

MULTIMODAL DISCOURSE ANALYSIS OF FIGURES USED IN THE ENGLISH TEXTBOOK “GET SMART PLUS”

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Submit, 24-12-2023

Accepted, 30-12-2023

Publish, 31-12-2023

ABSTRACT

The study aims at analyzing the multimodality of the EFL textbook for elementary school students namely Get Smart Plus. The method of this study is a qualitative method with descriptive study. The finding shows that the visual elements of the textbook contain representation, composition, and relational patterns. In addition, the dominant process in the textbook is the verbal mode of communication (42%). However, the material process based on the analysis of Halliday's theory was not represented in the book. The visual and verbal elements relate and can potentially support students' learning and understanding of the content. Therefore, the textbook can be a multimodal resource for students' English learning. This study hopes to benefit textbook developers and designers by improving the use of visual and verbal elements of the textbook to support students' cognitive development. Further research can be conducted on the impact of textbook multimodality on students' learning achievement to contribute more to the study of discourse.

Keywords: *EFL; English Textbook; Multimodal Discourse Analysis*

INTRODUCTION

The growth of multimedia and the information age influence the way of thinking. It has been changed from a single mode of communication to a combination of multiple channels such as text, figures, sounds, and visual modes. This aspect is called multimodality. It is a concept introduced to analyze the integration of different semiotic sources in text and communication events (García et al., 2017; Hart & Cap, 2014). With the advancement of technology and information, visual languages have become essential in many fields (Liu, 2019), including education. In educational fields, multimodality has been infused into the EFL textbook to deliver information (Li, 2021). Textbook includes two semiotic modes; language and illustration (Ahmadi et al., 2020). When talking about multimodal text, it does not only discuss the process of understanding the text but also the interaction among all its components in different formats.

The coursebook serves as a source of activities and communicative contact, as well as a source of stimulation and support for less experienced teachers who still need to develop a strong sense of confidence in their ability to teach (Cunningsworth, 1995). It is a learning resource that usually incorporates pictures and other visuals to make meaning (Weninger, 2018). It serves teachers and students with the content and the instructions for teaching. Moreover, most teachers have recognized the value of textbooks in providing materials and support (Nisak & Rukmini, 2021). Therefore, it is essential to discover the function of the visual mode presented in the textbook. Many researchers have discussed the textbook's function of pictures and other visuals. Their function is to trigger students' attention, create the art of teaching, and influence students' motivation and aesthetic experience (Chan et al., 2012). Ghoushchin et al. (2021) stated that pictures and colours raise positive impressions and attitudes. Therefore, they become essential parts of the textbook.

In addition, pictures can sometimes also deliver a message more quickly and effectively than words (Risager, 2021). Many students are also interested in looking at the pictures before they read the content (Pourrajab et al., 2015). The color, the pictures, and the illustrations can engage them to read the book and catch their eyes (Rahikummahtum et al., 2022). Moreover, visual image is easier to remember than words (Dewan, 2015). Thus, many textbooks add colorful images to help the students understand the learning content. Those colorful images transfer the meaning of different situations (Ahmadi et al., 2020). It can be seen that the contribution of visuals in material instructions that positively affect second language learning and EFL class has been recognized.

However, using visual images in the textbook must be selected carefully. The correct text that supports the underlying message must be matched with the appropriate image as part of the selection process. The pictures must offer context

for interpretation, extra-lingual information, examples that are clearer than text, and redundancy that improves memory (Dewan, 2015). In line with this, the previous study by Ahmadi et al. (2020) stated that the figures in the learning textbook interpret the meaning and explain the relationship between the picture and the text. Moreover, Elmiana (2019) analyzed visual images of the Senior high school EFL textbook to determine the book's suitability and appropriateness for pedagogy. It involves three books from senior high school, with a total number of pictures being 232. The study's findings stated that the pictures portrayed in the textbook mainly represent Indonesian culture and realities for 15-17 years old students. There was more picture of males than females, but a balanced proportion of occupations. However, some places stated in the textbook are not related to the places in Indonesia and limited illustrations of Indonesia's technological development. In addition, the students could not make a connection to the images. Another study by Sugianto and Prastika (2021) aims to closely examine the interrelationship between the pictures and the text of acrostic poems by employing the SF-MDA analysis. The study uses the primary school level textbook. The findings show that the images can help students to understand the poems because the images build a good interaction with the verbal texts.

