

**ANALYZING THE MULTIMODAL DISCOURSE OF THE  
TENTH GRADE ENGLISH WORK IN PROGRESS TEXTBOOK**

A Thesis

Submitted as a Partial Fulfilment of the Requirements for S-1 Degree

**By:**

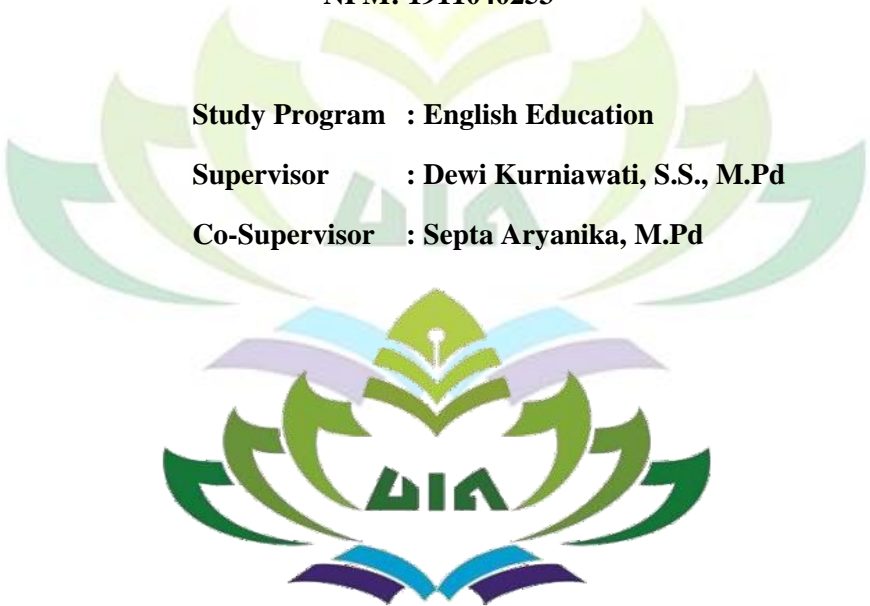
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**Study Program : English Education**

**Supervisor : Dewi Kurniawati, S.S., M.Pd**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY OF  
LAMPUNG  
1445 H / 2024M**

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## ABSTRACT

The most widely utilized educational tool across all grade levels is the textbook. Visual images are just one of the many crucial elements in a textbook. Textbook images serve a crucial purpose to improve students' learning and comprehension as they aid in the implementation and visualization of abstract or difficult ideas. Understanding multimodality is necessary in order to understand the meaning of an image. Thus, multimodal discourse analysis (MDA) is the most suitable approach for this research because it will evaluate parts of visual image elements in full detail.

The purpose of this study is to determine the characteristics of certain English textbooks are most dominant and how visual pictures might be represented using multimodal discourse. The framework for this qualitative study is multimodal discourse analysis. Visual data was taken from the question sheets from chapters 1 through 6 of the English Work In Progress textbook for the tenth grade Merdeka curriculum. Kress and Van Leeuwen used visual grammar analysis to analyze visual data. The analysis conducted by the research found that every image on the question sheet matched the text provided, either as an instruction or a question. The images were made in a style that is typically used by high school students and were highly detailed, and provide information to help students develop critical and creative thinking. To help students in understanding the questions, the majority of the images are placed below the informative text.

According to Kress and Van Leeuwen's theory of visual grammar analysis, in the representational mode the most dominant is the male subject or human image which accounts for 50% of the images in the textbook. In the interactive mode, the most dominant is medium shot and full color saturation with 19% and the last most dominant compositional mode is informative with 39%.

**Keyword:** English Textbook, Image, Multimodal Discourse Analysis, Visual Grammar Analysis.

## DECLARATION

The researcher is a student with the following identity:

Name : Alfanda Hafiz

Students' Number : 1911040253

This thesis, “Analyzing The Multimodal Discourse of The English Work In Progress Textbook” is completely my own work. I am fully aware that I had quoted some statements and ideas from various sources and all of which have been properly cited.

Bandar Lampung, 05 Januari 2024

Declared by



Alfanda Hafiz




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**APPROVAL LETTER**

**Title** ANALYZING THE MULTIMODAL DISCOURSE OF THE TENTH GRADE ENGLISH WORK IN PROGRESS TEXTBOOK  
**Students Name** Alfanda Hafiz  
**Students Number** 1911040253  
**Department** English Education  
**Faculty** Tarbiyah and Teacher Training

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 of the faculty Tarbiyah and Teacher Training, Raden Intan State Islamic  
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## MOTTO

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ  
وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ ﴿٤﴾

“We sent not an apostle except (to teach) in the language of his (own) people, in order to make (things) clear to them. Now Allah leaves straying those whom He pleases and guides whom He pleases: and He is Exalted in power, full of Wisdom.”

(Q.S. Ibrahim: 4)

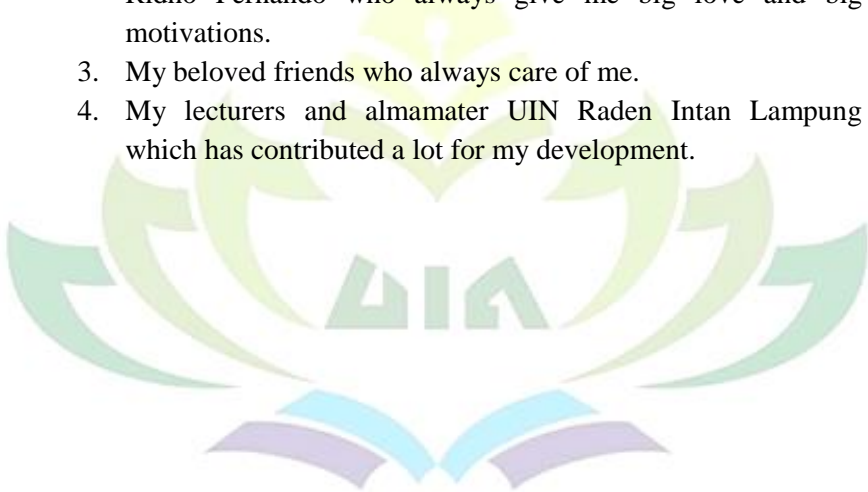


## DEDICATION

*Bismillahirrahmanirrahim...*

Praise and gratitude to Allah Subhanahu Wataalla for abundant blessing to me, and from my deep of heart and great love, this thesis is dedicated to:

1. My beloved parents Mr. Achyat and Mrs. Halimah who always love me, support me, and pray for my success. I loved them very much
2. My beloved sister Mareta Widiya Lorenza and brother Okie Ridho Fernando who always give me big love and big motivations.
3. My beloved friends who always care of me.
4. My lecturers and almamater UIN Raden Intan Lampung which has contributed a lot for my development.





## **CURRICULUM VITAE**

The researcher's name is Alfanda Hafiz. He was born in Kotabumi on 02 April 2001. He is the second child of three children of happy couple, Mr. Achyat and Mrs. Halimah. He has one sister and one brother, Mareta Widiya Lorensa and Okie Ridho Fernando.

The Researcher started his study at SD Negeri 5 Kotabumi and graduated in 2013. He continued his study at SMP Ibnu Rusyd Kotabumi. After graduating from Junior High School in 2016, he pursued at SMK Negeri 2 Kotabumi. He graduated from Senior High School in 2019. In the same year, he continued his study to UIN Raden Intan Lampung as an S1-Degree student of Tarbiyah and Teacher Training Faculty Majoring in English Education Study Program.



## ACKNOWLEDGEMENT

Alhamdulillah, praise be to Allah Subhanahu Wataalla, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace and salutation are upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “Analyzing The Multimodal Discourse of The English Work In Progress Textbook” is submitted as a compulsory fulfillment of the requirements for Bachelor degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support, and many valuable things from various sides. Therefore, the researcher would sincerely thank to:

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8. All the people who cannot be mentioned one by one for their contribution and help during finishing her thesis.
9. Last but not least, I want to thank me. I want to thank me for believing in me, I want to thank me for doing all this hard work, I want to thank me for having no days off. I want to thank me for never quitting.

Finally, it has to be admitted that nobody is perfect and researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung, 05 Januari 2024  
The Researcher,



Alfanda Hafiz  
NPM. 1911040253

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# CHAPTER I

## INTRODUCTION

### A. Title Affirmation

The first step is to understand the title of the research. The researcher was illustrate the title of this research. This is aimed at explaining the title and avoiding misunderstandings among the readers. The study is "Analyzing The Multimodal Discourse Of The English Work In Progress Textbook"

Multimodal discourse is an interdisciplinary method to study communication that focuses on evaluating and comprehending the integration of many modalities of communication in a given conversation. Language, visual elements, gestures, body movements, videos, images, and other semiotic resources can all be included in these forms. The approach aims to investigate how various modes collaborate to generate meaning, convey information, and shape interpretations in different contexts.<sup>1</sup>

A textbook is a book that is used as a guide for both teachers and students for learning reference. Textbooks are compiled and written by experts in their fields. The purpose of compilation is that textbooks must contain clear instructional aims and objectives so that they are easy to understand. The textbook must also contain various teaching tools, contain learning materials such as appropriate knowledge, skills, and attitudes, and contain questions that can help students hone their abilities so that they can support an appropriate learning program. The Work in Progress English textbook is a textbook recently published by the Ministry of Education that is made according to the curriculum currently in effect in Indonesia as a new textbook for grade 10 high school students.

