

## **CHAPTER II**

### **THEORETICAL BACKGROUND**

#### **A. Representational Meaning in Multimodal Discourse Analysis**

As previously mentioned, representational meaning is related to the way participants, that is, in the people, objects, and landscape portrayed visually in images, posters, photos, books etc. They believe in their theory of visual social semiotics that the picture also conveys strands of meanings (Kress and Van Leeuwen, 1996 as cited in Hermawan and Sukyadi, 2016). Besides representational meaning, there are two other metafunctions such as compositional meanings and interactive meaning. Compositional meanings which concerned with the organization of the RPs (Represented Participants) within an image and involve features such as the distribution of information, framing, and position while Interactive meaning which reflected in the way images attract the viewers' interest in the depicted participants (Guijarro & Sanz, 2008).

#### **B. Textbooks in English Language Teaching**

Textbook is an instrument to transfer knowledge and shape a student's characteristics. Walker and Horsley (2003) said that the textbooks themselves have the main roles in transmitting knowledge and hence focused on the provision of information and congruent activities. However, textbooks nowadays usually combine with images to attract

students and make the material become understandable. Illustrations are the basis of visual learning in the science classroom and include representations found in typical science textbooks such as photographs, diagrams, charts, graphs, drawings, and tables (Cook, 2008). In other words, visuals have an important role in ELT textbooks especially in junior high school where the student is a concrete learner. As the sum of information obtained through visual mediums multiplies, visual literacy, or the ability to understand, evaluate, and produce visual messages, it has become progressively important in education (Stanley, 1996).

Therefore, the present study provides a theoretical framework for the systematic understanding of representational meaning from Indonesian EFL textbook for junior high school. Such semiotic modelling is crucial for both moral education and critical thinking, both of which are premised on the training of analytical skills.

In addition, the curriculum is contained in each ELT textbook. English curriculum designed by the government and English textbooks are correlated, and both of them cannot be separated. An appropriate curriculum can construct, shape, and produce good English learning materials in an ELT textbook. A good textbook should always be based on the most recent curriculum, and in general, they always fulfill what the students' needs are based on the curriculum (Cahyo et al., 2017). Therefore, basically, the curriculum can be interpreted as a set of approaches, goals, and materials in the process of teaching and learning to

be learned and or achieved by students. On the other hand, curricula can provide a good stimulant to develop student's ability in a positive way, it is related with the aim of the 2013 curriculum. According to Nuraini (2019), the 2013 curriculum aspires to equip Indonesian students with the skills necessary to live as productive, religious, creative, innovative, and affective persons and citizens who can contribute to society, their country, and the world's civilizations. Strengthening the value of citizenship, nationalism, and national identity is one of the stated educational objectives (Widodo, 2016, as cited in Nuraini, 2019).

### **C. Multimodal Discourse Analysis**

Multimodal discourse analysis or MDA is a developing paradigm in discourse studies which covers the study of language combined with other resources, such as images, scientific symbolism, gesture, action, music and sound (O'Halloran 2011). The systemic functional approach to MDA (Multimodal Discourse Analysis), firstly introduced in Michael O'Toole's (1994) *The Language of Displayed Art* and Kress and Gunther Kress and Theo van Leeuwen's (1996) *Reading Images: The Grammar of Visual Design*, is a speedily expanding area of research (e.g. this volume; Jewitt, forthcoming). Using a systemic functional multimodal discourse analysis (MDA) Halliday's (1978, 2004). Based on O'halloran (2008) the proposed SF-MDA of metafunctional principle, and intersemiotic mechanisms and systems (content and expression) in an integrative

platform are developed to capture the development of meaning that happens when there is a combination between linguistic and visual forms.

For this study, Kress and Van Leeuwen (2006) stated we utilized a social-semiotic approach by following a model of visual social semiotic. There are three metafunctions in visual social semiotic: the representational, the interactive and the compositional meanings. However, the analysis only focuses on the representational meanings contained in an ELT textbook, this study itself is grounded in the systemic functional linguistics of Halliday (1978).

