiotic

According to Diagram 1, based on the questionnaire statement “Studying language is essentially studying text or discourse before selecting or making learning material as printed-based literacys” most of teachers chose “disagree” (2 persons), some of teachers in the same numbers chose “strongly agree”, “agree”, and “neutral” (each of them, 1 person), and none of them chose “strongly disagree”. It was indicated that there were still a numbers of teachers did not consider social semiotics for whole studying language. However, there were some teachers still have consideration of social semiotic in selecting learning material as printed-based literacy for English language teaching at schools. It is supported by theory from (Jewitt & Henriksen, 2017; Knain et al., 2021) regarding the consideration of social semiotics for whole, teachers should consider social aspect in designing learning material as printed-based literacy.

For supporting this response of “studying language is essentially studying text or discourse before selecting or making learning material as printed-based literacy”, the researcher mentioned the quotation of teacher’s reasons about considering social semiotics in order to select or design learning material as printed-based literacy. Here are the reasons due to the “studying language is essentially studying text or discourse before selecting or making learning material as printed-based literacy”. The responses: “There is a connection”; “Not only text or



discourse, even the form of the phrase must also be studied”; “Because language is a communication tool that almost always occurs in the form of text or discourse which usually consists of text, context, and discourse”; “Of course, it is studied first to adjust the text to the material to be taught”, “Text or discourse is part of an effort to understand a language.

From some reasons above, it can be seen in the responses of interview. Based on the question in the questionnaire “mention the reason form statements: studying language is essentially studying text or discourse before selecting or making learning material as printed-based literacy”, Most of them said that the social semiotics should be integrated in a text to get the effective text as learning material as printed-based literacy. In studying a language, there are components of social semiotics that can be seen in the following points. In discussion below, that is the first component of social semiotics that can be seen in the following points.

*a. Text*

This discussion started at the first component of social semiotic. The first component is text. The questions delivered to the respondents in this case teachers like “By paying attention to the text in learning material as printed-based literacy, the text must be related to what is actually ‘done, interpreted, and said’ by the community in real situations”. To see the responses of the teacher, it can be seen in the following Diagram 2.

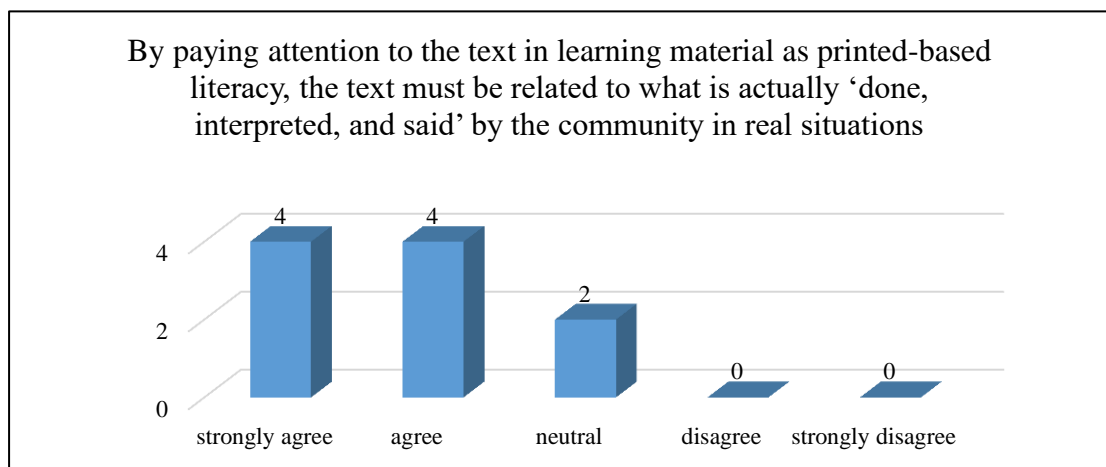


Diagram 2. Text as a Component of Social Semiotic



According to Diagram 2, based on the questionnaire statement “By paying attention to the text in learning material as printed-based literacy, the text must be related to what is actually ‘done, interpreted, and said’ by the community in real situations” most of teachers chose “strongly agree” and “agree” (with the same numbers: 4 persons), only a few teachers chose “neutral” (2 persons), and none of them chose “strongly disagree” and “disagree”. It was indicated that most of teachers considered text as one of components of social semiotics for language matter. However, there were some teachers still in doubt since the teacher reacted “neutral” in response. It is supported by theory from (Knain et al., 2021; Mehawesh, 2014) regarding the consideration of text that must be related to the material adjusting by the community in real situations.

