CHAPTER I

INTRODUCTION

This chapter conveys an overview including the background, research questions, research purposes, research significances, research framework, and previous studies.

A. Background

As the age develops, human communication is no longer depend on verbal language, but also depend on images which are no longer used mainly as art to entertain (J. Liu, 2013). In addition to connecting communication, images especially combined with other modes such as color, frame, and writing are also becoming significant in meaning-making (J. Liu, 2013). Considering that the images accompanied with other modes are categorized as multimodal text (a text combined with the different modes), to make meaning of the text involves multimodality (Kress & van Leeuwen, 2001b).

Multimodality relates to semiotic work as Kress (2010a) states that semiotic work functions to raise meaning in the domain of social. In addition, Iedema (2003) argues that multimodality is an aimed technic to indicates the meaning work of people do all the times utilizes various semiotics, gaining communicative competence (Jakobsen & Tønnessen, 2018). Several semiotic modes in communication are involved in multimodality (Jakobsen & Tønnessen, 2018) structure three dimensions such as linguistics, literature, and culture (Jakobsen & Tønnessen, 2018 as cited to Brøgger, 1986; Kramsch, 1995; Rindal, 2014; Udir, 2013). Mode is a making-meaning resource shaped socially and given culturally (Kress, 2010b). In addition, Unsworth (2008) argues that mode is the language's role of both spoken and written, accompanying or constitutive of the activity, and conveying relative information value.

By proposing multimodality, Kress and van Leeuwen (Salbego, Heberle, & Balen, 2015) argue that reading images will be necessary to understand and interpret the world. An image has interrelated semiotic systems related to the interpreting function they serve with social contexts, indicates the strength of systemic functional linguistic (henceforth SFL) in contributing to frameworks for the development of multimodal and inter-semiotic theory (Unsworth, 2008).

Corresponding to three language metafunctions developed by Halliday previously in SFL, Kress and van Leeuwen (as cited in Salbego et al., 2015) reveal that visual texts can be interpreted according to what they represent through color, tone, angle, framing, and other categories. These categories effect on what and how images communicate meanings to viewers.

According to Kress & van Leeuwen, (2006a), the three language metafunctions to interpret visual texts according to their visual grammar are representational metafunction, interactional metafunction, and compositional metafunction. The representational metafunction indicates the identification of represented participants, the participants' activities and attributes, and developed action circumstances (Salbego et al., 2015). In addition, Salbego et al., (2015) argued that connected participants by vectors or by eye-lines as in narrative images are represented as doing something to or for one another. These narrative patterns present unfolding actions and events. Further, the interactional metafunction enacts social interactions as social relation among producer, viewer, and images (Kress & van Leeuwen, 2006d; Unsworth, 2008), referring to the absence or presence of facial expressions towards the viewers (demands or offers), gestures which make commands, and offers of information or offers of goods and services (Salbego et al., 2015 as cited to Royce, 2007). Last, the compositional metafunction involves the study of aspects related to the layout of the page, the placement of the visual elements, and the relation of representational and interpersonal function to integrate a meaningful whole (Salbego et al., 2015).

For instance, the following figure 1.1 displays three participants; the boy with scarf, the boy without scarf, and the snowball. Thus, based on representational metafunction, the boy with scarf plays a role as *the actor* while the boy without scarf and the snowball play a role as *the goal*. Based on the interactional metafunction, the boys are framed as *social*, since the size of their frame cuts off both at his waist, while the snowball is framed as *impersonal*, since the size of its frame represents the whole body of the snowball. Last, based on the compositional metafunction, the snowball plays a role as *the given* and the boys are *the new*.
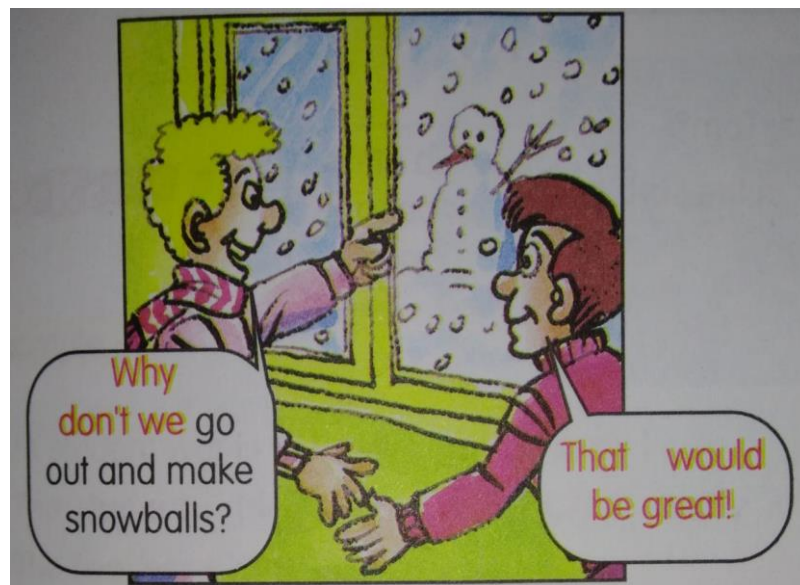

Figure 1. 1 The Example of Multimodal Text

Regarding multimodality, it is possible to consider this term in academic context, especially for teaching and learning English language as several countries, most notably in Australia, UK, and Scandinavian countries have introduced multimodality into their curricula (Jakobsen & Tønnessen, 2018). Besides, cognitive studies have highlighted relationship between multimodality and learning since the 1970s, considering that the multimodality of language textbooks is regarded as having close relationship with the effectiveness and efficiency of teaching and learning (X. Liu & Qu, 2014).

