

**AN ANALYSIS OF MULTIMODAL ENGLISH TEXTS AND  
TEACHER'S INSTRUCTION IN A JUNIOR HIGH SCHOOL**

A Thesis

Submitted in Partial Fulfillment of the Requirements for the Master's Degree in  
English Language Education



By

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FACULTY OF LANGUAGES AND LITERATURE EDUCATION  
UNIVERSITAS PENDIDIKAN INDONESIA**

**2023**

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# **AN ANALYSIS OF MULTIMODAL ENGLISH TEXTS AND TEACHER'S INSTRUCTION IN A JUNIOR HIGH SCHOOL**

Oleh  
Bernard Richard Nainggolan  
S.Pd Universitas Negeri Medan, 2013

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar  
Magister Pendidikan (M.Pd.) pada Fakultas Pendidikan Bahasa dan Seni

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**APPROVAL PAGE**

A Thesis

**AN ANALYSIS OF MULTIMODAL ENGLISH TEXTS AND  
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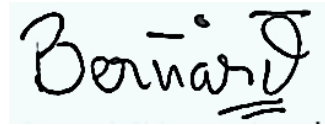
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## STATEMENT OF AUTHORIZATION

I, Bernard Richard Nainggolan, declare that this thesis entitled “An Analysis of Multimodal English Texts and Teacher’s Instruction in a Junior High School,” submitted to fulfill the requirements for a master’s degree in English Language Education at Universitas Pendidikan Indonesia, is entirely my own work with the guidance of a supervisor. I am fully aware that I have cited some ideas and statements from several sources. All citations are appropriately acknowledged.

Bandung, 30 August 2023

Author,

A handwritten signature in black ink on a light blue background. The signature reads "Bernard" in a cursive script, with a horizontal line under the "d".

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# AN ANALYSIS OF MULTIMODAL ENGLISH TEXTS AND TEACHER'S INSTRUCTION IN A JUNIOR HIGH SCHOOL

## ABSTRACT

This qualitative study delves into the intricate interplay between visual images and verbal text, dissecting their role in constructing ideational, interpersonal, and textual meanings within the realm of multimodal texts employed by an English teacher in a junior high school in West Java. Situated within the context of the recently revised Indonesian curriculum, Kurikulum Merdeka, this research fills a critical gap by shedding light on how teachers can harness multimodal resources and employ a systematic metalanguage to enhance instruction. Using the Systemic Functional Approach to Multimodal Discourse Analysis (SF-MDA), this study scrutinizes the teacher's utilization of visual and verbal metalanguage during English instruction with multimodal texts, charting fluctuations in metalanguage usage throughout the observational period. The study's findings reveal that the multimodal texts wielded visual and verbal ideational, interpersonal, and textual meanings, and their intersemiotic complementarity relations. Furthermore, the teacher's instructional approach leaned predominantly toward declaratives, serving as a conduit for disseminating information. Instructional coaching played a pivotal role, underscoring the paramount importance of comprehending visual and verbal metalanguage for teaching multimodal texts. Coaching led to the teacher's use of more demanding information through interrogatives and imperatives when visual images functioned to offer information. Implications underscore the critical importance of educators' proficiency in multimodal metalanguage and advocate for government investment in teacher development programs. For text designers, this research advocates diversifying instructional content by incorporating a broader range of text functions. The study faces limitations, notably analyzing a limited number of texts and participant involvement. Nevertheless, these findings offer a foundation for future research in this dynamic field, promising insights into multimodal discourse analysis's impact on language education.

**Keywords:** intersemiotic complementarity relations, multimodal texts, systemic functional approach visual and verbal metalanguage

# **ANALISIS TEKS MULTIMODAL DAN INSTRUKSI GURU DI SEKOLAH MENENGAH PERTAMA**

## **ABSTRAK**

Penelitian kualitatif ini menggali hubungan antara gambar visual dan teks verbal, dan menginvestigasi peran gambar visual dan teks verbal dalam membangun makna ideational, interpersonal, dan tekstual dalam ranah teks multimodal yang digunakan oleh seorang guru bahasa Inggris di sebuah sekolah menengah pertama di Jawa Barat. Dalam konteks Kurikulum Merdeka Indonesia yang baru direvisi, penelitian ini mengisi ruang kritis dengan membahas bagaimana guru dapat memanfaatkan teks multimodal dan menggunakan metabahasa yang sistematis untuk meningkatkan instruksi. Dengan menggunakan Pendekatan Fungsional Sistemik untuk Analisis Wacana Multimodal (SF-MDA), penelitian ini mengkaji penggunaan metabahasa visual dan verbal oleh guru selama pembelajaran bahasa Inggris dengan teks multimodal, mendiskusikan penggunaan metabahasa yang digunakan selama observasi. Temuan penelitian ini mengungkapkan bahwa teks multimodal mengandung makna ideational, interpersonal, dan tekstual visual dan verbal, serta hubungan intersemiotik yang saling melengkapi. Selain itu, pendekatan pengajaran guru cenderung didominasi oleh deklaratif, berfungsi sebagai saluran penyebaran informasi. Pembimbingan instruksional memainkan peran penting, menekankan pentingnya memahami metalanguage visual dan verbal untuk mengajar teks multimodal. Pembimbingan ini mengarah pada penggunaan guru yang lebih mendalam melalui pertanyaan dan imperatif ketika gambar visual berfungsi untuk memberikan informasi. Implikasi penelitian menekankan pentingnya kemampuan guru dalam metabahasa teks multimodal dan menganjurkan pemerintah berinvestasi dalam program pengembangan guru. Bagi perancang teks, penelitian ini menganjurkan diversifikasi konten instruksional dengan menggabungkan berbagai fungsi teks yang lebih beragam. Penelitian ini memiliki keterbatasan, terutama dalam menganalisis jumlah teks yang terbatas dan jumlah peserta. Namun demikian, temuan ini memberikan dasar untuk penelitian mendatang yang sangat dinamis dan menjanjikan wawasan tentang dampak analisis wacana multimodal terhadap pendidikan bahasa.

Kata kunci: hubungan intersemiotik, teks multimodal, pendekatan fungsional sistemik metabahasa visual dan verbal



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