For supporting this response of “By paying attention to the text in learning material as printed-based literacy, the text must be related to what is actually ‘done, interpreted, and said’ by the community in real situations”, the researcher mentioned based on the data interview about considering text as one of components of social semiotics in order to select or design learning material as printed-based literacy. Here are the reasons due to the “By paying attention to the text in learning material as printed-based literacy, the text must be related to what is actually ‘done, interpreted, and said’ by the community in real situations”. The responses: “Learning should be linked to the state of society”; “No idea”; “This is because the text is a semantic choice in a social context and is also a way of expressing meaning through spoken or written language in real situations”; “Text that is up to date is certainly very good given to students so that students know factually the information/issues that are developing”; “Because language is the practice of language through interaction”.

From some reasons above, it can be seen in the responses of interview. Based on the question in the questionnaire “Mention the reason of statement: by paying attention to the text in learning material as printed-based literacy, the text must be related to what is actually ‘done, interpreted, and said’ by the community in real situations”, it can be concluded that most of them said that the text is very

important part to make the relationship and should be integrated in a text to get the effective text as learning material as printed-based literacy. It is in line with Halliday & Hasan (1989) and Mehawesh (2014), text is language as interaction with specific linguistic in a setting. In discussion below, that is the second component of social semiotics that can be seen in the following points.

*b. Context of Situation*

This discussion was the second component of social semiotic. The second component is context of situation. The questions delivered to the respondents in this case teachers like “By paying attention to the context of the situation, the material in the textbook must pay attention to the environment/cultural environment in which the speech is produced (oral-written); which consists of the field of discourse, discourse involvement”. To see the responses of the teacher, it can be seen in the following Diagram 3.

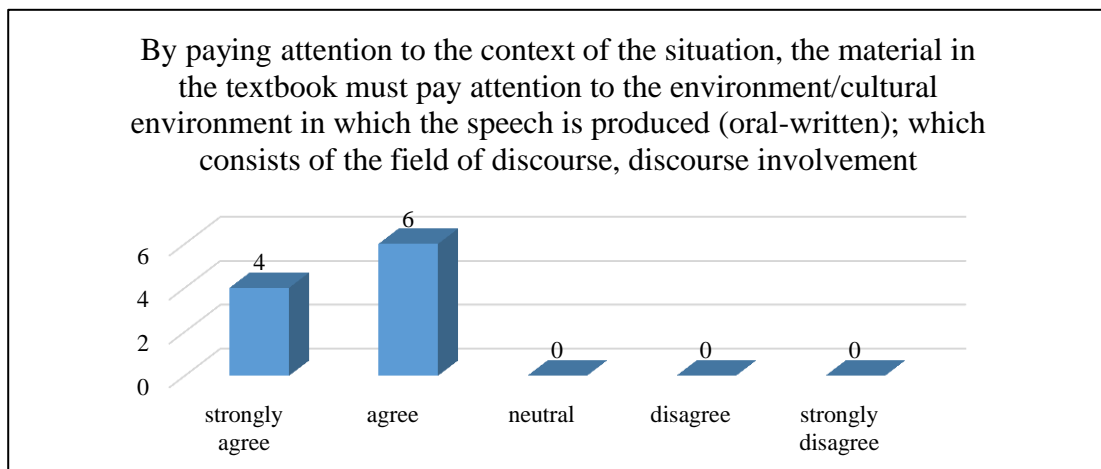


Diagram 3. Context of Situation as a Component of Social Semiotic

According to Diagram 3, based on the questionnaire statement “By paying attention to the context of the situation, the material in the textbook must pay attention to the environment/cultural environment in which the speech is produced (oral-written); which consists of the field of discourse, discourse involvement” most of teachers chose “agree” (6 persons), some of teachers chose “strongly agree 4 persons), and none of them chose “neutral”, “strongly disagree” and “disagree”. It was indicated that all of teachers considered context of situation as