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<sup>1</sup> Kress, G. & Leeuwen, T. (1996). *Reading Images: The Grammar of Visual Design*. London: Routledge

The Merdeka curriculum is a curriculum that prioritizes diverse intracurricular learning where the content was maximized so that students can hone their interests and talents while focusing on essential material, character development, and student competencies. In the independent curriculum, teachers also have access to choose what methods and facilities are used to support learning and adapt them to the needs and interests of students in order to create a conducive and comfortable learning environment for students and teachers.

## **B. Background of the Problem**

Learning media is a tool to facilitate the teaching and learning process in conveying a message. Li-Ling Kuo states that a medium is called the educational medium, when the medium transfers message for teaching and the use of media is important and it is impossible to coordinate teaching with learning without using media<sup>2</sup>. The use of learning media has been widely applied in teaching in schools because of the flexible nature of learning media that can be applied to all levels of students and all subjects. Learning media can also be used as a driving force for students to be more responsible and able to control their own learning. Since media give many advantages, a teacher should consider a medium to be used in teaching- learning process which requires a medium such as textbook.

Textbooks are a popular teaching tool used by students of all grade levels in schools. Textbooks are employed because they are created by people who are experts in their subject, assisting teachers and students in supplying material and facilitating student comprehension. For example, textbooks are the primary source of information used in the learning process. Textbooks include multimodal verbal texts and visual images that use more than one semiotic mode at

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<sup>2</sup> Li-Ling Kuo, Christine. (1991). *The Importance of Educational Media in Teaching*. Buletin of Social Education, Volume 20, p. 1.

once. The term "multimodality" describes how humans communicate simultaneously in several modes. Multimodal texts, in accordance with Kress & van Leeuwen, are texts that interact with verbal and visual semiotic modes in order to fulfill the text's communication purpose<sup>3</sup>. According to Halliday's theory of Systemic Functional Linguistics, conceptual meaning, in particular, is the focus of multimodal study<sup>4</sup>. Multimodality is an alternative term for communication goals and describes the blending of writing, voice, visuals, sound, music, and other media.

An image is the multimodal form that has to be included in a textbook because they may help students in implementing and visualizing abstract or difficult topics, images in textbooks play a crucial function in promoting student learning and comprehension. Students can better understand the ideas presented and connect them to previous knowledge by looking at images that represent these concepts. Students may further develop their learning and get a more comprehensive perspective by seeing images that depict specifics, relationships, or actual examples of the subject. because images may explain instructions in questions or give visual examples to enhance problem-solving, it can assist students in answering to questions that have already been asked. In addition to increasing student interest and making it easier for them to visualize topics, images in textbooks can also replace lengthy, difficult-to-understand explanations with shorter, simpler explanations that can aid in working on questions. Use of pertinent, understandable, and high-quality images in textbooks is crucial for achieving effective learning. Images can interest students, make learning more interesting, and motivate them to actively participate in their learning

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<sup>3</sup> Kress, G. & Leeuwen, T. (1996). *Reading Images: The Grammar of Visual Design*. London: Routledge

<sup>4</sup> Halliday, M. A. K. (2004). *An Introduction to Functional Grammar*. London and New York: Arnold.



experience, which improves knowledge and memory of the material.

Students are better able to comprehend a textbook's subject matter and information when there are visuals present. To utilize the linguistic elements and competences covered by the textbook, learners still require the teacher as a guide when they read this multimodal work. Textbooks have a lot of illustrations and characters because they help students visualize the subject. Teaching students about the "image-text relationship" or "co-articulation of image-verbiage" might help them better grasp and utilize the visual and verbal resources in these books<sup>5</sup>. Teachers can support students' language learning by encouraging them to study visuals rather than only textual text in textbooks as English Foreign Language (EFL) learners in the classroom advance in their proficiency with the language. The use of photos in textbooks, which promote learning, and the fact that the meaning of pictures (and other semiotic codes) is constantly connected to and, to some extent, dependent on the spoken text, all help to the development of learners' imagination<sup>6</sup>

The necessity for teachers and students to comprehend and be familiar with multimodality in textbooks served as the researcher's motivation for conducting this study. The purpose of this study was to learn more about how the multimodal discourse that appears in the images on worksheets or in the questions of the Work in Progress English Textbook for Grade Ten might convey the meaning of visual imagery regardless of the curriculum, so teachers and students in particular can easily understand and work on the questions in the textbook. The purpose of this research was

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<sup>5</sup> Unsworth, L. (2006). *Image/text relations and intersemiosis: towards multimodal text description for multiliteracies education*. In: International Systemic Functional Congress, 33, São Paulo, 2006, P. 1165-1201.

<sup>6</sup> Kress, G.; van Leeuwen, T. (2006). *Reading images: The grammar of visual design*. 2nd ed. London, Routledge, 291 p. 17.

slightly different from that of other studies that looked at books that followed the K13 Curriculum, focused on a single area of visual grammar analysis, and produced fewer specific findings. It is hoped that by conducting this research, it was possible to produce more specific and comprehensive information that was helped the reader understand the background of this issue. The multimodal hypothesis put forward by Kress and Van Leeuwen in previous studies was used in this study to generate the relevant research findings. This study has already been done by some researcher, including Wenty Fitriana and Yanti Wirja in 2021 with the title "Multimodal Text Analysis of Middle School EFL Textbooks in Indonesia in Helping Students' Text Comprehension", Salbego et al in 2015. "Visual analysis of English textbooks: scaffolded multimodal learning" and research by Anna Nuriskia, Sofyan A Gani and Saiful Marhaban in 2021 "A visual analysis of English textbook "Pathway To English 3" Used By Indonesian Senior Highschools." However, the research carried out by the current researcher differs from earlier research because it includes several updates. For example, the research object is a new curriculum book published by the Ministry of Education and Culture, and a new topic is added to the study, Specifically, by using the three components Representational, Interactive, and Compositional of Kress and Van Leeuwen's theory of visual grammar analysis, which in earlier studies only employed one of these categories. And after completing preliminary research, it was discovered that the book English Work in Progress and the researcher's research questions shared many similarities. This is because the textbook has several images on practically every page, particularly the test sheets. The English Work in Progress textbook was thus the researcher's choice for the study's research object. With the explanation provided, the researcher is motivated to carry out the study **"Analyzing The Multimodal Discourse Of The English Work In Progress Textbook "**

## **C. Focus and Sub-focus of the Research**

### **1. Focus of the Research**

The researcher focuses on multimodal discourse analysis in the English Work in Progress tenth grade merdeka curriculum suggested by Kress and van Leeuwen theory. The researcher only focused on one English textbook on this research, entitled English Work In Inggris Progres Tent Grade. The researcher investigated only visual grammar based on the pictures contained the question in the textbook.

### **2. Sub-focus of Research**

The sub-focus of this study was the researcher's analysis of an English textbook entitled English Work in Progress Tenth Grade using Krees and Van Leeuwen theory. In his theory, Kress and Van Leeuwen divides visual grammar analysis into three modes, namely, representational mode, interactive mode, and compositional mode, and the researcher was analyze the images on the questionnaire according to the theory put forward by Kress and Van Leeuwen.

## **D. Problem Formulation**

Research was restricted the discussion to research in order to concentrate on the study by identifying the following problem :

1. How might the meaning of images be revealed through multimodal discourse?
2. What are the most dominant is in the Work In Progress Tenth Grade book based on the three visual analysis modes namely representational, compositional and interactive?

## **E. Objective of the Research**

The objectives for the study were determined by the problem formulation as follow :

1. To find out how might the meaning of images be revealed through multimodal discourse on English Work In Progress textbook tenth grade merdeka curricullum using Kress and Van Leeuwen theory.
2. To find out the most dominant is in the Work In Progress Tenth Grade book based on the three visual analysis modes namely representational, compositional and interactive

## **F. Significance of the Research**

The findings of this research are anticipated to have some theoretical and practical value. The significance's specifics are detailed below :

### **1. Theoretical**

The findings of this study are anticipated to be helpful to readers by improving their comprehension of multimodal and the textbook being research. This will be especially true for tenth grade students as it was made it easier for them to comprehend the English Work In Progress and by conducting research it can motivate other researchers to conduct research in the field of multimodality and it is hoped that this research can help other researchers who are conducting research on multimodality as a reference or reference so that the research can be useful for other people.

### **2. Practically**

#### **a. The Teacher**

This study aim to serve as a guide for teacher so they can more easily understand the activities or question and can help teachers explain task better and more effectively. and can help teachers develop effective learning methods that produce better and more enjoyable learning so that students do not get bored in learning and understand better.

#### **b. The Student**

With the use of this research, it is hoped that students can more easily understand the questions

given and can know and understand multimodal. and students can answer the questions in the textbook better and it is hoped that students will not underestimate the pictures in the textbook, especially on the question sheets, where by understanding multimodal students can answer questions more efficiently. Researchers also hope that by doing this research students can be interested in scientific work, journals etcetera. to add students' insights.

c. The Other Researcher

By undertaking this study, the researcher intends to pique the attentions of many other scholars to investigate English textbook English Work In Progress from different perspective. and it is hoped that by carrying out this research there will be many other researchers who are interested in researching multimodal in various aspects, not limited to textbooks alone, and it is hoped that this research can become a reference and motivation for students who are looking for research materials.

## G. Relevance of the Research

First of the studies correlated of the research is a study by Wenty Fitriana and Yanti Wirja in 2021 with the title “An Analysis Of Multimodal Text In EFL Textbook Of Secondary School In Indonesia In Assisting Students Text Understanding”<sup>7</sup> This study on multimodality concentrates on the verbal and visual components in Pathway to English textbooks to help students in comprehending texts. The result is This analysis reveals three patterns of visual elements as well as the ideational roles of the linguistic elements. Students benefit pedagogically from the visual components by being better able to comprehend the text. However, the visual image's analysis from the textbook and

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<sup>7</sup> Fitriana, W., Wirza, Y. (2021). *An Analysis Of Multimodal Text In EFL Textbook Of Secondary School In Indonesia In Assisting Students Text Understanding*. Journal Education and Humanities. Volume 546.

the reactions from the teacher and students indicate that the visual elements' color and size may be improved.

