

CHAPTER I

INTRODUCTION

A. Background of the Study

Textbooks are one of the learning media used by teachers as the main source in teaching. The definition of textbooks according to the Regulation of the Minister of Education and Culture Number 8 of 2016 is the main learning resource for achieving basic competencies and core competencies and declared appropriate by the Ministry of Education and Culture for use in educational units. Textbooks are widely used because they are learning media that contain material that can be studied to achieve predetermined learning objectives. Textbooks basically function to deliver material and facilitate learning. According to Briggs (1977) learning media are physical means for conveying content/learning materials such as books, films, videos and so on.

According to Prastowo (2011: 172) the elements of textbooks consist of book titles, basic competencies or subject matter, supporting information, exercises, and assessments. Each of the elements contained in this textbook can assist teachers in teaching and assist students in understanding a learning topic. Textbooks not only provide material but also provide exercises to find out how far students have understood the material being studied. Which will be given further assessment and evaluation by the teacher as further learning. Seeing the importance of textbooks as a source of student learning, it can be said that the content in textbooks must really be able to help students in the learning

processThe content in question can be in the form of material, an explanation of the material either in the form of text, images, or both.

Basically, the textbook itself consists of text, visuals and images that unite to form a meaning. It can be said that textbooks consist of more than one mode in a situation at the same time or it can be said to be multimodal. Several modes contained in this textbook both function to deliver meaning in a topic of discussion. For example, in one part of a chapter in a book there is text that explains a story, then a visual display is also given in the form of an image which is useful for clarifying the meaning to be conveyed in the text. In this case it cannot be fully said if the image is the embodiment of the text or the image is something that clarifies the text. Or vice versa, the text is always a description of the image. Both text and images will clarify and describe each other according to the situation. One in which the verbal text takes precedence, so that the pictures form the illustration, and one in which the pictures take precedence, so that the text forms a more definite and precise restatement or 'fix' (Barthes in Kress and Leeuwen, 2016).

From the explanation above, it confirms that in textbooks there is multimodality because in textbooks there is not only one mode but there are also other modes that work together in communicating meaning. Kayati (2022) in her research explains multimodal text, which is a text in the form of a combination of written or spoken text and images or animation. This means that multimodal text is not only in the form of verbal text but also images, audio or video that combine to convey meaning. The combination of spoken or written text with other

elements such as pictures and others described earlier is presented simultaneously and completely in one text to communicate the true meaning.

As explained, textbooks are used as a learning medium for students and teaching media for teachers. Textbooks help students understand the text and the material contained in it with the help of multimodality elements. This is in line with Firmansyah (2019) in his research which argues that learning with multimodal texts will make it easier for students to understand the contents of the text, as well as evaluate the meaning and benefits of texts because multimodal texts used as learning media are texts that consist of various semiotic sources (verbal, motion, visual) which are deployed through various modalities as well as interaction and integration in the process of text coherence.

Although it is indeed easier for students to understand the material when using textbooks with multimodal in it, the teacher's role is also very important in directing students in the learning process. In this case the teacher must understand multimodality, especially in textbooks so that they can teach and guide students more in the teaching and learning process. Related to Lankshear & Knobel (2006) and Nagy (2020) who argue that teachers must need instructional strategies, vocabulary, and new knowledge to support the understanding process of students who use textbooks to be more critical of multimodality.

Multimodality itself according to Kress and Van Leeuwen (1996) is a term that refers to a way of communicating by using a variety of different modes at the same time. These different modes used are combined in a certain arrangement to complement and strengthen the communication. Iedema (2003) also explains that

multimodality is a technical term which indicates that the way we interpret so far makes use of various semiotics. The semiotics referred to in this case are semiotic modes. From this explanation the researcher understands that multimodality is a way of communicating using not only one mode but two different modes. Communication can be done not only through verbal or delivered directly through conversation but also through writing or text as found in textbooks that are used as one of the student learning resources.

It can be seen in the textbook published by the Indonesian Ministry of Education and Culture in 2021 entitled "English in Mind 3" which is used for grade X students of SMAN 7 Binjai. This book was previously published by Cambridge University Press in 2010 which was then developed by the Ministry of Education and Culture with reference to on the Independent Curriculum. In this book, it is found that there is multimodality which uses two modes, namely verbal and visual modes.

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Imagine how many listeners we'll get for this one.
Amy: OK, then. It's yours.

Tom: Hi Laura. You look pretty pleased with yourself.
 Laura: As a matter of fact, I am. Amy's just given me the best news story.
 Tom: Yeah? So what is it?
 Laura: Can you keep a secret?
 Tom: I'll try.
 Laura: RapMan's in town and I've got a free ticket to his show. And I'm going to interview him! Amy asked me and I said yes.
 Tom: RapMan? How could you, Laura?
 Laura: What? Why?
 Tom: Well, Nick's his biggest fan. He's got all his CDs, posters all over his wall.
 Laura: That's news to me.
 Tom: Well it's true. I'm sure he'll be going to the show. But if he knew you were going to meet the man himself, he'd be totally envious.
 Laura: But he's bound to find out. I'm doing the interview for the radio! I need to talk to him.
 Tom: Yes – and the sooner the better!

Tom: Wow. Who's the secret admirer, then?
 Laura: What?
 Tom: The flowers. Who gave you the flowers?
 Laura: Oh, don't be silly. They're from Nick. To say thank you.
 Tom: For letting him do the RapMan interview?
 Laura: That's right. Did you hear the show? Nick did a much better job of it than I would have.
 Tom: Yeah, it was great. And Laura? It was cool of you to let him do it.
 Laura: Well, that's what friends are for.

