MACOY IN THE PAGES OF HISTORY: A MULTI-METHOD APPROACH

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ABSTRACT

Textbooks are widely used teaching tools in schools. History is one of the subjects that are required by the Department of Education in the Philippines to be taught in schools wherein textbooks are used as aid to teach lessons. The Martial Law era and Ferdinand Marcos are the lessons focused for the fourth grading period of Grade 6 students for their history classes. There can be different signs and symbols emerging on how Ferdinand Marcos is portrayed in history textbooks. These symbols can be analyzed through Semiotic Analysis. Therefore, this study aimed to understand the portrayal of Ferdinand Marcos in ten DepEd approved history textbooks from private schools in Laguna and Batangas. This study explored a multi-method approach of content and semiotics analysis. For content, the researchers quantified the number of chapters, pages, words and visuals in each chapter. For semiotics, the researchers identified emerging themes from texts and symbols from illustrations and photographs. After analyzing data gathered, this study found out that history textbooks are allotting enough space to discuss Ferdinand Marcos and the Martial Law era given that 11 topics are required to be taught for Grade 6 history classes. Moreover, it was also found out that among history textbooks analyzed, they have portrayed a pro-Ferdinand Marcos image because of the emphasis on his achievements and positive justifications of his actions. Formulation of standard topics to be discussed is suggested. Also, exploring other research designs and approaches are recommended.

Keywords: *Ferdinand Marcos, Martial Law, History Textbooks, Historical Communication*

INTRODUCTION

History shapes the society's past, present and future. That is because it affects the culture and other aspects especially in the field of communication where people are engaged in a daily basis since history is a collection of facts and records about humans and their actions in the society (Fleming, 2010). Thus, history has given people and human beings an idea to their connection in different aspects of the society in various fields (Fleming, 2010; Wright, 2000). Through this, the role of communication takes in. Historical communication consists the practical study of written and oral languages throughout the interaction of people under the historical perspective (Taavitsainen, 2015). Truly, historical communication, whether written or oral, creates bridge in different sectors.

History is always interconnected to politics. Meaning, historical communication also involves politics that comprises the state, authority, violence and coercion, the concept of legitimacy, liberalism, toleration, freedom, democracy, and human rights. One way or another, politics and communication interrelates since communication shapes the dynamics of modern day politics (Kenterelidou, 2007). Thus, it also suggested that there has to be a need for vigorous historical imagination to deliberate on political and historical communication.

Political communication is a remarkably rich, complex, fluid and significant sub-field among those that populate the overall field of communications studies. Throughout the course of time, the context of political communication has changed. The earliest classical era of political communications evolved as representative democracies developed and the franchise expanded in Western Europe during the 18th and 19th centuries (Norris, 2010). During the World War II, the primary medium of political communication was the press including television and printing. Media practitioners have faced numerous major changes, as well; from the media content, audience and political institutions themselves (Brants & Voltmer, 2011). It goes to show that even before, print media has always been playing a role in shaping political communication in global perspective.

Political communication in the past was also seen on an inter‐personal perspective between politicians and their campaigns, the role of print media took in when information are documented through the mass‐circulation national and regional newspapers and magazines reached more educated and literate populations (Norris, 2010). It means that print media was a tool in political communication to shape society through the documentation of facts. Ever since, print media was used to educate people.

In synthesis, historical and political communication is not only evident in mass media but also in the pages of history used to teach students. Furthermore, in various nations, printed teaching tools like textbooks are understood as something that reflects the image of past and present society. Therefore, with different renditions of History textbooks written by various authors, each textbook may have different representations of a historical account, making textbooks tagged as not bias free. However, despite the relevance of this topic, it is obvious that are limited or even no researches brooding on the assessment of how History textbooks portray this specific era and in a specific region in the Philippines or even outside the country. That is despite the fact that textbooks are widely used in order to teach history thus, affects the generations' view about a certain period through the portrayal of chronological events (Marino, 2011; Russell, 2014). Also, looking at these portrayals at a bigger communication perspective has a need for research. That is why this study aims to understand this phenomenon.