## **1. Visual Social Semiotic**

Visual Social Semiotic was used to analyze the visual contents in ELT textbooks, it is a theory developed based on Halliday's theory about social semiotics. Thus, the framework creates a descriptive multimodal assigning three meta functions: the representational, the interactive and the compositional (Kress & van Leeuwen, 2006). Therefore, this study is focusing on representational meaning. Guijarro & Sanz, (2008) reported that the representational meaning is contained with how peoples, objects, and landscapes are portrayed visually. The internal relations of visual images are divided into two shapes, namely, narrative process and conceptual process. The distinguishing signals between two processes are the existence of a vector.

### a. Narrative Process

Vector is represented as doing something to or for each other "action and occasion", and also vectors are formed by depicted elements that form an oblique line, often a quite strong, diagonal line. In other words, the vector is often formed from an oblique line which is created by the signified elements (Kress & Van Leeuwen, 2006). In general, a visual that contains a vector in it is called a narrative process. It is divided into six sub-processes namely action process, reactional process, mental or speech process, conversion process, geometrical process, and circumstance.

#### 1. Action Process

Action process is portrayed as the participant coming from the vector, in part or in whole, or itself, types from the vector (Kress & Van Leeuwen, 2006). There are two kinds of participants in an action process, such as the actor and the goal.

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or is the represented participant who comes from the vector, or itself, in part or in whole, forms the vector, while the goal is represented from the participant at which the vector is aimed, also the objective of the action.

*Figure 1.1 Example of Action Process When English Ring a Bells p. 77 (2014)*

Figure 1.1 shows a vector representing the action of the boy who cleans the floor using a broom, and the Goal is to make the floor clean from the dust as we can see in this picture.

## 2. Reactional Process

Reactional process can be seen from the vector emanations, portrayed by the eye line and glance of one or more of the represented participants (Kress & van Leeuwen, 2006). The process of reactional process is not named Actors, but as Reacters, and not of Goals, but as Phenomena.



*Figure 1.2 Example of Reactional Process When English Ring a Bells p. 78 (2014)*

In figure 1.2 shows two participants that are the student and teacher in transactional reaction. The whole angle of their body forms a strong vector between the two represented participants. This process (teacher pointing to one of the student in classroom) that become the *phenomenon* of a reactional structure in which the student in the left is *Reacter* – a vector, formed by the participant.

### 3. Speech and Mental Process

Speech process and mental process is a special kind of vector because it referring to oblique protrusions of thought balloons or dialogue balloons used to connect a human being (or an animal) with the participant's inner mental process or speech in comic strips (Kress & van Leeuwen, 2006). The participants who come from the balloons are called sensor (in the case of a thought balloon) or speaker (in the case of the dialogue balloon).



*re 1.3 Example of Speech Prrocess When English Ring a Bells p. 21 (2014)*

In figure 1.3 there are some of the participants, and one of them is a teacher, she ask about student's comprehension. The teacher tries to speak in front of the student acting as a Sensor or Speaker in the speech and mental process.

#### **4. Conversion Processes**

Conversion process is a process of the cycle based on the fact, all the participants such as Relays, and agency are weakly signified (Kress & Van Leeuwen, 2006). This kind of process is called Conversion process, especially used for representations of



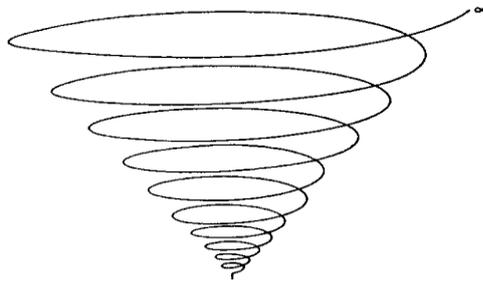
natural events. For example, commonly in representations of natural events; for instance, food chain diagrams or diagrammatic representations of the hydrological cycle.

*Figure 1.4 Example of water cycle*

As we can see in figure 1.4. There are four main stages in the water cycle. They are evaporation, condensation, precipitation and collection.

## 5. Geometrical symbolism

*Geometrical symbolism* is another communication model, there does not include any participants, only a *vector*



representing directionality by means of an ‘infinity’ sign (Kress & van Leeuwen, 2006).

