

## CHAPTER I

### INTRODUCTION

#### A. Background

Representational meaning is one of the three multimodal analyses that are always used to study visual features. It is one of the parts of visual social semiotic. Furthermore, the representational meaning itself can be found in visual features such as images, posters, photos etc. Guijarro and Sanz (2008) reported that the representational meaning is contained in how peoples, objects, and landscapes are portrayed visually. Specifically, visual features are now commonly used in an ELT textbook as a part of the content to make it comprehensible. Kress and Van Leeuwen (2006) stated there are many subjects using visual features in the nowadays textbooks to represent their curricular contents.

Textbooks have been used by teachers and students as the one of sources supporting in the classroom. Visual features in the textbook have an important role to build interest, attention, and motivate the students to learn the language. According to Curtis and Bailey (2001) visual features in textbooks, especially in EFL can be a stimulant for students to shapes interest and encourage them to learn a language in critical and creative ways. In addition, most of the textbook contents usually combine visual and linguistic to facilitate the students in understanding teaching materials. Salbego, Harbele and Da Silva (2015) stated multimodal has integration in visual and linguistic aspects to elaborate on how visual meanings may increase students' understanding of language and content. On the other hand, nowadays, textbooks usually combine visual images and verbal in their curricular content (Kress & Van Leeuwen, 2006). Therefore, textbook have been established to have an important role in the classroom.

Although textbooks usually included visual features to accompany the content in it, it still stays unclear how visually represented the content of the textbook. Guijarro and Sanz

(2008) stated it still remains uncertain how visuals can be synchronized with verbal in the process of creating meaning-making in context. For example, in narrative Indonesian picture books, it can be understood as books consist of two elements, narrative or the verbal text, and pictures or the visual text. Based on the fact, multimodal always contained in Print-based reading and writing, they need the interpretation and design of visual marks, space, colour, font or style, and, increasingly image, and other modes of representation and communication (Kenner, 2004 as cited in Jewitt, 2005). Therefore, further analysis is required to simplify the relationship between visual and verbal features in ELT textbooks. In visual social semiotic there are three metafunctions namely compositional, interactive and representational meanings.

Awareness that textbooks bring hidden meaning in multimodal perspective especially in visual and verbal has been embodied overhead. Even though there are a lot of studies about textbook analysis. Such as pedagogical representation of visual images in EFL textbooks by Elmiana (2019) she conveyed the visual images could help students to engage effectively with the exercises and provide emphasis for the assertions made in the linguistic parts of the text, then multimodal scaffold learning by Salbego, Heberle, & Da Silva Balen (2015) they displayed the importance of working with multimodality in language learning contexts, and then Gender construction in primary school students by Damayanti, (2016) she reported that the illustrations accompanying linguistic texts fortified the representations of gender asymmetry, next multicultural values in an Indonesian ministry of education EFL textbook by Setyono and Widodo (2019) they revealed four themes of multicultural values emerge from the textbook, such as: (1) respect for cultures of different ethnic and religious groups; (2) respect for cultures of indigenous people; (3) conflict avoidance and peace with all forms of life and nature; and (4) appreciation of creative cultural products, the last Liu (2014) studied about multimodality of EFL textbooks for Chinese college students. She reported the

importance of properly arranging the different modes in a double-page spread. Unfortunately, in terms of multimodal perspective even though there have been studies on gender construction, pedagogical representation, multicultural values, and scaffold learning, there is a few analysis focusing on representational meaning that are portrayed linguistically and visually. The present study examines how representational meaning is represented linguistically and visually in ELT textbook.

## **B. Formulation of the problems**

This study has a research question as follows: How are representational meanings portrayed visually and linguistically in an Indonesian ELT textbook?

## **C. Aims of the research**

This study focuses on depicting representational meaning embodied linguistically and visually in Indonesian ELT textbook entitled *Bahasa Inggris "When English Rings the Bell"* for secondary education level.

## **D. Operational Definitions**

Operational definitions of this research cover several terms namely:

1. Representational Meaning : It concerns visual features such as images, posters, photos and etc, especially in ELT textbook.
2. Multimodal discourse analysis : It studies focusing on semiotic resources other than language.
3. English textbook : When English Rings the bells as a source of the data to be analyzed. This book is used nationally for grade 8 students, and this textbook is published by the Ministry of Education and Culture.

## **E. Significances of the Research**

### **1. Theoretical use**

Theoretically, this study unveiled the representational meaning in junior high school Indonesian ELT textbook using multimodal discourse analysis

### **2. Empirical Use**

This study provided insights into how representational meaning embodied linguistically and visually in junior high school Indonesian ELT textbooks are.

### **3. Practical Use**

This study presented the importance of visually and linguistically the representational meanings in junior high school ELT textbooks which can make the teacher or publisher to be more selective in selecting or creating appropriate materials for students.