CHAPTER I

INTRODUCTION

This chapter presents an introductory section of the present study. It covers the background of the study, research questions, aim of the study, scope of the study, significant of study, research methodology, clarification of terms and organization of paper.

1.1 Background

Everyday people encounter various texts in the forms ofnewspapers, novels or comics. The texts that people read seem to evolve by the time. In the past, the texts that people read were dominated by written language. However, the texts are now often accompanied by pictures. It seems that the texts evolve from monomodal in which texts are dominated by written language to multimodal where texts are accompanied by various semiotic resources (Iedema, 2003; Serafini, 2012a, 2012b).

Multimodal texts especially picture books convey message throughvarious semiotic resources (Serafini, 2010). In contemporary picture books, the authors of the picture books deliver meanings or lessons through written language, layout and visual image. Nikolajeva & Scott (2000 cited in Serafini, 2009) state that to understand the intended meaning readers should attend to the semiotic resources across the text. Thus, the meaning in picture books can be reached by understanding the whole semiotics resources such as verbal texts and visual texts, including the layout.

It has long been understood that picture booksare used as the source of literacyfor children. For example, Meek (1988 cited in Painter, 2007) says that picture books can be used to teach reading for young learners. Furthermore, she

explains that children can learn how visual text relates to verbal texts. Thus, children can get literacy from picture books. In addition, it is also understood that picture books are useful sources to teach critical literacy, namely challenging and questioning the things considered as "common sense" (Hood, 1998: 11) in daily life.O'Brien and Comber (2000) have demonstrated how picture books can be used as a source to teach critical literacy. In their paper, they give an example how women are potrayed in *Hansel and Gretel* picture book. Furthermore, as Nodelman (1988 cited in Arizpe and Styles, 2003) picture books serve a function as a source to spread values.

To make the values understood by readers, the authors should make a good bond with the readers. The bond, for instance, can be reached through foregrounding engagement, equal power and intimacy with the readers, the authors or illustrators, and the represented participants in picture books (Moya, 2010). In other words, the authors consider interpersonal meaning when they create stories especially stories in picture books.It can be said that interpersonal meanings play an important roles in conveying meanings.

Regarding the power of picture books, many researchers have conducted a lot of studies. For example, Serafini(2009) investigates how images construe meanings in Anthony Browne's work. He found that the meanings can be understood through the analysis of visual symbols, motifs, perspectives and elements of visual design.Sunderland and McGlashan (2012)investigate gender representation in picture books. Sunderland and McGlashan (2012: 189) found that "gender appears to interact with sexuality to produce gender representations of the gay Mums and Dads" in picture book. Other researchers examine interactive meanings in picture books (Moya, 2010; Moya and Pinar, 2008).Moya (2010: 123) found that visual interactive meanings are conveyed through contact, distance and perspective in which they are symbolized "a certain degree of affinity with the viewer".

Although studies on interpersonal meanings in picture books have been conducted, it seems that a study which explores the interpersonal meanings in children picture booksby Hans Wilhelm is not as many.Drawing on visual grammar especially interpersonal meaning introduced by Kress and van Leeuwen (2006) and Systemic Functional Grammar (henceforth SFG)especially MOOD system proposed by Halliday (1994; Halliday and Matthiessen, 2004 see also Eggins, 2004; Martin et al, 1997; Gerot and Wignell, 1994), the present study explores verbal and visual interpersonal meanings in children picture books.

1.2 Research Questions

This study is geared toward answering the following research questions:

1. How are the interpersonal meanings realized visuallyin children picture books entitled *Waldo and the Desert Island Adventure* (1986), *Let's be Friend Again* (1988) and*Never Lonely Again* (1988) by Hans Wilhelm?

2. How are the interpersonal meanings realized verbally in children picture books entitled *Waldo and the Desert Island Adventure* (1986), *Let's be Friend Again* (1988) and *Never Lonely Again* (1988) by Hans Wilhelm?