*Figure 1.5 Example of Geometrical Symbolism Communication model (from Dance, 1967)*

As we can see in figure 1.5 this image doesn’t have any participant; it only shows a spiral line which forms a vector and indicates an infinity sign.

## 6. Circumstances

Circumstances are the narrative images that can be contained by secondary participants, and also circumstances as a way to connect with other participants for a specific participant called by as setting (Kress & van Leeuwen 2006).



*Figure 1.6 Example of Speech Process When English Ring a Bells p. 76 (2014)*

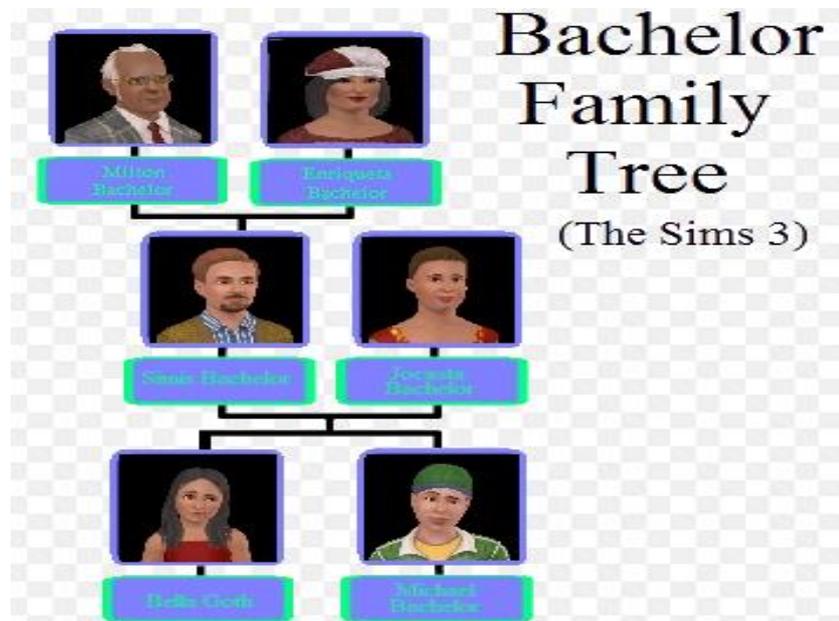
Figure 1.6 shows the boy and his mom in the dining room. There is again no vector related to participants. But the participants and circumstances are connected each to a specific participant (the boy and his mother). In this case, can be interpreted as a Circumstances.

## **b. Conceptual Process**

Conceptual processes are generally can be classified into three sub-processes, namely, classification process, analytical process, and symbolic process.

### **1. Classification process**

Classification process commonly emanates from taxonomy, diagrams, and tree structure. This process relates the participants to each other in terms of a kind of relation and includes with subordinates and superordinates (some participants can role as subordinates or superordinate). (Kress & Van Leeuwen, 2006).