In brief, various basis and backgrounds made us to impend on the representations of History textbooks towards the Martial Law era. Understanding of this phenomena through interpreting the connotative and denotative meanings of words used may help us track whether miscommunication in the process of understanding the period (Glaeser & Ujhelyi, 2010). In addition, this study is also important because it could contribute to the recent debate whether Ferdinand Marcos is really a hero or not. In doing so, recommendations may be formulated on how to teach and inform people about the Martial Law era.

Objectives of the Study

This study aims to understand the portrayals of DepEd-approved history textbooks used by private and public schools Grade 6 students in Batangas and Laguna provinces about Martial Law. Specifically, this study aims to answer the following questions:

1.   How much is Ferdinand Marcos represented in DepEd approved history textbooks?

a.   Chapters;

b.   Pages;

c.   Photographs and Illustrations; and

d.   Frequency of words "Ferdinand Marcos" and "Martial Law"

2.   What representations do DepEd approved history textbooks have about Ferdinand Marcos?

a.   Text; and

b.   Image and Illustrations

Theoretical Framework

Understanding of history in the context of politics may be affected with how it is presented in textbooks used to teach students. This study will ponder on Semiotics and Semantics Theory. Semiotics described by Ferdinand de Saussure as the study of signs or texts (Hess-Lüttich, 2003; Yakin & Totu, 2014). While, Semantics Theory of Communication shall be the core theory of this study, Semantics Theory explains the relation of the meaning of words (Jaszczolt, 2007). While, Semantics Theory of Communication shall be the core theory of this study, Semantics Theory explains the relation of the meaning of words

Another way to do a semiotic analysis is through connotative or denotative meaning. Denotative meanings are the lexical meanings that give direct understanding to a specific phenomenon or thing (Geeraerts, 2010). On the other hand, connotative meanings are implied meanings to a word (Brandt & Kracht, 2011). However, this study shall embark on the signifier and signified system of semiotic analysis.

Semantics Theory of Communication also suggests that if the encoder and decoder of the implicit meanings do not match, this could however lead to a misinformation (Chandra, Cambria, & Pradeep, 2011). This theory shall help us explain the imbedded representations of words, signs and symbols that are attached to Martial Law era imparted by history textbooks per se.

In overall, we shall use the principle of semiotics through the Semantics Theory of Communication to assess the portrayals of history textbooks. These principles shall guide us in identifying the representations of Martial Law era in the textbooks used by selected institutions.

METHODOLOGY

The overall research design of this study is qualitative. Specifically, we followed a semiotics study or the study of signs, its nature, representation and reality (Chandler, 2003). In this research design, signs are treated by its users, mainly the researchers, as 'standing for' or representing other things. The researchers stuck to the 'words are only names for things' stance that involves the assumption that 'things' indeed exist independently of language prior to them being 'labelled' with words.

Furthermore, Ferdinand de Saussure wrote that semiotics focus on how meaning is constructed and not what the meaning is (as in content analysis). It thus treats its objects as texts, not as autonomous objects with pre-existent and universally evident meaning. As the mind interprets the sign, it is led to ideas that lie beyond the grasp of reason. Being that said, language is the chief model of a signifying system that

creates, rather than simply expresses, meaning. This research design was the basis of the researchers throughout the span of the study. It aided the researchers to keep on track in order to achieve the objectives of the study.

This study explored on the multi-method approach combining semiotics and content analysis as proposed by Leiss, Kline, and Jhally (Leiss, Kline, & Jhally, 1997) They proposed that these methods, though maybe relatively different in many ways, can answer questions through the strength of one approach. Semiotics is a system by which meanings can be separated in two: the signifier and the signified. Specifically, this study will use the inductive content analysis for the text elements of the textbooks. On the other hand, we will use the principles of semiotics in order to interpret photos included in each chapter about Martial Law.