The second research is study “Visual analysis of English textbooks: scaffolded multimodal learning” by Salbego et al. (2015)<sup>8</sup> is one of the studies connected to this research. The objective of this research is to explain how the visual interpretations may improve students' comprehension of both language and subject matter. This study aimed to clarify how visual meaning might improve students' comprehension of language and subject matter. They selected three images from three books to use in their data collection. The study's findings demonstrate how visual analysis might aid students in comprehending and analyzing the pictures and language exercises they are given in textbooks.

The last research related to this study entitled “A visual Analysis Of English Textbook “Pathway To English 3” Used By Indonesian Senior Highschools.” Conducted by Anna Nuriskia, Sofyan A Gani and Saiful Marhaban in 2021.<sup>9</sup> The visual values in the Pathway to English 3 textbook were the main subject of this research analysis. The study produced three findings. First off, human participants make up (53.4%) of the participants used in the Pathway to English 3 textbook. The majority of non-human participants, however, are objects. Second, the textbook supports both the medium shot (69.5%) and the oblique perspective (54.9%) in terms of interactive meaning. The pictures in the book are entirely in black and white. Images also typically feature a background (81.7%). In the end, it was found that the compositional meaning of the images in the textbook indicates that they are more presented as instructive (38.6%)

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<sup>8</sup> Salbego, N., Hebele, V., Silva, M. (2015). *A visual analysis of English textbooks: Multimodal scaffolded learning*. Universidade Federal de Santa Catarina Programa de Pós-Graduação em Inglês Campus Reitor João David Ferreira Lima, Trindade 8804-586

<sup>9</sup> Nuriskia, A., Gani, A. S., Marhaban. S. (2021). *A visual Analysis Of English Textbook “Pathway To English 3” Used By Indonesian Senior Highschools*. English Education Journal (EEJ). Volume 12. No 1.



than illustrative (34.8%) and decorative (26.6%). Additionally, the photos' top and bottom positions (60.7) are the most dominant ones. In conclusion, textbook illustrations can aid students in completing the tasks that are assigned after the images.

Each of the earlier studies reveals correlations and variations in results. The difference between this research and previous research is in the aspect studied, namely in the previous research which only focused on images, then in this research it does not only focus on images, but the question text becomes another focus in analyzing existing images so that it can produce a more in-depth analysis. and the books used are different from this research, where the previous research used old books with the KTSP or K13 curriculum, while this research used a new source, namely books with an merdeka curriculum. The similarity between this research and previous research is that the theory used in analyzing images is the theory of visual grammar analysis (VGA) and the subject studied is also the same, namely textbooks which differentiate the subject only by the year it was published and the curriculum used. The aim of this study is to determine How might the meaning of images be revealed through multimodal discourse. It also aims to determine what are the most dominant of images present in tenth grade work-in-progress books in accordance with the three modes of visual analysis (representational, compositional, and interactive) introduced by Kress and Van Leeuwen. The English textbook "WORK IN PROGRESS" for Grade Tenth from the Indonesian Ministry of Education and Culture was selected because it is consistent with the Merdeka Curriculum, a new curriculum that has just recently been established and about which few people have done research.

## H. Research Method

### 1. Research Design

This study investigates how might the meaning of visual images be revealed through multimodal discourse by descriptively elaborating the realization occurred in the data by the modes of visual meaning which are representational, interactive, and compositional by interpreting the images. Thus, the qualitative descriptive approach is used. Hatch states that data analysis is a systematic search for meaning<sup>10</sup>. It is a way to process qualitative data so that what has been learned can be communicated to others. In addition, Cresswell claims that “qualitative research is descriptive in that the researcher is interested in process, meaning, and understanding gained through word or picture”<sup>11</sup>.

Moleong in Muhammad states that qualitative research is a research procedure that produces descriptive data where the available data is obtained through written or oral words from people and their behavior, then from the results of the data collected was examined<sup>12</sup>. In other words, qualitative analysis stresses the degree of the information acquired by researchers. This study interprets the meaning of the study's object subjectively by researcher perspective in interpreting the pictures to relate to the text. Thus, the method of this study is qualitative descriptive as the common use in discourse analysis. and the type of qualitative research used is content analysis because this research analyzes documents, namely textbooks. The descriptive method is a method in which the

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<sup>10</sup> Hatch, J. Amos. (2002). *Doing Qualitative Research in Education Settings*. New York: State University of New York, P. 148.

<sup>11</sup> Cresswell, J.W. (1994). *Research Design: Qualitative and Quantitative Approach*. California: SAGE Publication Inc, P. 145.

<sup>12</sup> Muhammad. (2014). *Metode Penelitian Bahasa*. Yogyakarta: Ar-Ruzz Media. p. 30

researcher collects, analyzes the data, and finally draws general conclusion. The researcher qualitatively interprets the data based on investigation. Then, the result of the investigation is presented descriptively to draw a conclusion.

## **2. Source of Data**

The data source for this research is the English textbook *Work in Progress: Merdeka Curriculum*, published by the Center for Curriculum and Books of the Ministry of Education and Culture in 2022.

## **3. Unit of Analysis**

This study analyzing how might the meaning of images be revealed through multimodal discourse and what are the most dominant based on the three visual analysis modes namely representational, compositional and interactive. So, the unit of analysis consisted of images in the *Work In Progress* textbooks from Chapter 1 until 6 especially in question sheets. I analyzed by multimodal analysis then identified through three units of analysis as proposed by Kress & van Leeuwen's modes of visual meaning, those are:

1. Representational mode of each image (the relation between participants depicted).
2. Interactive mode of each image (the relation between image and viewer).
3. Compositional mode of each image (the relation between elements of the text and elements of the image).

## **4. Research Instrument**

The researcher is a major instrument in qualitative research. This means that the researcher is ultimately responsible for selecting the appropriate instrument for her/his research. In addition, the human investigator is also the human investigator is the main instrument for data

collection and analysis.<sup>13</sup> One benefit of conducting a qualitative analysis is that the researcher is free to choose how to organize the study, gather the data, analyze the data, and present the results.

Journals, articles, books, and computers are the supporting instrument. We get knowledge on pertinent theories through books, journals, and articles. As this is going on, a final study report is created on the computer using the data. The entire process of conducting a qualitative study is carried out by the primary researcher, starting with data collection and analysis and ending with the analysis of the findings.

#### **5. Data Collecting Technique**

Data collecting techniques, we can methodically gather details on the subjects of our studies (people, objects, and phenomena), as well as the environments in which they take place. The researcher's methods for gathering data in this study are observation and documentation. The documents that was used by the researcher is Bahasa Inggris Work In Progress Textbooks. There are several steps to collect the data:

1. Collect pictures on questions or assignments from all pages of the textbook and then take an inventory of them
2. Observe and carefully examine the images that have been inventoried.
3. Interpreting each pictures in the context of visual grammar analysis (Kress & van Leeuwen) which is discussed in three modes representational, interactive and compositional.

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<sup>13</sup> Donald Ary, et.al. (2010). *Introduction to Research in Education*. Canada: Wadsworth. Eight edition, p.424.

## 6. Research Procedure

According to Creswell, the research procedure includes several steps, including the following :<sup>14</sup>

### a. Determining the Subject of the Research

The subject of this research was the English textbook *Work In Progress* and was analyzed using the multimodal discourse proposed by Kress & van Leeuwen.

### b. Collecting the Data

The process of selecting, recording and classifying the representational meaning contained in textbooks. In selecting data, the researcher first read and understood the English *Work In Progress* textbook, after that the researcher collected pictures in the textbook, especially the pictures on the question sheet, then the researcher divided the collected pictures into three categories in accordance with the theory of visual grammar analysis, namely representational, interactive and compositional.

### c. Analyzing the Data

It is the process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, informing conclusions, and supporting decision-making. In analyzing the data, researchers used Kress and Van Leeuwen's theory of visual grammar analysis to obtain results in accordance with the research questions, the first category is representational which consists of human and non-human, then there is interactive, namely contact, social distance, perspective and modality and finally compositional consists of

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<sup>14</sup> Creswell, John W., and Creswell, J. David. Op. Cit

text image status and information value. After analyzing all the existing images, the researcher counted the images to find the most dominant among the three categories.

d. Reporting the Data

It is the stage of reporting and summarizing the research findings as the last procedure of the study. At this stage the researcher makes conclusions according to the results obtained and then presents them in accordance with the guidelines for writing a thesis at UIN Raden Intan Lampung.

## 7. Data Analysis

In terms of qualitative data analysis, Bogdan in Sugiyono writes, "Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate in order to improve your own understanding of them and to enable you to present what you have discovered to others".<sup>15</sup> After the data have been collected the next step is data analysis.