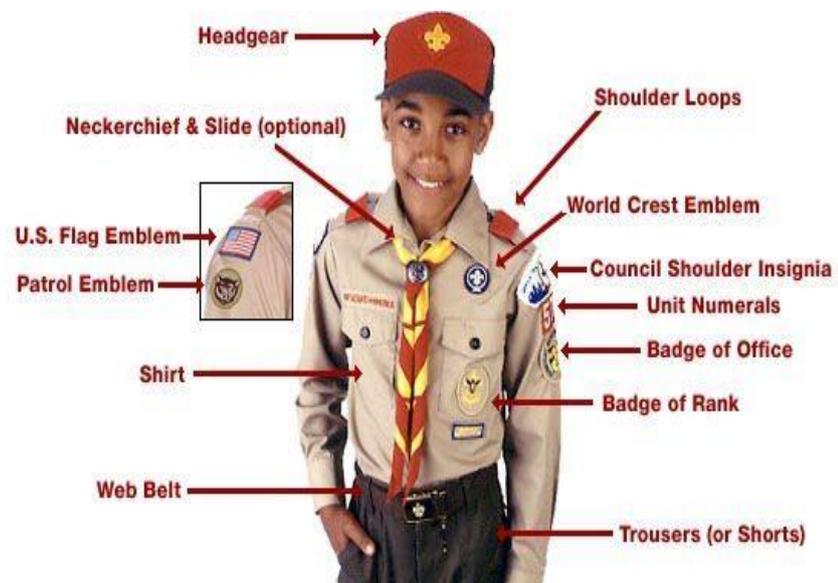


### .7 Classification process

In figure 1.7 the tree structure of the Bachelor family tree. Milton and Enriqueta as grandmother and grandfather are called as superior or superordinate. Subordinate is classifying their generations, Simis as their child, he married Jocasta, and they have two children. They are Michael and Bella. The tree structure in which the Superordinate is inferred from such similarities as the viewer may perceive to exist between the Subordinates or only indicated in the accompanying picture.

## 2. Analytical Process

Basically, an analytical process connecting participants in the terms of a part-whole structure. There are two kinds of participants here, called by Carrier which acts as the whole and Possessive attributes as the parts (Kress & Van Leeuwen, 2006).



*Figure 1.8 Example of Analytical Process*

In figure 1.8 which analyzed part of the scout uniform is the analytical process. The picture clearly shows that the boy is the carrier, and the parts of a uniform like headgear, shoulder loops, neckerchief & slide, world crest emblem, council shoulder, unit numerals are possessive attribute.

## 3. Symbolic Process

Symbolic process is represented by the participant aims or symbolizes. There are two kinds of participants, namely, the carrier represents the participant whose meaning or identity is established in the relation, and the symbolic attribute is the participant who represents the meaning or identity itself.



*Figure 1.9 Example of Symbolic process When English Ring a Bells p. 109 (2014)*

In figure 1.9 he is a junior high school student, it can be seen from the uniform that he wore. The student acts as a carrier while pointing his finger to the right side, while the uniform symbolizes a junior high school student called symbolic attribute.

## 2. Transitivity

Transitivity is connected with the context of the situation and related by ideational meaning of semantics. Usually, in Ideational meaning using language from the people of SFL called language metafunctions. Gerot and Wignell (1994) stated, in clauses of transitivity there are three types of processes semantics namely, Circumstances, Processes, and Participants.

### a. Processes Types and Participant Functions

In this section divided into six sub-processes, they are material, mental, verbal, behavioral, relational, and existential.

#### 1. Material Processes

Material processes are processes of doing and happening (Gerot & Wignell, 1994). This process expresses the idea that an equal entity does something that can be done for some other entities. Occurring is signified by the participant in an intransitive Material clause and doing is signified by the process in a transitive Material clause. There are three kinds of Participants Functions namely, Actor, Material, and Goal.

Table 1.1: *Examples of Material Processes*

The exhausted Bushwalker	Dropped	his pack
Actor	Material	Goal
The youngster	wiggled	his loose tooth
Actor	Material	Goal

## 2. Mental Processes

Mental processes are a process of sensing like feeling, thinking, perceiving. Gerrot and Wignell (1994) stated that there are three kinds of mental processes namely affective or reactive (feeling), cognitive (thinking), and perceptive (perceiving through the five senses). The participants in the Mental Processes called a Senser and a Phenomenon. Senser is the conscious being that feels, thinks, or perceives, and in this process is usually used in the passive and active voice.

Table 1.2: *Examples of Mental Processes*

			Active
Nice clothes	Please	Patrick	
Phenomenon	Mental (affect)	Senser	
			Passive
Patrick	is pleased	by nice clothes	
Senser	Mental (affect)	Phenomenon	

## 3. Behavioral Processes

Behavioral processes are physiological and psychological processes related to human behavior, such as breathing, dreaming, snoring, smiling, hiccupping, etc. (Gerrot and Wignell, 1994). This process has only one participant in that clause. The behaving participant, called Behavior, is the same as a Senser in the material process. However, the function of this process is more like people do.