Public schools in Laguna and Batangas that offer secondary education are the target areas where gathered data specifically from Department of Education approved history textbooks that they use. The researchers chose 10 different DepEd approved history books that is being used to teach Grades 6 students.

The main source of data to be analyzed came from both DepEd registered public and private schools Grade 6 students Philippine history textbooks that is because DepEd registered public private schools are using the approved, required and the provided by the government history textbooks. All of the sections and chapters containing information about Ferdinand Marcos and Martial Law were the parts gathered.

Since this study explored on a multi-method approach, to analyze the textbooks, we quantified first the data found in the chapters, pages, pictures and sentences in the history textbooks that talk about Martial Law Era through a content analysis approach. Then, we outlined the topics discussed in the chapters.

After quantifying chapters, pages, sentences and pictures through content analysis in order to identify how much Martial Law was represented in the textbooks. Inductive content analysis was followed

to come up with categories and themes guided by the pre-quantified data. In order to come up with the emerging theme, we were guided by Grounded Theory of Analysis of Strauss & Corbin (1994). Open codes were identified through rereading the documents. After coming up with open codes, axial coding was used to identify the relationship of the open code. Selective coding was followed to identify the emerging and core themes.

To have a more in depth analysis of the textbooks, we ensued o the semiotics analysis method. We identified the signifier and signified components of the categories used to portray Martial Law in the history textbooks. In order to classify whether a text is pro, anti or neither in connection as to what type of representation is it towards Ferdinand Marcos, we have used an interpersonal viewpoint of textual analysis through analyzing the tenor of texts as explained in by Mechura (2005). We analyzed sentences before and after the main sentence to come up with an interpretation guided by an interpersonal viewpoint of textual analysis. According to this viewpoint, analyzing the tenor or texts means reading between the lines for it somehow reveals how and what does the author believes.

Textual analysis in the interpersonal viewpoint is one way to achieve thematic cohesion. Analyzing the tenor of texts helped us know what does the author believes, what kind of people the expected audience are and what are the implications of these to the meaning of the texts. There are three categories to analyze the tenor of the text. Those are personalization, standing, and stance. With regards to this study, in order to understand and know whether the text is pro, anti or neither, we used the stance category. Stance category is the analysis of how much the author wants its reader to agree or disagree with its content. A stance has two subcategories such as the attitude and modality. Attitude reveals whether the text is pro, anti or neither. It can be through lexical choices or evaluative expressions that go beyond describing a fact. Attitudes can be classified as asserted, assumed, or triggered. Modality, on the other hand, is not usually occurring in a sentence however, this is used to aggregate or emphasize a thought or belief it could either be epistemic (open for negotiation) or deontic (strong belief).

Further, through guideline, we interpreted the photos included in each chapters. We based our interpretation on Terry Barret's book entitled "Criticizing Photographs" as he formulated the guideline: Subject Matter + Form + Medium + Context = Content (Barret, 2000).

According to Barret (2000), subject matter consists of every element that can be seen on the photograph like the people, places, things, signs, etc. We listed and grouped them into logical categories. As for the form, we analyzed the way the picture was framed, who or what was mostly or barely included in the photograph and the compositional techniques of the picture. For the medium, we identified the materials and processes used to present the picture, For example, historic pictures are usually white and black to emphasize its old age. For the context, it was subjective. Considerations of context are deep and convoluted when it comes to reading photographs of conflict. Context also includes a photographer's intent when taking the photograph. Intent is not a definitive indication of meaning, but it certainly contributes to what is read in a photograph. Meaning to say, context is based on how it is perceived, not by the photographer himself, but by the viewers. The content part in the guideline was our interpretation based on the elements found in each photos which are still patterened to the guidelines formulated by Barret (2000).