There are three various kinds of data analysis, according to Ibrahim's quotes from Miles and Huberman as described in Dea Ivana. The following three categories of data analysis can be explained :<sup>16</sup>

a. Data Reduction

Data reduction is the first type of data analysis. In this case, the researcher attempts to organize the data and classify it according to the focus element. The researcher can determine which data are appropriate or not from this process. Although improper data are separated,

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<sup>15</sup> Sugiyono. Op. Cit. p. 334

<sup>16</sup> Dea Ivana. (2018). *An Analysis of Code Mixing by English Teachers in Teaching Learning Process at MAS PAB 2 Helvetia*. (Thesis, State Islamic University of North Sumatera Medan). p. 26

appropriate data are organized in a methodical manner. Thus it is trying to verify that there are no improper or irrelevant data.

b. Data Display

Data display comes after data reduction as the next type of data analysis. In order to analyze this research, the researcher controls the data, codes it, and organizes it. The researcher performs certain data analysis steps at the start of the data display.

c. Conclusion Drawing/ Verification

The final category of data analysis is verifications or conclusion drawing. After creating a data display, the researcher was able to draw conclusions and do verifications based on the study's objectives. It indicates that after the researcher gets the data from the data display, the following stage is to make conclusions or conduct verifications based on the research's objectives. The data that have been generally described are condensed. This means that the researcher explains the result in this step before drawing any conclusions or verifying the result.

## 8. The Trustworthiness Of The Data

In a study, the data must be valid. This section of the study focuses on how data may be trusted. According to Sugiono there are four techniques to determine the validity of the data, in order to keep the data are responsible and true namely credibility, transferability, dependability, and conformability. According to that, techniques was used to test the validity as follow :<sup>17</sup>

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<sup>17</sup> Sugiyono, (2010). Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta. p. 366



a. Credibility

Credibility in qualitative research concerns the truthfulness of the inquiry's findings of the study. Credibility or truth-value involves how well the researcher has established confidence in the findings based on the research design. The researcher has an obligation to represent the realities of the research accurate as possible. Based on the statement, this research uses triangulation theories. The researcher uses more than one theoretical scheme to interpret the phenomenon.

b. Transferability

Transferability is the degree to which the findings of qualitative study can be applied or generalized to the other context or to other groups. Based on the statement, this research is demanded to report the conclusion about multimodal discourse analysis of the covers of selected English textbooks clearly, systematically, and acceptably. To the result of this research, it can be transferred to the similar classes which learn about multimodal discourse analysis.

c. Dependability

Dependability is the consistency or stability of the results, the extent to which the same general result would occur with different set of people or in the different settings and times. From the statement, this research gives the true report about the multimodal discourse analysis of the covers of selected English textbooks. In qualitative research, dependability is same like reliability. In this research, all of data in this research was checked to know the data dependable. This test would be done by auditing for all of the process of research. It means to

know the data is dependable, the researcher can show the entire activities in the field.

d. Conformability

Conformability is a term used in qualitative research. Equivalent to validity in qualitative research. Related to the degree to which findings in a study can be corroborated by the other investigating the same situation. Based on the statement, this research follows the procedure of the research scientifically which have been applied and confirmed by the previous studies in order to reach the conformability of the research findings.

The trustworthiness of the data analysis result is necessary to reduce the researcher's biases and prejudices. In this study, the researcher used triangulation to check the trustworthiness of the data analysis. Triangulation is the process of strengthening the findings by cross-checking information. Miles and Huberman explain that triangulation identifies several types, including (1) triangulation of data sources, (2) investigator triangulation, (3) theory triangulation, and (4) methodological triangulation.<sup>18</sup> In this research, the researcher used investigator triangulation. The investigator in this research is a researcher who is an expert in the field of multimodal at the Bandar Lampung University (UBL). Thus, the data triangulation for the research was done by Analyzing The Multimodal Discourse Of The Merdeka Curriculum's Tenth Grade English Work In Progress Textbook

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<sup>18</sup> Miles and Huberman, *Qualitative Data Analysis* (second edition), p.267.

## **I. Systematics of Discussion**

The systematic discussion that is the steps in the research process is as follows:

### **1. Chapter I Introduction**

This chapter is contains title confirmation, background of the problem, focus and sub-focus of the research, formulation of the problem, objective of the research, significance of the research, relevant research, research method, and systematics of the discussion

### **2. Chapter II Literature Review**

This chapter contains several theories include in systemic functional linguistics, ideational meaning, transitivity system, visual grammar analysis, intersemiotic complementarity, multimodal discourse analysis, cover design, and English textbook.

### **3. Chapter III Description the Research Object**

This chapter contains general description of the object and Facts and Data Display

### **4. Chapter IV Finding and Discussion**

This chapter contains of the research data and research finding. It presents all the data obtained along with the result of the data analysis with the interpretation of the data.

### **5. Chapter V Conclusion and Suggestion**

This chapter contains the conclusion and suggestion of the research. It presents what can be concluded from the result of the study and provides suggestion related to the conclusion.

## CHAPTER II LITERATURE REVIEW

### A. Textbook

The most common educational tools utilized in foreign language lessons without a doubt are English textbooks. Therefore, it is vitally important that textbooks include the fundamental elements of both language and culture and that they are appropriate for the needs, cultural background, and linguistic proficiency of the learners. An Oxford Advanced Learner's Dictionary definition of a textbook describes it as a book that teaches a certain subject and is used particularly in schools and colleges.<sup>19</sup> The majority of teachers consider textbooks as their primary source of instruction. Also included in a textbook are printed texts and pictures that can be used as ELT resources. A textbook is one of the many different types of explanations, exercises, subjects, and resources used in education. To ensure that the teaching and learning process is successful, a textbook can be utilized as a guide. The most appropriate textbook is also required since, according to Cunningsworth, textbooks reflect predetermined learning objectives in syllabi.<sup>20</sup>

A textbook is described as a teacher, a map, a resource, a trainer, and an authority by Cortazzi and Jin. A textbook serves as a teacher by providing students with important knowledge like grammar, vocabulary, English-speaking nations, and their cultures. It serves as a map, outlining the various linguistic and cultural components of a structured program, directing both students and teachers to proceed as they did in previous lessons. A textbook is considered of as a

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<sup>19</sup> Biljana, Jagoda. (2016). *Textbooks in the EFL Classroom: Defining, Assessing and Analyzing*. Collection of Papers of the Faculty of Philosophy XLVI. Volume 3. p. 138.

<sup>20</sup> Cunningsworth, A. (1995). *Choosing Your Coursebook*. Oxford, England: Heinemann.

resource because it gives the teacher a selection of materials and activities from which to choose. It can also serve as a trainer for fresh teachers who require important instructions, support, and direction. As a source of authority, a textbook is considered as true, trustworthy, written by professionals, and approved by significant publishers or ministries of education.

According to Cunningsworth, no universal coursebook design is thought to be completely ideal for your group of students, but the goal is to discover the best fit. Thus, the English textbooks produced by the Ministry of Education and Culture of the Republic of Indonesia are the ones that are most frequently used in Indonesia for English instruction in classrooms. Because it is developed using an *merdeka* curriculum that supports all skills, the Indonesian Ministry of Education and Culture's Curriculum Center published a textbook named *English Work In Progress* to serve as the foundational material for Indonesian language learners. This textbook is primarily a student book that is divided into multiple chapters based on core competencies and basic English abilities in the *merdeka* curriculum.

## **B. Social Semiotics**

Ferdinand de Saussure first referred to semiotics as "the science of the life of signs in society" in his original definition. Then, semiotics is concerned with the interpretation of signs or symbols, which are frequently multimodal. Visual, verbal, written, gestural, and other forms of communication are all semiotic modalities. Similar to this, Thibault claims that social semiotics is concerned with social meaning-making processes of all kinds, whether they are visual, verbal, or aural in origin.<sup>21</sup> Halliday argues the case in *Language as Social Semiotics* for a change in perspective

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<sup>21</sup> Thibault, Paul J. 1991. *Social Semiotics as Praxis. Text, Social Meaning Making and Nabokov's Ada*. Minneapolis: University of Minnesota Press.

away from focusing on the sentence and toward focusing on text when thinking about the study of language.<sup>22</sup>

According to Van Leeuwen, the concepts of structural and social semiotics are contrasted and compared to concepts from semiotic structural. The crucial element is a semiotic resource, which includes apparent forms of communication like language, gestures, visuals, and music as well as less evident ones like food, dress, and commonplace items that all have cultural significance. Social semiotics explains how meaning is produced through complex semiotic interactions using various kinds of texts, including photographs, advertisements, magazine pages, and film visuals. Readers acquire the knowledge and skills necessary to successfully analyze and create multimodal texts and designs through practical exercises and examples covering a wide range of topics, including furniture arrangements in public places, advertising commercials, photo journalism, and the rhythm of a rapper's speech.

In addition, Social Semiotics describes semiotic resources, what may be expressed by images (and other visual forms of communication), and how these expressions can be understood.<sup>23</sup> It even highlighted inconsistencies between the text or verbal and the visual messages that were not first obvious due to visual social semiotics. Functionalist in nature, visual social semiotics views visual resources as having been created for specific types of semiotic work. Since social semiotics is influenced by many of the concerns of pragmatics and sociolinguistics and explores much in cultural studies and critical discourse analysis, signs are seen from this perspective as resources that people use and change to create meaning.

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<sup>22</sup> Halliday, M. A. K. (1985). *An Introduction to Functional Grammar (1st ed.)*. London: Edward Arnold, p. 89.

<sup>23</sup> Jewitt, C and Oyama, R. (2001). *Visual meaning: A semiotic approach*. In T Van Leeuwen and C. Jewitt. (Eds). *Handbook of visual analysis*. London: Sage, P. 134.

Because of this, social semiotics helps in understanding the ideals and social commitments that are promoted in the textbook. It functions as a temporary instrument that enables interaction with the medium, such as by spotting the minute elements that aid in challenging the social reality that is being explored in greater detail.<sup>24</sup>

Based the theories above it can be concluded that social semiotics is useful for identifying the social functions portrayed in the images under study and helps in comprehending the values and social commitments emphasized in textbooks. Additionally, social semiotics is a temporary tool that enables researchers to engage with the media, such as by examining minute details that help challenge the social reality that is being explored in more detail, making it simpler for researchers to carefully examine the images found in textbooks.