Table 1.3: *Examples of Behavioral Processes*

She	Snores	loudly
Behaver	Behavioural	Circ: manner

#### 4. Verbal Processes

Verbal process is a process of saying or more precisely as a symbolically signaling (Gerrot and Wignell, 1994). Several verbs used to express the verbal processes that talk say, ask, reply, suggest, praise, insult, slander, and flatter. The participant in this process is called Sayer. It is the active person in the process of verbalization. There are three other participants in this process namely Receiver: the one to whom the verbalization is addressed, Target: one acted upon to whom verbally (insulted, complimented, etc), and Range/Verbiage: a name for the verbalization itself.

Table 1.4: *Example of Verbal Process*

Jacob	told	Evie	a rude joke
Sayer	Verbal	Receiver	Verbiage

#### 5. Relational Processes

Relational processes include states of being and having (Gerrot and Wignell, 1994). They can be classified according to whether they are being used to identify something or to assign a quality to something. Process which shapes identity is called Identifying process and process which assigns a quality is called

Attributing processes. Each has its own characteristic Participant Functions. They are usually classified into three sub-classification named Intensive, Possessive, and Circumstance.

Table 1.5: *Example of Attribute Process*

Intensive	Edward	is	clever
Possessive	Connor	Has	a horse
Circumstantial	The fair	will be	on Thursday, April 19
	<b>Carrier</b>	<b>Relational</b>	<b>Attribute</b>

Table 1.6: *Example of Identifying Process*

Intensive	Sophia	Is	the smartest student
Possessive	The horse	Is	Bruno
Circumstantial	The fair	will be	on Thursday, April 19
	<b>Carrier</b>	<b>Relational</b>	<b>Identifier</b>

### Intensive Processes

This process is expressed by verbs of existing: be, exist, arise and the existence can be a phenomenon of any type (Gerrot and Wignell, 1994). Existential Process has only a participant called Existent. The process has two main forms of grammatical relation, with a copular verb and an empty there as Subject and with a copular verb, the Existent as Subject and usually a circumstantial adjunct.

Table 1.7: *Example of Existential Process*

There's	a horse	in the yard
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Existential	Existent	Circ: place
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**b. Circumstantial Element**

Circumstantial elements are considering what reviews use for producing or looking at the different questions to which the circumstances provide answers. *Circumstantial elements* categorize into seven types, such as, extent, location, manner, cause, accompaniment, Matter and Role (Gerot and Wignell, 1994).

**1. Extent**

Extent interprets the extent of the unfolding of the process in space-time. For example, *how far? How long? How many (measure units)? How many times?*

Table 1.8: *Extent of Circumstantial Elements*

		Spatial	Temporal
Extent	Definite	Six miles	Six years
	Indefinite	A long way	A long time

**2. Location**

Interprets the location of the unfolding of the process in space-time: the place where it unfolds or the time when it unfolds. The general interrogative of Location are *where? When?*

Table 1.9: *Location of Circumstantial Elements*

		Spatial	Temporal
Extent	Definite	At Opera	At night
	Indefinite	Near	Soon

### **3. Manner**

The Circumstantial Element of Manner interprets the way in which the process is actualized. For example: Means, Quality, Comparison, and Degree.

### **4. Cause**

Cause expresses *why*. It divides into three subtypes which interpret the cause why the process is realised. For example: *why?* or *how?*. It represents the reason for which a process takes place, what causes it, and they have the sense of “because”. For example, *of thirst* in the sentence *The sheep died of thirst*.

### **5. Accompaniment**

Accompaniment expresses about *with* or *without* *who* or *what* and can be probed by *who* or *what else?* It is expressed by prepositional phrases such as *with*, *without*, *besides*, and *instead of*. For example, in the sentence *I left work without my briefcase*.