RESULTS AND DICUSSION

Table 1 shows that based on the data gathered, History textbooks averagely have seven percent of the total textbook's total chapters allocated to discuss the topic about the Martial Law era. Among the 10 textbooks, Bansang Hinirang textbook allocated three chapters to discuss Martial Law. This book also had the greatest space allocation compared to other textbooks since it only has 29 chapters overall with 10 percent allotted for the Martial Law era in the Philippines. It could be inferred when compared to Isang Bansa, Isang Lahi 6 that allocated three chapters for the topic; however, this book is composed of 42 chapters overall giving the Martial Law era seven percent of its space for discussion. It can also be observed in Table 1 that the pattern of chapter allocation ranges only from two to three chapters per textbook.

In short, averagely, a 33-chapter History textbook allocates two chapters to elaborate on the Martial Law era.

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Table 1. Distribution in Chapters of Martial Law Era in textbooks

Book Title	Total Book Chapters	Frequency (Chapters About Martial law Era)	Precentage
Bansang Hinirang: Serye ng Araling	29	3	10.3

Table 1 continued…

Panlipunan			
Yaman ng Lahi 6	23	2	8.7
Yaman ng Lahi	24	2	8.3
Isang Bansa, Isang Lahi 6	42	3	7.1
Pilipinas Bayan Ko: Serye ng Makabayan	28	2	7.1
Lunday ng Kalinangang Pilipino 6	30	2	6.7
Lahing Dakila 6	34	2	5.9
Ang Pilipinas sa Nagbabagong Mundo	36	2	5.6
Ang Pilipinas sa Makabagong Henerasyon	36	2	5.6
Kayamanan 6	46	2	4.3
TOTAL AVERAGE	**33**	**2**	**7**

This data supports the study of Giroux (2009). According to his study, history textbooks are historical accounts narrative through the perspectives of the author. Meaning, history textbooks are written the way they wanted it to be written. It does not necessarily have personal opinions but, the way it was written makes it relative. It means that it strengthens the claim that history textbooks are relative to each other.

Aside from the distribution in chapters, we also looked at how Martial Law is distributed in number of pages. Table 2 shows that there is an average 19 pages per 329-page book allotted to discuss Martial law in history textbooks used in DepEd registered elementary schools.

Also, it can be inferred from the table that relatively pages about Martial Law Era range from 10-39. If we take into patterns and

comparison, Kayamanan 6, which is 400-paged textbook has, 39 pages that talks about Martial Law Era. While on the other hand, Pilipinas Bayan Ko textbook only has 167 pages and spared 12 pages about Martial Law Era. It means that, the relationship between total page numbers and page allocation for the discussion about Martial Law era is direct.

Table 2. Distribution in Pages of Martial Law Era in textbooks

Book Title	Total Book Pages	Frequency (Pages About Martial law Era)	Precentage
Bansang Hinirang: Serye ng Araling Panlipunan	307	31	10.1
Kayamanan 6	489	39	8.0
Ang Pilipinas sa Nagbabagong Mundo	379	30	7.9
Pilipinas Bayan Ko: Serye ng Makabayan	167	12	7.2
Yaman ng Lahi 6	241	12	5.0
Ang Pilipinas sa Makabagong Henerasyon	381	19	5.0
Lunday ng Kalinangang Pilipino 6	231	10	4.3
Yaman ng Lahi	298	12	4.0
Isang Bansa, Isang Lahi 6	437	15	3.4
Lahing Dakila 6	356	12	3.4
TOTAL AVERAGE	**329**	**19**	**5.8**

The higher frequency of Ferdinand Marcos than Martial Law could mean that Ferdinand Marcos is the most important character or actor of the historical account. Another reason could be because most of the issues and information elaborated about Martial Law are still connected to the name, Ferdinand Marcos since he is considered the most powerful official in that time (Claudio, 2010; Espiritu, 2007). In short, since he is the main character during Martial Law era, Ferdinand Marcos was given more space and part in the discussion of the historical account. This support the study conducted by Juan (2010). According to his study, textbooks gives more space to the main characters of the discussion in order to give emphasis to the message and characteristics of the actor.