one of components of social semiotics for language matter. It is supported by theory from (Jewitt & Henriksen, 2017; Knain et al., 2021) regarding the consideration of social semiotics, teachers should consider context of situation in designing learning material as printed-based literacy.

For supporting this response of “By paying attention to the context of the situation, the material in the textbook must pay attention to the environment/cultural environment in which the speech is produced (oral-written); which consists of the field of discourse, discourse involvement”, the researcher mentioned the quotation of teacher’s reasons about considering social semiotics in order to select or design learning material as printed-based literacy. Here are the reasons due to the “studying language is essentially studying text or discourse before selecting or making learning material as printed-based literacy”. The responses: “Environment and culture should be considered”; “Must be flexible and in accordance with environmental conditions”; “Yes, because the context of the situation is the whole environment, both the speech environment (verbal), and the environment in which the text is produced (spoken or written) which we often include in learning material as printed-based literacy”; “Furthermore, the field of discourse is the context of the situation that refers to the social activities that are taking place and the institutional setting in which the language units appear; discourse involvement is the context of the situation that refers to the sources quoted, including the understanding of their roles and status in social and lingual contexts; and the mode of discourse is the context of the situation which refers to the part of language that is being played in the situation, including the chosen channel, whether spoken or written”; “Therefore, it is important for me to pay attention to the context of the situation in providing learning material as printed-based literacy in order to achieve the learning objectives”. “It is clear that the material in the textbook must pay attention to the environment/culture in which the speech is produced (oral-written); which consists of a discourse field, discourse involvement, and discourse mode according to the learning objectives”; “So that the language learned is related to what is found in the environment”.

From some reasons above, it can be seen in the responses of interview. Based on the question in the questionnaire “mention the reason form statements: By paying attention to the context of the situation, the material in the textbook must pay attention to the environment/cultural environment in which the speech is produced (oral-written); which consists of the field of discourse, discourse involvement” that can be concluded that the social semiotics should pay attention to the situation in real life to get the effective text as learning material as printed-based literacy. In discussion below, that is the third component of social semiotics that can be seen in the following points.

*c. Register*

This discussion was the third component of social semiotic. The third component is register. The questions delivered to the respondents in this case teachers like “By paying attention to the register, the material contained in the textbook must pay attention to the diversity of texts from personal style/style, certain professional groups, which are manifested in lexicon, grammatical, and phonological”. To see the responses of the teacher, it can be seen in the following Diagram 4.

