A MULTIMODAL ANALYSIS: REPRESENTATIONAL MEANING OF VISUAL IMAGES IN EFL TEXTBOOK

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Sebuah skripsi yang diajukan sebagai salah satu syarat untuk memperoleh gelar
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PAGE OF APPROVAL

A MULTIMODAL ANALYSIS: REPRESENTATIONAL MEANING OF
VISUAL IMAGES IN EFL TEXTBOOK

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STATEMENT OF AUTHORIZATION

I, Dinda Choerunisha, as the researcher of this study, hereby declare that this research titled "A Multimodal Analysis: Representational Meaning of Visual Images in EFL Textbook" is my own work. I am also fully aware that in order to support this research, I have quoted several statements and ideas from several resources. All the materials from other sources have been cited appropriately.

Bandung, Juli 2023

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PREFACE

First and foremost, I would like to express my sincere deepest gratitude to Allah SWT for His blessings and mercy so that I was able to finish this final research paper as well as finish my undergraduate program. My endless prayers go to Prophet Muhammad SAW, his friends, family, and his people.

This research entitled "A Multimodal Analysis: Representational Meaning of Visual Images in EFL Textbook" is submitted as one of the requirements to accomplish *Sarjana Pendidikan* degree of English Language Education Study Program of Faculty Language and Literature Education of Universitas Pendidikan Indonesia. This research is intended to explore how representational meaning of visual images realized in the EFL textbook in Indonesia. Hopefully, this research could contribute to the development of EFL textbooks in Indonesia in terms of multimodality.

All in all, constructive feedback to complete any shortcomings found in this research will always be appreciated.

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ABSTRACT

This study provides an account of how multimodal meanings are realized in *English for Nusantara* EFL textbook as a teaching and learning resource in junior high school by exploring how representational modes work together in creating meanings. This study employed a qualitative content analysis design by adopting the concept of representational meanings of images proposed by Kress and van Leeuwen (2006). The data were collected from all the visual images in the textbook that consists of 5 chapters with a total of 318 images. The study obtained two types of analysis; visual process and visual categories. In terms of process, the analysis reveals that all of the narrative and conceptual processes are used in the textbook-except conversion process. Along with the two processes above, this study also reveals that participants of images in the textbook were dominated by the appearance of males (55%) while females (45%). Conversely, both male and female have the same proportion of social and domestic gender roles. Indonesian culture and religious norms are realized by characters in the textbook. Moreover, it is suggested that the visual images in terms of representational mode could help students to understand the text material in the textbook.

Keywords: Representational Meaning, Visual Images, Visual Grammar

ANALISIS MULTIMODAL: MAKNA REPRESENTASI GAMBAR VISUAL DI BUKU TEKS EFL

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ABSTRAK

Penelitian ini menganalisis bagaimana makna multimodal direalisasikan di buku *English for Nusantara* sebagai bahan ajar dan mengajar siswa Sekolah Menengah Pertama dengan mengeksplorasi makna representasi membuat makna secara keseluruhan. Penelitian ini menggunakan metode kualitatif analisis konten dengan mengadopsi salah satu kerangka tata bahasa visual, makna representasi, yang dikemukakan oleh Kress dan van Leeuwen (2006). Data dalam penelitian ini merupakan gambar visual dari buku teks EFL yang terdiri dari 5 bab dengan total 318 gambar. Terdapat dua jenis analisis yang dilaksanakan dalam penelitian ini diantaranya proses visual dan kategori visual. Berkaitan dengan proses visual, hasil analisis menunjukkan bahwa semua jenis naratif dan konseptual proses, kecuali konversi proses, digunakan dalam buku. Penelitian ini juga menunjukkan bahwa partisipan dalam gambar didominasi oleh laki-laki (55%) dibanding perempuan (45%). Namun keduanya memiliki porsi yang setara dalam peran gender sosial dan domestik. Kebudayaan Indonesia serta norma agama direalisasikan dalam karakter di dalam buku. Oleh karena itu, dapat disimpulkan bahwa gambar visual, dalam konteks representasi, dapat membantu peserta didik dalam memahami materi di dalam buku.

Kata Kunci: *Makna Representasi, Gambar visual, Tata bahasa visual*

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