Table 3. Frequency of Words "Fedinand Marcos and Martial Law"

Book Title	Frequency of Sentences	Frequency of "Ferdinand Marcos"	Frequency of "Martial Law"
Lahing Dakila 6	96	29	9
Yaman ng Lahi	191	6	38
Ang Pilipinas sa Makabagong Henerasyon	184	53	15
Kayamanan 6	340	66	42
Bansang Hinirang: Serye ng Araling Panlipunan	316	108	16
Ang Pilipinas sa Nagbabagong Mundo	200	78	40
Isang Bansa, Isang Lahi 6	232	65	47
Yaman ng Lahi 6	5	0	3
Pilipinas Bayan Ko: Serye ng Makabayan	121	34	8
Lunday ng Kalinangang Pilipino 6	187	77	52
TOTAL AVERAGE	**187**	**56**	**27**

Figure 1 shows the emerging themes that shows representation of Ferdinand Marcos and Martial Law Era in history textbooks. It can be implied that power, problems faced, change and the emotional effects towards the people are the highlights incipient in the textbooks used to teach Martial Law Era by DepEd registered elementary school.

After we have sort out the emerging themes that represents Ferdinand Marcos and the Martial Law Era, we then proceeded to a line-by-line interpretation to come up with exemplars and from this exemplars arise the relative themes and codes that were then later represented as positive, negative and neutral representation of Ferdinand Marcos and the Martial Law Era. We came to a stop when we have reached data saturation or the repetition of emerging codes and relative themes. Again, the framework of text books in portraying and teaching the Martial Law Era and Ferdinand Marcos revolves around: Power, Problems Faced, Change, Emotional effect and Negative representation of F. Marcos and Martial Law Era.

Also, we have chosen visual exemplars for each core theme that we will interpret to further explain and elaborate how Martial Law and Ferdinand Marcos were portrayed in history textbooks in the visual aspects and perspectives. To analyze the content of the photographs and illustrations we are guided by the formula: Subject Matter+Form+Medium+Context=Content.
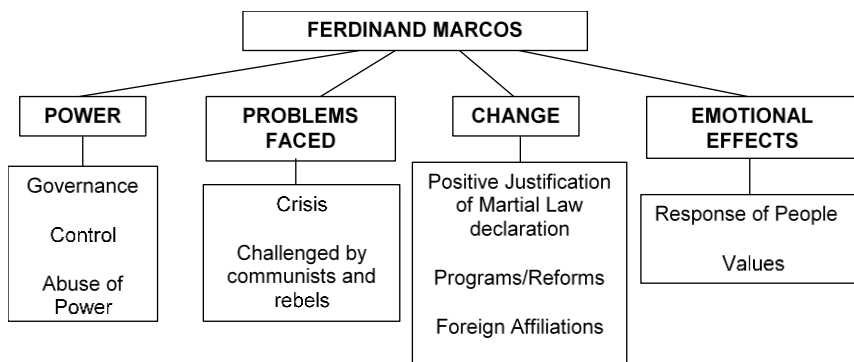

Figure 1. Representations of Ferdinand Marcos Era in History Textbooks

We have recorded a total of 101 open codes from 10 textbooks that we have gathered. Put of the 101 codes, we have identified whether they implicit a positive, negative or neutral connotations. In table 4, it shows that majority of the codes from the history textbooks inherit negative connotation about Martial Law Era. It could also be noticed that the neutrality of history textbooks ranked least.

The data means that among the history textbooks, we have coded more negative connotations about Martial Law era. That is because of the way the account or the lesson was discussed. Authors of history textbooks have chosen negative words to describe Martial Law or situations happening during that time. The way the authors narrated information about Ferdinand Marcos and Martial Law era affected us with the way we understood the historical account. This data supports the study conducted by Ilato (2010). According to the study, history textbooks explain historical accounts that create a basis on universal values and nationhood. Through these historical contexts, it makes the people believe of what it says since it expresses facts. The effect of its narratives may be positive or negative depending on how it was presented in textbooks.