### **C. Systemic Functional Linguistics (SFL)**

It is important to start with the idea of systemic functional linguistics before moving on to the look at the concept of multimodal discourse analysis. Michael Halliday created Systemic Functional Grammar (SFG), also known as Systemic Functional Linguistic (SFL), in the 1970s as a grammatical model that introduces language methods as a social semiotic process. Systemic Functional Linguistic (SFL) offers contextual language features or models the formation of contextual factors. According to Halliday, who is referenced in Shuting Liu, a language is seen as a system of meanings with accompanying forms that allow the meanings to be

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<sup>24</sup> Iedema, R. (2001). *Analysing Film and Television: A Social Semiotic Account of Hospital. An Unhealthy Business*. Dalam T. van Leeuwen, & C. Jewitt (Penyunt.), *Handbook of Visual Analysis*. London: SAGE, p. 187.



realized.<sup>25</sup> It may be claimed that SFG focuses on ways to understand how language works.

However, there are a variety of semiotic modes. One of them is visual, which can also have representational, interactive, and compositional meaning, as described by Kress and Van Leeuwen in the 1990s. Gerot & Wignell state that functional grammar sees language as a tool for meaning-making. These grammars focus on texts and their contexts in an effort to characterize language as it is really used. They are interested in the structures as well as the way those structures create meaning.<sup>26</sup> Halliday argues that the shapes that written and visual modes of a message believe are strongly tied to the social and personal roles that language must serve as well as the social contexts in which it is utilized, independent of the style of communication one chooses. In conclusion, it is crucial that systemic functional grammar be used in this study because SFL is a component of grammar that provides language with its meaning. Because the text's organization aims to be more relevant.

#### **D. Visual Grammar Analysis**

Visual grammar is the theory that influences how an image is placed. It refers to how a picture appears on a book's cover, in an advertisement, on a poster, in a brochure, and other places to entice readers to read. Kress and Van Leeuwen are the ones who developed Halliday's systemic functional linguistic theory into the concept of visual grammar. Systemic-Functional Linguistics is a school of linguistics that views language as a social semiotic system. Kress and Van Leeuwen adopted Michael Halliday's theory of visual grammar, which is based on the idea of metafunction. Visual

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<sup>25</sup> Shuting Liu. (2019). *A Multimodal Discourse Analysis of the Interactive Meaning in Public Service Advertisement*. Journal of Advances in Linguistics. Volume 10, p. 1524

<sup>26</sup> Gerot, L. And Wignell, P. (1995). *Making Sense of Functional Grammar*. Sydney: Gerd Stabler, p. 6.

Grammar considered that language is a social semiotic form. The combination of language and other semiotic forms in a discourse makes the discourse meaningful and colorful to the readers. To analyze the discourse with various semiotic forms, we have Visual Grammar.<sup>27</sup> According to Michael Halliday, there are three types of metafunction: ideational, interpersonal, and textual. Kress and Van Leeuwen used a different term in the same subjects based on that hypothesis. They divided meaning into ideational to be representational meaning, interpersonal to be interactive meaning and the textual to be compositional meaning.

a. Representational Meaning

According to Kress and van Leeuwen, the representational meaning is the way semiotic systems represent objects and their relationships when they are not part of the representational system or when they are placed inside a cultural context. based to the multimodal text analysis tool, particularly the one that integrates verbal and visual data, Kress and Van Leeuwen provide what is known as visual grammar. or simply a semiotic system must have the capacity to represent things and the connections among them in contexts outside of the representational system. The representational mode, in accordance with Kress & van Leeuwen is related to the ways in which visual structures represent people, animals, and places; their actions, relationships, and experiences; as well as the traits and qualities attributed to them.<sup>28</sup> Krees and Van Leeuwen distinguish between human and non-human representational meaning. In this study, the researcher used a method described in chapter three of the theory of visual grammar analysis (representational) to examine images in the book English Work in Progress and

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<sup>27</sup> Kress, G. & Leeuwen, T. (1996). *Reading Images: The Grammar of Visual Design*. London: Routledge

<sup>28</sup> Kress, G.; van Leeuwen, T. (2006). *Reading images: The grammar of visual design. 2nd ed.* London, Routledge, P. 291.

identify which images held the most profound representational meaning or mode which was included in chapter four. Kress & van Leeuwen define modes of representation as the ways in which visual structures depict people, animals, object, food and places as well as the characteristics and qualities attributed to them. Classifying the images based on representational ones is the first step in evaluating this mode. After that, determine the kind of participant depicted and how often they appear. An example of representational mode is when there is an image containing a picture of a man or woman who has other characteristics such as wearing a school uniform, carrying a bag, etc., this is an example of representational human.

#### b. Compositional Meaning

Any semiotic system must be able to create texts, which are sign complexes that are coherent both internally and with the context in which they were created. This is known as compositional meaning. The composing mode is connected to the page layout in order to produce coherence between the written content and the visual image and to convey the meanings of the many possible compositions. The following compositional resources would seem to be useful for conveying the textual meta-function: (a) horizontal structure when presenting visual information as Given or New; and (b) vertical structure when showing visual information as Ideal and Real. In addition to the status of text images that are helpful for providing information related to the image, the purpose of the image is also important. Examples of purposes for images include: (a) decorative, which provides information on the image as a display image, (b) informative, which provides information on the image as providing additional information regarding the text, and (c) illustrative, which provides information about the image as a supporting image. The pictures in the book English Work in Progress

were examined using the methodology outlined in chapter three of the theory of visual grammar analysis (compositional), and it was determined which images best represented the content of chapter four. As previously mentioned, categorizing the appropriate images is the first step in analyzing the compositional mode. The researcher was then divide the classified images into two categories: text image status (informative, illustrative, decorative) and information value (given, new, ideal, real). Finally, the researcher was beginning analyzing the images that have been divided and classified in accordance with Kress and Van Leeuwen's theory. an example of compositional mode is when there is an image which contains verbal text which is a question and there is an image where the image does not have information that helps in working on the question, this is an example of text image status (illustrative)

#### 1. Text Image Status

Visual framing is a matter of degree: elements of the composition may be strongly or weakly frame.<sup>29</sup> Furthermore, it is a matter of the presence or the absence of framing devices which can be realized by the elements which create dividing lines or actual frame lines. Kress and van Leeuwen state, “The stronger the framing of an element, the more it is presented as a separate unit of information”.<sup>30</sup> The elements in the discourse can either be connected (joined together) or disconnected (marked off) which signifies that they belong or do not belong together in some sense. Examples of purposes for text images status include: (a) decorative, which provides information on the image as a display image, (b) informative, which provides information on the image as providing additional information regarding the text, and (c) illustrative, which

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<sup>29</sup> Kress, G.; van Leeuwen, T. (2006). *Reading images: The grammar of visual design*. 2nd ed. London, Routledge, P.203

<sup>30</sup> Ibid, p. 203

provides information about the image as a supporting image.

## 2. Information Value

Information Value of Left and Right: Given and New As cited in Kress and Van Leeuwen the elements of the picture which are placed on the left are identified as Given and the elements which are placed on the right are located as New. Kress and Van Leeuwen state, “Broadly speaking, the meaning of the New is, therefore ‘problematic’, ‘contestable’, ‘the information “at issue”’, while the Given is presented as commonsensical, selfevident”.<sup>31</sup>

Information Value of Top and Bottom: Ideal and Real If, in a picture, something is placed on the top is put forward as the Ideal while what is placed on the bottom of the picture is defined as the Real. Both of them are able to structure text-image relation. For example, if a poster consists of verbal (text) and visual (image) language while the text occupies the upper part and the bottom of the poster occupied by one or more pictures (or maps or chart), then the text plays a lead role meanwhile the pictures play subservient roles (means important in its own way, as specification, evidence, and so on) or vice versa. Kress and Van Leeuwen state that for something to be ideal means that it is presented as the idealized or generalized essence of the information and the most salient part while the Real presents more specific information, ‘down-to-earth’ information, or practical information.<sup>32</sup>

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<sup>31</sup> Ibid, p. 181

<sup>32</sup> Ibid, p. 186-187

### c. Interactive Meaning

The semiotic system must be able to project the relationships between the creator of a sign or complex sign and the receiver/reproducer of that sign in order for it to have interactive meaning. The ability to project a certain social relationship between the producer, the viewer, and the item depicted is a requirement for any semiotic system. The interaction between the image and the subject in the image is analyzed using three criteria, namely the social context, the perspective, and the mode of interaction. Furthermore, it divides into contact, social distance, perspective, and modality. In this study, the researcher investigated the images in the book *English Work in Progress* to determine which images had the most profound meaning or representational mode, which was included in chapter four, using the methodology outlined in chapter three of the theory of visual grammar analysis (Interactive). The process of analyzing interactive mode begins with the classification of the appropriate images, as previously explained. Next, the researchers were furthered divide the classified images into four categories: contact (demand, offer); social distance (intimate, personal social, impersonal); perspective (involvement, detachment, viewer power, equality, represented participant power); and modality (color and contextualization). Finally, the researcher was began analyzing the images that have been divided and classified in accordance with the theory of Kress and Van Leeuwen. A basic illustration of interactive mode is when an image shows individuals conversing from a sideways angle, giving the impression that the reader is only supposed to observe and is not expected to participate in the conversation.

#### 1. Contact

Contact can either be Demand or Offer. Demand is established when the represented participants look at the viewer and vectors (formed by participants' eye lines) connect the represented

participants with the viewer. Meanwhile, the absence of gaze at the viewer is termed as Offer.