### **6. Matter**

Matter expresses about “what” or with reference to “what” and is probed by *what about?* It is related to Mental Process, especially the cognitive subtype, and Verbal Process since it is the circumstantial equivalent of the Verbiage which is described,

referred to, or narrated. For example, in this sentence *This book is talking about functional grammar.*

## **7. Role**

Role expresses about *be* and *become*. It has two categories named Guise and Product. Guise usually tells about *what as* and is probed by *as what?* For example, He lived a quiet life *as a painter.*

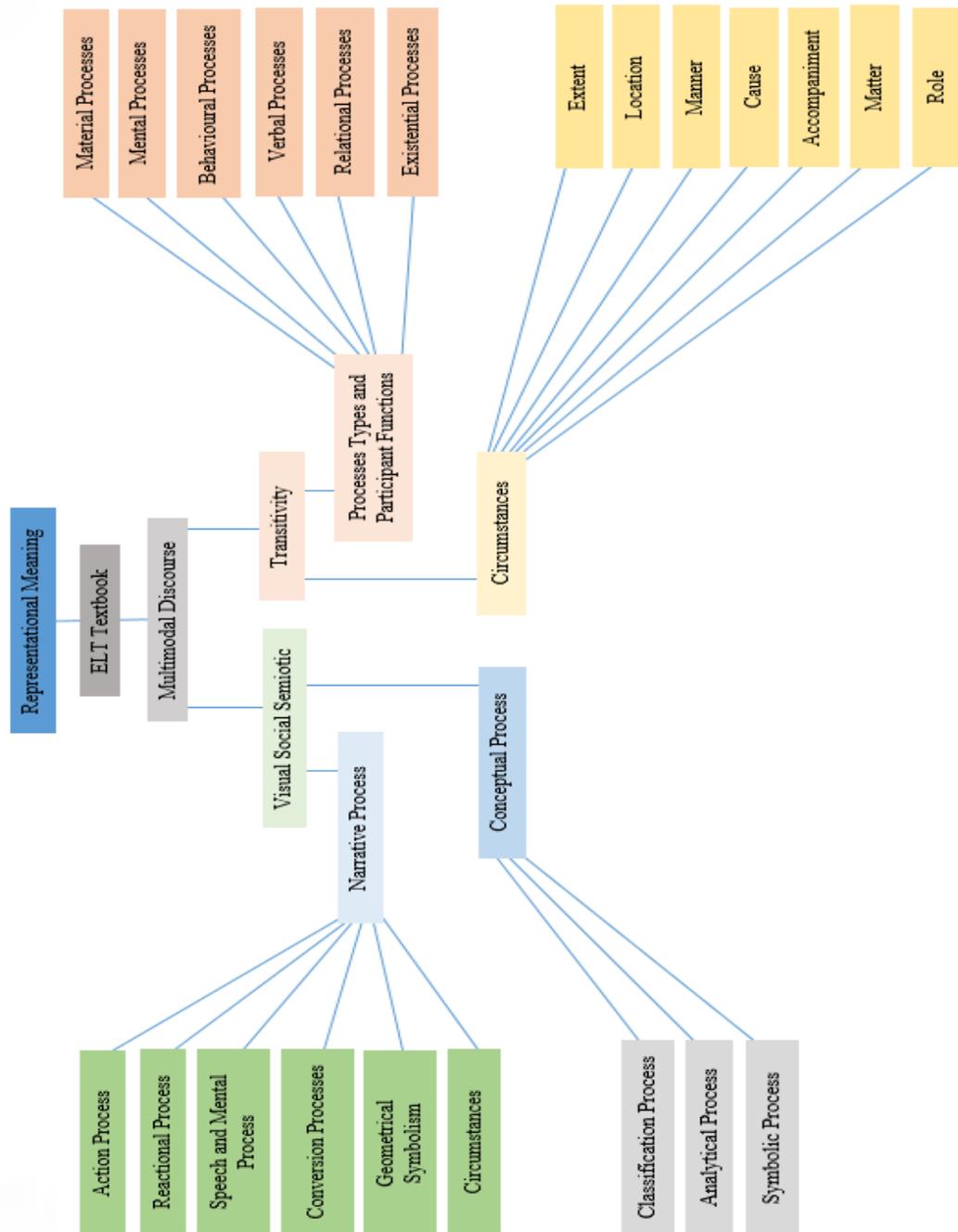


Figure 2.1 Scheme of Representational meaning adapted from Halliday (2002), Kress and Van Leuween (2006)

