

CHAPTER I

INTRODUCTION

A. The Background of the Study

Every school uses textbooks as a learning medium. According to Sorohiti, 2005, The textbook is the material most widely used in the teaching and learning process. Not only for students, but the Ministry also provides English textbooks for both teachers and students (Sahiruddin, 2013). This situation can make it easier for teachers and students to carry out teaching and learning activities.

Textbooks used in schools must have content that can improve students' abilities. Harmer (2007) states that the most important aspect of the textbook use is for teachers to try to engage learners with the content they are going to be dealing with. Cunningsworth (1995) identifies a textbook as a resource in presenting the material, a source for learners to practice and do activities such as vocabulary, pronunciation, grammar, listening, reading, speaking, and writing.

From the explanation above, it can be seen that the content of every textbook is the most important. As is well known, the content of textbooks that is often encountered is in the form of explanatory writing and complementary pictures. Writing and pictures are even used simultaneously to improve students' ability to understand lessons. This is how the book communicates its content.

According to Ajayi (2012), English language textbook producers integrate language and multimodal resources (e.g. image, color, layout, typography, and font) to communicate messages. In other words, this fact has a relation with

Multimodality. (Kress and van Leeuwen, 1996, stated that) Multimodality is a term used to refer to how to communicate using different modes at the same time. Meanwhile, Chen (2010) defines multimodality as "understanding how verbal and visual semiotic sources can be used to realize the types and levels of dialogic engagement, dialogical involvement in a textbook".

In this case, the researcher can understand that multimodality itself is a way of communicating something in two different modes that are used simultaneously. The mode itself refers to verbal and visual elements. This element can be found when someone talks to convey something and in the textbooks used by students to study both at school and in the course.

Kress (2000) argues that "it is now impossible to understand a text, even from its own linguistic part, without having a clear idea of other features that might contribute to the meaning of the text." Then, Kress and Van Leeuwen (2006) in Liu(2013) state that parts of speech can express meaning in language and images through color, tone, angle, framing, among other categories can express grammatical structures and this affects what and how images communicate meanings to viewers.

Cubillo & Garrido (2010) show that multimodality refers to the combination of various communicative modes (voice, images such as graphics or images, video, written text, transcribed speech, etc.) in one text and also images are usually used to say things that we cannot say in the language (Çoşkun, 2015).

Like the textbooks used by students in schools in general, they have quite clear multimodal elements such as pictures, colors, and other elements that are

included as one. Multimodal features of English textbooks are very important where all different resources of textbooks (writing, images, symbols, speech, and moving images in digital textbooks) are put in place for meaning potential (Kress, 2011).

Based on the description above, the researcher assumes a textbook that has many multimodality components as described. The textbook applies the use of images, colors, text, and so on to make the reader happy when viewing the contents of the book. The textbook also clearly and aesthetically shows the components of multimodality so that the book's appeal increases.

In addition, the textbooks that usually use in schools are textbooks published by various publishers with different prints. Each textbook is able to convey its content well depending on the publisher's ability to fill content that is interesting and easy to understand. However, interesting content can also be the reason for not conveying the message from the book properly.

According to Kress (2009), the mode can be best represented with what and how semiotic entries are connected. It means that in combining several modes, one must also choose which mode has a relationship with what meaning to convey. The modes used must also have a relationship with each other so that the message to be conveyed is easier to understand.

As in the textbook, there are components that can be said to be elements of multimodality. These components consist of three types, such as verbal, image, and visual modes. The verbal mode will be indicated by the presence of words, the image will be shown by the presence of an attractive illustration, and the visual

modes will be indicated by the design used. The three components work together to convey meaning in accordance with the context discussed in the textbook.

Based on the preliminary data, the textbooks used in several schools look so monotonous and prioritize very dense material exposure. The textbook also looks as if every element used is considered only as a compliment. However, as the times went by, producers began to use their creativity in pouring out ideas that would become a change in textbooks. In various ways, textbooks that had previously looked so monotonous and seemed to be just perfunctory turned into textbooks that were very interesting and simple in presenting teaching materials. However, the textbooks still considered ordinary and seems a little confusing to the readers.

In general, the textbook used by schools is a textbook that has well-ordered elements of images, writing, and layout. These elements use many unique combinations of shapes, colors, and designs that become one unit or commonly called signs that have meaning (semiotic). These elements also often become the center of attention for students and always be the reason why the book looks attractive.

Thus, the researcher assumes that these elements are often seen as merely attracting students' attention because of the various kinds of neatly arranged signs. If it seen closer, the elements used in each textbook have the same important role, namely communicating information. With a unique image, supporting writing, and the arrangement used, the actual information can be conveyed well and must be easily seen even though it is implied. In fact, not everyone is easily aware of the

role of these elements. Sometimes it doesn't really grab the reader's attention and even the reader doesn't realize that these are the elements of multimodality.