Figure 1. 1 Verbal and Visual Modes

It can be seen in this figure, this is one of the reading sections in the textbook which consist of verbal and visual modes. In this figure, precisely realized by the visual mode, there are two people, a man and a woman, who are known to be friends talking. Under each of the two pictures there are verbal modes in the form of the conversation between the two. The conversation is supported by the visuals displayed above it. If seen verbal and visual modes have been represented and there is a correlation with each other in communicating meaning. However, there is a discrepancy between the verbal and visual modes displayed. On the left, the visual that should be displayed is more like an excited and wondering facial expression because their conversation means that. Seen from the sentence "RapMan? How could you,

Laura?" and "What? Why?" which could have been visualized more precisely. In the picture on the right, the expressions of the two of them should show happy and happy expressions to support the sentence "Yeah, it was great...." And "Well, that's what friends are for".

From the fifth picture and sentence it is found that this is not in line with multimodality theory which in multimodality explains that a person uses different modes to communicate or when conveying meaning. This indicates that the different modes used to convey meaning must be appropriate because basically the different modes will support one another's explanation. This is not shown in the picture and sentence in number five, where the picture do not fully correspond to the written sentence.

There is a similar study conducted by Nadiyah (2019) which found an implicit relationship between images and text. The findings show that visual images and verbal text combine with each other to reveal visual meanings. In addition, images contribute to scaffold learning because they are part of the whole meaning. Nadiyah then concluded that the pictures supported students' understanding of the activities in the textbooks.

Tanjung (2020) found that EFL textbooks published internationally are more dominant in applying verbal and visual modes, which are then recommended for use as EFL textbooks for grade 9 junior high school students in Indonesia because they contain more multimodality which can contribute to students' cognitive abilities and increase creativity, attention, generation of engagement, and change in literacy in students.

Harahap (2022) in his thesis found that there are three components of multimodality in textbooks, namely verbal, pictorial, and visual mode. Each component that appears has a different type but has its own role in creating the same meaning. These components are synchronous with each other because they appear simultaneously. The verbal mode found in textbooks is in the form of statements and commands. Furthermore, it was also found that the dominant representation was narrative representation with human participants, the dominant interactions were offer in gaze, close shot at frame size, frontal angle at horizontal angle, and high level at vertical angle. The dominant composition is top, center, bottom, and right on information value, placement, color, and sharpness on salience, and is framed in framing.

It can be concluded from several previous similar studies that all the results found by researchers indicate that textbooks have multimodality which can help students in learning. It was also found that every element of multimodality in textbooks combines in uncovering a meaning and is recommended for use by students in learning because it can improve cognitive abilities, creativity, and other things in students. Also, from the data that has been collected before which found that each element plays an important role in conveying meaning. One element with other elements must be related to each other in order to convey the same meaning. If one element is not appropriate then the meaning will not be conveyed properly. Therefore, further analysis needs to be carried out to identify all the verbal and visual modes of multimodality in the entire textbook "English in Mind 3". The analysis in this

case was carried out based on expert theory, namely Systemic Functional Grammar by Halliday and Reading Images: Grammar Visual Design by Kress and Van Leeuwen. These theories explain how images can be regarded as language and are divided into several metafunctions.

B. Problems of the Study

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

1. What modes of multimodality are represented in the Reading Section of *English in Mind 3* textbook?
2. How is the suitability of multimodality's verbal and visual modes in communicating meaning in textbook?

C. Objectives of the Study

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

1. To identify what modes of multimodality are represented in the Reading Section of textbook
2. To describe the suitability between multimodality verbal and visual modes in communicating meaning

D. Scope of the Study

The scope of the study to be carried out is the English in Mind textbook, published by the Ministry of Education and Culture in 2021 and used by high school students in tenth grade of SMAN 7 Binjai. The researcher will focus on multimodal analysis in the textbook, namely mode. Mode is a component of multimodal which is useful for giving meaning. In this case the modes to be examined are verbal and visual because in textbook usually these two modes are the most seen. In more detail, this research will identify how verbal and visual mode of multimodality represented in the textbook and how the modes suit to communicate meaning. The researcher will focus on the reading section in each chapter. Verbal modes will be analyzed by Systemic Functional Language, three metafunctions theory of Halliday, focus on one metafunction, namely ideational metafunctions. Visual modes will be analyzed by Reading Images: Grammar Visual Design theory by Kress and Leeuwen (2006), focus on one pattern of reading images, namely compositional pattern.

E. Significances of the Study

In this study there are two significant, namely theoretical and practical. Theoretically, this research will provide knowledge about multimodal studies, especially in textbooks. Multimodal which will be explained specifically in the verbal and visual modes. It is also about how the multimodal modes that exist in this textbook interact and work to communicate and explain the meaning contained in the textbook.

Practically this research will lead to various parties, namely:

a. Students

For students, this research will provide knowledge about multimodal, especially in textbooks, because multimodal is something that is important for students to know and learn. By understanding multimodal, it can help students understand textbooks which are their learning media, not only with writing but also with the visual appearance of textbooks.

b. Teachers

For teachers, this research will provide another way to teach students to understand the material in textbooks, namely by multimodal. Teachers will direct students to study material in textbooks using multimodality components.

c. Authors

For authors, this research can be used as an initial reference in developing elements of multimodality to make it better and more complete.

d. Future Research

For further research that will conduct similar research, research can be used as a reference and preliminary study. For more information, the researcher suggests future research to conduct research on how the process of teachers teaching multimodal texts.