## 2. Social distance

Social Distance is a matter of 'size of frame' which lead to the choice of close-up, medium shot, long shot and so on. Social Distance of a picture is 14 divided into three categories: Intimate/Personal, Social, and Impersonal. Intimate/Personal for a close shot, Social for a medium shot while Impersonal for a long shot.

## 3. Perspective

Persepective deals with the selection of an angle, a 'point of view' and it can either be Subjectivity or Objectivity. Subjectivity for the horizontal angle is divided into two types that are Involvement and Detachment. Kress and Van Leeuwen state that the horizontal angle encodes whether the picture-producer (and hence, willy-nilly, the viewer) is 'involved' with the represented participants or not.<sup>33</sup> When a frontal angle is applied in the picture then it is termed as Involvement. On the contrary, Detachment is for the oblique angle. Meanwhile, Subjectivity from the vertical angle viewpoint is divided into three types: Viewer Power, Equality, and Representation Power. Viewer Power is for the high angle, Equality for the eye – level angle and Representation Power for the low angle. Objectivity of a picture is divided into two types which are Action Orientation and Knowledge Orientation. The term Action Orientation is used for the frontal angle with the angle of maximum involvement. It is oriented towards action. Meanwhile, Knowledge Orientation is used for the top-down angle. As stated by Kress and Van

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<sup>33</sup> Ibid, P. 136



Leeuwen that the top-down angle on the other hand, is the angle of maximum power. It is orientated towards ‘theoretical’, objective knowledge. It contemplates the world from a god-like point of view, puts it at your feet, rather than within reach of your hands.<sup>34</sup>

#### 4. Modality

According to Kress and Van Leeuwen, modality deals with how the elements depicted in the picture are made to attract the viewer’s attention to different degrees, as realized by such factors as placement in the foreground or background, relative size, contrasts in tonal value (or colour), differences in sharpness, etc. Kress and van Leeuwen state, “Regardless of where they are 17 placed, salience can create a hierarchy of importance among the elements, selecting some as more important, more worthy of attention than others.”<sup>35</sup>

The visual grammar, which Kress and van Leeuwen's theory of social semiotics, which Halliday adapted and applied to the visual image, should thus profit from visual explanation and elaboration. According to Jewitt and Oyama, the theory or method for reading the visual is based on semiotic principles, which refers to how meaning is created and understood.<sup>36</sup> It is widely used by academics and practitioners in the fields of functional linguistics and visual discourse analysis. The analysis of the meanings created by the syntactic relationships between the individuals, locations, and objects depicted in photos is covered in detail and with explicit methodology. These meanings are further defined as not only representational in the sense of the representation of

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<sup>34</sup> Ibid, P. 145

<sup>35</sup> Ibid, P. 201

<sup>36</sup> Jewitt, C and Oyama, R. (2001). *Visual meaning: A semiotic approach*. In T Van Leeuwen and C. Jewitt. (Eds). *Handbook of visual analysis*. London: Sage, P. 134.

entities, whether they be physical or semiotic, but also interactive in the sense that images help to build the nature of relationships between viewers and what is being viewed, as well as compositional in the sense that it talks about the distribution of information value or the relative emphasis among image components.

In the visual transitivity system's representational structures, also known as the visual resources for describing conceptual relationships and interactions between subjects, objects, and contexts in images. Conceptual and narrative processes are two of the main processes that Kress and van Leeuwen recognize. Both of these processes serve as representations of patterns of experience and phenomena in terms of the sequences and configurations of participants, circumstances, objects, qualities, and quantities. Kress and van Leeuwen (1996) recognized that visual forms of communication also use resources that both establish and maintain interaction between the producer and viewer of a visual.<sup>37</sup> This is called interactive meanings in visual grammar theory. As was already mentioned, Kress and van Leeuwen contend that there are two different types of people involved while reading or watching a visual: interactive participants and represented participants. The former are the participants who communicate with one another by visual means, such as the photographer and the spectator, while the latter are what is really portrayed in a visual (the people, places, and objects shown).

### **E. Multimodal Discourse Analysis**

Multimodality describes the use of several forms of communication, including writing, speaking, visualization, sound, music, and many others.<sup>38</sup> According to the multimodal discourse method, a multimodal text's meaning is

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<sup>37</sup> Kress, G. and van Leeuwen, T. (1996). *Reading images: The grammar of visual design*. London: Routledge.

<sup>38</sup> Ventola, E., Charles, C. and Kaltenbacher, M. (eds) (2004) *Perspectives on Multimodality*. Amsterdam: John Benjamins.

created by combining various modalities. In studying the meaning underlying the semiotic approach, multimodality and discourse analysis can help close the gap. Multimodality, a component of discourse analysis, employs many semiotic resources, such as verbal image, space, and language, to produce meaning.<sup>39</sup> A multimodal text, according to Kress & Van Leeuwen in Reka Purnama Rambe, is one that interacts with both verbal and visual semiotic modes to accomplish the text's communicative goals.<sup>40</sup> New research fields are easily developed through multimodal discourse analysis. It was created at the start of the 1990s. Multimodal discourse analysis (MDA), according to O'Halloran in Ayodeji & Susan, is a new paradigm in discourse studies that broadens the study of language to include words along with other resources such as images, colors, scientific symbolism, gestures, action, music, and sound.<sup>41</sup> We can therefore conclude that multimodality is applicable to television commercials, textbooks, visuals, children's books, matches, and other media.

Geoff Bull and Michelle Anstey, as referenced in Kiki Amalia, state that a text is considered multimodal if it is realized from a combination of two or more semiotic systems.<sup>42</sup> Therefore, writing that uses more than one mode is referred to as multimodal text. Because each element was designed with a specific purpose in mind, they all contribute to interpersonal meaning. It has multiple modes in multimodal analysis. Mode, according to Kress, is how society represents how history and society have influenced it. The three types of

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<sup>39</sup> O'Halloran, K.L. (ed.) (2004a) *Multimodal Discourse Analysis*. London: Continuum, p.1.

<sup>40</sup> Reka Purnama Rambe. (2019). *A Multimodal Analysis of English Courses Brochures Advertisement in Medan*. Medan: University of Sumatera Utara Medan, p.8.

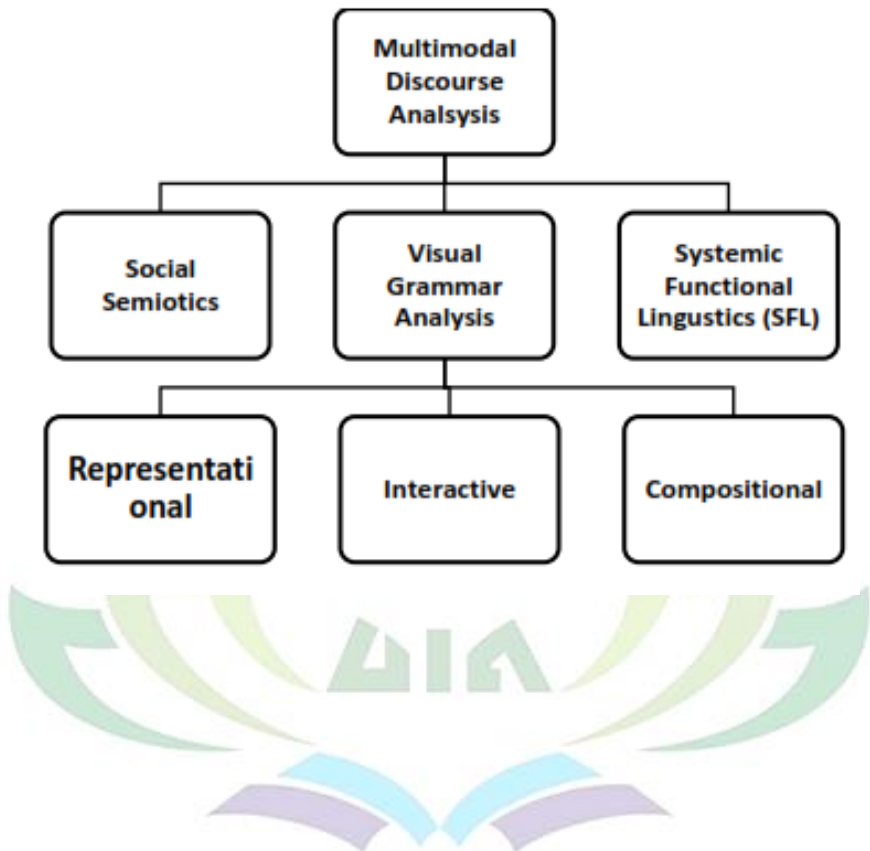
<sup>41</sup> Olowu, A. & Akinkurolere, S. O. (2015). *A Multimodal Discourse Analysis of Selected Advertisement of Malaria Drugs*. English Review:Journal of English Education, 3(2), p. 3

<sup>42</sup> Kiki Amalia. (2019). *A Multimodal Analysis of Bukalapak Advertisement*. (Thesis, University of Muhammadiyah Sumatera Utara Medan). p. 16

modes are linguistic, semiotic, and nonlinguistic. Different roles apply to each mode. Text and verbal language are analyzed linguistically and semiotically. On the other hand, nonlinguistic mode specialized in processing pictures, such as those in the movie. Li cites several multimodal discourse analysts who have significantly improved MDA. The author investigates the interactions between the visuals and the text in scientific papers, meanwhile Royce examines the image verbal relations in commercials, O'Toole analyzes images from the perspective of stratification, and so forth.