This can be seen in a textbook published by the Ministry of Education and Culture with the title "Think Globally Act Locally" and specifically for students in class IX. This textbook was published in 2018. This textbook applies a scientific approach which is a learning model that uses scientific principles which contain a series of data collection activities through observation, questioning, experimenting, processing information or data, then communicating them. One of the multimodality elements contained in this textbook is as shown in the picture 1.1.

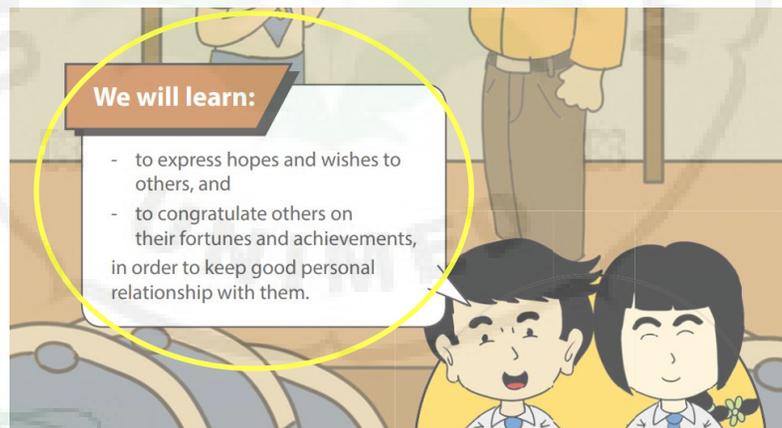


Picture 1.1 Cover of Chapter I

One of the multimodality elements in this textbook is the cover of each chapter, where each cover can represent the content inside of each chapter. The

illustration also contains many elements of living things such as images of humans, animals, plants, and inanimate objects such as tables, chairs, iron, wood, and others. Not only that, but the verbal elements were also used. All those elements must have continuity and complement each other.

If dissected deeper, it can be found that there are 3 kinds of modes that are being used. The first is verbal mode. There is the inscription "*We will learn: - to express hopes and wishes to others, and - to congratulate others on their fortunes and achievements, in order to keep a good personal relationship with them*". The mode can be seen in picture 1.2.

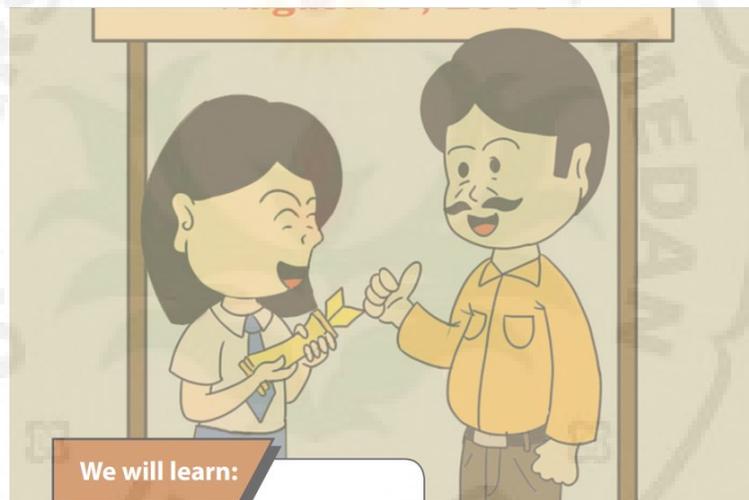


Picture 1.2 Verbal Mode

The inscription on the white balloon looked like it was conveying something. It can be quoted, there are several sentence fragments such as "we will learn ..", "to express hopes and wishes ..", and "to congratulate others ..". Those sentence fragments have the same function because they are written in sequence. The

function of these sentences can be determined using Halliday's theory, where we can analyze the speech function of a sentence or what is called the verbal mode.