3. What do these realizations signify?

1.3 Aims of Study

This study is aimed to investigate how interpersonal meanings are realized visually and verbally in three children picture books entitled *Waldo and the Desert Island Adventure* (1986), *Let's be Friend Again* (1988) and *Never Lonely Again* (1988) by Hans Wilhelm and what these realizations signify.

1.4 Scope of the Study

This study is limited to only investigate the interpersonal meanings in children picture books entitled *Waldo and the Desert Island Adventure* (1986), *Let's be Friend Again* (1988) and *Never Lonely Again* (1988) by Hans Wilhelm. The investigation covers the realization of interpersonal meanings verbally and visually and what the realizations signify.

1.5 Significance of the Study

The significance of this study covers both of theoretical and practical benefits. For theoretical benefit, the result of this study enhances literature particularly studies in interpersonal meanings in multimodal texts.For practical benefit, the result of this study will gain people awareness and understanding about the relationship between readers or viewers and authors or illustrators of children picture books.

1.6 Research Methodology

The presentstudy is locatedwithin qualitative approach. The study focuses on analyzing and describing interpersonal meanings. The focus of the study is in line with the nature of qualitative research in which it "look[s] for, describe[s], and account[s] for observed patterns" (Duff, 2008: 30-31). Furthermore, this study includes the interpretation of the observed patterns. Basically, qualitative research is interpretative (Cresswell, 2003) so that qualitative approach is ideal for the present study. Since the study is located in qualitative approach, case study is chosen as its design.

To analyze visual interpersonal meanings, this study usesvisual grammar proposed by Kress and van Leeuwen (2006) particularly interactive meaningin images to analyze images. By contrast, to analyze verbal interpersonal meanings, this study uses functional grammar proposed by Halliday and Matthiessen(2004)especially MOOD system.

The data used in the present study are three children picture books. Those are*Waldo and the Desert Island Adventure* (1986), *Let's be Friend Again* (1988) and *Never Lonely Again* (1988). Those children picture books are written by Hans Wilhelm.

There were several steps in analyzing the data. The first was to read the whole picture books. These picture books were read for several times. It was done to gain comprehensive understanding toward the stories. It was then followed by the second step. The second was to identify the interpersonalmeanings in images and in verbal text to see the kind of their realization.The last step was to interpret the data.

1.7 Clarification of Terms

This part contains the explanation of the related terms used in this study.

1. Images, according to van Leeuwen&Jewit (2001), refer to a record of reality and as documentation of people, place thing, event and actions.
2. Reading imagerefers to the analysis of grammar of visual design: the analysis of color, perspective, framing and composition (Kress & van Leeuwen, 2006).
3. Visual grammar, according to Kress & van Leeuwen (2006), deals with perspective or point of view of art history, aesthetic description of composition, etc.

4. Verbal texts, according to Kress& van Leeuwen (2006), refer to the meaning of the text which is represented through linguistic codes.

5. Visual texts, according to Kress &Leeuwen (2006), refer to the meaning of the text which is expressed through the picture or photograph.

6. Picture books, according to Bader (1976 cited in Arizpe and Styles, 2003), are the books which contain texts, illustration and total design in which the elements are interdependent.

7. Interpersonal meanings refer to the meanings which are associated with the relationship between writer or illustrator, the reader or viewer and the represented participants (Moya, 2010).

1.8 Organization of Paper

This part provides the organization of this paper:

1. CHAPTER I: Introduction

   This chapter provides the background of the study, research questions, aims of study, scope of study, significance of study, research methodology, clarification of terms, and organization of the paper.

2. CHAPTER II: Literature Review

   It consists of the theories which are conducted to the research in order to support in answering the research questions.

3. CHAPTER III: Research Methodology

This chapter contains the process of taking the data to be analyzed until how it is processed to the next steps.It provides research design, data collection and data analysis.

4. CHAPTER IV: Findings and Discussion

This chapter consists of the result of the research. It provides the answer of the research questions and the discussion of the finding.

5. CHAPTER V: Conclusion

It is the last chapter which provides the conclusion of the research and also the suggestions for further study.