From the previous studies, it can be seen that the research on the multimodality of figures in the textbook is exciting and worth topic to be discussed. It is because the existence of figures in the learning textbook can potentially support students' learning process. Thus, it is essential to explore whether the learning textbook used primarily for primary school can promote students' learning. The study by Elmiana suggested that there is a need to analyze the textbook to find out the relevancy of the figures with the text to make meaningful context and help students' language learning. In line with this, the present study aims at analyzing the role of figures in EFL textbooks for elementary school students in promoting English language learning and the teaching process based on Kress and Van Leeuwen's visual grammar and Halliday's transitivity system that has not been discover in previous study. The study is hoped to be beneficial for teachers and textbook writers to understand how language works together with other modes, such as images, to create meaning.

This study was guided by three research questions: (1) What representational modes of communication are in the visual discourse of EFL elementary school textbooks based on Kress and Van Leeuwen's model of visual grammar? (2) What are the communication models represented by EFL elementary textbooks based on Halliday's transitivity system? and (3) How do the figures support students' learning process?

LITERATUR REVIEW

Textbook and Language Learning

Every educational institution needs textbooks because they provide a comprehensive framework from which students can start and grow (Smart et al., 2020). They also cover the official and unofficial curriculum, which includes academic, social, and cultural data for the students (Apriyani & Robiasih, 2019). Textbook contained not only formal or official instruction but also the influence that creates a structure and routines both inside and outside the class. For example, the rule in the school involves learning in the class and interactions outside the class. It tells the students about society and its role in it. Therefore, the textbook is considered one of the essential tools to deliver value, knowledge, skills, and attitude to the young generation (Ayuna et al., 2023).

Textbooks are a vital part of the teaching-learning activity, according to Adilah et al. (2023), because they are produced and marketed annually and used in various projects and classroom situations. They have multiple functions, such as the guide, teacher, and instructor, that offer information in all areas. There are times when textbooks serve as objectives as well as tools. Many user groups, including parents, instructors, and students, were among its intended beneficiaries (Qodriani & Kardiansyah, 2018). For language learning, the researchers believed that textbook gives a clear framework for students to follow as well as the progress of learning (Banaruee et al., 2023). The textbook supports students' learning independence with its ready-to-use content, instructions, and exercises (Japelj Pavešić & Cankar, 2022). The textbooks must be a part of any system for teaching and learning languages. Therefore, among other resources of learning, textbooks become one of them that need to be analyzed. It is because they must have a good quality to fit with students' need in learning (Weninger, 2021).

Multimodal Discourse Analysis of ELT Textbook

The concept of multimodality explains the different resources used in communication. It refers to the combination of different modes of communication, such as text with pictures, gestures, layout, and others (Kristina, 2018). It is concerned with the relationship between text and meanings. The central tenets of the various theoretical approaches to multimodality are 1) that all communication is multimodal, 2) that a study that only concentrates on language is inadequate to explain the meaning, 3) that each mode has distinct affordances as a result of its materiality and social histories, which shape its resources to meet particular communicative needs, and 4) that modes cooperate to produce meaning. As a result, relationships among modes are essential to comprehending every instance of communication (Sarah et al., 2022).

In line with this, the concept of multimodality in the EFL textbook combines text and visual images to illustrate the meaning contained in the text. It is closely related to the effectiveness of the teaching process (Fitriana & Wirza, 2021). The visual stimuli are acknowledged as universal stimuli that serve as a springboard for language-sharing in EFL classroom activities and support students in self-regulating their language-learning process (Elmiana, 2019). Students are encouraged to know what the real world can look like by the locations, scenarios, and characters shown through visual images in EFL textbooks. It is believed that visual images do not only play role as a decoration but also as a tool to deliver learning materials. The students can connect the visual images and the learning content in more meaningful ways (Weninger, 2021).