Table 5. Type of representations of F. Marcos and Martial Law Era in Text

Positive/Negative/Nuetral	Frequency	Percentage
Pro	58	55
Anti	28	28
Neither	17	17

To classify whether the text is pro, anti or neither, we are guided by Mechura (2005) elaboration of the interpersonal viewpoint of textual analysis that categorizes the tenor of text into attitude and modality. To further explain the type of representation present among the 10 history textbooks, we have selected exemplars to further our point. The exemplars below are three consecutive sentences, before, after and main sentence to be discussed. For the exemplar below, the sentence explains that it was Ferdinand Marcos who declared and put the

Philippines under the control of Martial Law through a proclamation. The words Proclamation 1081 and 21st of September, 1972, creates an asserted attitude towards the author. Meaning, the inclusion of the word proclamation that implies that, Ferdinand Marcos' action was constitutional or supported by the constitution. It creates and notion that his declaration of Martial Law is correct and factual. Thus, this suggests a more positive rather than a neutral meaning. However, the author did not used modal words to emphasize this thought since it was presented in a manner that it is a statement of fact or truth.

The subject of Figure 2 is Ferdinand Marcos wearing a Philippine traditional costume for men called as 'barong'. As obviously depicted in the picture, the form is F. Marcos wearing a barong while smiling and seemingly relaxed. There is no trace of agitation and the tone of the picture is friendly. There in the picture, just below is written: 'Ferdinand Marcos: Bagong Lipunan' and though the caption is neutral, it seemingly adds to the positive tone that the picture built. The medium of the picture is in a portrait shot and black and white. As for the context, we interpreted the picture as happy, relaxed, stress-free and friendly. The way he leaned to his right even add more tone to his relaxed stance.

As for his 'Barong', it is traditional for Philippine presidents to wear the traditional 'Barong at Saya' during their pictorials. Wearing the traditional costume, especially for the highest leader of the country means that there is appreciation and expression of Nationalism and 'being with the Filipinos', 'standing with Filipinos' and 'leading with the Filipinos', as the leader of the country.

Figure 2. Portrait of Ferdinand Marcos

The elements present in Figure 6 are: men and women rallying, placards with two of it visibly saying "MAKIBAKA! WAG MATAKOT!" and "IBAGSAK" and the Philippine flag. As for the form, two of the frontliner rallyists are both wearing sunglasses, a man and a woman. All of the characters drawn are seemingly walking and the barely visible rallyists at the back are raising their hands while the frontline rallyists have their arms linked. Their mouths are also open to indicate that they are in the middle of chanting/protesting. It can also be noticeable that, most numbers of visible rallyists are men, six in total. As for the medium, the illustration was in black and white and with a caption 'pag-usbong ng aktibismo sa Pilipinas'.

On the faces of each drawn characters, there is determination. Even their postures are drawn in a fighting stance. This may symbolize the Filipinos' strong urge to break away and fight the unjust deeds durig the Martial Law era, just like what the drawn placards say: "MAKIBAKA! WAG MATAKOT!" It was a reflection of a growing fear that creeps in to

every Filipino and the only way to conquer that fear is to join rallies to express sentiments, to stop opression and to abolish the government, as said in another drawn placard ("IBAGSAK!"). This is an illustration of group movement and similar to other pictures, this movement is oftenly led by men.

In connection to this, according to Morgan and Henning (2011), the joining of pictures and captions has direct relation to the narrative texts. It is one of the catalysts of logical understanding of the readers about the topic being discussed on textbooks. It creates a framework of visual images constituted to the main theme that is being tackled. Moreso, pictures that evoke emotions are more likely to be remembered more.

Figure 6. Illustration of Activists

Among the changes that is promised by Ferdinand Marcos to the people during Martial Law era is the agrarian reform. Many farmers are cultivating lands that they do not own, as a response, Ferdinand Marcos distributed lands to famers. Figure 9 is a photo used in one of the textbooks to support the discussion about Marcos' actions to work out his promise to the Filipino people before.