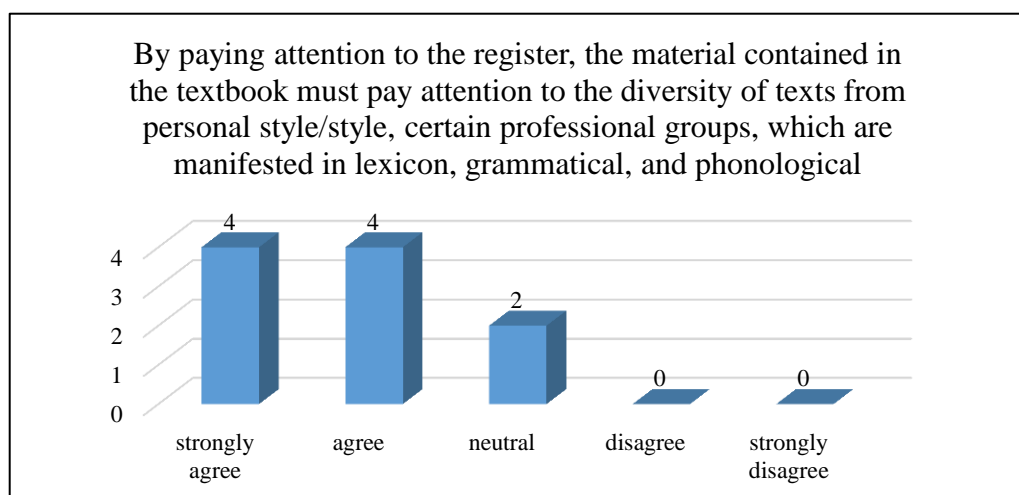


Diagram 4. Register as a Component of Social Semiotic

According to Diagram 4, based on the questionnaire statement “By paying attention to the register, the material contained in the textbook must pay attention to the diversity of texts from personal style/style, certain professional groups, which are manifested in lexicon, grammatical, and phonological” most of teachers chose strongly agree and agree (with the same number: 4 persons), a few teacher chose “neutral” (2 persons), and none of them chose “strongly disagree” and “disagree”. It was indicated that almost all numbers of teachers considered the register as one of component of social semiotics in selecting and designing learning material as printed-based literacy for English language teaching. However, there were some teachers still have considered social semiotic in selecting learning material as printed-based literacy for English language teaching at schools. It is supported by theory from (Jewitt & Henriksen, 2017; Knain et al., 2021) regarding the consideration of social semiotics, teachers should consider register in designing learning material as printed-based literacy.

For supporting this response of “By paying attention to the register, the material contained in the textbook must pay attention to the diversity of texts from personal style/style, certain professional groups, which are manifested in lexicon, grammatical, and phonological”, the researcher mentioned the quotation of teacher’s reasons about considering social semiotics in order to select or design learning material as printed-based literacy. Here are the reasons due to the “By paying attention to the register, the material contained in the textbook must pay attention to the diversity of texts from personal style/style, certain professional groups, which are manifested in lexicon, grammatical, and phonological”. The responses: “Here must be diversity”; “No idea”; “Register is a form of language variation where a teacher must know the variety of text that will be given to students. This will result in students knowing the variations of the language used based on the field of use, style, level of formality, and the media used”; “The more complex a puzzle, the better the quality of the issues discussed”; “Depends on the needs of students”.

From some reasons above, it can be seen in the responses of interview. Based on the question in the questionnaire “mention the reason form statements:

by paying attention to the register, the material contained in the textbook must pay attention to the diversity of texts from personal style/style, certain professional groups, which are manifested in lexicon, grammatical, and phonological”, it can be concluded that almost of the teachers said students knowing the variations of the language used based on the field of use, style, level of formality, and the media used in designing learning material as printed-based literacy. In discussion below, that is the fourth component of social semiotics that can be seen in the following points.

*d. Code*

This discussion was the fourth component of social semiotic. The fourth component is code. The questions delivered to the respondents in this case teachers like “By paying attention to the code, the material in the textbook must pay attention to the semiotic principle that regulates the choice of meaning by speakers and addressees in certain social contexts, in complete or limited scope”. To see the responses of the teacher, it can be seen in the following Diagram 5.