Additionally, these visuals allow students to develop their grasp of the target language, culture, and worldview and learn more creatively and critically (Purwaningtyas, 2020). However, visual images sometimes present learners with learning obstacles and cognitive barriers since they may not be compatible with students' learning preferences or cognitive processes. It happens when the images only designed as decoration of the book. Therefore, it has no meaningful message that contribute to pedagogical objective of teaching and learning activity (Derakhshan, 2024). The illustration also does not always look pedagogically effective. In addition, if the pictures do not represent the social life, it influences negative effect for students' learning process (Abiky, 2019). Thus, the students could not interpret the visual images properly (Boling et al., 2004). It can be concluded that visual images sometimes fail to convey the text's intended message.

Approaches to Multimodal Discourse Analysis

There are several approaches to understanding multimodality. However, this study combined two approaches involving systemic functional linguistics (Halliday, 2014) and social semiotics (Kress & van Leeuwen, 2020). The social semiotics consisted of representational, interactive, and compositional patterns. While the representational pattern focuses on the participants, the interactive pattern focuses on the frame and angle of the images. In addition, the compositional pattern focuses on value and the striking point of the images. Furthermore, systemic functional linguistics focus on analyzing how language and what language does comprehend the function and meaning of language use with other semiotic resources (Jewitt, 2014). Language can interpret the world that consists of processes, participants, and circumstances.

Regarding the process, Halliday (2014) identified six processes; mental, verbal, interactional, material, behavioural, and existential. The mental process involves the verbs that indicate perception, cognition, feeling, and desire. It allows the users to express their opinion, feeling, thought, and tastes (Alfiana, 2012). The verbal process refers to the speech processes that display information-related

actions (Saragih, 2010). The process entails explicitly saying, directing, requesting, and providing. The interactional process is the process of ‘being’ and ‘having.’ It is used to identify and characterize. The interactional clause can be realized by the verb ‘be’ in the simple and present tense.

Moreover, the material process refers to the physical experience of people or acts of doing. The clause must consist of a doer and a doing, indicating that while one person does something, it might also be done to another person. The present continuous tense is the unmarked tense connected to material process syntax-speaking. Moreover, the behavioural process is all physiology and psychological behaviours such as breathing, snoring, listening, and others. Existential processes are existence-related processes. These indicate that something occurs or is accurate.

METHOD

This research was conducted in qualitative research with a descriptive analysis design. The data source in this research is EFL elementary school textbook, namely *Get Smart Plus One: British Edition*, which Al-Azkar Islamic Elementary School Jakarta uses. This book was chosen because it is one of the textbooks commonly used in this school. It comprises texts and images that seem to have a connection.

The data were collected since it is one of the essential parts of the study. The data were in the form of visual and verbal elements containing pictures and text that explain each other. In the first stage, the researcher read the textbook and chose some chapters that contained suitable verbal and visual elements. The second stage is selecting some elements from each chapter and identifying them based on the visual grammar and transitivity system. Moreover, the data was analyzed by following the interpretative visual images strategy by Kress and van Leeuwen (2020) and the transitivity system for verbal analysis of textbook pictures by Halliday (2014). First, the researcher looked at the entire content of the textbook, including text and images. Then, the researcher selected several pages that can be taken as the data of this study. The framework of the analysis strategy can be seen as follows:

Table 1. Kress and Van Leeuwen’s Visual Grammar

Aspects	Description
Representational	Relationship Between Participants
Interactive	Relationship Between Image and Viewer
Compositional	Relationship Between elements of the text and aspects of the image

Source: Kress and Van Leeuwen (2020).

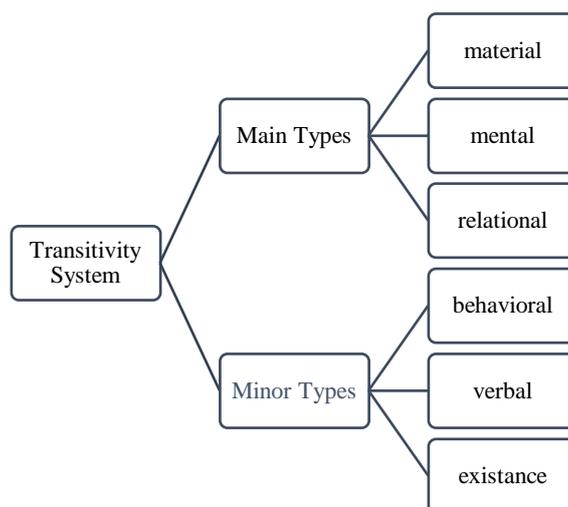


Figure 1. Halliday’s Transitivity Verbal System
Source: Halliday (2014)

FINDING

The result of this study is divided into three parts. The first two parts answered the first two research questions on the representation of visual modes, while the third part discussed how figures and text support students’ learning process.