The implementation of multimodality that requires modes and focuses on the interplay between them plays significant roles in students' learning in school and opens up new ways of the classroom activity design understanding (Jakobsen & Tønnessen, 2018). The modes appear in ensembles, then, the way they combined into ensembles of words, images, and layout in school textbooks is in itself shaped through social practice (Jakobsen & Tønnessen, 2018). It makes students are engaged by images in textbooks they carry on (Salbego et al., 2015). Thus, some guidance and specific metalanguage to read these multimodal texts may be needed, considering that the visual structures also indicate meanings as linguistic structures do and portray different interpretations of experience and different forms of social interaction (Salbego et al., 2015).

In addition to offering multimodality, the teachers can be able to contribute for developing students' skill in reading comprehension (J. Liu, 2013; Salbego et al., 2015) and in interpreting written and visual texts (Salbego et al., 2015). The implication of multimodality is to create coherence and reading paths (Jakobsen & Tønnessen, 2018). It involves language metafunctions to help students extract the messages of visual texts and relate the messages to the verbal aspect (Salbego et al., 2015 as cited to Royce, 2007). However, proposing multimodality in academic context will be challenging, as it is a new trend for learning media (Christine, 2019) and most widely implemented in schools that take place in environment which use English language as the mother tongue (Jakobsen & Tønnessen, 2018).

To conduct this study, numerous related research is found. Two of them are the research conducted by Salbego et al., (2015) that explores the use of multimodality to read and understand the meaning of visual text along with the verbal text in EFL (English for Foreign Language) textbook in order to scaffold students' learning processes and understanding. Another related research is conducted by Silva (2016) that focus on the exploration of accounting for

multimodality used in multimodal text in the EFL classroom related to the use of EFL textbooks.

Differ from both earlier research which highlight that the numerous Brazil schools have implemented multimodality in academic context, especially for teaching and learning language to EFL students, this study focuses on using multimodality to read and interpret visual text in English textbook of junior high school for the first grade. Therefore, this study titled, "An Analysis of Language Metafunctions Elements in Images in Junior High School English Textbook: An Indonesian Context."

B. Research Question

There is a research question regarding the problem mentioned in the background is what are the three language metafunctions elements found in images of the junior high school English textbook for the first grade?

C. Research Purpose

There is a research purpose regarding the problem mentioned in the background is to identify the three language metafunctions elements found in images of the junior high school English textbook for the first grade.

D. Research Significances

This study is expected to provide theoretical and practical significances.

1. This research theoretically can be used to expand the writer's knowledge about multimodality.
2. This research practically can be used as references to comprehend multimodal media, especially the multimodality in English textbook.

E. Research Framework

Multimodality is an analytical process uses several semiotic modes (Kress & van Leeuwen, 2001b). Modes of visual text consist of image, gesture, gaze, postures, etc. (Nguyen, 2011). It combines linguistics analysis tools and

step such as SFL with analytical tools to understand images (Hermawan, 2013). Multimodality follows Halliday's theory in SFL of three language metafunctions which associate lexicogrammar, semantics, and context (Salbego et al., 2015). According to Kress & van Leeuwen (2006a), the three language metafunctions to interpret visual texts include representational metafunction, interactional metafunction, and compositional metafunction.

Representational metafunction follows Halliday's ideational metafunction and refers to the visual resources for the representation of interaction and conceptual relations between the people, places, and things depicted in the image (Christine, 2019). Besides, it also refers to a representation of reality as configurations of kinds of process, participants, and circumstances (Sitanggang, 2018).

Interactional metafunction corresponds to Halliday's interpersonal metafunction (Christine, 2019) and refers to social interaction as social relation (Kress & van Leeuwen, 2006f) among producer, viewer and image (Unsworth, 2008) constructs relationship of power and solidarity (Sitanggang, 2018).

Compositional metafunction relates to Halliday's textual metafunction (Christine, 2019) and concerns with the distribution of the information value or relative emphasis among elements of the text and image (Unsworth, 2008), cohering the representational and interactional function (Christine, 2019). It aims to integrate a meaningful whole (Salbego et al., 2015). Elements of compositional function consist of information value, salience, and framing (Kress & van Leeuwen, 2006e).

F. **Previous Study**

To conduct this study, the researcher found numerous related research. Two of them are the research conducted by Salbego et al., (2015) and Silva (2016).

Salbego et al., (2015) explore the use of multimodality to read and interpret visual texts accompanied by verbal text in three English textbook for

beginner series in Brazil and used in a number of language schools. The use of multimodality, thus, is to scaffold students' learning through the use of images and to make the students aware that images can be seen as a valid tool in EFL teaching and learning. From each book, they select one image to be analyzed in the context of visual social semiotics. The authors first select an image consists of a conversation among three people and draw interpretation of the image. The next image follows the same combination of the earlier image consist of a conversation between two people. The last image portrays three integrated photos and a written matching activity in two columns. They are analyzed based on their metafunctions of language.

Other research conducted by Silva (2016) as the aforementioned, focuses on the exploration of approaching multimodal texts illustrated in EFL textbooks and taught in the EFL classrooms. Besides, this research also concerns to reinforce the view that EFL learners need to be able to effectively deal with multimodal texts. The author emphasizes that EFL teachers must be prepared to help their students with such a task. Besides, he uses three images extracted from the first volume of a series composed of three student's book volumes and three corresponding teacher's manuals. Therefore, the first analyzed image is a photograph of woman sculpture used in an advertisement. The second and third images are illustrated in two comic strips. While analyzing the images involve the three language metafunctions, the author also highlights questions and activities to students do in the student's book and highlights the suggestions to the teacher preparing to help their students in the teacher's manuals.

From the two research aforementioned, they signify that multimodality can be used in teaching and learning process in implemented in language learning. Unlike the two earlier research, this study will focus on using multimodality to interpret visual texts illustrated in English textbook for junior high school.