In Figure 10, the main subjects of the photo are four farmers, the smiling old lady shaking hands with the president and the former president himself, Ferdinand Marcos. These subjects are the main actors in the photo. It could be noticed that this photo was shot in a mid-low angle with a a grass-like subject as a foreground. The proportional composition of this photo is that there is a well-balanced space on the left and right sides having three persons on each side. The way the photo is composed seems to imply that through Marcos' promise to disseminate land to poor farmers, he is promoting equality for all people.

The original medium of the photo is still black and white. That is to emphasize that the photo was taken years ago. Its context was to show that Ferdinand Marcos is doing his part to achieve his promise to the people. Also, the photo was to show that Ferdinand Marcos was a humble and gentle leader despite the idea that he is a violent dictator. That is because he was shaking hands with a farmer that seem to show that his is with his people. The most unnoticeable part of this photo is that even though it seems to portray humbleness and gentleness, the way it was angled still shows that Ferdinand Marcos is still powerful among all. That is because, looking closely, compared to other subjects in the photo, Ferdinand Marcos is the biggest subject matter. It seem to imply that he is still the powerful one (Claudio, 2010).

This photo supports study conducted by Unijeng (2009). It stated that Martial Law era was an exception Philippines' historical account since it was set up by a powerful man in order to extend his political will.

Figure 10. Ferdinand Marcos Shaking Hands with Farmers

Martial Law does not only reflect to power, changes and problems faced by the country during those times. People's response and values formation is also evident in Martial Law as described in history textbooks. Figure 12 is one of the representations of how people reacted and what the values arose during that time. This photo alone showed various emotions, both contrasting and supporting, that are prevalent before.

The subject matters in the photo are people who are expressing their emotions. It can be comprehended that they are shouting through looking at how they open their mouths. It was big and has a tension. It could also be noted from the photograph that these persons are not some random civilian joining a rally. Their clothing signifies something that unifies these people. It could be noticed that two men are wearing eye glasses which could symbolize intelligence. The other one is the guy on the left side wearing long sleeves and tie during a rally which is very unlikely for a random person in such event. In short, these people in the photograph symbolizes the intelligent and professional people of the society.

The photo was shot at a mid-low angle. This symbolizes power and strength because it makes its subjects look tall and big. Therefore, the photo was shot in this angle to show that the subjects have power or demands to the administration with the sense of strength and power. Meaning, the angle was meant to show bravery and strength of the subjects in the frame. Also, it could be noticed the alignment of the subjects. They are aligned on a straight path. Their alignment suggests that they are connected as one and they are fighting for one purpose. In short, it signifies unity among these people before. It indicates the value of accord in times of trials and hardships.

This photo was photographed in a black and white medium. This was photographed to show the disagreement of the people with the way Ferdinand Marcos leads the country. The context of the photo

is to show the resistance of the Filipino people against the dictatorship and abuse of power.

Figure 12. Activists Demonstrate against Marcos Administration

CONCLUSION AND RECOMMENDATION

Based on the interpreted data, we therefore conclude that, with roughly 7% of the textbooks or 2-3 out of 33 chapters being allocated to Martial Law and the Marcos regime, there is enough chance to ineptly discuss its important stories and incidents. However, the long and unforgettable recollections of Martial law and the Marcos regime are being condensed into a 3-chaptered lesson, giving the student a limited resource to study and know about the Martial Law and the Marcos regime in his/her given textbook. In other words, Ferdinand Marcos is still well represented on textbooks considering the number of topics required by Department of Education to be discussed.

As for the representation of history textbooks about the Martial Law era in terms of narrative texts, we conclude that these 10 textbooks are more on the pro-Ferdinand Marcos side. In relation to the previous data interpreted, the chapters of Martial Law and the Marcos administration are initially presented with either a neither or pro nature,

recounting the first years of Marcos as the president and the accomplishments of his administration.