Representation of modes

After collecting the data from the EFL textbook, “Get Smart Plus,” the researcher found that it contains two modes, visual and verbal. The verbal modes are in the form of short dialogue. Meanwhile, the visual modes are in the form of pictures that are represented along with the text. The verbal modes were analyzed based on the process, circumstance, and procedure to show how the language can interpret the world. Moreover, the visual modes were analyzed based on the pattern presented to make meaning. The visual modes of the textbook were analyzed by following Kress and Van Leeuwen’s model. The description of figures that were taken from the EFL textbook can be seen as follows:

Table 2. The Representational Modes of Kress and Van Leeuwen

Mode	Category	Subcategories		Sub total	Total		
Representational	Participants	Human	Age	Child	30	51	
				Young	6		
			Old	15			
			Adult	0			
		Gender	Male	31	53		
			Female	22			
	Non-human			13	13		
	Distance	Close up			0	0	
		Medium shot			7	7	
		Long shot			10	10	
Interactive	Perspectives	Horizontal		Fontal	17	17	
				Oblique	0	0	
		Vertical			High	0	0
					Low	0	0
					Eye level	0	0
	Modality			Color	0	0	
				Contextualization	0	0	
Compositio-nal	Information Value			Top/bottom	8	8	
				Left/right	9	9	

Source: Kress and Van Leeuwen (2020)

The representational mode represents people, animals, plants, and their actions and relationship. From the table above, it can be seen that male participants dominated the visual images. However, the difference is not significant. More children are depicted than young, old, or adult participants. This aspect is in accordance with the users of this book, which are elementary school students. Moreover, the textbook also presented non-human participants involving animal and fairy images interacting with people in a specific dialogue. Through the mode of representation, the students can understand the relationship between each visual image.

In addition, the interactive mode of visuals refers to how images address, communicate and connect to the viewers. It was analyzed by three aspects: distance, perspective, and modality. The visual image's distance reflects the social distance between the participants and the viewer, where the close shot depicts the head and leads to more intimacy. Thus, the closer the shot, the more intimate the relationship. The medium shot gives the viewer a friendly or social relationship. In contrast, the long shot tells the viewer that social relation is a public relationship. The result shows that most of the visual

images are in the long shot where the viewers can see the whole figures of the participants.

The perspective consisting of horizontal and vertical points of view reflects the degree of involvement. On the horizontal side, the viewers are invited to be involved in the picture as part of it. Moreover, the vertical side reflects a different level of power or inferiority. If the participants are depicted at a high angle, it tells the viewers that it is inferior to them. On the contrary, if the participant is depicted at a low angle, it tells that it has power over the viewers. The table shows that most visual images are placed on a horizontal side with the frontal plane. Thus, the visual images show the association with the viewers and invite them to become part of the world presented in the images.

Furthermore, the representation of the transitivity system can be seen as follows:

Table 3. Representational of Halliday's Transitivity System

	Type of Processes					
	Material	Mental	Relation	Verbal	Behavioural	Existential
	0	5	4	10	1	4
24						
100%	24%	21%	17%	42%	4%	17%

Source: Halliday (2014)

The result above aims to respond to the second research question on the representation of the transitivity system of EFL textbooks. It can be seen that the most used modes of communication process are verbal, which is at verbal minor-type for 42%, and at minor behavioural type for 4%. It indicates that the pictures depict the example of asking for and collecting related information. However, the researcher could not find the participants in the material process. Therefore, the textbook's picture did not present students' active role in a specific action.