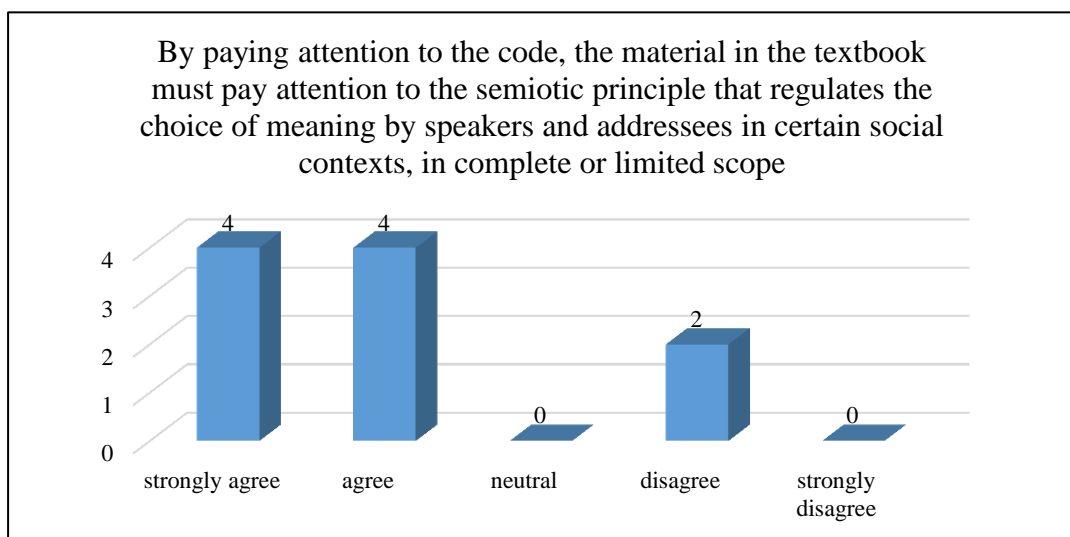


Diagram 5. Code as a Component of Social Semiotic

According to Diagram 1, based on the questionnaire statement “By paying attention to the code, the material in the textbook must pay attention to the semiotic principle that regulates the choice of meaning by speakers and addressees in certain social contexts, in complete or limited scope” most of teachers chose

“strongly agree” and “agree” (with the same number: 4 persons), a few of teachers chose “disagree” (2 persons), and none of them chose “neutral” and “strongly disagree”. It was indicated that there were still a small number of teachers did not consider code regarding to semiotic principle. However, there were a great number of teachers considered code as a components of social semiotic in selecting learning material as printed-based literacy for English language teaching at schools. It is supported by theory from (Jewitt & Henriksen, 2017; Knain et al., 2021) regarding the consideration of social semiotics, teachers should consider code in designing learning material as printed-based literacy.

For supporting this response of “By paying attention to the code, the material in the textbook must pay attention to the semiotic principle that regulates the choice of meaning by speakers and addressees in certain social contexts, in complete or limited scope”, the researcher mentioned the quotation of teacher’s reasons about considering social semiotics in order to select or design learning material as printed-based literacy. Here are the reasons due to the statement “By paying attention to the code, the material in the textbook must pay attention to the semiotic principle that regulates the choice of meaning by speakers and addressees in certain social context’s, in complete or limited scope”. The responses: “Already appropriate”; “Right on”; “Yes, because the code is a speech system whose application of language elements has characteristics according to the background of the speaker, the relationship between the speaker and the speech partner, and the existing speech situation. By paying attention to the code, students understand the form of language variants that are actually used to communicate by members of a society”; “It is pretty clear on the matter”; “Adapted to the environment being taught”.

From some reasons above, it can be seen in the responses of interview. Based on the question in the questionnaire “mention the reason form statements: by paying attention to the code, the material in the textbook must pay attention to the semiotic principle that regulates the choice of meaning by speakers and addressees in certain social contexts, in complete or limited scope”, it can be concluded that by knowing the code, students understand the form of language



variants like semiotic principle as a consideration of learning material as printed-based literacy to get the effective material. In discussion below, that is the fifth component of social semiotics that can be seen in the following points.

*e. Lingual System*

This discussion was the fifth component of social semiotic. The fifth component is lingual system. The questions delivered to the respondents in this case teachers like “By paying attention to the lingual system, the material in the textbook must refer to the functional system, related to semantic components”. To see the responses of the teacher, it can be seen in the following Diagram 6.