However, as the pages proceeded, the whole chapter is not entirely a pro, anti or neither due to the presence of reforms and programs and the bad implications during the regime of former president Ferdinand Marcos. However, its overall upbringing was more emphasized on a pro Ferdinand Marcos sides which consisted the change, projects, programs implemented for the betterment of the country and advocacies and justifications of the implementation of Martial Law.

Using a guide to deconstruct pictures, the same representation is given to the photos and/or illustrations used in the chapters of Martial Law. Majority are small pictures supporting the mentioned programs of Marcos such as the program for land reforms, housing projects, programs for peace and order, as well as the infrastructures established during the Martial law era. Having said this, we conclude that pictures serve as the balance of the Martial Law era discussion. Pictures help contribute in building a positive image on Martial Law and Ferdinand Marcos during its discourse but we shall not neglect that there are still pictures within the chapters of Martial Law that portrays its negative depiction.

All in all, we conclude that DepEd approved history textbooks used by private and public schools Grade 6 students in Batangas and Laguna provinces presented the Martial Law era and Ferdinand Marcos as an important account in our history in support to, Unijeng (2009) and that is more on the positive representation. It has highlighted this specific era in a more positive connotation. That is because of the emphasis on the projects and its aim to change the Philippine society before.

Through the theory that we used which is inductive content analysis, we have come up with categories and themes that mostly reflected the upsetting sides of martial law which revolved around power, changes, emotional effect and problems faced during this era. The semiotics analysis method on the other hand helped us come up with a conclusion that Ferdinand Marcos and Martial as signifiers or

being signified are usually incorporated to abuse of power, violence, fear and corruption.

Therefore, this study supports the semantic theory of communication as it is applied in the analysis of history textbooks that is because served as our overall guide for this study has helped us explain the imbedded representations of words, signs and symbols that are attached to Martial Law era imparted by history textbooks per se. It has helped us assess the portrayal of the Martial Law era on history textbooks. We conclude that these written texts that reflect the collective memories of the Philippines do not only describe past phenomena on a historian's perspectives. It also is a sequence of events that represented the governance on the Philippines through the years.

It has helped us understand that despite the difference of text content and classroom lessons about Martial Law, history textbooks are treated as authoritative and truthful sources of history. There may have different concept or grouping of words in introducing martial law on these textbooks but the manner of highlighting the events that took place during this era varies. Lastly, we note that in analyzing textbooks, it is not enough that we look through the signifier and the signified. The context of these signs matters on how they were understood.

Based on our conclusions, we recommend that, since there is a limited space to talk about Martial Law era in history textbooks, we recommend a formulation of a handbook that will thoroughly explain and talk about Ferdinand Marcos and Martial Law era alone. That is because Martial Law era has been one of the most influencing event in the history of the Philippines and the world as well.

Additionally, we recommend that the governing agency should formulate a specific guideline that will standardize the details that should be discussed about Martial Law. They have to see to it that all of the necessary information and facts are discussed so as bias and subjectivity in textbooks will be avoided. That is because textbooks especially about history should mostly portray neutrality on topics conferred. Also, we recommend the governing agency to review history

textbooks used in elementary schools to secure its nature of neutrality and objectivity of history textbooks.

As per the visual representations, authors and publishers should continue using variations of images and illustrations to supplement the topic further. However, they have to take in consideration of the subjects, form, medium and context of the photos chosen so that it will not compromise to the aim of neutrality in textbooks. For teachers, we recommend that they should not stick to one history textbook in teaching Martial Law. That is because of the variation of information and facts included in each textbook. Supplementary readings is a big help for students who are learning about history (Figures, 2010; Kerr & Frese, 2017; Tejada Caller, 2008).

We also recommend to the future researchers that they use multi-method of content analysis and semiotics analysis in order to understand portrayals in history textbooks. Meaning, understanding history textbooks through both methods, it will give researchers an extensive understanding of texts in textbooks.

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