Visual images to support the learning process

To answer the third research question, the researcher provided some samples of the visual and verbal modes from the textbook. The example of the pictures can be seen as follows:

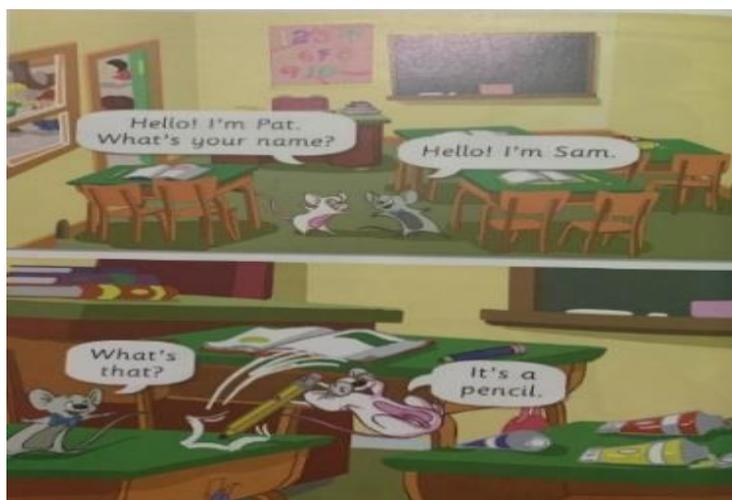


Image 1. The Example of Picture from the Textbook
Source: Get Smart Plus One p.22

The image presented can tell the students that the two characters interact through the dialogue box. The characters are depicted in a specific context that seems to be in a class. It can be seen from the situation and other room elements that students can also find in their class, such as tables, pencils, chairs, and blackboard. The students can only focus on these two characters because there are not other participants in the background. They interact with each other by asking and answering simple questions. It shows that they are actively involved in communication. The process of questioning and answering between two non-human characters can be indicated as a verbal process. The way the grey mouse asks a question by pointing its hand to the pencil and the white mouse answers the question by holding and showing that it is a pencil is an accurate visual to say there is a verbal process. The characters act toward looking for a piece of simple information.

Moreover, the mouse's eyes on the left side with the mouse's eyes on the right side make an interaction that focuses on each other while speaking. This element indicates that they are introducing themselves to each other. Thus, the utterance "Hello, I am Pat. What is your name?" and "Hello, I am Sam" can confirm the interpretation. In addition, looking at the attribute of two characters can help the students to understand that they are non-human participants.

Furthermore, the picture also contains a compositional aspect. The grey mouse is on the right side when the picture is on a long shot, while the white mouse is on the left. The second display shows that the mice switched positions because they got on the table. However, the tables and the other elements do not change. This position tells the EFL students that the conversation only happens between them in the same place. The first long shot, followed by the

medium shot, gives the students a more precise and more detailed visible of the scene. Kress and Leuween's meta-functions support this visual image to support students' understanding of the text.

From the sample, the analysis of the EFL textbook images and its' text revealed that most of the text is presented in direct form. The communication is delivered directly. There is a relationship between text and images, in which the images can reflect the text and vice versa. Therefore, it can be concluded that the textbook images are associated with the text presented in the content. Thus, the images are relevant to be used for supporting students' understanding of the learning content.

DISCUSSION

The study focuses on the verbal aspects of some short dialogues and visual elements. The verbal element is the written text, while the visual elements are some pictures in the textbook. The findings show that the most dominant aspect is the verbal process. It implies that the text supports students in obtaining and exploring as much information as they need. The process of verbal communication tells the students many kinds of activities to ask for and give information. This process enables the students to receive specialized information right when they need it and when they encounter a problem with their existing knowledge states, such as addressing concepts or emotions and asking about missing things or events (Ruggeri et al., 2021). It contributes to the development of their cognition. In addition, when involved in this process, they will learn and try to understand various semantics and syntactic structure. Therefore, asking and answering questions contributes to students' communication ability and classroom performance (Cárdenas, 2021).