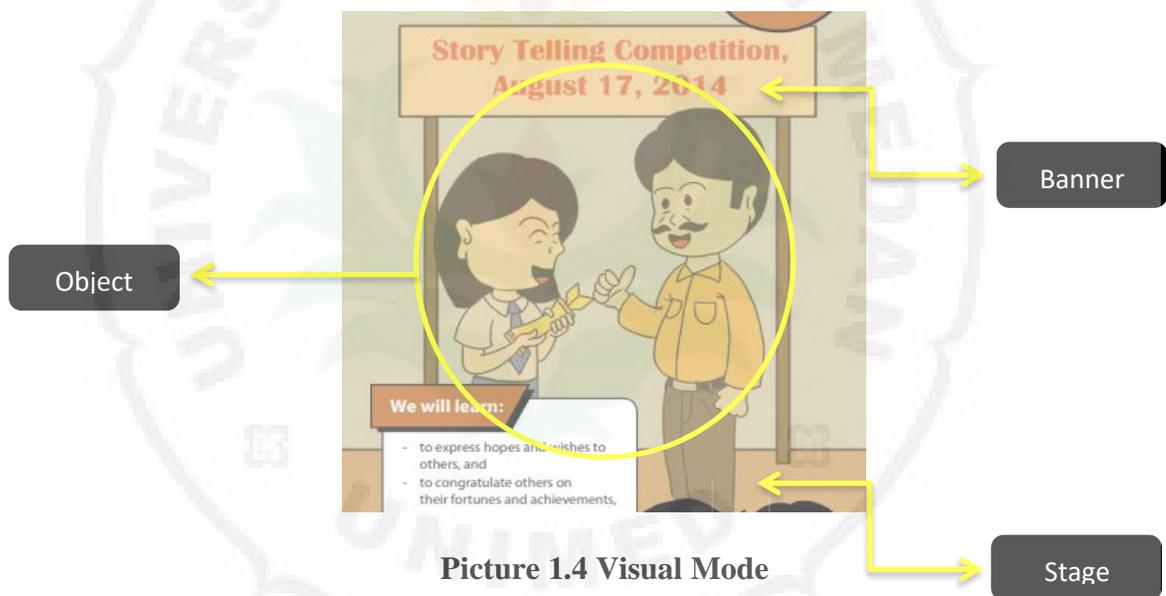
The second is image mode. This mode can be seen through the illustration of two people standing facing each other. The first person on the left is a student holding an award, while the second person on the right is an adult male who is holding up a thumb. The mode can be seen in picture 1.3.



Picture 1.3 Image Mode

When the reader pays attention, the two standing human figures look like they are demonstrating a happy situation. This is reflected in how the expressions presented by the two figures. The female student figure gave a wide smiling expression as well as the male teacher figure next to her who was seen giving a smile that was not so wide but gave a look as if a proud male teacher. If it is related to the previous mode, it can be seen that the previous mode is talking about the exact same situation as this image mode.

The third is visual mode. This mode can be seen through the illustration layout. Such as the layout of objects in the illustrations used. In this illustration, it can be seen that the position of the object is in the middle, namely two people facing each other, there is a banner placed behind the object, and there is a stage that is placed below as if it were a foothold of the main object. The mode can be seen in picture 1.4.



Each of those elements has its respective roles in creating meaning. However, to find out its role it cannot be seen at a glance. The analysis is needed by using theories from experts such as Halliday's Systemic Functional Grammar and The Reading Images by Kress and Van Leeuwen. In these theories, it is discuss how language is divided into several metafunctions and treat images as language.

Previous research was conducted by Christine (2019) who found that multimodality works complementary to one another in English textbook. Each mode has a role and is able to communicate meaning well. As the verbal mode

used in the textbook has clear language metafunctions as well as the visual or image modes contained in the textbook support other modes very well.

Purwaningtyas (2020) found that by the appearance of multimodality in the textbook, the students easier to understand the learning material not only from the text but also from the representation of the visual images. The visual images support the students to relate the content of the text, understand many cultures not only from Indonesia but also from other countries depicted in the textbook.

Fristiara (2017) also found that the use of multimodality elements in a textbook for young learners still needs to be considered again. The picture mode used should be more able to follow the learning context and be able to adjust to who will use the textbook. The values contained in each mode should be emphasized again so that teachers can also help students achieve learning goals.

Thus, based on previous researches, all results suggest that multimodal elements perform well in create meaning however, they still need to be adjusted. So, this study will focus on what multimodal components are contained in students' English textbooks and how these components work in realizing these messages.

B. The Problems of the Study

Based on the background of the study, this research is related to multimodality in textbooks. The problems of this study are formulated:

1. What are the components of multimodality applied in the textbook entitled "Think Globally Act Locally"?
2. How do the components of multimodality create meaning?

C. The Objectives of the Study

Related to the questions, the objectives of the research are as follows:

1. To identify the components of multimodality that are applied in the textbook entitled "Think Globally Act Locally".
2. To describe how the components of multimodality create meaning.

D. The Scope of the Study

In this study, the researcher focuses on investigating a multimodality, namely modes. Mode is implemented as a source that is socially and culturally formed to communicate meaning. Furthermore, the purpose of this study is to find out what multimodality components are used in the textbook "Think Globally Act Locally" and how the multimodality components create the meaning.

E. The Significances of the Study

This study has theoretical and practical significance. Theoretically, the findings of this research are intended to contribute as a basis of multimodal study in the textbook, in particular how elements (visual and linguistic) show the meaning and interaction between verbal and visual texts in the textbook.

In practical terms, this study can lead to the following parties:

a. Students

For students, multimodality is an important aspect that must be realized. The students can more easily understand the contents of the book not only through writing, but also through some of the visual images displayed.

b. Teachers

For teachers, this study shows that textbooks have helped to learn activities in providing knowledge to students. So that a teacher only needs to direct how the textbook should be understood by using the multimodality elements.

c. Author

For the author, this research can be used as an initial reference in developing the elements of multimodality to be better and more complex.

d. Future researchers

For future researchers who want to conduct similar research, this research can be a preliminary study. The researcher then suggests further researcher to examine the importance of multimodality in textbooks.