Multimodality, also known as multimodal discourse analysis, is the use of multisemiotics resources to improve the quality of communication, particularly when creating meanings that are shared across a variety of modes and media. Multimodality refers to communication and representation that go beyond language. Because of technological advancements in the printing industry, current texts increasingly include visual texts in addition to verbal texts, which emphasizes the significance of multimodal analysis. For example, it is interesting to observe the simultaneous use of several semiotic resources by the commercial designers to effectively project the desired meaning to the viewers, who might continue on to purchase the promoted goods.

## F. Theoretical Framework of The Research



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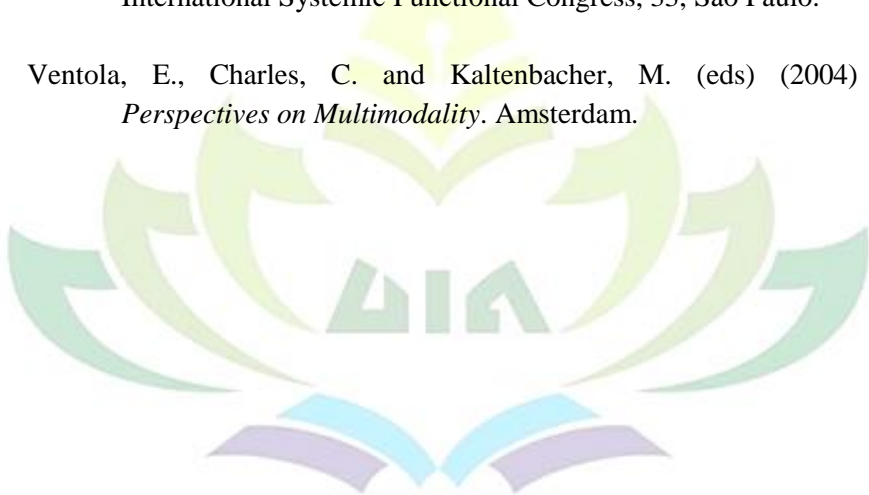
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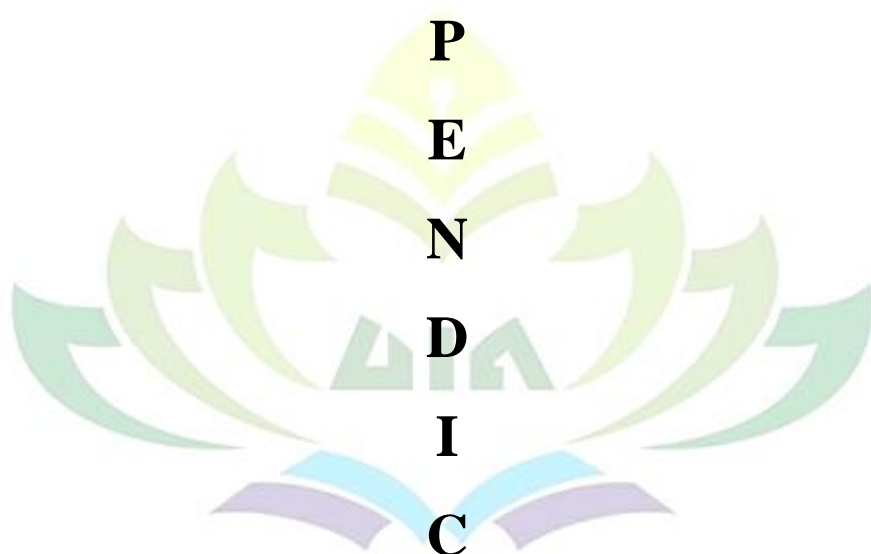
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## Chapter 1, Great Athletes

### Task 1

#### A Look and Discuss

Guess Who!



Picture 1.1 Silhouette of a basketball player

Look at the pictures below. Do you know them?



Picture 1.2 Anthony Sinisuka Ginting  
Source: fauziananta/wikimedia commons/  
CC-BY-4.0 (2018)



Picture 1.3 Aries Susanti Rahayu  
Source: fpti/pti.or.id (2018)

Chapter 1 Great Athletes

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Picture 1.4 Windy Cantika Aisah  
Source: NOC Indonesia/Indonesia.go.id (2020)



Picture 1.5 Boaz Solossa  
Source: Garry Andrew Lotulung/Kompas.com,  
(2018)

## Enrichment

### The Paralympic Heroes

#### Background



**Picture 1.10** Leani Oktila Ratri, one of the paralympic heroes.

Source: Getty Image/olympics.com (2021)

Leani Oktila Ratri achieved a historic Para badminton double at Tokyo 2020 and came close to making gold medals in the three competitions she participated in. She was 20 years old when the motorcycle accident happened, her left leg ended up seven centimeters shorter than the other and stopped playing the game she loves. An aspiring badminton player before that day, Ratri Oktila thought her career was over, but encouraged by her family and inspired by watching other Paralympians she picked up the racket again.

Source: <https://olympics.com/en/news/paralympic-badminton-star-leani-ratri-oktila-the-pride-of-indonesia>

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#### What to Do

##### Step 1

Research and write profiles of Paralympic games heroes and heroines who have had to overcome obstacles in their lives to achieve sporting success. You may want to use the following questions to guide your research and writing process?

1. What sports do they play?
2. What limitations or physical impairments do they have?
3. What had caused the impairments?
4. What obstacles do they need to overcome?
5. What achievement have they gotten so far?
6. How does their story affect you personally?
7. How can their story inspire society to change?

##### Step 2

Present your writing in the form of a short video. You may use youtube shorts, tik tok, or Instagram reels to publish your work.

## Chapter 2, Sports Events

### Questions to Think About

1. What is the effect of watching sports games on your health?
2. How can you say if someone is a loyal fan of a team or a player?



### Task 1

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### A Look and Answer

Look at the pictures and answer the questions.



Picture 2.1 Watching live sports event

1. What do you see in the picture? Tell the class.
2. How can you tell if someone is a loyal fan of a team or a player?
3. Which activity do you prefer? Why?







Picture 2.2 Watching sports event at home

## **B** Listen and Find out

Listen again to the audio recording then find out what Agam is experiencing during the match. In small groups, fill in the following categories of senses with appropriate words that describe Agam's experience of the sports event. Share your results with the class.

Chapter 2 Sports Events

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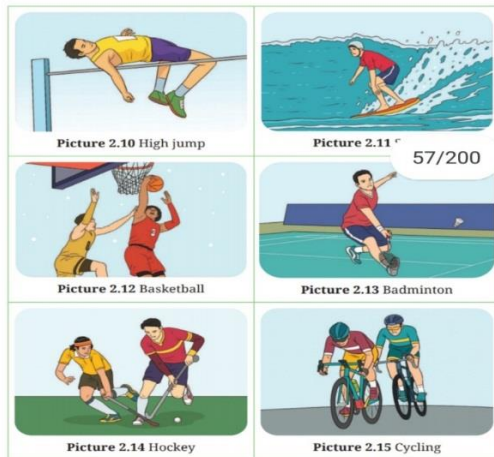
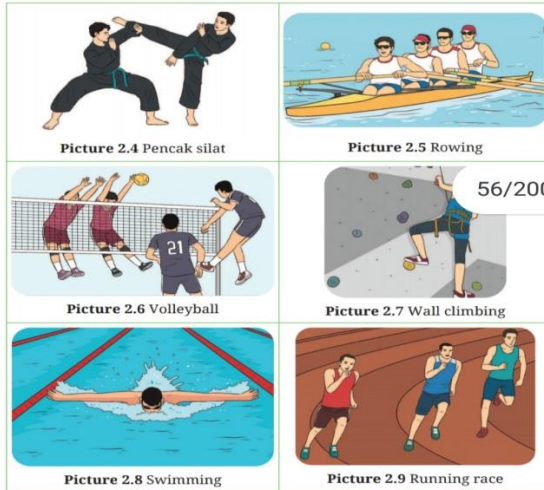
See	Hear	Smell	Touch	Taste
				

Picture 2.3 Five senses

**Task 4**

**Let's Play**

Sit in small groups. Your teacher will give you sense-cards. Put the cards face-down. Imagine you watch the sports game in the picture. Take turns telling your imagined experience watching the sports game. Use the sense card you get as a guide.



**Picture 2.16 Five senses**



## Chapter 3, Sports and Health

### Task 1

#### A Look and Answer

Look at the pictures then answer the questions.



Picture 3.1 Slouching on the couch



Picture 3.2 Doing exercises



Picture 3.3 Working in front of computers



Picture 3.4 Eating healthy food

Chapter 3 Sports and Health

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Picture 3.5 Playing games



Picture 3.6 Eating junk food

1. Which activities can make you stay healthy? Why?
2. Which activities make you happy? Why?
3. Would you rather stay healthy or be happy?

## B Listen and Answer

Listen to someone sharing different ways on how to stay healthy. Answer the following questions based on the text you listened to.

1. In what situation is the text most likely used?
2. Where would you usually find this text?
3. Who will most likely read the text?
4. Which of the following activities are suggested?



Picture 3.7 Brushing her teeth



Picture 3.8 Eating junk food

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Picture 3.9 Eating healthy food



Picture 3.10 Sleeping



Picture 3.11 Weighing his/her body



Picture 3.12 Relaxing



Picture 3.13 Doing exercises



Picture 3.14 Listening to music

### Task 3

#### A Read and Decide

Study the two infographics on mental and physical health below.



Picture 3.15 Tips for taking care of mental health

Decide if the statements are true or false according to the infographics.

Infographic A	True	False
<b>The following activities can maintain your mental health</b>		
Engross yourself shortly with what is around you.		
Remind yourself that some things can go wrong.		
Mind your bodily well-being.		