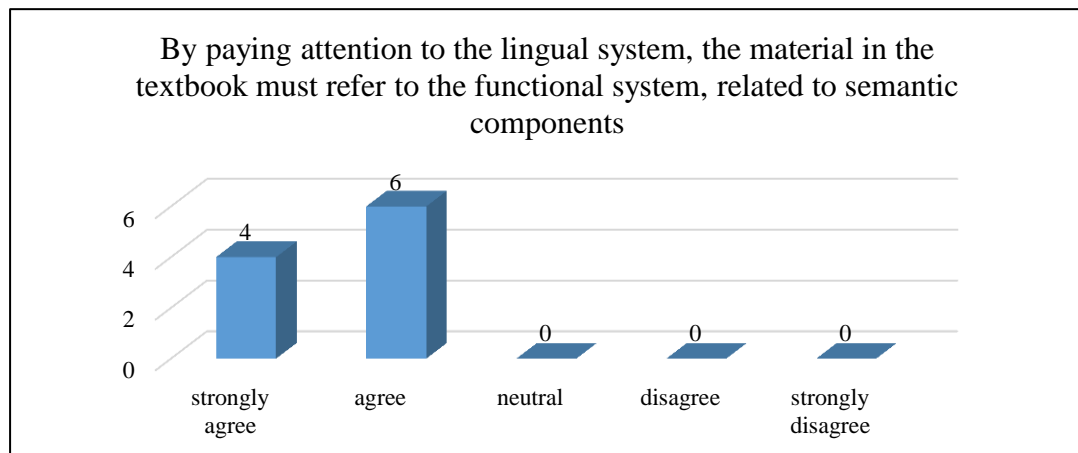


Diagram 6. Lingual System as a Component of Social Semiotic

According to Diagram 6, based on the questionnaire statement “By paying attention to the lingual system, the material in the textbook must refer to the functional system, related to semantic components” most of teachers chose “agree” (6 person), the other teacher chose strongly disagree “4 persons), and none of them chose “neutral”, “disagree”, and “strongly disagree”. It was indicated that there were all of teachers considered lingual system in selecting learning material as printed-based literacy for English language teaching at schools. It is supported by theory from (Jewitt & Henriksen, 2017; Knain et al., 2021) regarding the consideration of social semiotics, teachers should consider lingual system in designing learning material as printed-based literacy.

For supporting this response of “By paying attention to the lingual system, the material in the textbook must refer to the functional system, related to semantic components”, the researcher mentioned the quotation of teacher’s reasons about considering social semiotics in order to select or design learning material as printed-based literacy. Here are the reasons due to the statement: “by paying attention to the lingual system, the material in the textbook must refer to the functional system, related to semantic components”. The responses: “These three concepts need to be considered”; “That’s the truth”; “Strongly agree, because language simultaneously achieves three meta-functions in constructing meaning, namely ideological meta-function (constructing ideas and experiences), interpersonal meta-function (imposing strong social roles and dynamics), and textual meta-function (regulating the flow of information into a coherent and cohesive expanded discourse). These three things are very important to be included in the part of learning material as printed-based literacy so that they can improve students’ language skills to create meaning and convey it in different cultural contexts and academic fields”; “Because a text structure must also be understood not only in the social context, for example”; “Explaining interrelated learning material as printed-based literacy so that it is easy for students to understand”.

From some reasons above, it can be seen in the responses of interview. Based on the question in the questionnaire “mention the reason form statements: by paying attention to the lingual system, the material in the textbook must refer to the functional system, related to semantic components”, Most of them said that the lingual system is a must existed component in a text to get the effective text as learning material as printed-based literacy. In discussion below, that is the sixth component of social semiotics that can be seen in the following points.

#### *f. Social Structure*

This discussion was the second component of social semiotic. The second component is context of situation. The questions delivered to the respondents in this case teachers like “By paying attention to the social structure, the material contained in the textbook must pay attention to and determine the meaning related

to the social context, patterns, social hierarchy of status, the role of participants in the text/discourse”. To see the responses of the teacher, it can be seen in the following Diagram 7.