The following dominant process is the mental process. It supports students in expressing their idea, feeling, and thought about something they eat, sees, hears, and touch. Being able to express feeling needs to be developed since it does not come naturally (Cornerstone, 2020). It is an essential aspect for students to have for adaptive development and behaviour (Alzahrani et al., 2019)The students who cannot express their feeling and control their emotions were less productive in class (Lacoe, 2020). Thus, the textbook represents this aspect and supports students' ability to express something. However, no material aspect can be found in the textbook based on the findings of this study. The process is related to physical, bodily, and material. Therefore, the text could not support students' understanding of physical action of what happened and what was done. However, the study differs from Wengrum (2020), which revealed that most of the passage in the textbook contains a material process. It indicates that the passage mainly contains physical action, doing things, and what is done.

In addition, based on this study's findings, the multimodality found in the EFL textbook can potentially support students' learning. The visual element supports the verbal component of meaning-making through its interaction and representation in directive mode. Therefore, the verbal and visual elements are put together and are relevant to help students to understand the meaning. In line with this, Ghoushchin et al. (2021) explained that the direct mode of communication has pedagogical relevance for learning. The visual elements contribute to students' cognitive understanding that supports their learning (Fitriana & Wirza, 2021).

The study has a similar result to Andrä et al. (2020), which stated that gestures and pictures could enhance students' vocabulary learning. Incorporating gestures and pictures is significant for developing L2 learning and students' cognition. Furthermore, the study by Mufida and Ningsih (2022) also stated that the textbook's use of multiple modes of communication shows that the textbook is intended for bilingual learners. The compositional elements in the textbook can attract students' focus and lead to the continuity of the storyline. The visual elements allow the reader to explore a specific image. However, the book still requires scaffolding in understanding or comprehending the language being learned.

The multimodality of the EFL textbook that has been analyzed shows the relationship between visual and verbal modes. This relation contributes to helping and supporting students' learning. The relation between images and the text also influences how the students read the text (Jabour & Faisal, 2022). The colorful images and the direct text work together to make meaning and invite the students to become part of the presented content. In this regard, Jauhara et al. (2021) also found that images influence students' feelings through color, characters, and typeface. The study by Qadha and Al-Wasy (2022) also shows that using visual images helps learners understand how the different parts of the adjective participle grammar rule relate to one another. Therefore, the relation between visual and verbal elements supports each other in supporting students' understanding of the content.

Moreover, the visual and verbal elements support the interaction in the textbook. The visual images can be used as attention-getter to engage students before understanding the text (Haiyan, 2018). The colorful images show a realistic portrayal of the condition (Kress & van Leeuwen, 2020). The color and sharpness of the pictures presented in the textbook might help and encourage students to read the rest of the material. Additionally, children's book has usually used illustrations to make it easier for readers who struggle with language to understand what is being said (Eisenmann & Summer, 2020). It helps the students to remember the language structure since it is facilitated with visual clues. Also, the verbal text in the EFL textbook is presented in speech bubbles. It is believed to be more acceptable for young learners since it can engage their attention to the targeted text (Damayanti et

al., 2021). From the discussion, it can be inferred that the EFL textbook for the elementary level is relevant to be used for the grade. It also supports students' learning with the visual design, illustrations, layout, and style of the language that is commonly directive. In conclusion, the finding of this study supports the idea of integrating visual and verbal elements in the textbook to support students' learning process, including English for foreign language learning.

CONCLUSION

The study analyzed an English textbook for elementary school students and found that it contained verbal and visual communication modes. These modes interact with each other to influence students' understanding of the content. The oral text analysis showed that the textbook consisted of five out of six processes based on Halliday's theory. The visual mode fulfilled the process that Leeuwen proposes. Both verbal and visual can support students' learning, and their interaction can improve textbook multimodality. The study suggests that textbook developers should design the visual and verbal elements to improve textbook multimodality. However, the study has limitations, and further research on the multimodality of EFL textbooks for elementary students is needed. First, it is limited to only one EFL textbook for elementary students. Second, it is limited to the result from the analysis of visual and verbal elements. The analysis of students' results or achievements as the effect of textbook multimodality can be investigated further. It can be done to gain a more comprehensive understanding of the benefit of textbook multimodality. Therefore, more research on the multimodality of EFL textbooks, especially for elementary students, needs to be undertaken.

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