Picture 3.16 Seven healthy habit for weight loss

Infographic B		
The following activities can help you lose weight	True	False
Miss your morning meals.		
Avoid drinking water when you get up from your sleep.		
Have a big portion for your lunch.		

## Chapter 4, Healthy Foods

### **A** Look and Share

Loot at the pictures. Discuss which are healthy and less healthy foods and drinks.



**Picture 4.1** Aceh Noodles  
Source: *Yasmina Haryono/Wikimedia commons/CC BY-SA 2.0 (2010)*



**Picture 4.2** Crispy Deep-fried Prawn *Ulakan*  
Source: *SpartackCompatriot/Wikimedia commons/CC BY-SA 3.0 (2013)*



**Picture 4.3** Es Pisang Ijo  
Source: *Andreanrama/Wikimedia commons/CC-BY-SA (2020)*



**Picture 4.4** Soft Drink  
Source: *Gunawar commons/CC BY-SA 3.0 (2013)*

Chapter 4 Healthy Foods

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**Picture 4.5** Gado-Gado  
Source: *Piknikdong/Wikimedia commons/CC BY 4.0 (2021)*



**Picture 4.6** Tinutuan  
Source: *User: (WT-shared) Jpatokal at wts wiktvoyage/Wikimedia commons/CC BY-SA 3.0 (2006)*



**Picture 4.7** Rujak  
Source: *shan5/pixabay/CC BY-SA 4.0 (2020)*



**Picture 4.8** Pemppek  
Source: *andryhariana/Pixabay/CC BY-SA 4.0 (2021)*

 Task 4

 Let's Play

We are going to play THIS OR THAT. You need to choose between two options. Ask around the questions related to food preference. You may add more choices to the list.

Chapter 4 Healthy Foods

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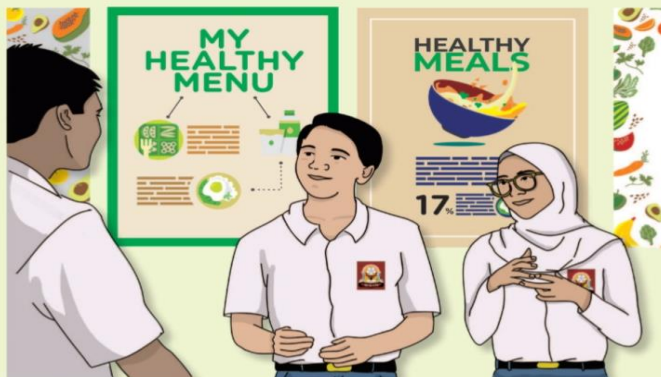


Picture 4.9 Choosing one of two options

This	That
Homemade food	Take away food
Local food	International food
Rice	Noodle
Mineral Water	Soft drink
Fried food	Steamed food
Fruit	Vegetable
Milk	Juice

## Step 5

Present your menu in the form of a gallery and do the gallery walk to see your classmates' menu.

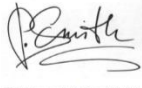



Picture 4.10 Gallery walk

## Chapter 5, Graffiti

### B Listen and Match

Write the name of the picture that the teacher will say.

Name	Description	Picture
_____	One's name as written by oneself	 <p><b>Picture 5.1 Graffiti 1</b> Source: Geralt/pixabay.com (2022)</p>
_____	A writer's signature with spray paint or marker	 <p><b>Picture 5.2 Graffiti 2</b> Source: Jimmy Ofsia/unsplash.com (2022)</p>
_____	Drawings or inscriptions made on a wall or other surface	 <p><b>Picture 5.3 Graffiti 3</b> Source: Duncan Stevens/unsplash.com (2022)</p>
_____	A large picture painted on the wall	 <p><b>Picture 5.</b> Source: Domini com L.</p>

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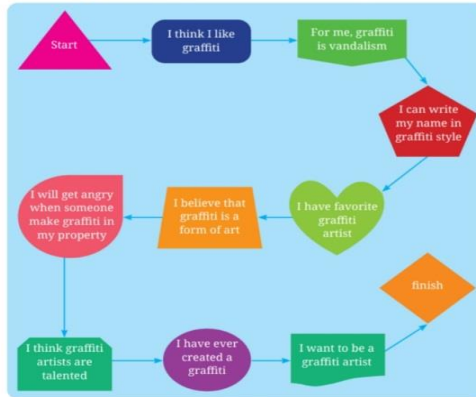
Name	Description	Picture
_____	To write hastily or carelessly	 <p><b>Picture 5.5 Graffiti 5</b> Source: John Cameron/unsplash.com (2022)</p>



## Task 4

### Let's Discuss

You are going to play a board game. Your teacher is going to tell you how to play the game.



Picture 5.8 Board game

## Task 6

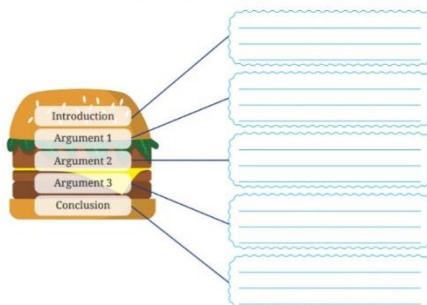
### Think and Plan

Think about your position regarding graffiti. Explain your stance on graffiti. Consult the list you have made in **Task 5** to help you write your idea. Write your draft in the expository writing organizer below.

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Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X

### Expository Writing Organizer



Picture 5.11 Writing organizer

## Chapter 6, Fractured Stories

### Task 1

#### A Let's Ponder

Think about the questions carefully before you answer.

1. What would happen if the hare won the race?



Picture 6.1 Hare race

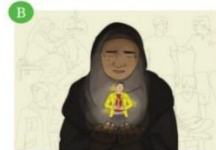
2. What would happen if Malin Kundang's mother forgave him?

#### B Listen and Confirm

Listen to a story from an audio recording. Put the number for each picture based on the story you listened to.



Picture 6.2 Malin Kundang (A)



Picture 6.3 Malin Kundang (B)



Picture 6.4 Malin Kundang (C)



Picture 6.5 Malin Kundang (D)



Picture 6.6 Malin Kundang (E)



Picture 6.7 Malin Kundang (F)

**Photo of book validation at SMA 3 Kotabumi**

## Validation Letter From SMA 3 Kotabumi



PEMERINTAH PROVINSI LAMPUNG  
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**SMA NEGERI 3 KOTABUMI**

Alamat: Jl. Sersan Laba Gole No. 45 Kota Alam, Kotabumi 34519 Tlp. (0724) 23802  
Email: [smanthreeclau@gmail.com](mailto:smanthreeclau@gmail.com) NPSN : 10803026 NSS : 304120301063



### SURAT KETERANGAN

No :0310 /I.12.04/SMAN. 3/KM/2024

Yang bertanda tangan dibawah ini :

Nama : Vivi Evita Rozalifa, M.Pd  
NIP : 19830503 201001 2 008  
Pangkat / Gol : Pembina / IV A  
Jabatan : Kepala SMAN 3 Kotabumi

Dengan ini menerangkan :

Nama : Alfanda Hafiz  
NPM : 1911040253  
Semester : XI ( Sembilan )  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Analyzing The Multimodal Discours of The Merdeka Curriculum's  
Tenth Grade English Work In Progress Text Book

Sesuai dengan surat dari Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Raden Intan Lampung Nomor : B. 14805. Un 16/DT/PP/009.7/12/2023, tentang permohonan Izin Penelitian. Nama tersebut diatas adalah benar telah mengadakan penelitian di SMA Negeri 3 Kotabumi pada tanggal 11 Desember 2023 s/d 04 Januari 2024, guna melengkapi data pada penyusunan skripsi yang berjudul " Analyzing The Multimodal Discours of The Merdeka Curriculum's Tenth Grade English Work In Progress Text Book.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kotabumi, 04 Januari 2024  
Kepala Sekolah  
  
Vivi Evita Rozalifa, M.Pd  
NIP. 19830503 201001 2 008

## Proof of Validation Stamp From SMA 3 Kotabumi



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI  
BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN  
PUSAT PERBUKUAN

# BAHASA INGGRIS

## Work in Progress



Budi Hermawan, Dwi Haryanti, dan Nining Suryaningsih

2022

SMA/SMK/MA KELAS X



## Validation Letter From University Bandar Lampung Lecturer



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBİYAH DAN KEGURUAN**

Alamat : Jl. Let. Kol. H. Endro Suratmin, Sukarame I Bandar Lampung 35131 Telp. (0721) 703260

### SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Susanto, S.S., M.Hum., M.A., Ph.D.  
 Instansi : Universitas Bandar Lampung Jabatan :  
 Dosen Bidang : Forensic Linguistic

Telah membaca hasil penelitian yang telah di analisis dalam skripsi yang berjudul "Analyzing The Multimodal Discourse Of The Merdeka Curriculum's Tenth Grade English Work In Progress Textbook" oleh peneliti:

Nama : Alfanda Hafiz  
 Npm : 1911040253  
 Program Studi : Pendidikan Bahasa Inggris

Setelah memperhatikan hasil penelitian yang telah dianalisis, maka masukan untuk penelitian tersebut adalah:

p. 21 → actions, pieces, relationship  
 p. 28 → meaning → text / right → p. 14  
 p. 45 → relation → p. 12

Demikian surat keterangan ini dibuat agar dapat digunakan dalam penelitian.

Bandar Lampung, 15 Desember 2023

Validator

**SUSANTO, S.S., M.Hum., M.A., Ph.D.**

**NIDN.0203057701**

## Plagiarisme Free Certificate



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