According to Diagram 7, based on the questionnaire statement “By paying attention to the social structure, the material contained in the textbook must pay attention to and determine the meaning related to the social context, patterns, social hierarchy of status, the role of participants in the text/discourse” most of teachers chose disagree (2 persons), some of teachers in the same numbers chose strongly agree, agree, and neutral (each of them, 1 person), and none of them chose strongly disagree. It was indicated that there were still a numbers of teachers not considering social semiotics for whole studying language. However, there were some teachers still considering social semiotic in selecting learning material as printed-based literacy for English language teaching at schools. It is supported by theory from (Jewitt & Henriksen, 2017; Knain et al., 2021) regarding the consideration of social structure, aspect of the material must pay attention to and determine the social context, patterns, social hierarchy of status in designing learning material as printed-based literacy.

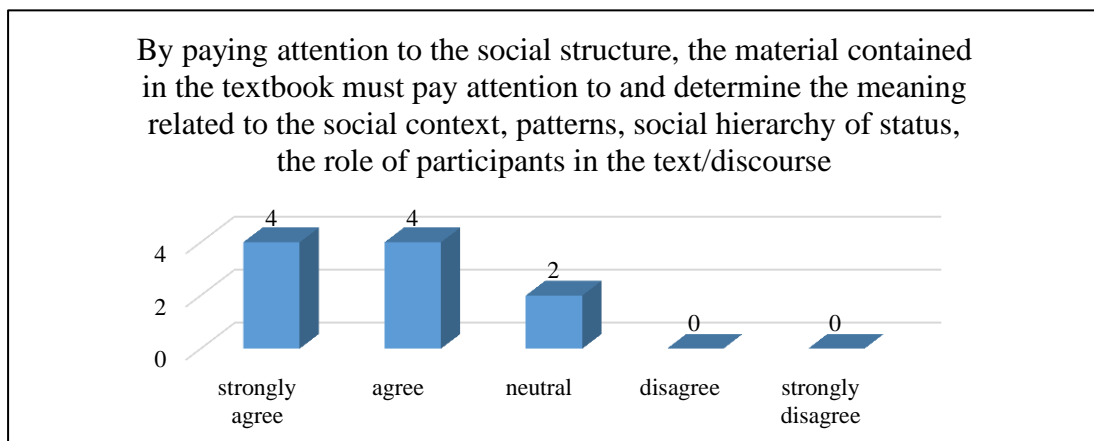


Diagram 7. Social Structure as a Component of Social Semiotic

For supporting this response of “By paying attention to the social structure, the material contained in the textbook must pay attention to and determine the meaning related to the social context, patterns, social hierarchy of status, the role

of participants in the text/discourse”, the researcher mentioned the quotation of teacher’s reasons about considering social semiotics in order to select or design learning material as printed-based literacy. Here are the reasons due to the “By paying attention to the social structure, the material contained in the textbook must pay attention to and determine the meaning related to the social context, patterns, social hierarchy of status, the role of participants in the text/discourse”. The responses: “As social context is concerned”; “Must match”; “Yes, because the social structure can lead to a variety of students’ language structures, especially in behavior”; “To find out that the material in the text corresponds to the age group that consumes the material in the textbook”; “Learning material as printed-based literacy adapt to the needs of the student learning environment so that they are easy to understand”.

From some reasons above, it can be seen in the responses of interview. Based on the question in the questionnaire “mention the reason form statements: By paying attention to the social structure, the material contained in the textbook must pay attention to and determine the meaning related to the social context, patterns, social hierarchy of status, the role of participants in the text/discourse”, it can be concluded that social structure can lead to a variety of students’ language structures.

## **CONCLUSION**

Based on the findings of the research, it is possible to infer that consideration of social semiotic factors must still be taken into account when selecting and constructing learning material as printed-based literacy for English language teaching at schools. Then it must be developed because there are several advantages to students studying English at school through textbooks. As a result, students want learning material that may assist them in learning English based on their own needs and skills. English learning material as printed-based literacy that may be created are those that focus on the social semiotic components. Social semiotics is a branch of semiotics that is dependent on the social conditions of the

local community, taking into account the compatibility of the text, code, and text so that a good material is produced.

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